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

1932

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Members of the State Board of Education

1931-1932

D. STEWART CRAVEN, *President* ..... Salem
OSCAR W. JEFFERY, *Vice-President* ..... Englewood
MRS. SEYMOUR L. CROMWELL ..... Mendham
MRS. MABEL S. DOUGLASS ..... New Brunswick
GUSTAV A. HUNZIKER ..... Little Falls
MRS. EDWARD L. KATZENBACH ..... Trenton
D. HOWARD MOREAU ..... Flemington
LYMAN F. MOREHOUSE ..... Montclair
JOSEPH W. MOTT ..... Atlantic City
JOHN P. MURRAY ..... Jersey City
Secretary, CHARLES H. ELLIOTT, *Commissioner of Education*

1932-1933

D. STEWART CRAVEN, *President* ..... Salem
OSCAR W. JEFFERY, *Vice-President* ..... Englewood
MRS. SEYMOUR L. CROMWELL ..... Mendham
MRS. MABEL S. DOUGLASS ..... New Brunswick
GUSTAV A. HUNZIKER ..... Little Falls
MRS. EDWARD L. KATZENBACH ..... Trenton
D. HOWARD MOREAU ..... Flemington
LYMAN F. MOREHOUSE ..... Montclair
JOSEPH W. MOTT ..... Atlantic City
JOHN P. MURRAY ..... Jersey City
Secretary, CHARLES H. ELLIOTT, *Commissioner of Education*

MEETINGS: First Saturday of each month at 11:00 A. M., at State House, Trenton.

Committees of the State Board of Education

1931-1932

Advisory

JOHN P. MURRAY, *Chairman*

OSCAR W. JEFFERY
LYMAN F. MOREHOUSE
MRS. SEYMOUR L. CROMWELL
GUSTAV A. HUNZIKER

Law, Appeals and Legislation

OSCAR W. JEFFERY, *Chairman*

JOHN P. MURRAY
GUSTAV A. HUNZIKER

Finance and Administration

MRS. MABEL S. DOUGLASS, *Chairman*

GUSTAV A. HUNZIKER
JOSEPH W. MOTT

Housing and Health

MRS. EDWARD L. KATZENBACH, *Chairman*

D. HOWARD MOREAU
MRS. MABEL S. DOUGLASS

Rural Schools

D. HOWARD MOREAU, *Chairman*

MRS. SEYMOUR L. CROMWELL
OSCAR W. JEFFERY

Teacher Training and Normal Schools

MRS. SEYMOUR L. CROMWELL, *Chairman*

GUSTAV A. HUNZIKER
LYMAN F. MOREHOUSE
D. HOWARD MOREAU
MRS. EDWARD L. KATZENBACH
JOSEPH W. MOTT

Vocational Education, to include Continuation Schools, Manual Training and Rehabilitation Work

JOSEPH W. MOTT, *Chairman*

D. HOWARD MOREAU
LYMAN F. MOREHOUSE

School for the Deaf

GUSTAV A. HUNZIKER, *Chairman*

MRS. EDWARD L. KATZENBACH
JOHN P. MURRAY

Manual Training and Industrial School

D. STEWART CRAVEN, *Chairman*
JOSEPH W. MOTT
D. HOWARD MOREAU

1932-1933

Advisory

JOHN P. MURRAY, *Chairman*

OSCAR W. JEFFERY — MRS. SEYMOUR L. CROMWELL
LYMAN F. MOREHOUSE — GUSTAV A. HUNZIKER

Law, Appeals and Legislation

OSCAR W. JEFFERY, *Chairman*

JOHN P. MURRAY — GUSTAV A. HUNZIKER

Finance and Administration

MRS. MABEL S. DOUGLASS, *Chairman*

GUSTAV A. HUNZIKER — JOSEPH W. MOTT

Housing and Health

MRS. EDWARD L. KATZENBACH, *Chairman*

D. HOWARD MOREAU — MRS. MABEL S. DOUGLASS

Rural Schools

D. HOWARD MOREAU, *Chairman*

MRS. SEYMOUR L. CROMWELL — OSCAR W. JEFFERY

Teacher Training and Normal Schools

MRS. SEYMOUR L. CROMWELL, *Chairman*

GUSTAV A. HUNZIKER — LYMAN F. MOREHOUSE
D. HOWARD MOREAU — MRS. EDWARD L. KATZENBACH
JOSEPH W. MOTT

Vocational Education, to include Continuation Schools, Manual Training and Rehabilitation Work

JOSEPH W. MOTT, *Chairman*

D. HOWARD MOREAU — LYMAN F. MOREHOUSE

School for the Deaf

GUSTAV A. HUNZIKER, *Chairman*

MRS. EDWARD L. KATZENBACH — JOHN P. MURRAY

Manual Training and Industrial School

D. HOWARD MOREAU, *Chairman*

D. STEWART CRAVEN — JOSEPH W MOTT

SUPERINTENDENTS

1931-1932

COUNTY SUPERINTENDENTS

Atlantic .....HENRY M. CRESSMAN .....Egg Harbor City (Residence)
Bergen .....B. C. WOOSTER .....Hackensack (Court House)
Burlington ....LOUIS J. KASER .....Mt. Holly
Camden .....A. M. BEAN .....Camden (Court House)
Cape May ....THOMAS J. DURELL .....Cape May Court House
Cumberland ..J. J. UNGER .....Bridgeton (Court House)
Essex .....OLIVER J. MORELOCK .....Newark (969 Broad St.)
Gloucester ....DANIEL T. STEELMAN .....Woodbury (Court House)
Hudson .....AUSTIN H. UPDYKE .....Jersey City (Court House)
Hunterdon ....HARRY W. MOORE .....Flemington (Bloom Bldg.)
Mercer .....JOSEPH M. ARNOLD .....Trenton (Court House)
Middlesex ....M. L. LOWERY .....New Brunswick (Co. Office Bldg.)
Monmouth ....WILLIAM M. SMITH ..... Freehold (Court House)
Morris .....WALTER B. DAVIS .....Morristown (Court House)
Ocean .....CHARLES A. MORRIS .....Toms River (Court House)
Passaic .....EDWARD W. GARRISON ....Paterson (Court House)
Salem .....ALBERT C. SHUCK .....Salem (Court House)
Somerset .....ROBERT G. SANFORD .....Somerville (Court House)
Sussex .....RALPH DECKER .....Newton (Court House)
Union .....A. L. JOHNSON .....Elizabeth (Court House)
Warren .....WILL G. ATWOOD .....Belvidere (Court House)

CITY SUPERINTENDENTS

Asbury Park...AMOS E. KRAYBILL
Atlantic City..ARTHUR CHENOWETH
Bayonne.....PRESTON H. SMITH
Bloomfield (Town),....E. S. STOVER
Bordentown, ROBT. M. OBERHOLSER
Bridgeton.....CHESTER ROBBINS
Camden .....LEON N. NEULEN
Cape May City...LESTER A. RODES
Clifton.....GEORGE J. SMITH
East Orange....CLIFFORD J. SCOTT
Elizabeth.....IRA T. CHAPMAN
Englewood.....WINTON J. WHITE
Gloucester City.....C. C. MADEIRA
Hoboken.....DANIEL S. KEALEY
Irvington (Town)..R. L. SAUNDERS
Jersey City.....JAMES A. NUGENT
Kearny (Town), HERMAN DRESSEL
Long Branch.....C. T. STONE
Millville.....VICTOR C. NICKLAS
Montclair.....FRANK G. PICKELL
New Brunswick....FRED J. SICKLES
Newark.....JOHN H. LOGAN
North Bergen (Twp.), M. F. HUSTED
Ocean City .....GEORGE E. BROWN
Orange.....W. B. PATRICK
Passaic.....FRED S. SHEPHERD
Paterson.....JOHN R. WILSON
Perth Amboy.....W. C. McGINNIS
Phillipsburg (Town)..FK. D. MUNROE
Plainfield.....F. W. COOK
Pleasantville..SIMON M. HORSTICK
Rahway .....ARTHUR L. PERRY
Salem .....L. M. LOTT
South Amboy.....OSCAR O. BARR
Summit.....JOHN B. DOUGALL
Trenton.....WILLIAM J. BICKETT
Union City.....ARTHUR O. SMITH
***West New York*.....HARRY L. BAIN**

HELPING TEACHERS FOR 1931-1932

Atlantic County

Cora Schaible, Pleasantville
Eleanor Helfrich, Pleasantville

Bergen County

Agnes E. Brown, Ridgewood
Mrs. Ethel H. Carroll, Jr., Tenafly
Nora C. Leiter, Hackensack
Melvia Wormuth, Tenafly

Burlington County

Margaret Carey, Mount Holly
Hulda Hewitt, Mount Holly
Caroline B. LeConey, Moorestown
Mildred R. Purnell, Mount Holly
Alma E. Prentice, Bordentown
Irene Sheppard, Burlington

Camden County

Mrs. Helen A. Ameisen, Collingswood
Mrs. Estelle Glading, Haddonfield
Ethel G. McKinley, Merchantville
Olivia F. Richman, Collingswood
Mrs. Barbara Severns, Collingswood

Cape May County

Mrs. Grace L. Crone, Cape May Court House
Roxanna S. Gandy, Dennisville
Agnes E. Gardell, Cape May Court House

Cumberland County

Nella H. Cole, Bridgeton
Anna M. Fisher, Mauricetown
Jean F. Mackay, Vineland

Essex County

Margaret Milmine, Orange
Lilla E. Payne, Montclair

Gloucester County

Marion C. Beck, Paulsboro
Elizabeth R. Dilks, Woodbury
Margaret B. Radcliffe, Woodbury
Katherine L. Smith, Woodbury

Hunterdon County

Melda W. Chambre, Flemington
Jennie M. Haver, Clinton
Sarah Strong, Ringoes

Mercer County

Dorothy B. Smith, Trenton

Monmouth County

Lora W. Gates, Red Bank
Mrs. M. S. Gibson, Adelphia
Kathryn M. Parker, Freehold
Charlotte E. Wilson, Port Monmouth
Harriet B. Cook, Freehold

Morris County

Laura D. Gaskill, Denville
Arline Keephart, Mendham
Helen Primrose, Boonton

Ocean County

Mrs. Sara B. Hernberg, Barnegat
Marie Snyder, Toms River
Mary H. Young, Laurelton

Passaic County

Clare Bartlett, Paterson
Margaret Dick, Paterson

Salem County

Mrs. Pluma P. Batten, Salem
Fannie B. Miller, Elmer
Edith L. Van Syckle, Salem

Somerset County

Adaline P. Hagaman, Somerville
Laura M. Sydenham, Plainfield
Corinne Woodruff, Somerville

Sussex County

Florence L. Farber, Hamburg
Ruby A. Miller, Newton

Warren County

Marcia A. Everett, Belvidere
Katherine Jamison, Belvidere
Vera M. Telfer, Belvidere
Anne Hoppock, Belvidere

PART I

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

For Year Ending June 30, 1932

STATE OF NEW JERSEY
STATE BOARD OF EDUCATION

TRENTON, N. J., December 3, 1932

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, 1931, to June 30, 1932.

Very sincerely yours,

D. STEWART CRAVEN,
President, State Board of Education

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

December 3, 1932

The State Board of Education,
State House,
Trenton, New Jersey:

GENTLEMEN—In compliance with the requirement of the School Laws of New Jersey, I have the honor to submit the Annual Report of the State Department of Public Instruction. This includes the report of the Commissioner of Education and the reports of the several Division Heads of the Department which have been submitted to him for the school year ending June 30, 1932.

Very sincerely yours,

CHARLES H. ELLIOTT,
Commissioner of Education

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

The report of the Commissioner of Education which is submitted herewith reviews the work of the State Department of Public Instruction for the fiscal year ending June 30, 1932, and includes a report of the activities of the various divisions of the Department. There is included as a part of the report a compilation of the more important statistics relating to public education, including statistics of enrollment, number of teachers employed, the school facilities provided, the sources of revenue for the public schools, and the public school expenditures for the fiscal year under review.

GENERAL STATEMENT

In the past twelve months we have witnessed another year of extraordinary business depression. The results that are evident in unemployment, the difficulty experienced in collecting taxes, and the general closing of avenues of employment to young workers have all had marked effects upon public education. The great increase in the number of unemployed has developed new problems for our vocational schools. The closing of avenues of employment to the young worker has caused large numbers of boys and girls to return to school or to remain in school. The reduction in public revenues has been reflected in a marked reduction in the amount of building undertaken and in reduced budgets for the operation of schools.

All boards of education made adequate provisions to operate the schools in 1931-1932, but in a number of instances the money was not paid by the municipalities charged with the collection of taxes. All through the past year the most painstaking and conscientious attention to the operation of schools under their direction has been given by boards of education and school administrators. It is a matter of satisfaction to report that no school has been closed during the year.

All through the summer and autumn of 1931, the State Department was called upon to hold many conferences with boards of education and school officials for the purpose of giving advice on school organization, both administrative and educational, in relation to the budget. The general tendency has been to undertake only necessary building operations. This has resulted in large reductions of expenditures, part of it in debt service. It was pointed out in my last annual report that this tendency has been evident since 1930. The report of 1931 showed that expenditures for lands and buildings has decreased $7,392,053.78 for that year. Whereas, for the year ending 1930 the capital outlay was $24,-151,117.48, for the year ending 1932 it was only $11,516,355.02, which was a reduction of $5,242,708.68 from the preceding year. For the two-year period 1930-1932, the reduction in capital outlay was $12,634,762.46.

As a result of problems arising in the summer and fall of 1931, the Commissioner called a conference on Economy in School Administration in February, 1932. These conferences where held in four centers of the State, at Glassboro on February 8, Morristown on February 10, Newark on February 11, and at Trenton on February 16. At these conferences the following topics were discussed: Economy in the use of the school plant; economy in the use of the materials of instruction; economy through improved teaching; economy in personnel management; economic organization and attendance; and economy in supervisory procedures. These conferences, I believe, have been of much help to school authorities in the present emergency.

In September, 1931, I called together the directors of all vocational schools, both county and city. At that time we discussed very fully what might be done in the vocational schools to improve our offerings to the young men and women who were attending as day school students in larger numbers than ever before. At the same time, I proposed that we develop courses to fit some of the men out of work for the more efficient service in their regular lines of employment when industry shall have revived and that we develop trade courses in other fields in which we may expect employment opportunities when business shall have improved. As a result of this, we very much increased the opportunities in these schools for adult workers and there were enrolled in these classes during the past year 11,456 persons, of whom twenty per cent were unemployed or had merely occasional employment. This work proved to be of such value and has met such definite demands that we shall extend the facilities next year as far as finances will permit. The charging of small fees in some of the courses may become necessary. Although this will be unfortunate, it will be far better than to abandon the courses. The enrollment in these trade extension classes was increased nine per cent over the preceding year. In the day vocational schools, the enrollment increased twenty-two per cent.

Due to the closing of the avenues of employment, large numbers of youth have returned to the schools, most of whom are

enrolled in the junior and senior high schools. Some increase has undoubtedly resulted from a growing recognition on the part of parents of the value of education. This has very much increased the burden upon the schools. I called attention to this in my last annual report. The total increase in attendance in the four-year high school enrollment last year was 12.4 per cent over the preceding year. This year the increase over 1931 is 15.1 per cent. In the last two years, we have had an increase of 37,632 students in our junior and senior high schools which is an increase of 27.6 per cent for the two-year period, 1930-1932. Further discussion of the problems attending this increase will be found in later sections of the report.

The teachers of New Jersey have done very much during the past year not alone by cheerfully carrying additional burdens, but also by accepting reductions in salary, and by making liberal contributions to serve needy children in their own districts. Although reports are incomplete, it is estimated that the teachers of New Jersey contributed about $380,000.00 in the various districts of the State for the relief of boys and girls in their own school districts. This money was supplied for the purchasing of food and clothing and for giving aid to the families of these children.

In a number of communities of the State, the teachers have voluntarily agreed to take a reduction in their salaries. In many places the teaching schedules have been increased materially. This, of course, is reflected in either reduced expenditures or in much greater educational service for the same expenditure that had been made previously.

LEGISLATION RELATING TO SCHOOLS

The Legislature of 1932 passed several acts affecting the schools which are of special interest. I quote in full a supplement to the School Law (Chapter 3, P. L. 1932):

"1. The State Treasurer is hereby authorized and directed to pay forthwith to the county treasurer of each county, ninety per centum (90%) of the amount of the State school tax, paid by any such county treasurer to the State Treasurer, notwithstanding that all of the State's school taxes due from any

such county shall not have been paid to the State Treasurer; that the county treasurer shall pay said moneys only to the taxing districts in his said county which have paid their proportion of the said taxes.

"2. All acts and parts of acts inconsistent with the provisions of this act are hereby specifically repealed, and this act shall take effect immediately."

In order to facilitate the distribution of the Reserve Fund, notwithstanding the fact that some counties may not have paid their school tax, an amendment to Section 159 of the School Law was passed. This amendment reads as follows: "provided, that if on May fifth all counties have not paid the State school tax, the Commissioner of Education may issue an order on the State Treasurer in favor of the county treasurer of those counties which have paid their State school tax for their proportion of the ten per centum reserve fund accumulated in the custody of the State Treasurer, and the State Treasurer shall forthwith pay the amount of such orders to the county collector. Subsequent orders for the balance of the reserve fund may be drawn in like manner as funds become available."

As noted, this permits a proportional distribution of the Reserve Fund to those counties which have paid their State school tax in full and provides for subsequent distribution of further accumulations of the Reserve Fund.

To meet the emergency in providing funds for unemployment relief, the Legislature passed an act (Chapter 212, P. L. 1932) which directed that the sums to be appropriated to the Teachers' Pension and Annuity Fund be appropriated to the State Director of Emergency Relief for the relief of the unemployed and dependents in the several counties and municipalities of the State. The act provided that the moneys so deducted shall be repaid to the Teachers' Pension and Annuity Fund with interest at the rate of four per centum per annum from the proceeds derived from the sale of a bond issue to be submitted to the people at the next general election. In the event such bond issue is not authorized, the money is to be included in the apportionment to the trustees of the Teachers' Pension and Annuity Fund to be made in 1933 with interest at four per cent.

The Legislature passed an act (Chapter 220, P. L. 1932) which provides that any deduction from the salaries of members of the Teachers' Pension and Annuity Fund for the fiscal year beginning July 1, 1932, shall not affect the contributions or pensions of such members on the basis of the salary prior to the deduction.

The Legislature also passed three important acts relating to normal schools and teachers colleges which are described at some length in the appropriate sections of this report. By law, normal school students are now required to pay a minimum tuition fee of $50.00 per year. Extension courses given by these institutions must be supported by fees. Summer schools, operated either by a normal school or by the State Department shall be supported from fees which are charged the students.

Another act permits normal schools and teachers colleges to require students to purchase their textbooks and supplies.

THE DIVISION OF CONTROVERSIES AND DISPUTES

The work of this Division has increased considerably during the past year because of the general business depression. All districts provided adequate appropriations for the maintenance of their respective systems, but in many instances the municipal authorities have been unable to collect taxes and furnish funds to the board of education in accordance with the provisions of the statutes.

For the first time in many years boards of education have issued warrants for teachers' salaries and other bills when funds were not in the hands of the custodian for their payment. Chapter 1, P. L. 1903, S. S., Section 188, provides that when warrants are so issued they shall bear legal interest until the custodian gives notice that redemption funds are available. Even though these warrants are interest bearing, teachers have found considerable difficulty in securing cash for them, and some have been required to sell them at less than their face value. A number of merchants have accepted the warrants in payment for goods purchased by teachers, and in a few instances the township col-

lector has been authorized to accept warrants for the current year's taxes. Because of the many serious situations arising in connection with these financial difficulties, many boards of education have conferred with this Department and have sought advice in order that they might keep the schools open.

In my last annual report, I pointed out that the business depression had caused a cessation in the construction of school buildings. During last year sixty-seven bonding proceedings for Article VII districts were filed in the Commissioner's office; for the present year only twenty-five such proceedings have been filed. The last half year showed a total bonding for school purposes in Article VII districts of less than a million dollars.

During the year, thirty formal decisions have been rendered by the Commissioner upon which final appeals have been taken. Other decisions, on June 30, were either upon appeal to the State Board of Education or to the Supreme Court, and, therefore, are not referred to in the report for this school year. I have selected a number of cases which are of special interest. The complete list of cases heard is presented as a supplement to the Commissioner's report.

The appeals included three relating to building contracts:

(1) Stoneback and Nase Company *vs.* Board of Education of the Borough of Washington, Warren County—The first school case where it was contended that the contractors did not comply with the provisions of Chapter 27, P. L. 1931, requiring preference to be given to citizens of New Jersey upon public work.

(2) James Reid *vs.* Bayonne Board of Education—Held the board did not award the contract to the lowest responsible bidder.

(3) Elling Brothers *vs.* Board of Education of the Borough of Washington—The Commissioner criticized the advertisement for unit bids on temporary heating radiators without setting forth the approximate number to be used. This permitted the board to award the contract to different parties in accordance with the number of radiators it later specified.

Several cases involving janitors were heard during the year, the two most important being Calverly, et al., *vs.* Landis Township

Board of Education, where the decision of the Commissioner was sustained by the State Board of Education. It was held that since there was no record to indicate definite term appointments or contracts, janitors could not be removed except on the preferring of charges; and Kerr *vs.* Brooklawn Board of Education, where the janitress was given more work than she could perform, it was held by the Commissioner that the inability to perform an abnormal amount of work could not be just cause for dismissal, but in selecting which of the work she would do and refusing to undertake other janitorial duties assigned by the board, she was guilty of insubordination.

The decision in the case of Roberts *vs.* Cranford Board of Education held that a board of education could not delegate to committees or individuals duties imposed by statute directly upon the board.

In Walters *vs.* Newark Board of Education, it was decided that where general substitutes are employed under contracts, they are protected by the Tenure of Office Act so long as the board of education continues the list of general substitutes; but where substitutes are employed for definite positions, they have no claim to a position after that particular substitute work has been completed.

During the year Atlantic City raised the cost of tuition from $175 to $225. Ventnor City, Margate City, Linwood, Northfield City, Absecon, and Galloway Township brought appeals against the increased tuition fee. The principal decision was rendered in the case of Board of Education of Ventnor City *vs.* Board of Education of Atlantic City and held that since Atlantic City had not charged in excess of the gross per capita cost, it could not be required to decrease the fee.

The decision in LaRose *vs.* Egg Harbor City Board of Education is the first in our records to hold that even though a board of education had offered a position to a teacher for the fourth year and had a written acceptance, the board is not bound by a contract unless it is in accordance with Section 106, Chapter 1, P. L. 1903, S. S., which requires that in the absence of rules and

regulations in reference to the employment of teachers, no contract shall be valid unless it be written or printed, in triplicate, and signed by the president, secretary, and teacher.

Other cases decided during the year, while involving rather difficult questions of law, are not of sufficient importance to justify special comment. They include a number of election protests and recounts, employment and transportation contracts, the right to transportation of individual pupils, residence of board members, suspension of a supervising principal, rules of boards of education, and dismissal of employees. During the latter part of the year a number of cases were instituted involving the abolition of positions under boards of education which included teaching positions, but, as stated above, these cases are not reported due to the fact that they came toward the close of the fiscal year and were either appealed or subject to appeal on June thirtieth.

ELEMENTARY EDUCATION

In my report of last year I defined the scope of elementary education and stated that it was my conviction that elementary education is in many respects the most important part of the school system. The fact that we have great urban areas in our State in which the density of population is great gives us a most difficult problem of mass education. In a time such as the present, there is imperative need for the most extended training in citizenship that can be provided in both elementary and high schools. The fundamentals and the basic ideals of citizenship must be taught in the elementary school if we would reach our whole population.

In the development of our elementary education, we have striven for the past five years to improve the teaching and the selection of materials of instruction. As a result of this, we may report that there is a marked tendency in our State to carry on instruction in such a way as to require from children use of their abilities to full capacity and all of the instruction seeks to utilize the interests of children and their ability to construct things, to make demonstrations, to do creative work, and to search widely for materials

which illustrate the projects and problems in which they are engaged in the classroom.

One phase of this instruction involves the working with children in groups. The inevitable results of the depression have been to increase the size of classes. By proper handling of groups it has been possible through these improved methods to maintain our schools at a high degree of efficiency, although the strain upon the teacher on account of these large classes has been much increased. One thing that should be pointed out is that the improvement of teaching methods and the better assembling of teaching materials have been accomplished at no additional expense. No matter what the problems of administration have been, I think it may be said with confidence that attention to the improvement of teaching has proceeded with very little interruption.

The work of the State Association of Elementary School Principals deserves special mention. These principals have dedicated themselves to a study of methods for the improvement of elementary education. A program of progressive education in the public schools has received much aid from them. Throughout the rural areas and the smaller communities the helping teachers have been responsible for notable improvement in methods of teaching based upon the principles which I have described.

In April of 1932, the Department gave a State-wide standardized test. So far as I know this is the first time that a scientifically constructed test, the results of which can be compared with those obtained in other States, has been given in the elementary field. We gave to all of the eighth grades "Form Z" of the new Standford Achievement Test which deals with the fundamentals. Such fundamental subjects as paragraph-meaning and word-meaning in reading, spelling, language usage, literature, history and civics, geography, physiology, and arithmetic constitute the test. The achievement in this test, which is known as the national average (or norm), is 94. In New Jersey the average obtained was 96.77. Such subjects as history and civics, geography, and arithmetic to which we have given much attention in our development of improved instruction gave scores eight and ten

points above the national norm. In the subjects of literature and physiology the scores were slightly below the national norm. This gives us a diagnosis of fields in which additional attention to the teaching should be given. Generally speaking, the results obtained from this test indicate that the teaching in the New Jersey schools is of high grade.

CONSTRUCTION OF COURSE OF STUDY

For some time the State Department has each year developed a monograph in one of the subjects of the elementary school. During the past two years our attention has been given to the program of geography, history, and civics. During the year, there was published a monograph dealing with the work in the first three grades.

During the year, the Division of Elementary Education cooperated with the State Conservation Committee in publishing and distributing a bulletin devoted to the proper conservation of wild flowers, soils, bird life, fish, and trees. This bulletin was distributed to every school in the State the first week in April and was utilized in many schools as a basis for nature study work undertaken during the spring.

In previous reports I have called attention to the desirability of making education in thrift an important part of the elementary program. This work has been carried on in the classes in arithmetic and civics with excellent results. The school savings movement is a very important one in New Jersey and notwithstanding the depression this work has been carried on with success. The elementary school may also be made a very important agency for the development of fundamental economic facts in the geography classes and it is not beyond the range of ability of the upper elementary classes and junior high school classes to deal with problems of government service and government costs at least in an elementary way.

Safety education has become an important part of our public school work. Many organizations throughout the State are deep-

ly interested in a safety education program for public school children. We have had the cooperation of the State Police in their work with safety patrols, of the automobile associations, and the Congress of Parents and Teachers. Under the direction of Dr. Allen G. Ireland, Director of Health and Physical Education, an excellent program of safety education is being developed in the elementary schools.

During the past year the celebration of the bicentennial of the birth of George Washington has been made an important project in most schools. The State Department of Public Instruction has cooperated with the schools and this commemoration has furnished the basis for much work in drama, literature, and related fields.

CHARACTER TRAINING

It is generally agreed that a neglected outcome of education is training in character. After all, probably the most important objective of all education is the development of character. In all of our programs for citizenship training this is one large objective.

But it must be borne in mind that emphasis upon this important phase of education can be brought about only through a trained teaching corps which is alert to the possibilities presented through the school program and the school community. Development of ideals, guidance and directed activities, not prescription, must be the basis for all work of this type.

Very much has been done in this State. This spring a questionnaire was sent to all school systems through which we sought to determine what is being done. The results of this questionnaire indicate clearly that the schools of the State would welcome suggestions for the development of this important phase of their work. It is our plan to assemble a widely representative committee to work upon this problem during the next school year.

COOPERATION OF THE NEW JERSEY CONGRESS OF PARENTS AND TEACHERS

In New Jersey, the Congress of Parents and Teachers has been very much interested in the work of the public schools. The cooperation of this organization and its large number of local associations of parents and teachers has been of benefit to the public school system. Intense interest of the parents, confined largely, it is true, to the mothers, has brought about a cooperation between the home and the school which is very gratifying. The associations have generally proved to be of help in the development of better education for the boys and girls of New Jersey.

HELPING TEACHERS

The supervision of the helping teachers of New Jersey continues to be a major responsibility of the Division of Elementary Education. The helping teacher of New Jersey is unique in many respects. She is not a supervisor in the usually accepted meaning of the term. Her work consists largely in the visiting of schools, in doing demonstration teaching, and above all, dealing with the problems of better selection of materials and better teaching methods. One of the evidences that their work is of superior character is that teachers from large sized communities frequently visit our one- and two-room schools.

SECONDARY OR HIGH SCHOOL EDUCATION

The public high school enrollment of New Jersey has increased very rapidly during the last three years. This is accounted for in part by the effects of the depression which has closed the avenues of employment to junior workers. It is accounted for also in large measure by the growing need for high school preparation to enter many lines of work and from the recognition on the part of a large proportion of the public that the general training afforded by the high school is a highly desirable part of the equipment of the youth of today. In the last two years, the

total enrollment in junior and senior high schools has increased 37,632 or an increase of 27.6 per cent over the enrollment in these schools for the year ending June 30, 1930. The following table furnishes the pertinent statistics of growth.

HIGH SCHOOL ENROLLMENT

	Approved Jr. H. S. (Grades 7-9)	*Senior H. S. (Grades 10-12)*	*Four Year H. S. (Grades 9-12)*
1928-29	30,497	15,639	81,750
1929-30	34,422	17,003	84,481
Per cent increase over 1928-29	12.9	8.7	3.3
1930-31	37,254	19,262	95,354
Per cent increase over 1929-30	8.2	13.3	12.9
1931-32	41,752	22,797	108,989
Per cent increase over 1930-31	12.1	18.4	14.3

It is probable that we shall continue to have applications of machinery to industry in even greater measure than has been the experience in the last decade. The tendency apparently is to close lines of employment to junior workers so as to furnish as far as possible employment for the adult worker. The growing recognition of the value of high school education is another factor that will continue to be operative.

SUBJECTS TAUGHT IN THE NEW JERSEY HIGH SCHOOLS

For several years we have called attention to the trend in subjects offered in the high schools. Records for the past year indicate that 38 per cent of the membership of grades nine to twelve in the New Jersey high school is preparing for a higher institution of learning. Approximately 22 per cent of the high school membership is enrolled in general courses; 34 per cent is enrolled in business courses and a little over 5 per cent in what may be termed vocational courses—industrial, agricultural, and home

economics courses. This does not include the enrollments in the vocational schools which are treated in a separate section of this report.

The comparative enrollments for this year and the past two years in the subjects which constitute the principal core of our high school curricula designed to provide general training, namely, English, mathematics, history, and science, and those fields which prepare for higher institutions reveal some interesting trends.

Practically the entire membership of the high school is enrolled in English. The enrollment in Latin has declined from 22 per cent in 1930 to 17.7 per cent in 1931, and to 16.1 per cent in 1932; French has declined from 20 per cent in 1930 to 18.5 per cent in 1932; German, which showed a slight increase last year, has decreased to 5.7 per cent for 1932; Italian has shown slight increases in the last two years.

In the field of mathematics, the per cent of registration in algebra has shown a small variation from last year. In 1930 the per cent registered in this subject was 29.4; in 1931, 27.9; in 1932, 28.7 per cent; plane geometry declined from 13.3 per cent in 1930 to 11.7 per cent in 1932. Solid geometry and trigonometry, strictly college preparatory subjects, have remained practically constant for some years.

The registration in the fields of United States history and problems of American democracy has declined in the past year from 21.4 per cent to 18.2 per cent.

The growth in the enrollment in economics is significant. As a separate subject in 1928, it enrolled only 452 students, or .4 per cent of one per cent of the high school registration. In 1931, it enrolled 5,875 students, which was 4 per cent of the enrollment. In 1932, economics as a separate subject enrolled 7,187 students, which was 4.4 per cent of the total enrollment.

In the high schools, it is my conviction that citizenship training should consist of broad courses in American history, an intensive course dealing with the problems of American government, and a course in general economics. It is my feeling that fidelity to these principles in the construction of the secondary curricula

will make the high school a useful agency for training in citizenship.

The subjects of physics, chemistry, and biology enroll virtually the same per cents of students which have been reported for several years: Physics, 6 per cent; chemistry, 6.12 per cent; biology increased from 12.0 per cent in 1931 to 13.5 per cent in 1932. These subjects are utilized principally by students preparing to enter higher institutions.

The enrollments in general science have continued to increase at a rapid rate. In my report of 1930, I pointed out that 23,830 boys and girls in the four-year high schools were studying general science as compared with 17,860 five years before. This number increased to 30,133 in 1931 or 20.5 per cent of the total registration in the four-year high schools, and in the year just closed the enrollment was 34,316 or 21.1 per cent of the total registration.

This is a trend in high school education which is very significant. It indicates that opportunities are being given to these young people to become acquainted with the applications of science to modern living. The many and fundamental changes that have taken place in our civilization are dependent in large part upon the advances which have been made in the physical sciences. The advance in biology has been closely related to the development of better living. A great obligation rests upon the teachers of general science so to organize the instruction that values may come from contacts with things and from extended opportunity for experiment. Mere memoriter learning, textbook science, or workbook answers will not achieve the purposes which the introduction of this subject should realize. Laboratory work, shop work, excursions and projects developed by the boys and girls must constitute an important part of this instruction which offers such a large field for the development of initiative, constructive activities, and logical thinking. Few subjects in the curriculum hold the interest of the boys and girls as this subject does and the results of skillful teaching will prove to be incalculable in the future lives of these boys and girls.

The enrollment in elementary business training was practically five times the enrollment in 1927-1928. This subject, confined almost exclusively to the first year of the high school, has proven its worth. Nearly 75 per cent of the high schools of the State offer the subject.

A measure of the holding power of the high schools is the persistence of enrollment by years. Definite improvement has been registered in the last twelve years. In 1920-1921 60 per cent of the number who entered remained to the second year; 44 per cent to the third year, and 37.6 per cent to the fourth year. Ten years later the percentages were as follows: 72.7 per cent remained until the second year; approximately 50 per cent to the third year, and 43 per cent to the fourth year. In 1932, of one hundred pupils who entered in 1929, 69.9 per cent remained to the second year; 53.1 per cent to the third year and 50 per cent to the fourth year.

VALIDATION OF CREDENTIALS

The validation of credentials of pupils transferring from one high school to another continues to demand a large amount of attention from the Department. The program of secondary education in New Jersey as conducted insures full credit on transfer for work completed in an approved New Jersey high school. The maintenance of this standard is a most important function of the Department of Public Instruction and the validation of such credentials is not a mechanical routine in any sense. During the past year 4,000 such credentials have been validated.

STATE HIGH SCHOOL CONFERENCE

The State High School Conference held annually at Rutgers University is a joint undertaking of the Department of Public Instruction, Rutgers University, and the New Jersey High School Teachers' Association. The fourteenth conference was held on May 6 and 7. Programs were contributed by twenty State Associations. The Department will publish a volume of proceedings early in the next fiscal year.

ORGANIZATION OF THE HIGH SCHOOLS

In earlier sections of the report I have called attention to the effects of the depression upon the enrollments in the high schools and the severe strain upon present facilities and the present high school staffs. Increasing the size of classes and the eliminating of small classes have been practiced by many schools during the past year. It should be pointed out that excessively large classes may not be maintained as a permanent policy in some subjects. Continuous study by the individual school systems of enrollments in relation to curriculum and facilities must be made to insure economical and efficient organization of the high schools under present conditions.

Toward the end of the school year it became evident that some school districts would not be able to pay the amount due receiving districts for tuition. It is a great satisfaction to report that a large proportion of these districts were able to discharge their obligations by the end of the fiscal year, and although there will be grave problems confronting us during the next school year, I am hopeful that arrangements may be made so that no student will be deprived of the opportunity of a high school education. In cases where tuition cannot be paid in cash, the obligation may be discharged by the payment of a warrant.

In former reports, I have called attention to the value of larger districts for the support of high schools. The Legislature of 1931 passed an act commonly known as the "Regional School Act" which permits boards of education of two or more districts to unite for the purpose of maintaining a high school. It is presumed that any district that contemplates the formation of such regional district will do so only after careful study of the situation. In many instances, it is highly desirable that regional areas be developed on a tuition basis similar to the plan now followed in providing high school education for many students. However, the problems encountered by some districts seeking high school facilities for their pupils makes it imperative that new high school facilities be provided in a number of communities as soon as possible. When this problem becomes common to a group of com-

munities, it is my conviction that the establishment of a regional high school should be given careful consideration. By such an organization an adequate number of students is insured to operate an economical unit.

PHYSICAL AND HEALTH EDUCATION

During the past year, this Division carried on the following major projects:

1. Working cooperatively with the New Jersey State Medical Society, the Division has given special attention to the work of the school physician.
2. A program of standards for school dental service has been developed in cooperation with the Mouth Hygiene Committee of the New Jersey Dental Society. Advice has been given on the establishment of new dental clinics. This work has resulted in the publication of a bulletin on "School Dental Service."
3. The Director of the Division has served as chairman of the committee of the New Jersey Congress of Parents and Teachers which formulates policies and develops programs for child health in home and school.
4. In cooperation with a committee of specialists appointed by the New Jersey Tuberculosis League a study of tuberculosis in children has been initiated.
5. The Division was designated by the Commissioner to conduct the first State Conference on Child Safety Education and Supervision which was called by the Department. This Conference was attended by delegates from nearly all State departments and organizations concerned with the safety of children.
6. The State conference for directors and supervisors of physical education was called by the Department and at this conference there was presented standards and policies recommended by the Division of Health and Physical Education.

7. A series of conferences was held with the Bureau of Safety Education of the New Jersey State Police; as a result of these conferences an agreement has been reached on a code of general policies and standards.
8. Working with the Bureau of Child Hygiene of the State Department of Health an agreement concerning policies and activities has been evolved which clarifies the relationship between the two departments, and defines the work of the Child Hygiene nurse in the schools.
9. Institutes for school nurses were held twice in each county during the year.
10. The State Medical Society has cooperated with the Department of Public Instruction to the end that the Division of Physical Education has had available the services of a field secretary of the Society for approximately eight months of the school year. The secretary assisted the Division by giving lectures in public health education.
11. Courses in health education for teachers and nurses, courses in school nursing and courses in physical education were conducted by the Division at the Ocean City Summer School during the summer of 1931.

This brief summary of major projects of the Division gives an idea of the cooperative relationships which have been established with such important organizations as the New Jersey State Medical Society, New Jersey State Department of Health, New Jersey State Dental Society, New Jersey Tuberculosis League, the State Police, and the organizations engaged in safety education. Successful work in health education cannot be promoted without the active and sympathetic cooperation of such agencies and it is gratifying to report these results. Few states in the Union enjoy such integration of these important agencies and the schools.

The Division has carried on a large program of supervision and service in the schools. The scope of this work is indicated

in part by the following summary: The staff visited during the year 69 high schools, 135 elmentary schools, 54 rural schools and 12 special classes. In addition, the staff held some 782 conferences with members of boards of education, superintendents of schools, supervising principals, elementary and high school principals, helping teachers, physical education teachers and supervisors and others engaged in the work of health and physical education. The Division this year made four surveys of health and physical education.

Documents which were issued during the year and which will be available in printed form during the coming summer are the following:

A School Health Program for the Physician
School Dental Service
Standards in Health and Safety Education
Standards in Physical Education
School Safety Organizations.

Beginnings have been made in the preparation of other bulletins. The Division has sent regularly throughout the year letters of information to school nurses, superintendents, and supervising principals and high school principals. Occasionally letters have been sent also to physical education teachers, school physicians, county superintendents and helping teachers.

The safety conference described above proved to be so successful that it is my recommendation that another conference of the same kind be called some time next year. If the results of the conference justify it, I am of the opinion that a permanent conference on safety should be organized in which all agencies dealing with safety education or safety work of any character will be represented.

I wish to report that the passage of an act last year that makes it possible for a teacher to exclude a child from a classroom when there is evidence that the child is ill and which permits the principal to exclude the child from the building in the absence of the physician or nurse has been of great aid in protecting the health of school children.

New regulations for the certification of nurses and health education teachers were adopted by the State Board of Education upon the recommendation of the Commissioner. This will have a marked effect upon the improvement of the qualifications of the personnel engaged in these fields of work.

In the summer of 1931, infantile paralysis became epidemic. The epidemic was not nearly so extensive as the epidemic of 1916 and the distribution of cases varied somewhat from that of 1916. The Department of Public Instruction was in constant touch with the State Department of Health and as the result of these conferences the Commissioner issued two letters of general instruction to the school systems of the State. General information and instruction concerning the handling of cases was promulgated by the State Department of Health through local health officers. The State Department of Health did not recommend the closing of schools, but it was deemed wise by a large number of cities and boroughs to defer the opening of school from one to three weeks. The number of deaths was relatively few. The death rate in 1916 was 40.06 per hundred thousand, and in 1931 was 3.49 per hundred thousand.

Great credit should be given to the school physicians and school nurses of the New Jersey public school system for the very efficient handling of this problem during the epidemic and for their excellent cooperation with the municipal health authorities and private physicians. I feel that the efforts that have been put forth in health education through the schools of New Jersey have had an important bearing on this, and it should be stated that to this health service is due large credit for the uniformly good conditions of health and physical well-being which have obtained among school children during the past two years of the depression.

VOCATIONAL EDUCATION

HOW THE VOCATIONAL SCHOOLS HAVE ADJUSTED INSTRUCTION IN THE ECONOMIC DEPRESSION

This year has witnessed definite results in the adaptation of instruction to the problems which have arisen in the present economic depression. Early in September of 1931, the Commissioner called a conference of the directors of the vocational schools for the purpose of considering among other things the training of unemployed workers. A committee was appointed. As a result of this conference and the work of the committee, surveys were made by all the vocational schools. Although it was evident that the major work in the schools should be devoted to trade extension courses for the employed, nevertheless an attempt at retraining the unemployed was made. Instruction in the vocational schools was extended into the following fields: Restaurant service, radio servicing, textile manufacturing, electric welding, general electrical work, drafting, and stockroom practice. Although lack of interest on the part of the worker, even if he has a definite prospect of a job as soon as he has completed training, is a real obstacle in the conduct of retraining courses for the unemployed, it is a matter of satisfaction to report that twenty per cent of the 11,456 students enrolled in the evening vocational schools consisted of unemployed workers. In the Essex County Vocational School for Girls with no funds for the purpose and no facilities for special courses for retraining, it was found possible to admit one hundred unemployed girls and women to the regular classes. Of this number, forty were trained in soda fountain and luncheonette service. Undoubtedly the depression has increased the business in this field and no difficulty has been experienced in placing all girls who completed courses. This was so successful that we expect to offer the courses again next year. In Paterson, training of ribbon weavers to become weavers of broad silk was undertaken and in Bayonne the training of various unemployed workers to become waitresses and the retraining of mechanics to become draftsmen are notable examples of successful retraining courses. In the Bloomfield unit of the

Essex County Vocational School, we carried on the retraining of twenty-five unemployed steam-fitters in oxyacetylene and electrical welding. Day courses for recent graduates of evening schools who could not be placed because of the depression were also inaugurated.

Late in the summer of 1931, the Commissioner sent a communication to all county superintendents of schools directing them to urge home economics departments to open their facilities to the communities for canning fruits and vegetables and to undertake any additional projects that might prove helpful. This was followed up by the Vocational Division and further suggestions as to projects to be undertaken in the schools were made. The State Supervisor of Home Economics discussed these problems at all of the county institutes during the fall of 1931.

As a result of these efforts nearly every school in which there is instruction in clothing has worked on "How to make an economical clothing budget." Remaking of clothing, the making of clothing from simple and cheap materials, and the "reclaiming of garments" were undertaken.

Aside from the savings which pupils have been able to make in their personal clothing budgets and in those of their homes as a result of this instruction, the schools have done a great deal for local welfare organizations. They have dyed, cleaned, pressed, and made over many garments. Welfare agencies have purchased the materials and the schools have made garments for the needy. In one district mending was done for a local hospital that was short of funds for both material and labor. One rather small school this year handled over a thousand garments collected for distribution to the needy. In one district, the school undertook to clothe and feed all destitute children and in the schools of that city most of the garments for that purpose were made. A good deal of attention has been given in the home economics departments to the planning of adequate meals which will use low cost food. Much attention has been given to planning the family budget and we feel that the instruction has been of particular value in the homes from which these children came.

Due in part to the efforts of the Department of Public Instruction, there has been a revival in canning and more of this work has been done than at any time since the War. Pupils have canned large quantities of vegetables and made jellies and jams. Some of the products were taken to the homes of pupils where they will contribute to the family food supply and large quantities have been given to local relief organizations for distribution. Fruit butter of various kinds was made in one district at the request of a local welfare organization. This was distributed to needy families.

Fruit donated by such organizations as the American Legion, associations of parents and teachers, women's clubs, and the Red Cross has been canned in the home economics departments and sent back to the organizations for distribution. Some teachers of foods found it possible to turn the product of classes in cooking into the cafeteria to be used to feed hungry children.

Wise spending and systematic saving has been a regular topic of instruction in all continuation schools from the time of their organization. During the past year, special emphasis has been placed on every phase of economy. Instruction given in the schools in planning meals at low cost has had much influence in the homes of these pupils. The instruction in clothing has been directed along lines similar to those in the home economics classes in the high schools and the vocational schools. In the Girls' Continuation School in Newark classes in machine operation have made hundreds of garments at low cost. This year whole families of children were fitted at very little expense. In all continuation schools much emphasis was placed upon savings and children were given simple lessons in finance dealing with banks, their kinds and functions, installment buying, the buying and maintaining a home, and similar topics.

The vocational courses in agriculture were modified as far as possible in order to meet changing economic conditions. In New Jersey, the return of city dwellers to the farms has been less marked than elsewhere. Nevertheless in various parts of the State the number of persons gaining a livelihood from agriculture has increased and many of these are inexperienced in modern methods

of farming. In each district where agriculture is taught the teachers made surveys to locate farmers new to the region. These farmers were invited to attend adult classes. Special attention has been given during the year to helping farmers with their financial problems. The evening class instruction was largely organized around such problems as lowering the cost of production, producing high-grade products, marketing, raising home-grown feed to supplement purchased feed, protecting fruits and vegetables.

In the day classes attended by boys of high school age, special attention was given to the financial side of the various school projects. The net return from projects was $129,742.12. This was a welcome addition to many families.

The applications of science to manufacturing processes have increased the demand for the technically trained worker. In the Camden County and the Essex County Vocational Schools and in the Bayonne City Vocational School, the introduction of more technical courses for the well-qualified student represents a beginning. In the Essex County Vocational Schools, there has been organized a new course known as a multi-trade course which is designed to teach elementary processes common to several trades. A person trained in such courses is more adaptable than one trained in a single narrow field.

In the remainder of this section, I shall deal with the various phases of vocational education and manual arts which constitute a part of the work of the schools under the supervision of the Department of Public Instruction.

TRADE AND INDUSTRIAL EDUCATION

The day industrial schools, whether maintained by counties or cities, have experienced very little expansion of activities owing to the economy programs adopted in the school systems. The only instance of completion of an additional plant was a new building of the Essex County Vocational School opened in Bloomfield for trade preparatory classes. This had been under construction for the past two years.

Generally speaking, all vocational schools have increased very much in enrollment, the increase for the State being 22 per cent. This increase has been absorbed, with virtually no increase in the teaching staff. Throughout the State there has been an appreciable reduction in the amount expended for supplies and equipment.

A departure in organization of instruction has taken place in the Atlantic City Boys' Vocational School. This has been organized on the plan of having pupils spend a week in the shop and the alternate week in classes. Although this plan has been followed in trade preparatory classes in some of the States, this is the first program of the kind to be adopted in New Jersey. It is held that this organization permits the development of a greater variety of skills than before since the pupil is able to accomplish a piece of work without interruption. It also gives the opportunity to develop a shop closely approximating industrial conditions. This plan is being studied carefully, with a view to extending the practice if results justify.

ENROLLMENTS

The total enrollment in evening trade and industrial classes for the year was 11,456, which represented an increase of nine per cent over the enrollment in 1930-1931. This is an unusually good measure of the service which these courses have given in a time of depression. It should be recalled that in the past few years over fifty per cent of our evening trade school enrollment consisted of apprentices. As I pointed out in each of the last two annual reports, the enrollment of apprentices has fallen off very much because there has been an elimination of apprentices in the trades. We have abandoned the instruction for apprentices in some of the trades. The fact that almost ninety per cent of those attending evening trade extension courses during the past year are now the more mature workers who are attempting to keep abreast of new developments speaks eloquently of the service of these schools. There should be added also the fact that about twenty per cent of the enrollment in the night trade extension classes consisted of unemployed.

AGRICULTURAL EDUCATION

During the last fiscal year, agricultural classes were conducted in forty-seven centers in the State. The total enrollment was 1,699, an increase of 616 over the previous year. This included courses for high school pupils in all-year attendance, courses for pupils who had left school but returned for instruction in agriculture during the winter months, and classes for adults. As pointed out in a previous section, the total net receipts from projects undertaken by the pupils was $129,742.12. It is interesting to note that the total amount paid in salaries to the teachers for the year was $82,273.82. Thus for every dollar spent for instruction, there was returned to the communities approximately $1.50 in actual farm profits. As a part of the instruction in agriculture, boys were urged to maintain thrift accounts in school banks or savings banks. Complete records of these accounts for all boys studying agriculture are not available, but recent reports show that 367 of them had $27,643 in thrift accounts last year. These same boys had actually invested in farming the sum of $31,927.55.

New Jersey has continued to hold a prominent place in the organization known as the Future Farmers of America. The Future Farmer members in New Jersey during the past summer completed a poultry house at the State College of Agriculture. This building is to be retained for the use of a Future Farmer boy who becomes a student at the College of Agriculture and wishes to raise poultry to help pay his college expenses.

It is gratifying to report that boys studying vocational agriculture in the New Jersey high schools showed their ability as judges of milk by winning first in a nation-wide contest held in connection with the National Dairy Exposition at St. Louis, Missouri, on October 10, 1931. These boys also won second place in the national contest in judging Guernsey cattle and fifth places in the national contests in judging poultry and in judging Jersey cattle.

The evening classes for adult farmers have been very successful. Throughout the year the teachers who conducted these have visited the farmers, discussing practices in use and have also

assisted in solving many problems arising in the daily work of the farmer. During the past year, records filed with the State Department of Public Instruction indicate that thirty teachers of agriculture organized or cooperated in organizing 1,121 meetings for farmers; they were present and contributed to the programs of 1,026 educational meetings organized by others; and they gave individual service on agricultural problems to 5,876 persons.

HOME ECONOMICS AND INDUSTRIAL WORK FOR GIRLS

It is evident that home economics instruction has played an important role in the present depression. Nevertheless, retrenchment in schools has affected the home economics departments. Generally speaking, there has been very little elimination of the subject from schools although there has been curtailment in many. In general, the increase in new departments has offset the loss in districts where financial difficulties have caused the discontinuance of the subject.

In the vocational schools, in addition to what has been reported in home economics in a previous section, it should be noted that the home economics classes for girls have shown an increase in registration. This is accounted for by the enrollment of girls who have been eliminated from industry. They have gone to the vocational schools that they might gain knowledge in food preparation and clothing to apply in their homes and in their personal clothing budgets and also that they might train for a new field of work which would eventually secure for them employment.

In a time of depression, placement of graduates of such schools is a real test of the efficiency of the schools. The Essex County Vocational School for Girls has made an unusual record. From a graduating class of 244 pupils, 100 were placed before the school closed. All members of the soda fountain and luncheonette group were employed at the completion of the six-weeks unit of instruction. Placement in other centers has been carried on with less success because of the economic conditions prevailing in those communities.

CONTINUATION SCHOOLS

Enrollment in the continuation schools showed a marked decrease from that of the preceding year. The thirty-seven districts and two counties maintaining such schools enrolled 3,568 boys and 5,613 girls—a total of 9,181. The schools at Harrison and Weehawken were discontinued. There is a loss of 3,525 from last year's enrollment. One cause of this decrease was the effect of the legislation passed two years ago which raised the age to fifteen years and the amount of schooling to be completed to a minimum of six grades in order to receive working papers. However, the chief reason for this small enrollment was the lack of employment opportunities.

During the past year very few working papers were issued. The fact that many boys and girls between the ages of fourteen and sixteen were forced to remain in school has made it necessary that some kind of schooling be provided. The objective of these young people is to obtain employment if possible. To meet this need, we have recommended the organization of pre-employment classes and such are now conducted in Newark, Elizabeth, Passaic, Hoboken, and Bayonne.

INDUSTRIAL ARTS

The shop work in industrial arts has been very much improved in recent years. This work now includes projects in printing, sheet metal work, concrete, electrical work, and machine shop practice. More and more throughout the schools, the projects undertaken in the manual training shops are projects which have to do with the equipment and upkeep of the school plant.

REHABILITATION

The law providing for the rehabilitation of persons injured in industry provides that the State Board of Education supervise this work. The joint State and federal funds which are provided are administered by the Commissioner for the State Board of Education in accordance with the terms of the State plan for

this work, which is adopted by the State Board of Education and approved by the Federal Board for Vocational Education.

The State Rehabilitation Commission which is provided under the law assumes the responsibility under the plan for conducting the placement, training, and guidance authorized under the Federal Rehabilitation Act. The Commissioner is by law a member of the Rehabilitation Commission and he or his representative attends meetings of the Commission and visits the places of training from time to time, consulting with the director and the representatives of the Federal Board for Vocational Education.

The Rehabilitation Commission gave training to 378 individuals and in addition to this handled 480 cases to whom guidance, placement, or other service was rendered. Three hundred twenty such cases were investigated to determine whether they were susceptible of training. The total number of cases handled in 1931-1932 by the vocational division of the Rehabilitation Commission was 1,248. This was 137 more cases than were handled for the year 1930-1931.

THE TRAINING OF TEACHERS

The training of teachers of trade and industries is organized into four types:

A. Pre-service training for day and evening schools
B. In-service training for day schools
C. Itinerant training for new teachers in the day schools
D. In-service training for teachers of evening schools

This training has been discussed in former reports and I shall make comment only on the pre-service and in-service training offered during the past year.

Four in-service courses were offered for teachers of day schools, each course consisting of fifteen two-hour conferences. One of these courses was devoted to problems in mental hygiene. Another was devoted to the preparation of a course of study and instruction material; the course offered in Atlantic City was devoted to a development of objective tests to be used in that school.

Every shop teacher or teacher of related subjects developed objective tests dealing with his particular subject. Another in-service course was based on a study of the problems of industry entitled "Post-Depression Problems." Its aim was to cover the problems of industry during the depression and to acquaint the teachers with ways and means of meeting the industrial depression.

The in-service training for teachers of evening schools was conducted in trade extension classes and in small groups in local schools. For the Essex County Vocational Schools, the course was conducted in the Bloomfield School. Conferences for small groups were conducted in Paterson, Perth Amboy, New Brunswick, and Bayonne. A continuous program of training these new teachers was carried on under the direction of the State Department.

PRE-SERVICE TRAINING OF HOME ECONOMIC TEACHERS

The pre-service training of home economics teachers is organized at the New Jersey College for Women. I have discussed the general plan of this work in previous reports. The classes in dietetics and nutrition as a contribution to the present emergency have developed low-cost weekly menus for family groups of various sizes and various needs. Market orders for a week were made for each of these menus and in many cases recipes provided. These orders have been used by the local relief committee and have been sent to other organizations in the State on request.

TRAINING AGRICULTURAL TEACHERS

The pre-service training for students of vocational agriculture is carried on jointly by the State College of Agriculture and the Department of Public Instruction by means of a special curriculum offered at the College of Agriculture in New Brunswick. The course includes farm practice and school projects. Observation and practice teaching is provided in the agricultural classes of the New Brunswick High School. A program of in-service train-

ing for teachers of vocational agriculture is organized under the direction of the State Department. The professional courses are given by the instructors in agricultural education and the advanced work in agriculture by members of the faculty of the State Agricultural College. This work is given graduate credit by Rutgers University.

THE TRAINING OF TEACHERS

DEVELOPMENT OF THE CURRICULUM OF THE NORMAL SCHOOLS

For several years, committees of the faculties of the normal schools and teachers colleges have been formulating courses of study in the various subjects taught in the normal schools. The recommendations of these committees have now been embodied in courses of study and these are used in all of the schools. These courses aim to present a core of subject matter which is regarded as basic. Each school is expected to develop its curriculum in relation to the needs of the students which it prepares and to take into careful account the needs of the schools in the area in which the normal school is located. There remain to be completed only a few outlines. These will be used as experimental courses of study and suggested revisions will be collected by the Supervisor of Teacher Training. After further revision and trial in the normal schools this material which is now used in manuscript form will be printed for the guidance of these schools.

I wish to call your attention to the fact that the normal school faculties have worked with great energy and at considerable sacrifice in producing these courses of study. The investigation that has been necessary to construct them properly has been one of the most stimulating professional projects that we have undertaken. Great credit is due to the members of the faculties for their untiring devotion to this work and to the principals for their valuable assistance and cooperation.

CONFERENCES

During the year just closed a number of conferences have been held in the normal schools. I shall review certain sample conferences and endeavor to point out their value. On November 9 we held at the Paterson State Normal School an all-day conference of the recent graduates of the school. For that day their positions were filled by seniors sent out by the normal school. This conference proved to be of great benefit. In the early fall these young teachers were encouraged to prepare a daily summary of the events of each school day. These were to be organized according to a plan suggested by the supervisor of practice. Before the conference was held several hundred of these reports had been received by the normal school. With few exceptions each beginning teacher had been visited once before the conference by a member of the supervising staff of the Paterson Normal School. Such visits were always followed by a conference with the teacher and also by a conference with her principal. Shortly before the conference a short questionnaire was sent out asking each teacher to express any special requests for help or name any teacher at the normal school whom she wished to consult on special problems. The conference included demonstrations and discussions of the lessons taught, distribution by the librarian of mimeographed lists of books relating to the topics which they had proposed and a discussion by the librarian in which additional library material relating to the problems which they had raised were described.

On December 10, a conference was held at the Jersey City State Normal School which had for its general topic "The Qualifications and Selection of Candidates for Teacher Training Institutions." Such topics as "How Can the High School Principal and Faculty Function in the Selection of Superior Candidates," "What Part Shall Vocational Guidance in High School Play in the Selection of Students for Teaching," "How Can Teacher Training Institutions and the State Department Assist High Schools in the Selection of the Most Promising Candidates" constituted the program.

On January 13 a conference was held at the Newark State Normal School to which superintendents and supervising principals of nearby school systems were invited. The subject of this conference was "Placement and Follow-up of Graduates." Among the topics discussed were the following: "Some General Implications of the Program of Placement and Follow-up," "The Specific Situation Relating to Teacher Placement and Follow-up in New Jersey," "What Facilities in Placement and Follow-up Services are Offered by the Institution to the Employing Superintendents," "What Follow-up Service may the Cities Reasonably Expect from the Teacher Training Institutions Whose Graduates Have Been Employed?"

On April 25 there was held a conference of graduates in service at the Jersey City Normal School in which most of the day was devoted to conferences dealing with instruction in the kindergarten and in grades I to VI.

The Montclair State Teachers College held a conference of its recent graduates early in the spring. Problems of instruction and class management were presented by these teachers and discussed by the Supervisor of Teacher Training, members of the faculty, and Assistant Commissioner White.

DEVELOPING RELATIONS WITH THE SCHOOL SYSTEM

In addition to these specially scheduled conferences each institution holds conferences from time to time with the teachers and school authorities from the neighborhood of the school. I have discussed these conferences and what was undertaken that a general view may be had of some of the things that were attempted in relating the work of the normal schools and teachers colleges to the public school system of the State. These conferences have been pronounced by those attending them to be of exceptional value. It is my conviction that a few conferences of this character held each year, the carrying on of cooperative studies by members of the normal school faculties in the schools located within the area that they serve, and frequent visitation of schools by members of the normal school faculties who are not specifi-

cally engaged in the supervision of practice, will do very much to integrate closely the work of the normal schools and the public schools of the State, both of which are integral parts of the public school system.

ADMISSIONS TO THE NORMAL SCHOOLS

In my report of last year I called attention to the fact that the examination which is given to the applicants for entrance to the normal schools has served as a valuable supplementary means in the selection of candidates for entrance. All persons who desire to enter a teacher training institution must be graduates of an approved public high school or of an approved private secondary school and in addition must take an entrance examination. As we have studied achievements of the students admitted to the normal schools and teachers colleges, it is apparent that the quality of the student body has steadily improved. As a result of the examinations given on May 31, eighty-three per cent of the students admitted to the normal schools stood in the upper half of their graduating classes. Of the remaining seventeen per cent only two per cent were recruited from the lowest fourth of the class.*

The mid-year entrance classes in the normal schools have presented a problem for a number of years. A group of small classes, they must be carried parallel to the organization of the regular school year. Because the number of students seeking mid-year entrance has decreased and because a large number of schools having mid-year promotions in northern New Jersey can be served by the Jersey City and Paterson State Normal Schools, the Commissioner recommended that the mid-year entrance classes be abolished in the Newark Normal School beginning in February, 1932, and the State Board of Education concurred in this recommendation. February entrance obtains only at Paterson, Jersey City, and Glassboro. All students desiring to enter school at the mid-year may be accommodated readily in these schools.

* Based upon a distribution of students arranged in the order of their scholastic rank in the several schools.

PRACTICE TEACHING AND CERTIFICATION

During the year, careful study has been made of the teaching loads of the faculty members in all of the teacher training institutions. Small classes have been eliminated so far as possible and the load in all classes redistributed.

During the past year, the Department made an investigation of the work in practice teaching in the various teacher training institutions in New Jersey and near New Jersey. A questionnaire was sent to all schools. This was followed up by a second questionnaire to the liberal arts colleges in this area. The Supervisor of Teacher Training also met representatives of several schools and made suggestions looking to the improvement of their practice teaching. As a result of this, a set of general regulations governing practice teaching has been prepared. Several schools have now changed their procedures to meet our standards and we have been assured others will do so as rapidly as possible. This work was carried on in order that certification requirements may be met satisfactorily by those who are not trained in the teacher training institutions of the State.

As a further effort to coordinate the activities of the teacher training institutions and the certification functions of the Department, the Supervisor of Teacher Training, in cooperation with Dr. Allen G. Ireland, the Director of Health and Physical Education, held on April 18 at Hillwood Lakes, a conference of the heads of physical education departments in colleges and teacher training institutions in New Jersey and a number of eastern states. At this conference the preparation of teachers of health and physical education who are planning to teach in New Jersey was discussed in all its phases. As a result of this conference we expect that all of these institutions will conform to a high standard of preparation and meet in full the new certificate requirements for such teachers.

EXTENSION COURSES

During the past year we offered 141 extension courses and there were enrolled in such courses 6,168 students. Courses were offered by all of the normal schools and teachers colleges. These courses included courses specially organized for the improvement of the daily instruction given by the teacher. These and other courses offered may be used as credit toward a three-year and four-year diploma. These courses were maintained on a high level and were given by members of the regular faculties.

FEES NOW REQUIRED IN THE NORMAL SCHOOLS

Extension courses up to the end of this year have been offered at no expense to the student except for books and classroom supplies. In my last annual report I stated that students enrolled in the extension courses were among those who are employed in our school systems and who are earning a livelihood. At that time I expressed the opinion that I believed that the policy of charging minimum fees to cover the cost of these courses was highly desirable. The Legislature of 1932 passed an act (Chapter 127, P. L. 1932) which gives authority to the normal schools and teachers colleges to charge fees in such courses.

It has been the opinion of a good many persons that students in our normal schools and teachers colleges should purchase the textbooks and materials used in classes. The Legislature of 1932 passed an act (Chapter 243, P. L. 1932) which permits the normal schools and teachers colleges to require students to buy their textbooks and supplies. The Legislature of 1932 also provided that effective July 1, 1932, students of the normal schools and teachers colleges must pay a minimum fee of $50.00 (Chapter 217, P. L. 1932). The act provides also for the fixing of fees for nonresident students and for special courses.

DIVISION OF BUSINESS

The activities of the Division of Business have been of much service to the schools during the depression. During the past year business institutes were held in each of the counties. These were attended by presidents of boards of education, custodians of school moneys, secretaries, district clerks, and county superintendents. At each of these institutes the program carried out under the direction of the Assistant Commissioner in charge of this Division included the discussion of economies in administering local school systems, preparation of budgets, the method of keeping the financial records prescribed by the State Board of Education, and the general plan of accounting required under the rules of the Board. Especial interest was evinced by presidents of boards of education and I believe that the management of our schools will be very much improved as a result of such institutes.

Another function of the Business Division is the auditing of the financial and statistical reports of secretaries, district clerks, and custodians of school moneys. During the month of August, 1931, the three inspectors of accounts visited the offices of seventeen county superintendents and assisted in preparation of the annual statistical reports. This service not only integrates the work of the county superintendent with that of the local boards of education, but it gives to the Commissioner of Education the first-hand information especially needed in a time of depression when accurate information and account of expenditure are of the greatest importance.

Inspections of the minutes and financial records of boards of education constitute an important phase of the work of the Business Division. This important auditing and inspection service which the Department furnishes to the school districts of the State gives a check upon the awarding of contracts and upon all financial transactions of the districts. The bookkeeping system prescribed by the State Board of Education has proven its worth in that school districts are enabled through this system of accounting and record keeping to keep exact statistics regarding the cost of various activities and also to know the status of appropriations at all times.

In another section of this report I have discussed the acts passed by the Legislature of 1932 which have facilitated the distribution of the State school tax. They have been of great benefit to the several districts as proportionate amounts of this tax were made available promptly. This Division prepared very complete directions for the guidance of county superintendents in making these distributions.

The economic conditions have made the collection of taxes a difficult problem. At the close of the fiscal year there remained a balance due from four counties of only $1,174,782.97, out of a total State school tax of $17,978,774.14.

In order to assist districts that found it necessary to issue orders because the current expenses which had been authorized were in excess of the moneys received, the Business Division issued instructions to the district clerks and the custodians indicating the proper procedure in the preparation of warrants.

Among the activities of the Business Division is the inspection of school buildings. This inspection involves the examination of plans and specifications in accordance with the requirements of the school building code. We receive many requests each year for the development of school building programs. Such surveys are undertaken by the staff of the Business Division and programs prepared for the district surveyed to cover a period of from five to ten years. Although not equipped to give extended service, advice concerning the correct planning of new buildings and the alterations of buildings to meet new conditions is given. During the spring of 1932 plans were worked out for a building survey comparable to the surveys made in 1922 and 1927. Most of the scores of the buildings have been collected and during the coming year these will be made available in a bulletin.

The rules of the State Board of Education require that drinking water from such sources as wells, springs, and cisterns shall be tested at least once during each school year. The great majority of the school districts are supplied by municipalities or by private water companies and are under the direct supervision of the State Department of Health. Two hundred twenty-five school districts, however, depend upon wells, springs, or cisterns for their water

supply. In some instances the water must be carried to the schools. This obviously is not a good arrangement. During the year 1931-1932, 661 samples of water were tested. In all of the cases in which doubtful and unsuitable samples have been found the matter has been brought to the attention of the county superintendent and the school authorities. These conditions were remedied usually by obtaining an entirely new source of supply.

In several annual reports I have called attention to the continuing census which has been established in 173 districts under the direction of the Department. A continuing census is a valuable part of the organization of any school system because it provides a complete list of all children of compulsory school age. It also furnishes the basis for the enforcing of compulsory education and child labor laws.

Our school authorities in New Jersey appreciate the value of regular attendance and they have made efforts to improve attendance. During the last fiscal year the total number of days' attendance reported by the Department was 125,623,337 as compared with 126,859,986 in 1930-1931. This was a decrease of 1,236,649 days, or one per cent. In the last thirty-two years there have been only three years in which there was a decrease in the number of days' attendance. These years were 1916-1917, 1918-1919, and 1931-1932. The principal cause for this decrease was the late opening of the schools due to the infantile paralysis epidemic in the fall of 1931. However, the per cent of attendance in 1931-1932 for the State as a whole was 93.4 as compared to 93.6 in 1930-1931, a reduction of only .2 of one per cent.

It has been pointed out in former reports that the theory and practice of the compulsory attendance service has changed radically in recent years. Recognition of the fact that the attendance officer is primarily a social worker has come to be general in the State. Such an officer should be well prepared for the work and it has been proposed that persons entering this service be required to present evidence of preparation equivalent to two years of education beyond the high school and at least one year of successful practical experience in social welfare work. Persons entering this service should be persons of good personality and possessed of initiative, originality, and energy.

One important supervisory function of this Division is the collection of information covering the service given to crippled children in the various school districts. The law provides that aid be given to districts and that one-half of the excess cost of educating these children be paid from State funds as reimbursement to the several districts. Last year reimbursement was given to 81 districts in eighteen counties in the amount of $45,609.83 which was appropriated by the Legislature.

The Division of Business is responsible for compiling the statistics which form the basis for the annual apportionment of school moneys, and is also responsible for the accounts of the Department. In addition to the accounting service rendered in the distribution of school funds, the Division regularly makes statistical studies which are of great importance in the interpretation of the conditions in the school districts and the trends in expenditures for the State.

The Division maintains the mailing service of the Department and distributes all monographs and bulletins sent to the various school districts. From time to time it issues bulletins and articles of the type described above. During the past year there were published the following statistical studies: Per Capita High School Costs for 1930-1931; How the New Jersey Governmental Dollar Was Spent in 1924-1925, in 1928-1929, and in 1929-1930; Comparison of School and Municipal Indebtedness and School and Municipal Expenditures in the Various Counties of the State; School Housing Survey for 1931-1932; Statistical Summary of New Jersey School Districts for the School Year 1930-1931; A Study of the Growth of High School Enrollments; Instructional Costs in Day Schools (1930-1931); Per Cent of Day School Expenditures Devoted to the Various Major Items of the Budget; Apportionment of State School Funds; School Attendance Survey; Cost of Debt Service for the Period 1929-1931; Health Service Costs for the Period 1929-1931; Comparison of Costs of Education for Elementary and High Schools for 1929-1931.

These studies are an important contribution to the study of the problems of maintenance of our school system.

EXPENDITURES FOR PUBLIC EDUCATION IN THE LOCAL SCHOOL DISTRICTS FOR THE CURRENT YEAR

The total expenditures of the local school districts for 1931-1932 were $122,567,003.74. This was $3,406,608.89 less than such expenditures for 1930-1931.

Current expenditures * as defined in the statutes have increased $2,058,140.02. The statistics presented indicate that the amount expended for teachers' salaries has increased, but that there have been decreases in expenditures for local administration, textbooks, and school supplies. The increase in the high school enrollment for grades nine to twelve inclusive has been 19,164. The net increase in the total school enrollment was 12,670, due to a decrease in the elementary enrollment. This decrease being widely distributed among the thousands of elementary classrooms has had relatively less effect in reducing the number of teachers required in the elementary school than the large increases in high school membership concentrated in the ninth and tenth grades has had on increasing the number of new teachers required.

The group of expenditures, which includes expenditures for vocational schools, manual training, continuation schools, school libraries, and evening schools aggregating $5,598,772.30, shows an increase of $205,416.31 over 1931.

Repairs and replacements have decreased $884,183.98 from the expenditure in 1931. Expenditures for lands, buildings, and equipment are less by $5,242,708.68 than those for 1931. Debt service has increased $456,727.44, but this increase is less than one-half of the increase for 1931 over 1930. Debt service increased that year $1,136,000.

The depression has had a marked effect upon capital outlay for lands, buildings, and equipment. For the past four years the expenditures are as follows: 1929, $23,446,402.63; 1930, $24,-151,117.48; 1931, $16,759,063.70; 1932, $11,516,355.02. The reduction in these expenditures has been $12,634,762.46 in the last two years.

* Includes salaries, textbooks, fuel, school supplies, and transportation.

The summary which follows and the tables of statistics appended to the report give a detailed analysis of all expenditures and a comprehensive statistical statement covering the activities of the public school system of New Jersey.

STATISTICAL SUMMARY

The total enrollment of pupils in all of the various departments of the public schools, including evening schools, but not including summer schools, was 880,254 for the school year 1931-32. This was an increase in the day schools of 12,670 boys and girls and a decrease of 1,686 in the other divisions of the public schools. To instruct these 880,254 pupils there were required 30,070 teachers. The children were housed in 2,305 school buildings, an increase of 7 from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost.

There were transported to schools at public expense 76,536 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 23,581 pupils.

In the day schools there were enrolled 417,963 boys and 394,928 girls, making a total in the day schools of 812,891. In addition to these day school pupils, 18,348 were enrolled in other day schools. There were enrolled in evening schools 49,015, making a total enrollment in all schools of 880,254.†

There were 45,267 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 330,430. The total number of pupils in grades five to eight inclusive was 282,081.

The total number enrolled in the high schools, grades IX to XII, was 146,328. This was an increase of 19,164 over the enrollment in 1931. The high school enrollments for the past five years are given below by years:

1928	*1929*	*1930*	*1931*	*1932*
100,045	107,765	113,142	127,164	146,328

† Does not include vocational or continuation schools.

The total number of pupils enrolled in one-room rural schools was 7,783, a decrease of 854. The number in two-room rural schools was 9,742, an increase of 1,138. There was a decrease of 58 in the number of teachers in one- and two-room rural schools.

The average daily attendance in day schools was 686,162, a decrease of 24,402. The average absence of pupils was 11 days.

There was an increase of men teachers in all the schools of the State of 294 and an increase of women teachers of 274, making a total increase of 565 teachers.

According to the annual reports for the last five years the current expenses * of the schools in the local districts have been as follows:

1927-1928	$68,442,827.76
1928-1929	72,510,587.53
1929-1930	77,481,175.71
1930-1931	82,119,194.99
1931-1932	84,177,335.01

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, and special summer school teachers, but exclusive of superintendents, assistant superintendents, and evening school teachers of any kind, was $61,414,937.50.

The average salary per year paid to all day school teachers (28,496), not including superintendents, assistant superintendents, or evening school teachers of any kind, was $2,155.21, an increase over the preceding year of $11.67.

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

1928	*1929*	*1930*	*1931*	*1932*
$1,931.11	$2,007.14	$2,059.90	$2,143.54	$2,155.21

* Expenditures of the local districts as defined in the statute. Does not include expenditures for any form of State or county supervision.

The average salaries paid to teachers in the various grades and types of schools during 1931-1932 were as follows:

	Men	*Inc.*	*Women*	*Inc.*
Kindergartens	....	..	$2,126	$153
Grades 1 to 6	$2,269	$236	1,917	11
Grades 1 to 8	1,868	30*	1,868	15
Junior High Plan School VII-IX	2,251	32*	2,345	..
Junior High Plan School X-XII	2,882	26*	2,600	36
High School	2,831	80*	2,519	11*

* Decrease.

NORMAL SCHOOL GRADUATES FOR THE YEAR ENDING JUNE 30, 1932

Trenton State Teachers College and Normal School	158	an increase of 53 over 1930-1931
Montclair State Teachers College	162	an increase of 67 over 1930-1931
Newark State Normal School	137	an increase of 22 over 1930-1931
Glassboro State Normal School	114	an increase of 42 over 1930-1931
Paterson State Normal School	73	an increase of 14 over 1930-1931
Jersey City State Normal School	56	a decrease of 7 from 1930-1931
Total	700	an increase of 191 over 1930-1931

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1931-1932 is $320,937,002.84, an increase of $14,133,259.41 over the preceding year.

APPOINTMENTS OF COUNTY SUPERINTENDENTS

During the year 1931-1932, the Commissioner of Education made the following reappointments of county superintendents with the consent of the State Board of Education:

Name	*County*	*Date Appointment Begins*
Albert C. Shuck	Salem	September 15, 1931
E. A. Harding	Bergen	December 1, 1931
Louis J. Kaser	Burlington	December 8, 1931
Daniel T. Steelman	Gloucester	December 8, 1931
M. L. Lowery	Middlesex	January 1, 1932
A. L. Johnson	Union	February 7, 1932

REPORT OF STATE BOARD OF EXAMINERS

TEACHERS' CERTIFICATES GRANTED DURING 1931-1932

COUNTY CERTIFICATES

	Men	*Women*	*Total*
First Grade County			
Renewed	..	2	2
Permanent	..	3	3
Second Grade County			
Permanent	..	1	1
Special County			
Renewed	..	2	2

STATE CERTIFICATES

Third Grade State			
Renewed	1	..	1
Permanent	..	8	8
Supervisors			
Limited	39	12	51
Renewed	2	..	2
Permanent	37	5	42
Secondary College Graduate			
Limited	271	434	705
Renewed	253	465	718
Permanent	173	367	540
Limited Elementary			
Issued	3	36	39
Renewed	2	90	92
Permanent	12	217	229
Normal School Endorsements (Out of State)			
Issued	9	167	176
Renewed	7	166	173
Permanent	7	156	163
Permanent New Jersey Training School Certificates			
Newark	..	7	7
Paterson	..	7	7
Jersey City	..	107	107
(Jersey City—extended)	..	2	2
Camden	..	5	5
Hoboken	..	1	1
Bayonne	..	1	1

Limited Normal School Certificates (New Jersey State Normal Schools and State Teachers Colleges)	*Men*	*Women*	*Total*
Trenton	17	88	105
Montclair	14	81	95
Paterson	..	59	59
Glassboro	2	54	56
Jersey City	..	64	64
Newark	1	109	110
Renewed	10	53	63
Permanent Normal School Certificates (New Jersey State Normal Schools and State Teachers Colleges)			
Trenton	9	224	233
Montclair	..	154	154
Glassboro	1	230	231
Newark	17	290	307
Paterson	5	125	130
Jersey City	..	2	2
Limited Junior High			
Issued	24	64	88
Physical Training			
Limited	29	43	72
Renewed	37	59	96
Permanent	22	29	51
Drawing			
Limited	8	39	47
Renewed	..	47	47
Permanent	..	31	31
Music			
Limited	8	51	59
Renewed	12	45	57
Permanent	2	27	29
Orchestral Music			
Limited	6	1	7
Renewed	5	..	5
Permanent	..	1	1
Commercial			
Limited	36	81	117
Renewed	25	41	66
Permanent	15	36	51
Home Economics			
Limited	..	65	65
Renewed	..	45	45
Permanent	..	47	47

Manual Training	*Men*	*Women*	*Total*
Limited	44	..	44
Renewed	32	..	32
Permanent	50	..	50
Classes Below Normal			
Limited	1	23	24
Renewed	3	28	31
Permanent	3	17	20
Teacher-Librarian (Elementary)			
Limited	..	1	1
Renewed	..	1	1
Teacher-Librarian (Secondary)			
Limited	..	16	16
Renewed	..	11	11
Permanent	..	9	9
Evening School for Foreign-Born			
Limited	17	19	36
Evening Vocational			
Limited	77	67	144
Vocational			
Limited	23	4	27
Renewed	13	8	21
Permanent	18	12	30
Vocational Supervisors			
Permanent	5	1	6
Classes for the Deaf			
Permanent	..	2	2
First Aid and Home Nursing			
Limited	..	12	12
Renewed	..	35	35
Permanent	..	1	1
Kindergarten			
Limited	..	5	5
Renewed	..	3	3
Permanent	..	6	6
Kindergarten-Primary			
Limited	..	133	133
Renewed	..	83	83
Permanent	..	63	63
Secondary Agriculture			
Limited	1	..	1

CITY LICENSES

First Grade City	*Men*	*Women*	*Total*
Renewed	..	1	1

TEMPORARY LICENSES

Limited			
Special	..	1	1
Secondary	2	3	5
Renewed			
Special	..	7	7
Secondary	3	..	3
Conditional Licenses			
Limited	2	8	10

SUMMARY OF STATE CERTIFICATES

Limited	630	1,728	2,358
Renewed	402	1,182	1,584
Permanent	376	2,180	2,556
	1,408	5,090	6,498

SUMMARY OF COUNTY CERTIFICATES

Renewed	..	6	6
Permanent	..	4	4
	..	10	10

SUMMARY OF TEMPORARY LICENSES

Limited	4	12	16
Renewed	6	38	44
	10	50	60

SUMMARY OF CITY LICENSES

Renewed	..	1	1

GENERAL SUMMARY

State Certificates issued, renewed and made permanent	6,498
County Certificates renewed and made permanent	10
Temporary Licenses issued and renewed	60
City Licenses renewed	1
Grand total	6,569

REPORT OF THE BUREAU OF ACADEMIC CREDENTIALS

1931-1932

Number of examination papers written in September, 1931	1,888
Number of examination papers written in April, 1932	2,471
Number of examination papers written in March, 1932	145
Total	4,504

Number of applicants examined in September, 1931	575
Number of applicants examined in April, 1932	660
Number of applicants examined in March, 1932	67
Total	1,302

Type of Certificate	*New Jersey Certificates Issued*	*Records Certified to Other States*	*Total Number of Certificates Issued 1932*	*Total Number of Certificates Issued 1931*	*Increase*	*Total Number of Certificates Issued to Date*
Accountancy	74	41	115	142	*27	1,075
Chiropody	85	16	101	115	*14	507
Dentistry	138	6	144	164	*20	3,152
Law	497	15	512	674	*162	8,982
Medicine	401	14	415	390	25	6,951
Nursing	2,228	206	2,434	2,319	115	14,036
Optometry	23	..	23	22	1	436
Pharmacy	231	31	262	259	3	3,458
Miscellaneous	20	26	46	46	..	535
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* Decrease.

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SCHOOL YEAR 1931-1932

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Commissioner of Education,
Trenton, New Jersey,

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Respectfully submitted,

CHARLES J. STRAHAN,
Assistant Commissioner of Education

DECISIONS

I

SUSPENSION OF SUPERVISING PRINCIPAL PERMISSIBLE PENDING HEARING FOR DISMISSAL

MARION B. REIN,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF RIVERSIDE,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, supervising principal of the school district of Riverside and principal of the high school, was suspended by the board of education pending the disposition of charges filed against her by Amos Henry, a former principal of the high school of that district. Mrs. Rein claims to have been illegally suspended and petitions the Commissioner to reinstate her in her positions.

The testimony produced at a hearing conducted on Tuesday, December 1st, shows that at the time of the passage of the resolution of suspension the board was in executive session and the public had been excluded from the room.

Chapter 46, P. L. 1922, reads:

> "Its (the State Board of Education) meetings as well as those of every board of education in the State shall be public and shall commence not later than 8:00 P. M."

The board, having excluded the public at the time of voting upon the resolution of suspension, acted illegally and the resolution of suspension is, therefore, void.

At the hearing on December 1st, upon motion by counsel for the board of education, respondent was permitted to amend its answer to the petition to show that at a special meeting held November 23rd, at which all members of the board were present and from which meeting of the board the public was not excluded, the board passed a resolution as follows:

> "On motion of Mr. Worthington, seconded by Mrs. Bishop, the board suspended Mrs. Rein as supervising principal and principal of the high school, effective at once, for inefficiency in failing to cooperate in making the high school a success and pending disposition of charges preferred against her by Mr. Henry."

In the opinion of the Commissioner a principal or supervising principal who is protected by the Tenure of Office Act cannot be suspended for the purpose of punishment. However, a board of education may suspend such employees upon charges pending an early hearing.

While the suspension under date of November 2nd was illegal, the board acted within its authority when at an open meeting on November 23rd it passed a resolution suspending Mrs. Rein pending the disposition of charges by the board of education on December 14th.

December 7, 1931.

II

IN ABSENCE OF DEFINITE RULES OF BOARDS OF EDUCATION CONTRACTS EMPLOYING TEACHERS MUST BE IN CONFORMITY WITH STATUTE

ANGE LAROSE,
Appellant,
vs.
BOARD OF EDUCATION OF EGG HARBOR CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The petitioner was employed by the respondent board of education as a teacher of manual training and mechanical drawing under contracts from September 1, 1928, to June 8, 1929; September 3, 1929, to May 31, 1930; and from September 2, 1930, to May 30, 1931. On April 7, 1931, appellant was re-elected for the 1931-32 school term at a salary of $1,800 and was notified of his election by the secretary of the board. The letter of notification contained a request that he reply promptly as to his acceptance. Mr. LaRose immediately accepted the offer in writing. Instead of sending to Mr. LaRose a contract in the usual form of preceding years, the board of education at a meeting on May 5, 1931, decided not to offer Mr. LaRose a contract, and, therefore, notified him that his services would no longer be required after the end of the 1930-31 school term.

It is not contended by counsel for petitioner that Mr. LaRose is protected by the tenure of office act, but he holds that the offer of the position by the board in writing and appellant's acceptance in like manner constituted a valid contract binding upon both parties and the board should, therefore, be required to pay appellant the salary of $1,800 for the school year 1931-32.

If the Legislature had not made specific requirements in reference to contracts between boards of education and teachers, the Commissioner would be of the opinion that the contention of counsel is valid. The Legislature, however, has prescribed specific requirements for such contracts in section 106, Chapter 1, P. L. 1903, S. S., which reads in part as follows:

> "The employment of any teacher by such board, and the rights and duties of such teacher with respect to such employment, shall be dependent upon

and shall be governed by the rules and regulations in force with reference thereto. If a board of education shall not have made rules and regulations as aforesaid, then no contract between such board of education and a teacher shall be valid unless the same be in writing, or partly written and partly printed, in triplicate, signed by the president and district clerk or secretary of the board of education and by the teacher. One copy thereof shall be filed with the board of education, one copy with the teacher and one copy with the county or city superintendent."

It may be assumed that the Legislature, in making definite conditions essential to legal contracts between boards of education and teachers, had in mind many boards of education whose contractual experience might be limited, and it desired to protect such boards from incurring legal obligations except in formal contracts or under rules of employment which they definitely adopt. Whatever the legislative purpose may have been, the provisions in relation to such contracts are clear. Unless a board adopts rules prescribing the method of employing teachers, a valid contract requires the signatures of the president of the board, the district clerk or secretary, and the teacher. Each party to the contract is to retain a copy and one is to be filed with the county or city superintendent of schools. The making of a teacher's contract in the manner prescribed is a prerequisite to a valid employment in all cases where the board does not make other rules for the employment of teachers.

The Board of Education of Egg Harbor City does not have any rules relative to the employment of teachers. It executes contracts with teachers in triplicate in accordance with the above statute, and appellant was so employed during the preceding three school terms.

The offer and acceptance of a position as a teacher by correspondence where the board has not adopted rules for such employment may be considered as acts of intention from which either side may withdraw until bound by a legal contract. Since no legal contract exists between Mr. LaRose and the Egg Harbor City Board of Education for the school year 1931-32, no salary payments are due the petitioner. The appeal is dismissed.

November 30, 1931.

DECISION OF THE STATE BOARD OF EDUCATION

The facts in this case are set forth in the first paragraph of the Commissioner's opinion, which reads:

"The petitioner was employed by the respondent board of education as a teacher of manual training and mechanical drawing under contracts from September 1, 1928, to June 8, 1929; September 3, 1929, to May 31, 1930, and from September 2, 1930, to May 30, 1931. On April 7, 1931, appellant was re-elected for the 1931-32 school term at a salary of $1,800 and was notified of his election by the secretary of the board. The letter of notification contained a request that he reply promptly as to his acceptance. Mr. LaRose immediately accepted the offer in writing. Instead of sending to Mr. LaRose a contract in the usual form of preceding years, the board of education at a meeting on May 5, 1931, decided not to offer Mr. LaRose

a contract, and, therefore, notified him that his services would no longer be required after the end of the 1930-31 school term."

There was no oral argument before the Law Committee, but the papers in the case show the positions of the parties. The appellant's first contention is that the board's offer of re-employment on or about April 7, 1931, and the defendant's acceptance in writing constituted a valid contract for the school year 1931-1932, and he would seem to be right were it not for section 106, Chapter 1, P. L. 1903, cited by the Commissioner in his opinion. The Commissioner holds that because of this provision, no legal contract existed between Mr. LaRose and the respondent board of education. The committee agrees with this conclusion.

The second claim made by the appellant is that he was under tenure of office. It appears that he did not make this point before the Commissioner. The tenure of office statute provides that the service of teachers shall be during good behavior and efficiency "after the expiration of a period of employment of three successive years", and this has been held by the Supreme Court to require employment for for three calendar years. *Carroll vs. State Board of Education,* 8 N. J. Misc. 859.

Inasmuch as the appellant had no valid contract with the respondent for the prescribed period he had not, in our opinion obtained tenure protection under the statute.

It is therefore recommended that the Commissioner's opinion be affirmed.

April 2, 1932.

III

SUBSTITUTES EMPLOYED TO REPLACE TEACHERS ON LEAVE OF ABSENCE ARE NOT PROTECTED BY THE TENURE OF OFFICE ACT

STELLA C. WATERS,
Appellant,
vs.
BOARD OF EDUCATION OF THE CITY OF NEWARK,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, Stella C. Waters, applied for employment as a substitute teacher in the school system of the city of Newark, and on May 3, 1924, was given by the respondent's board of examiners, a certificate qualifying her for substitute teaching in that city. From the date of the receipt of said certificate down to February 1, 1928, appellant served as substitute in the Newark school system in positions designated by the superintendent of schools. The payment for services during this time was not on the basis of annual salaries, but per diem for service during each school month. On January 28, 1928,

appellant was notified to report for a term of substitute service beginning February 1, 1928, and continuing for the remainder of that school year. She was subsequently designated substitute teacher to serve yearly appointments beginning September 1, 1928, September 1, 1929, and September 1, 1930. On May 20, 1931, respondent notified appellant that she would not be employed during the school year 1931-1932.

Mrs. Waters served continuously as substitute teacher in respondent's system from February 1, 1928, to June 30, 1931, under semi-annual or annual appointments. These employments were to fill positions made vacant for those years because of leaves of absence granted to the regular teachers. At no time during the continuance of petitioner's services was she the holder of a valid State certificate. The only certificate which may be presumed to qualify her for teaching was the certificate issued for substitute teaching by the Newark Board of Examiners during May, 1924. It was not until September, 1931, that appellant secured a New Jersey State teacher's certificate.

Appellant seeks to compel respondent to reinstate her as a substitute teacher and pay her salary, claiming that by reason of more than three years of continuous service as substitute teacher she is under tenure and cannot be dismissed except as provided in Chapter 243, P. L. 1909, the teachers' tenure of office act.

In attempting to show that the certificate held by Mrs. Waters is valid for the position to which she claims tenure, counsel for appellant cites Chapter 364, P. L. 1912:

> "In each city school district there may be a board of examiners * * * Said board of examiners shall, under such rules and regulations as the State Board of Education shall prescribe, grant certificates to teach which shall be valid for all schools of such school district."

We agree with counsel that the board of examiners of the school district had a right to grant certificates under the rules prescribed by the State Board of Education. The certificate given by the board of examiners to Mrs. Waters was, however, not the kind of certificate issued to permanent teachers in the city, but one which qualified her for daily substitute teaching only, and while the board of education evidently accepted the certificate for annual substitute employment from February 1, 1928, to June 30, 1931, there is no evidence to show that it legally qualified appellant for annual employments. The testimony also fails to disclose that the certificate given to her for daily substitute work has been renewed to constitute a valid certificate for that type of work at the time of the hearing in this case.

Section 3 of Chapter 243, P. L. 1909, reads in part as follows:

> "The services of any principal or teacher may be terminated without charge or trial who is not the holder of a proper teacher's certificate in full force and effect."

It is the opinion of the Commissioner of Education that appellant did not, at the close of the school year June 30, 1931, hold a valid certificate for a permanent position. The broadest interpretation that can be given to the

certificate held by the appellant is that it qualified for temporary substitute teaching, which is not classified as a permanent position and therefore the certificate was for a position not protected by the provisions of the tenure of office act.

A regular substitute under full-time employment, who serves more than three consecutive years has tenure rights as long as the board continues the services of full-time substitutes. The evidence in this case shows that the Newark Board of Education does not employ general substitutes on annual salaries. Mrs. Waters was appointed during the three and one-half years preceding the termination of her services, for particular substitute work. When the regular teachers for whom she was appointed to substitute returned, the substitute positions for the respective terms were automatically abolished and her services as special substitute thereby terminated.

Appellant has never been employed as a full time general substitute and the positions in which she served between February 1, 1928, and June 30, 1931, have ceased to exist, and since on June 30, 1931, she held no permanent position she is, therefore, not protected by the provisions of (Chapter 243, P. L. 1909) the Teachers' Tenure of Office Act. The appeal is dismissed.

November 25, 1931.

Decision of the State Board of Education

On May 3, 1924, the respondent's Board of Examiners gave the appellant a certificate qualifying her for substitute teaching in the Newark public schools and from that date to February 1, 1928, she served as substitute in positions designated by the superintendent of schools, her payment being per diem for service during each school month and not on the basis of an annual salary. Each of her employments was to fill a position which was vacant because of the absence of a particular or regular teacher, specified in her notice of appointment. She had no contract as a regularly employed substitute teacher. Neither did she have a New Jersey teacher's certificate during the period in question.

On May 20, 1931, she was notified by the respondent that she would not be employed during the year 1931-1932. She claims she is entitled to tenure of office and should be reinstated in her position as a substitute teacher. The Commissioner, dismissing her petition, finds in his written opinion: (1) That the broadest interpretation that can be given to the certificate she obtained from the respondent's Board of Examiners was that it qualified her for temporary substitute teaching and was for a position not protected by the provisions of the tenure of office act; (2) That the appellant was appointed during the three and one-half years preceding the termination of her services for particular substitute work; (3) That when the regular teachers for whom she was appointed to substitute returned, the substitute positions for the respective terms were automatically abolished and her services as special substitute thereby terminated; (4) That she was never employed as a full-time general substitute, the positions in which she served have ceased to exist, and on June 30, 1931, she held no permanent position. He therefore holds that she is not protected by the provisions of the tenure of office act.

In our opinion, his conclusion is correct and we recommend that his decision be affirmed.

April 2, 1932.

IV

TEACHER ILLEGALLY DEPRIVED OF HER POSITION MAY COLLECT SALARY UNDER CONTRACT

ALYSS MAE HERSHAW,
Appellant,
vs.
BOARD OF EDUCATION OF ATLANTIC CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

After the opening of schools in Atlantic City in September, 1926, Alyss Mae Hershaw was elected as a teacher by the board of education for the remainder of that school term. At a meeting of the board, held March 31, 1927, she was reappointed for the school year 1927-28 at a salary of $1,900. On March 28, 1928, Miss Hershaw was re-elected by the board for the school year 1928-29 at a salary of $2,000. In each of the above instances she was duly notified of the board's action and filed an acceptance of the offer. Appellant does not claim protection under the teachers' tenure of office act.

On or about April 17, 1928, the Superintendent of Schools, Charles B. Boyer, received a communication from Samuel Pries, of the Pries Company Store, which stated that the Guarantee Trust Company had received a check presented by the Pries Company bearing the names of Julia M. Collins, maker, and Alyss Mae Hershaw, payee and endorser, and that neither of these persons had an account with the bank. Mr. Boyer, who had been advised that there were questionable features about the check, sent for Miss Hershaw and asked her to bring Miss Collins to his office. Appellant stated that Miss Collins had gone to Philadelphia. Mr. Boyer then told Miss Hershaw that she was granted absence without loss of pay to April 27th, to go to Philadelphia to bring Miss Collins to Atlantic City, and stated that unless she produced Miss Collins her resignation should be sent to the secretary of the board. On May 5th, the superintendent wrote her, stating that he had given her until April 27th to either produce Miss Collins or resign and as she had done neither, he would on May 7th turn over the check to legal authorities unless in the meantime he received her resignation. Miss Hershaw sent to Mr. Boyer, by special delivery, a money order covering the amount of the check and protest fees, but she did not resign. The testimony indicates that between the fifth and fifteenth days of May, Miss Hershaw and her counsel (p. 55) went to the office of Mr. Boyer, at which time counsel notified him that Miss Hershaw would not resign, but would report for duty the next morning. Counsel testifies that he saw to it that she did report.

On July 16, 1928, counsel for appellant, by letter to the superintendent of schools, demanded payment of the salary claimed to be due appellant for the months of May and June, 1928, and notified him that Miss Hershaw would

report for duty in September, 1928. A similar letter was at the same time sent to the secretary of the board of education, who acknowledged the communication and promised further information within ten days, but the board did not subsequently communicate with the attorney.

On September 8, 1928, the date set for teachers to report for assignment for the school year 1928-29, Miss Hershaw appeared at the office of the superintendent and was notified that the board had directed him not to assign her to a position. She thereafter left the school and did not return.

On March 4, 1929, counsel again made application for moneys claimed to be due appellant for May and June, 1928, and also her salary from September, 1928, to March, 1929. On April 10, 1930, appeal was taken to the Circuit Court, but jurisdiction was denied for the reason that petitioner had not exhausted her remedy under the school law; and on May 20, 1931, counsel for appellant filed a formal appeal with the Commissioner of Education praying that he direct the Board of Education of Atlantic City to pay to petitioner salary for the months of May and June, 1928, and for the entire school year of 1928-29 in accordance with the contracts.

Counsel for respondent contends that a certain affidavit made by appellant in application for refund of premiums credited to her by the trustees of the Teachers' Pension and Annuity Fund indicated that she resigned from the Atlantic City teaching staff in April, 1928.

This contention of the respondent can be readily disposed of. A resignation is not complete until it has been offered to and accepted by the proper authorities. Whether such application indicated resignation need not be considered. Appellant did not tender her resignation to the secretary of the board of education, which is the proper authority, and said board, therefore, could not have accepted it.

Respondent contends further that appellant's failure to report on April 27, 1928, which was the date upon which her leave of absence terminated, amounted to a voluntary abandonment of her contract to teach.

In *Oakes vs. Cedar County School District,* 98 No. App. 163, the Court held:

> "The failure of a teacher employed for a specified number of months, to finish his term because of an attempted unauthorized dismissal amounts to a voluntary abandonment."

The demand for a resignation was made by the superintendent upon the recommendation of a committee of the board, but without the official action of the board and, therefore, was not legally authorized. Not only did the failure of appellant to return on April 27th (when her leave of absence terminated) constitute an abandonment of her position, but the fact that she did not return to her class or the superintendent's office until about two weeks later is additional evidence of abandonment. She is not entitled to compensation for the months of May and June, 1928.

The single issue remaining to be decided is: Is appellant entitled to her salary under the contract for the school term 1928-1929? The only ground upon which appellant can justly claim said compensation is performance by her or prevention of performance by the respondent.

In *Fry vs. Miles,* 71 N. J. L. 293, the Court held:

> "A person who seeks to recover the compensation provided by a contract for services rendered by him in accordance with its term must show either performance of the contract on his part or else that his performance was prevented by the willful or fraudulent act of the other party to the contract."

That appellant tendered her services and held herself ready and willing at all times to perform and that she was prevented from doing so by the respondent, is easily discerned from the testimony.

The board cannot justify its instruction to the Superintendent to refuse an assignment to the appellant on the ground that she had abandoned her previous contract. Appellant's abandonment of the contract for the school term of 1927-28 was not an abandonment of the contract for the term 1928-29. The contract for the term 1928-29 was not a renewal; the two contracts were separate and distinct, and, therefore, the evidence which supported the contention of abandonment under the 1927-28 contract, not being applicable to the 1928-29 contract, cannot be set up as a defense in relation to the latter contract. Furthermore, in line with the rulings of the Supreme Court in the cases of *Gulnac vs. Board of Freeholders of Bergen County,* 74 N. J. L. 543, and *State vs. Rogers and Adrain,* 56 N. J. L. 480, boards of education are not continuous bodies. Therefore, it was a differently organized board which authorized the contract for the school year 1928-29 from that which made the contract for the year 1927-28. The Supreme Court also held in the case of *Fitch vs. Smith,* 28 Vr. 526, that a board of education cannot enter into a contract with a teacher for any term when said term is to begin after the board has ceased to exist. In *Ottinger vs. School District No. 25 of Jackson County,* 247 S. W. 789, 125 Ark. 82, it was held:

> "Conduct under a previous contract is not ground for discharge of a teacher."

The abandonment by appellant of the contract for the 1927-28 term might be a good reason for not employing her in the first instance, but it would not be sufficient ground for her discharge after she had been employed for another school year.

Section 107, Chapter 1, Special Session 1903 provides:

> "In case the dismissal of any teacher before the expiration of any contract entered into between such teacher and a board of education shall, upon appeal, be decided to have been without good cause, such teacher shall be entitled to compensation for the full term for which said contract shall have been made; but it shall be optional with the board of education whether such teacher shall or shall not teach for the unexpired term."

The Board of Education of Atlantic City not having produced evidence to show good cause for denying appellant the right to render service under her contract for the school year 1928-29 nor having established abandonment of

that contract, appellant is entitled to compensation for the full school term of 1928-29, and the board of education is hereby directed to pay to her the contractual salary for that year.

August 3, 1931.

Affirmed by the State Board of Education without written opinion, January 9, 1932.

V

REFUSAL OF JANITRESS TO ATTEMPT ASSIGNED WORK HELD TO BE INSUBORDINATION

AGNES KERR,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF BROOKLAWN, CAMDEN COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Agnes Kerr, a janitress employed by the Board of Education of the School District of the Borough of Brooklawn and admitted by the board to be protected by the Janitors' Tenure Act, Chapter 44, P. L. 1911, was dismissed December 31 following a hearing conducted by the board December 1, 1931. Mrs. Kerr appeals to the Commissioner for reinstatement and compensation from December 31, 1931.

Prior to 1927, the Brooklawn school building was the average 8-room type of elementary building which does not contain an auditorium. Mrs. Kerr performed all janitorial duties connected with it. About February 1, 1927, an addition of approximately the same size as the original building was completed, and Mrs. Kerr was requested to take charge of the entire building. She stated that the new addition doubled the janitorial work and asked that an assistant be assigned to her. The board complied with this request and employed an additional person who served until August, 1931. The salaries of the janitress and the assistant during the year prior to August, 1931, were $1,500 and $1,200, respectively, making a total of $2,700 for janitorial service.

During the spring or summer of 1931 the board considered the reduction of school costs and asked Mrs. Kerr if she would accept a decrease in salary from $1,500 to $1,200, or if she would assume all janitorial work for a salary of $1,800, both of which propositions she refused to consider. On July 28, the board adopted rules and regulations defining janitorial duties and requiring all work to be done by one person after September 1, 1931. On July 29, a copy of these rules was sent to Mrs. Kerr, who continued to perform the duties assigned to her for the previous year, but did not attempt the care of the lawns or the firing of the boilers, which work was previously performed by her assistant. Because of her refusal to undertake this work she was dismissed.

There are two points to be considered in the disposition of this case:

(1) Was the work assigned a reasonable amount for one person to perform.

(2) If the assignment was unreasonable, was appellant insubordinate in refusing to undertake any of the duties previously performed by the assistant janitor.

A study of time requirements for janitorial duties made by the supervisor of housekeeping and the supervisor of buildings of the Minneapolis public schools is presented in the School Board Journal, a nationally known publication, for December, 1931, page 56. The study enumerates detailed janitorial duties and the time necessary for their performance by an experienced janitor, and shows that a school building of twenty-two classrooms, gymnasium, auditorium, toilets, showers, two boilers, etc., requires 2.43 men to satisfactorily perform the work which is equivalent to two men for twelve months each, and one man for six months yearly.

The Commission to Investigate County and Municipal Taxation and Expenditures in New Jersey, appointed by the Legislature, in Report No. 8, published during 1932, gives the janitorial load by classrooms for approximately thirty districts. The report shows that the Commission in determining the amount of janitorial service required in any building, used, as did the makers of the Minneapolis survey, the classroom as the unit and included all janitorial work connected with heaters, cleaning, care of corridors, gymnasiums, and auditoriums, etc. Of the thirty districts listed on page 61 of this report, only one shows a janitorial load in excess of ten classrooms; and some of the larger districts make a much smaller assignment. It, therefore, appears that the janitorial load indicated by the Minneapolis study should be considered the maximum.

The Brooklawn school includes fourteen classrooms, auditorium, three boilers, etc., and is partly surrounded by a lawn containing two-thirds of an acre. It would, therefore, appear that the janitorial needs in this district, based on the Minneapolis report, are equivalent to at least two-thirds of those in the building used in the study and would accordingly require the services of 1.62 janitors. Therefore, the Brooklawn building requires at least one janitor for twelve months and an assistant janitor for six months. It must, accordingly, be concluded that the rules of the Brooklawn board of education requiring all janitorial work to be performed by one person are unreasonable.

When more work is assigned to an employee than can legally be required, it becomes the obligation of such employee to use a reasonable discretion to perform the duties in the order of their importance. If all the work cannot be performed the least important should be omitted. If all the assigned duties are attempted, the standard of efficiency will necessarily be decreased. A janitor cannot be legally dismissed for inefficiency because work was omitted or performance was below standard, if it is shown that he did all that could reasonably be expected of one in that position. To assign excessive duties and then dismiss an employee because they were not executed or satisfactorily performed, would make possible the evasion of a statute providing tenure in such positions.

Mrs. Kerr performed all of the duties connected with the 8-room building and was, therefore, capable of executing any of the work connected with the

14-room building even though she was not able to perform all of it. The new rules required Mrs. Kerr to keep the lawns in good condition and fire the boilers, both of which duties were assigned to the assistant in the preceding year. Appellant failed to show that during the early fall months when it was unnecessary to fire the boilers, she could not have devoted some time to the care of lawns. She refused to perform this duty not because of incapacity, but because of classification. The board specifically directed her to fire the boilers and she refused to attempt this work, even though the heating of the building might have been most essential to the functioning of the school.

A board of education has authority to designate the duties of janitors and to specify the routine of their performance. A janitor cannot arbitrarily separate them into groups of those he will and those he will not perform. When a board does not classify the duties it is to be assumed that the janitor will use a reasonable discretion in undertaking them. If a janitorial employee refuses to attempt duties assigned to him, not because of their minor importance and his inability to perform all of them during reasonable hours, but because he elects not to perform them, he is guilty of insubordination.

Mrs. Kerr's refusal to care for the lawn was not based on the reason that she did not find time for it and her refusal to fire the boilers was not because that was not of major importance, but because she believed these duties should be performed by another person. Her failure to attempt the assigned duties constitutes insubordination and her dismissal by the board is, therefore, sustained. The appeal is dismissed.

June 17, 1932.

VI

TEMPORARY EMPLOYMENT OF JANITOR DOES NOT CONSTITUTE INDETERMINATE EMPLOYMENT

MAHLON P. DENNIS,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF HAMPTON, HUNTERDON COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, Mahlon P. Dennis, was employed as a janitor in the school district of the Borough of Hampton for several years prior to August 7, 1928. Each year he served under a definite term appointment and his last employment terminated June 30, 1931. Mr. Dennis made application to continue as janitor in said district for the year 1931-1932, but his application was rejected by the board of education. There appeared to be dissatisfaction with his services and the board voted against his re-employment. Appellant, being present at a meeting of the board held June 22d, was asked if he would be willing to continue as janitor until an appointment was made. The testimony

shows that a brief term was definitely indicated, and with that understanding he accepted the position with the provision that he be released if he secured other employment. The board thereupon elected him to serve "until an appointment was made" and he continued to serve with the consent of the board until July 28, 1931.

The board voted to advertise for a janitor, and on July 21, 1931, after the receipt of bids, one, Harry Laube, was elected to begin his work on July 23d. On July 28, 1931, Mr. Dennis was notified by the president of the board of the appointment of Mr. Laube and told that his services would no longer be required.

Counsel for appellant contends that the employment "until an appointment was made" was for an indefinite term and, therefore, by virtue of Chapter 44, P. L. 1911 (Janitors' Tenure Act) the board had no authority to dismiss him without a sworn complaint stating the causes for his dismissal, and without a public hearing had thereon.

The Commissioner can find no merit in appellant's contention that he was serving under an indefinite appointment. No written contract was made between the parties. There appeared by the testimony to be a clear meeting of the minds in that "until an appointment was made" meant only a very short period of time necessary for the board to decide upon a successor to Mr. Dennis. The board's action in not notifying him of the appointment of Mr. Laube until five days after his successor began service does not affect his term of employment.

Counsel for respondent cites 26 Cyc. 972:

> "The commencement and duration of service under a contract of employment is controlled by the intention of the parties, as gathered from the terms of the contract, the circumstances surrounding the transaction and the object had in view."

The circumstances surrounding the employment of appellant at the meeting of July 1st, when plans were discussed about the election of a successor and the temporary appointment of appellant, show a meeting of the minds in relation to a brief term of employment.

Chapter 44, P. L. 1911, provides that public school janitors shall not be discharged, dismissed or suspended except upon a hearing before the board.

Chapter 29, P. L. 1929, provides that no person who has served as a soldier, sailor or marine in any war of the United States and has been honorably discharged, who is an employee of a board of education, shall be removed from such position or office except for good cause shown after a fair and impartial hearing.

The above quoted laws protecting janitors and veterans are almost identical in their provisions. The State Board of Education in the case of *DeBolt vs. Mount Laurel Township Board of Education,* in which the appellant, a janitor in the public schools of that district claimed protection under the Janitors' Tenure Act, said:

> "We find that he (DeBolt) was employed in August, 1921, for the school year ending September 1, 1922, and annually thereafter he was elected for the then ensuing school year. That his last term ended on

July 1, 1925, after which date the position of janitor at the Masonville school was vacant and that the board of education acted within its powers in awarding the position to Horner."

The Court in the case of *Hardy vs. Orange,* 61 N. J. L. 620, in speaking of the original Veterans' Act, said:

"The act of 1895, although it ordains that a veteran Union soldier or sailor when appointed to a municipal position the term of which is not fixed by law shall hold it during good behavior, does not preclude the appointing power from limiting the duration of the incumbency by making the appointment for a fixed period. The appointment for a specified time to a position in the municipal service whose term is not fixed by law, and the acceptance of such appointment, constitute a contract between the municipality and its appointee, the terms of which are binding upon both of the parties to it."

The appointment of appellant as disclosed by the pleadings and testimony in the case was unquestionably for a term understood by both parties, and in view of the opinions of the courts in the above cited cases, the refusal of the Board of Education of the Borough of Hampton to permit appellant to continue as janitor in the schools of said district after August 4, 1931, is hereby sustained.

October 20, 1931.

VII

JANITORS EMPLOYED INDETERMINATELY PROTECTED BY JANITORS' TENURE ACT

JAMES CALVERLEY ET ALS.,
Appellants,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF LANDIS, CUMBERLAND COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellants, James Calverley, Walter Gledhill, Commandus Cummings and Gertrude Cummings have served as janitors in the Landis Township schools for a number of years. The minutes of the board of education of June 29, 1928, show that Calverley was employed by resolution reading as follows:

"The board voted to offer the position of fireman at the high school to Warren Cole at a salary of $1,400 per year, and the position of janitor to Mr. James Calverley at $1,400 per year."

The other three janitors were employed by Mr. Heaton, the business manager of the respondent board of education and according to their testimony they were told by him to commence work at designated times, but without any statement as to the term. Neither the minutes nor the testimony shows that at any time within the course of employment did they request a reappointment or that they were reappointed. They continued in said service from the time of employment to July 2, 1931, when notices were served upon them informing them that their services were no longer needed.

At the meeting of the board held on June 11, 1931, the question was raised as to whether these janitors were under tenure, and Mr. Heaton was asked whether they had been employed for a definite or indefinite term. The testimony of a large number of witnesses was that when Mr. Heaton was asked by Mr. Murray at the meeting of June 11, 1931, he stated that they were employed from "year to year." Mr. Heaton, in rebutting such testimony, stated that he had said "they were were employed and they continued on year to year, year after year," after which counsel for the board explained the interpretation of the tenure act, and advised that in his opinion the janitors were not protected by the act.

The board thereupon voted to discontinue their services and the district clerk was authorized to notify them of such action and secure from them the keys. The appellants refused to turn over the keys until they received formal notice, which notice was sent by the attorney for the board. They thereupon discontinued their services, turned over the keys, and proceeded to bring this appeal against the action of the board.

Counsel for respondent contends:

(1) The board of education failed to pass the proper rules and regulations for the employment, discharge, management and control of the public school janitors.

(2) The board of education did not legally hire the petitioners.

(3) If it should be construed by ratification or otherwise that they were hired, they were hired as janitors for one year.

(4) Because of the failure of the then existing board to follow the law in passing proper rules and regulations and because the said janitors, if hired, were hired by Mr. Heaton without any authority, the new board is not bound by the illegal acts of its former members.

Counsel for appellants, on the other hand, claims that they were elected for indeterminate terms and are therefore protected by the janitors' tenure act.

In the case of *Michaelis vs. Board of Fire Commissioners of Jersey City,* 49 N. J. L. 154, the board attempted to evade an appointment by it of an engineer on the ground of a violation of a rule of the board in that the appellant was appointed without having filed a sworn application with physician's certificate attached. The court held that since the appointment was made according to law, the board would be deemed to have waived its rule in question and accordingly upheld the appointment. The failure to adopt in this case rules and regulations prescribed by Chapter 44, P. L. 1911, in no way affected the validity of the appointments.

The contention of respondent that appellants were illegally employed by reason of the fact that Mr. Heaton was without lawful authority to employ

them is not well founded. The rendering of services by the janitors and the payment for such services by the board constituted legal employment.

No formal contracts were submitted, nor was any testimony presented which shows appointments for definite terms. The failure to show definite term employment by respondent and the testimony of appellants' witnesses that they were employed without term clearly establishes indeterminate employment.

As has already been held, the employment of appellants was legal notwithstanding the fact that the board failed to pass rules and regulations concerning such appointments. The board is estopped from denying the authority of the business manager, in that it accepted the services of petitioners. A board of education has authority to employ janitors without term as in this case, and subsequent boards are bound by the janitors tenure act in such employment.

Chapter 44, P. L. 1911, Section 2, reads as follows:

> "No public school janitor . . . shall be discharged, dismissed or suspended . . . except upon sworn complaint for cause and upon a hearing had before such board."

Chapter 29, P. L. 1929, reads in part as follows:

> "No person . . . employed by a school board or board of education . . . whose term . . . is not fixed by law . . . who has served . . . in any war of the United States or in the New Jersey State militia . . . and has been honorably discharged . . . shall be removed from such position or office except for good cause shown . . ."

The Supreme Court in the case of *Hardy vs. Orange,* 61 N. J. L. 623, regarding the protection of veterans holding public positions, held that the personal protection conferred by such military tenure law would be deemed to be waived if a war veteran in accepting a public position voluntarily entered into a contract for a definite term of service.

While this case was not brought under the veterans' preference act, but under the janitors' tenure act, it appears to be identical and the interpretation given in the case of one may be properly cited to support a case of the other. The higher courts have held that this protection given to veterans is a privilege and can be waived by contracts for definite periods. If a janitor or veteran is employed to begin on a specified date at a certain sum per month or per year, he is immediately protected by the tenure provision and cannot be removed except by a subsequent waiving of his tenure rights or by dismissal for cause after hearing. If he is elected for an indeterminate term and later accepts employment for a definite term, he waives his right to tenure.

The State Board of Education in the case of *DeBolt vs. Mount Laurel Township Board of Education,* finding that the employment of the appellant was for a definite term, held that he could not claim protection under the janitors' tenure act and, therefore, the action of the board in awarding the position to another was legal. Although the findings of the facts in the DeBolt case are the converse of the present, the rule of law in that case is applicable to the present one.

The testimony presents no proof that the employments were for definite terms, but, on the contrary, it shows that the appointments were for indeterminate periods. Appellants are, therefore, protected by the janitors' tenure act and cannot be dismissed except for cause and upon a hearing. The respondent board is hereby ordered to reinstate appellants in their positions as janitors and to compensate them at their contract rates from the date of their dismissal.

November 24, 1931.

Affirmed by the State Board of Education without written opinion April 2, 1932.

VIII

VETERANS ARE PROTECTED IN POSITIONS UNDER CHAPTER 29, P. L. 1929

WILLIAM JACKSON,
Appellant,
vs.
BOARD OF EDUCATION OF THE CITY OF BAYONNE,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The minutes of the board of education of the city of Bayonne show the following record of employment of the appellant:

"February 21, 1929.

Honorable Board of Education, Bayonne, N. J.:

DEAR SIRS—The committee on teachers' salaries recommends that the following named persons be appointed to the positions stated opposite their names and at the rate stated below. Said appointments to take effect March 1, 1929, and to continue at the pleasure of the board:

. . .

William Jackson	Carpenter	$208.33 per month

. . .

Respectfully submitted,

EDWARD H. ZELLER,
HARRY COHEN,
JOHN J. ZYGMUND,
Committee on Teachers and Salaries.

Received and adopted."

Mr. Jackson, who is an honorably discharged veteran of the World War, continued in the service of the board of education in accordance with said employment until July 31, 1931, at which time he was dismissed by the board.

Counsel for appellant holds that under the provisions of Chapter 29, P. L. 1929 (Veterans' Tenure Act) Mr. Jackson could not be removed except after good cause shown at a fair and impartial hearing; while it is the contention of the respondent that appellant does not hold a position or office contemplated by the Veterans' Tenure Act.

The testimony does not clearly set forth the permanency of carpenter employment by the board of education. The appointment of appellant to a position and his dismissal with absence of testimony to show the position was abolished, leads to the conclusion that the employment constitutes a position which still exists.

The Supreme Court, in considering employments which appear to be similar to that under consideration in this case, has ruled as follows:

George A. Lewis vs. Board of Public Works of Jersey City, 51 N. J. L. 242. The employment of Lewis as bridge tender at $25.00 per month is a position as contemplated by the Veterans' Act.

State vs. Board of Chosen Freeholders of the County of Essex, 58 N. J. L. 531. A guard or keeper in a county jail occupies a position within the meaning of the Veterans' Act.

State vs. Board of Chosen Freeholders of Hudson County, 61 N. J. L. 117. The work of a deputy warden in a county almshouse constitutes a position in which veterans are protected under the statute.

Since the appellant is a veteran of the World War and was appointed by the board of education to fill a designated position, it is the opinion of the Commissioner that his dismissal without a hearing is illegal. The Board of Education of the City of Bayonne is hereby directed to reinstate Mr. Jackson in the position from which he was dismissed and to pay him at the rate of $208.33 per month from the date of his dismissal.

January 19, 1932.

IX

LACHES IN PROSECUTION OF CASE GOOD CAUSE FOR DISMISSAL

HENRY BRUNING,
Appellant,
vs.
BOARD OF EDUCATION OF THE CITY OF JERSEY CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant was appointed millman and porter in the Dickinson High School by the Board of Education of Jersey City under resolution adopted September 16, 1914, and effective September 21, 1914, and continued in the service of the Board until September 16, 1930, at which time he was dismissed.

He sets forth in his petition that immediately after his dismissal he interviewed Mr. Callahan, who is in charge of janitorial employees, and Mr. O'Melia, President of the Board, and was denied further employment.

On February 24, 1932, and on March 1, 1932, appellant's counsel wrote to the Secretary of the Board of Education of Jersey City inquiring the reason for appellant's dismissal and was advised by the Board that his communications had been referred to the Board's counsel, who replied that Mr. Bruning was dismissed by the Board for insubordination and failure to perform duties assigned to him.

On March 12, 1932, the Board of Education of Jersey City was served with a copy of an appeal to the Commissioner of Education for re-instatement in his former position as millman and porter and for the payment of salary from September 16, 1930.

The Commissioner advised counsel that since nearly eighteen months had elapsed between the date of the dismissal and the filing of the petition, it seemed advisable to first render decision on the effect of laches which is a defense of the Board of Education. Briefs covering this point were accordingly filed by counsel on both sides.

Counsel for the appellant attempts to explain the negligence of his client in appealing to the Commissioner by stating that Mr. Bruning had asked other counsel to represent him which counsel failed to file a formal appeal. Appellant's counsel contends that laches is solely a creature of the Court of Chancery and has no meaning at all in any other tribunal and sets forth that even in a Court of Chancery an appeal will not be dismissed until there has been a full and complete hearing and the complainant given an opportunity to explain, if possible, the reason for delay in his action. He quotes in support of these views the Court of Chancery in the case of *Carlisle vs. Cooper,* 18 N. J. E., page 241:

> "A Court of Equity will not refuse relief because complainant delayed his suit, if it is clear that the relief ought to be granted."

and in the case of *Mansfield vs. Kreus,* 137 Atl., page 440, in which the Court held:

> "Laches will not bar recovery where there is reasonable excuse for party's non-action in inquiring as to rights or asserting them."

In the opinion of the Commissioner, neither of the cases cited support the contention of appellant. Even if the statements in the appellant's brief could be admitted, there is no reasonable excuse for failure to file a petition within eighteen months after his dismissal, and neither is there anything in the petition to indicate that relief should be granted.

The Commissioner cannot agree with the appellant's contention that laches is solely a creature of the Court of Chancery. In the case of *Barhite vs. Board of Education of the Town of West New York,* found on pages 177 to 179 of the 1928 Compilation of School Law Decisions, the appellant had been Supervising Principal for a period of four years. A successor was appointed in his place and Mr. Barhite protested against this act to the Superintendent of Public Instruction who advised him that he was not protected by the Tenure

of Office Law. Appellant evidently accepted the informal opinion of the Superintendent of Public Instruction and did not at that time appeal to the State Board of Education. Approximately three years later (in 1913) he appealed to the Commissioner of Education for reinstatement in his position, and it was held by the Commissioner that since he had been in the employ of the Board of Education four consecutive school years, he was protected by the act and was legally entitled to the position which he formerly held. On appeal by the West New York Board of Education to the State Board of Education, the Commissioner's decision was reversed and it is stated in the concurring opinion of Dr. John C. VanDyke that:

> "Mr. Barhite was guilty of laches for negligence for not pressing his claim. It is unreasonable to suppose that the appellant, the Board of Education of West New York, could or should wait three years upon the movement of appellee."

A Writ of Certiorari in this case was denied by the Supreme Court under date of February 18, 1914, but on appeal to the Court of Errors and Appeals (86 N. J. L. 674) the Court said:

> "It is true that the State Board was wrong in saying that he had his day in court; he had not had it in a strict technical sense of the word as used by lawyers, and he has lost his right not by an adjudication against him but by laches."

The case was dismissed on the grounds of laches by a vote of fourteen in the affirmative and none for reversal.

In the case of *Glori vs. Board of Police Commissioners of Newark,* 72 N. J. L. 131, where a police officer was dismissed April 17, 1903, and did not present an appeal until July 20, 1904, the Court held that failure for fifteen months to apply for certiorari without sufficient excuse given is unreasonable and the writ shold be dismissed.

In view of Mr. Bruning's neglect to appeal his case until eighteen months had elapsed, and in the light of the above decisions, he is guilty of laches. The appeal is accordingly dismissed without consideration of other points raised in the petition.

May 9, 1932.

X

WHERE PROPOSALS COMPLY WITH ADVERTISEMENT CONTRACT MUST BE AWARDED TO LOWEST RESPONSIBLE BIDDER

JAMES REID,
Appellant,
vs.
BOARD OF EDUCATION OF THE CITY OF BAYONNE, and JOSEPH P. MURPHY,
Respondents.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of the City of Bayonne advertised for proposals for the installation of an oil storage and oil burning system for the Woodrow Wilson school in that city and at a meeting of the board on October 1, 1931, bids were received in accordance with the advertisement as follows:

Higgins Oil Heating Corp.	$9,680	Enterprise Oil Burning System
	9,200	
William C. Devlin (Alternate)	8,100	Hobby Oil Burner
Joseph P. Murphy	7,784	Heavy Fuel Oil System
Frank P. Farrell	7,550	
A. A. MacNeille	9,415	
The John R. Proctor Co.	8,730	Standard Ray System
James Reid	7,185	

The Committee on Buildings and Repairs met on October 22, 1931, to examine the bids submitted on October 1st and interviewed James Reid, Frank P. Farrell and Joseph P. Murphy, the three lowest bidders. The committee did not question the financial responsibility of the three firms who were represented at that time, but questions were asked by members of the committee about the type of burners upon which the bids were based and the kind of fuel to which they were adapted. Mr. Zeller, chairman of the Buildings and Grounds Committee, and Mr. O'Brien, another member of the committee, testified that Mr. Reid stated that he did not know the kind of fuel that was adapted to the Simplex burner and could not name any schools where one had been installed. Mr. Richards, who represented Mr. Farrell, stated that the latter had not decided on the type of equipment he would install, but had bid in accordance with the specifications. For these reasons and the further fact that the Todd burner had been used in other schools of the district with success, the board recommended the award of the contract to Joseph P. Murphy, whose bid was the highest of the three lowest submitted. Certified checks accompanid all proposals and the bidders agreed to sign contracts to fulfill the requirements of the specifications.

Chapter 1, P. L. 1903, S. S., Section 53, reads as follows:

> "No bid for the building or repairing of schoolhouses or for supplies shall be accepted which does not conform to the specifications furnished therefor, and all contracts shall be awarded to the lowest responsible bidder."

The Supreme Court in the case of *Faist vs. Hoboken,* 34 Vroom 361, where a contract was required to be awarded to the lowest responsible bidder giving satisfactory bonds as surety for the faithful performance of the work, said:

> "It is in the interest of the public that the lowest bid, though it be irregular, be accepted, and, if necessary, that the bidder have opportunity to correct an irregularity, while not changing the substance of his bid. . . .
>
> This view is in no way affected by the fact that the proposal reserves the right to the city to reject any or all bids. Such reservation confers no right to reject a lower and accept a higher bid. The officials may, under it, reject all bids if they deem none of them for the interest of the city, or they may reject the bid or any bidder irresponsible or unworthy for any just cause shown, after hearing; but they cannot, under such a reservation of a right to reject 'any or all bids', reject at will the bid of a lower and accept that of a higher bidder, all other things being equal. If such a proposal conferred such power, it would nullify the statute as to awarding contracts to the lowest bidder."

If it had been determined by the board of education after all bids were received that the specifications were not clear as to the type of oil which could be used, then all bids should have been rejected and proposals requested upon new specifications.

The testimony given by Mr. Zeller, Chairman of the Building Committeee (p. 21 of the record), reads:

> "Q. You say in your judgment Reid and Farrell did not comply with the plans and specifications? A. Yes.
>
> Q. Because they intended to put in other burners outside of the Todd? A. Yes.
>
> Q. You don't know whether the Simplex was equal before the time of your action? A. No.
>
> Q. And don't know today? A. No."

The fact that the board used a certain burner in one of its schools and was satisfied with its performance is not sufficient grounds for refusing to award the contract to the lowest bidder who proposes to furnish another type of burner which meets the requirements of the specifications.

Clifton L. Butler, Treasurer of the Simplex Oil Heating Corporation, New York City, a graduate of Lehigh University engineering course, holder of a professional engineer's license in New York City, and who has been in the heating business in relation to oil burners since 1918, offered expert testimony to the effect that Simplex burners meet the specifications upon which the bids were submitted, and his testimony was not refuted.

It appears that the sole reason for the board's action in awarding the contract to Joseph P. Murphy was satisfactory experience with the Todd burner. The board secured no expert advice nor did it know whether the Simplex burner was inferior, equal or superior to the Todd burner. The rights of the bidders submitting prices on other than the Todd burner were, therefore, prejudiced by the experience of the board with a certain burner without experience with or knowledge of others. While the members of the board of education may use discretion as to the relative value of various commodities offered in response to advertisement, the selection should be based upon reasonable knowledge and consideration of them; and bids should not be rejected for the mere reason that the board is not familiar with an article when information about it could readily be procured.

The board of education could have granted reasonable time within which Reid and Farrell could furnish references as to the successful performance of the burners they intended to install. This information, together with the board's experience with Todd burners, would have permitted the consideration of the merits of the respective burners in relation to the bids. The board could then have chosen within an honest exercise of discretion the bid which it considered to the best interest of the school district.

In the case of *Hammonton vs. Elvins,* 101 N. J. L. 38, the Supreme Court held:

> "Our examination of the specifications of the respective bidders, which are quite voluminous, satisfied us that the council was justified in concluding that the town would get both better engines and better service from the LaFrance Company, and that all things considered, its bid was the lowest. It was an honest exercise of the discretion vested in the council. The purpose of competitive bidding is to prevent dishonesty, chicanery and fraud. It was never intended that such a course of procedure would throttle the exercise of an honest judgment within prescribed limits."

Since the financial responsibility of the bidders is not questioned by the board and the contract was awarded to other than the lowest bidder without good cause having been shown, it is the opinion of the Commissioner that the contract was illegally awarded and accordingly void. The Board of Education of the City of Bayonne is, therefore, directed to either award the contract to appellant or to award it within its discretion after a reconsideration of the bids with sufficient information about the various burners upon which to render an honest judgment.

January 21, 1932.

XI

AWARD OF HEATING AND VENTILATING CONTRACT INVOLVING UNIT BIDS CONDEMNED

ELLING BROTHERS,
Appellants,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF WASHINGTON,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of the Borough of Washington, Warren County, duly advertised, according to law, for bids for heating and ventilating a new high school to be constructed in said borough. Bids were submitted in accordance with the advertisement on May 25, 1931, and a meeting was called for the purpose of awarding the contract on June 15, 1931. Elling Brothers, the appellants in this case, and Van Varick, Incorporated, submitted bids for the installation of a heating and ventilating system and for furnishing temporary radiators and heat during the winter months.

The bid of Van Varick, Incorporated, including the base bid and certain accepted alternates, but exclusive of temporary radiators to be used for the protection of material and for reasonable comfort of the workmen, was $14,270.00 and that of Elling Bros. was $14,155.00.

The specifications called for unit bids for installing temporary radiators and heating, but no definite number of units was mentioned in either the specifications or advertisement. The architect, who was supervising the work, was requested at the meeting of June 15th to designate the number of temporary radiators which would be required and he recommended to the board that thirty-five should be installed. With a requirement of thirty-five units, the total bid of Van Varick, Incorporated, including the base bid and the alternates selected by the board, amounted to $14,620.00, while that of appellants was 14,645.00. The appellants submitted a bid of $14.00 per heating until while that of Van Varick, Incorporated, was $10.00 per unit.

The contract was awarded to Van Varick, Incorporated, on its total bid of $14,620.00 which became the low bid because of the determination of the necessity of thirty-five radiators.

The contention of appellants is that a maximum of twenty units would be sufficient for such temporary heating, and if not more than twenty-eight had been designated by the board, their bid would have been lower and they would have been entitled to the award.

Appellants presented testimony to show that thirty-five radiators was an excessive number for a building of this size. On the other hand, the architect, in his testimony, specifically mentioned those places in which he believed temporary radiators should be placed. The evidence does not disclose any collusion between the board of education and the architect.

While advertisement for unit bids without giving the required number upon which the contract would be awarded is to be strongly condemned because it makes possible a change in the award of a bid by later fixing an arbitrary number, there was no evidence to show that the board acted in bad faith in the award.

Chapter 48, P. L. 1930 reads in part:

> "No bid for building or repairing schoolhouses or for supplies shall be accepted which does not conform to the specifications furnished therefor, and all contracts shall be awarded to the lowest responsible bidder."

Chapter 364, P. L. 1931 provides that the architect, in the preparation of plans and specifications for the erection, construction, alteration or repair of any public building, when the amount exceeds $1,000.00, shall prepare separate plans for steam and hot water heating and ventilating apparatus, and the Board of Education is required to award the contract for such branch of work to the lowest responsible bidder.

In view of the facts disclosed by the testimony and of the provisions of law governing this case, the contract was legally awarded to Van Varick, Incorporated, and the appeal is hereby dismissed.

September 30, 1931.

XII

EMPLOYMENT OF CITIZENS OF NEW JERSEY REQUIRED ON PUBLIC WORK

STONEBACK AND NASE COMPANY,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF WASHINGTON,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of the Borough of Washington, Warren County, advertised on May 7 and 14, 1931, for bids for the general construction of a new high school building in said borough. In compliance with the advertisement, bids were received on May 25, 1931, from Stoneback and Nase Company, the appellants, who submitted a base bid of $81,790.00 and H. E. Stoudt and Company, whose bid was $88,520.00.

On the evening of June 15, 1931, the date set for the awarding of the contract, the Board of Education had a conference with Jacob L. Stoneback, who was Secretary-Treasurer of the appellant company. The board asked him if his firm would give reasonable and proper consideration to local labor as stipulated in the advertisement, to which he replied that he would bring the backbone of the organization with him, and if other laborers were needed, he

would employ them locally. He was further asked whether his concern would pay the prevailing rate of wages for work of a similar nature in that locality, and whether his firm would sign a contract embodying such provision. According to appellant's testimony, he requested additional time to consider the latter question, but the preponderance of testimony is to the affect that he definitely refused to sign any agreement by which he would be required to pay the prevailing rate of wages for the laborers and mechanics employed by his company.

There is no law requiring a contractor to agree to employ local labor. Therefore, the refusal of appellant to consent to such employment was not in itself ground for denying the award of the contract to the Stoneback and Nase Company.

Chapter 253, P. L. 1915, provides:

> "All contracts made by or on behalf of the State of New Jersey, or by or by or on behalf of any county, city, township or other municipality of said State . . . for the performance of any work, . . . not less than the prevailing rate of per diem wages in the locality where the work is performed shall be paid to such laborers or workmen . . ."

Chapter 248, P. L. 1931, provides:

> "That every contract in excess of $5,000.00 in amount, to which the State or any political sub-division thereof is a party, which requires or involves the employment of laborers or mechanics . . . shall contain a provision to the effect that the rate of wages for all laborers and mechanics . . . shall be not less than the prevailing rate of wages for work of a similar nature in the city, town, village or other civil division . . ."

Both of the above quoted laws require contractors to pay the prevailing rate of wages, and the latter makes mandatory the inclusion of a provision to that effect in all contracts made pursuant to bids which were invited after its passage. The invitations for bids on May 7 and 14, 1931, were requested subsequent to April 27, 1931, the date of the approval of Chapter 242, P. L. 1931, and, therefore, the embodying of the "wage" provision in the contract was compulsory.

Mr. Stoneback's refusal to sign the contract embodying such provision justified the Board of Education in awarding the contract to Stoudt and Company, whose officers agreed to pay the prevailing rate of wages and sign a contract drawn in accordance with the above cited statutes.

The contract was, therefore, legally awarded to H. E. Stoudt and Company.

September 30, 1931.

XIII TO XVIII

HIGH SCHOOL TUITION FEE BASED ON GROSS COST OF EDUCATION

BOARD OF EDUCATION OF VENTNOR CITY, *et al.*,
Appellants,
vs.
BOARD OF EDUCATION OF ATLANTIC CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

On June 30, 1931, the Board of Education of Atlantic City adopted the following resolution:

> *"Be It Resolved,* That the tuition fee for non-resident pupils for the school year 1931-32 be and the same is hereby fixed as follows:
> For high school and elementary school students $225 per pupil.
> For boys and girls vocational school students $175 per pupil."

Appeals contesting the right of the Atlantic City Board of Education to charge a high school tuition fee of $225 per pupil were brought by the school districts of Ventnor City, Margate City, Northfield City, Absecon City, Linwood Borough, Galloway Township, and Weymouth Township. At the hearing in the case conducted in the Administration Building of the Board of Education, Atlantic City, on July 17, 1931, the School District of Weymouth Township withdrew its appeal and it was agreed that the remaining appellants submit their synonymous appeals as one case.

The testimony discloses that prior to the resolution of June 30, 1931, the Board of Education of Atlantic City charged a tuition fee of $175, and, therefore, this action of the board increased the per capita cost $50. It is the contention of the appellants that the charge of $225 exceeds the actual cost per pupil and is a violation of the provisions of Chapter 281, P. L. 1929, which states:

> "The board of education of districts containing such high school shall determine the tuition rate to be paid by the boards of education of districts sending pupils thereto; provided, however, that such amount shall in no case exceed the actual cost per pupil."

Since it is impossible to determine the actual cost per pupil for the school year 1931-32 in advance of June 30, 1932, the closing date of that fiscal year, it was agreed by counsel that the statistical reports for the school year 1930-31 should be used to determine the actual cost per pupil for that year and the policy of arriving at the actual cost per pupil, and the findings in relation to 1930-31 should thereupon be applied to the costs for 1931-32.

Under the provisions for determining the cost of education for tuition purposes under Form No. 11 of the State Department of Public Instruction, the per capita cost of education in the Atlantic City High School for the year 1930-31 was shown to be $244.98. Counsel for appellants contends that the form does not disclose the "actual cost per pupil", but shows the gross cost per pupil including a rental charge which he asserts should not be included and makes no provision for the deduction of State high school apportionments. He maintains that the "actual cost" means net cost to the district exclusive of State apportionments and that the five per cent rental charge is an arbitrary amount which should be borne entirely by the local district.

The points to be considered in this case are:

1. Is the five per cent rental based upon the actual cost of the building a proper charge to tuition costs?
2. Does "actual cost" mean the entire cost for tuition purposes as determined by the forms used by the State Department of Public Instruction, or the net cost which the local district pays in excess of any funds received by it from the State for high school education?

The opinions of some authorities on school administration, in reviewing New Jersey's formula for determining high school costs for tuition purposes in relation to rental charges, are as follows:

M. L. Englehardt, Teachers College, Columbia University—

"Tuition should be computed upon real cost. The cost of education should include with current expense a charge for the use of the school plant."

John K. Norton, Director, Research Division, National Education Association—

"Use a rental charge of five per cent on building for twenty years after erection, then calculate rental charge on the basis of a reasonable rate on the appraised value of the building thereafter."

H. P. Rainey, Supervisor of Education, University of Oregon—

"Increase five per cent rental charge to seven per cent. The rental charge should be computed upon the basis of replacement cost of building rather than upon the original cost of the building."

C. M. Reinoehl, Supervisor of School Administration, College of Education, University of Arkansas—

"In addition to the five per cent rental charge the interest on any outstanding bonds should be computed and pro-rated. Maintenance cost should also be included."

The State Board of Education in determining the cost of education under acts in effect prior to the passage of Chapter 281, P. L. 1929, has consistently used the five per cent rental charge. The Commissioner of Education in discussing

the rental charge in the case of *Boards of Education of the School Districts of the Boroughs of Alpha et als. vs. Board of Education of Phillipsburg,* held:

> "The Commissioner considers that the five per cent rental charge is fair to both the sending and receiving districts. A fireproof building may be bonded for a period of forty years and the building should render service for at least a period of fifty years. If the district borrows its money at 4¾ per cent and pays the bonds in equal annual installments over the period of forty years with an allowance of one per cent for the upkeep of the building, it will cost the district maintaining the school annually 4.95 per cent of the original cost.
>
> As an illustration of the percentage cost under the conditions set forth, an original cost of $100,000 for a school plant would itemize as follows:

Land, buildings, and equipment	$100,000	
Interest over a forty-year period	97,375	
Repairs and upkeep during fifty years	50,000	
Total cost to the district for a period of fifty years	$247,375	
Annual cost during fifty years	4,951	
Annual percentage on the original cost		4.95 = 4.95%
The annual percentage cost of a building when the bonds bear interest at five per cent under the same conditions as above would be		5.05 = 5.05%

> While a higher percentage may be allowed for the upkeep of the building through a fifty-year period, it is fair to assume that the value of the building at the close of the fifty-year period would at least be equal to the additional upkeep cost. . . .
>
> If rental charges were not used rather than the amortization and interest payments, a district which has paid all the bonds and interest upon its building could not charge a sending district more than the maintenance cost. Such a method would be unfair to the receiving district. On the other hand, a school district with the aid of sending districts could pay for a school building during a short term which would make a high annual cost to the sending district and, when all bonds were paid, it might show an enrollment in excess of the capacity of the building and accordingly exclude pupils from other districts so that the sending district which had contributed largely to the cost of the building, would be denied its use after the cost of the building had been paid. The rental charge eliminates the cost of repairs, replacements, interest on bonds, and annual bond payments, and overcomes the fluctuating charges and by overcoming the fluctuating charges provides a more stable annual cost."

The statement in the argument of counsel for appellants that boards erect high schools for the pupils of the respective local districts only is true in very few places in the entire State. Nearly all receiving districts take into con-

sideration sufficient facilities to render service to neighboring districts having insufficient pupils to maintain a high school. The sending districts may pay only their proportionate share of the rental charge. A reasonable rental charge is legitimately a part of the cost of tuition.

The State apportionments for schools differ in this case from those in the Phillipsburg case. Because of the valuable seashore property in Atlantic county a greater sum is paid by it into the State school tax, and as ninety per cent of the amount raised is returned to the county this amount makes for the small school population of that county a higher per diem apportionment for the attendance of pupils. Atlantic county's apportionment for each day of school attendance is more than double such apportionment in nearly all of the counties in the State and is, in fact, about eight times the apportionment of most of the rural counties. The effect of interpreting "actual cost" as net cost in relation to Atlantic City can, therefore, best be shown by comparing it with other high schools of that county.

The high school cost for tuition purposes in the city of Pleasantville for the year 1928-29 (which was before the erection of the present new high school) including the rental charge of five per cent was $92.78. If the cost of education in that district is to be determined by deducting the State apportionments, Pleasantville could have charged only $35.80; and since districts sending pupils to Pleasantville high school during that year received a State apportionment of $40 per capita, the State apportionment would exceed the tuition charge, and, therefore, the sending districts could not only have paid the entire tuition charge from the State apportionment but would have remaining ($40.00-$35.80) $4.20 for each pupil sent.

In Egg Harbor City the cost of tuition in the high school for the year 1930-31 was $162.03. Deducting the State aid, the net cost to the district would be $101.52. If the sending district could only be required to pay the net cost of $101.52, the cost to the sending district would be $101.52 less $60.00 (the State apportionment to the sending district for each high school pupil) or $41.52. Therefore, the net cost for each pupil living in Egg Harbor City would be $101.52 and the net cost to the sending district would be only $41.52.

Practically the same situation would be found in Hammonton. The high school tuition cost for 1930-31 as determined by the State Department form is $165.65, but if State high school apportionment received by Hammonton is deducted, the per capita would be $112.09. The sending districts would, therefore, pay under the net cost plan $112.09 less $60.00, or $52.09.

In the case of Atlantic City for the year 1930-31, upon which this case is to be decided, the high school tuition cost in accordance with the State form is $244.98. If the State apportionments were deducted the net per pupil cost would be $187.92. The sending district would, therefore, pay the net sum of $187.92 less $60.00, or $127.92. It is evident in a study of the apportionment of school moneys of this State that the Legislature provided a per capita apportionment to sending districts to offset the apportionment for teachers and days' attendance made to receiving districts, and it was not the intention of the Legislature to deduct State apportionments in order to arrive at the "actual cost" of education. If we were to go into the sources of revenue for the school district, we might go back further to the sources of revenue to the

State, which would show that Atlantic City actually pays to the State more than two-thirds of the State school tax for Atlantic county. This tax makes possible a large per diem attendance in Atlantic county for both elementary and high schools.

High school education costs a certain amount regardless of the source of revenue. The amount the district expends is the actual cost. The Legislature gives districts power to fix the tuition rate, but in order that they might not make an arbitrary charge and approximate the probable cost, it provided a limitation in their maximum charge to the actual cost. The Commissioner in reviewing the "actual cost" in the Phillipsburg case held:

> "Chapter 281, P. L. 1929, states that the board of education shall determine the tuition charge provided it does not exceed 'the actual cost per pupil.' Whether the State contributes some of the funds or whether there are private contributions to the school funds cannot be considered unless the law provides that the charge shall not exceed the net cost to the district after deducting State or other appropriations. The act says 'actual cost per pupil.' It does not say 'actual cost to the district.' If the Legislature had intended the rate to be the net cost it would have made such intention clear by saying 'net cost' or 'the cost to the district after deducting appropriations received for high school purposes from the State appropriations.' It is the Commissioner's opinion that actual cost does not contemplate any deduction from the per capita cost as determined in accordance with the forms prescribed by the Commissioner of Education. It would be unfair to the receiving district to deduct State appropriations from its costs and fix the tuition fee at a net cost when there is no method by which a deduction can be made from the direct State appropriation of $60 to the sending district for each pupil attending high school in another district."

Since the tuition fee for the year 1930-31 fixed by the Atlantic City Board of Education for high school pupils does not exceed the "actual cost" as determined in accordance with the form provided by the State Department of Public Instruction, the charge is legal and binding upon all boards sending pupils to the Atlantic City high school. The appeals in this case are, therefore, hereby dismissed.

September 30, 1931.

Affirmed by the State Board of Education without written opinion January 9, 1932.

XIX

PUPILS ENTITLED TO TRANSPORTATION AND LIVING ALONG ROUTE SHOULD BE TRANSPORTED FROM THEIR HOMES TO THE SCHOOL BUILDING

S. M. HAMM,
Appellant,
vs.
FRANKFORD TOWNSHIP, SUSSEX COUNTY, BOARD OF EDUCATION,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Frankford Township, Sussex county, Board of Education closed the Myers School in that district and transported the pupils to the Long Bridge School. The attendance of pupils from two districts at Long Bridge overcrowded that building and the board, upon the request of parents, made arrangements for the pupils of grades five to eight to attend the Branchville Borough School and provided transportation for the children living remote from Branchville. Under these conditions the board of education established a transportation route from the Myers School by the way of the Long Bridge School to Branchville. The children of the first four grades of the Myers district were left at the Long Bridge School, and the pupils of the higher four grades of the Long Bridge district were required to congregate at that school from which they, with pupils of the same grades of the Myers district were taken to Branchville. Under this plan the pupils of the Long Bridge School occupied the space in the bus vacated by the elementary pupils of the Myers School. The arrangement that pupils of these two districts congregate at their respective schools created a situation whereby certain pupils of the upper four grades of the Long Bridge School, who were to go by bus to Branchville, were required to walk about 1.5 miles along the bus route to the Long Bridge building before they could enter the bus to be transported to Branchville; and in returning home, their transportation ceased at the Long Bridge School and they were again required to travel 1.5 miles to their homes.

The appellant is one of the parents whose children are required to walk 1.5 miles along the bus route in going to and returning from school. Mr. Hamm brings this appeal to require the Frankford Township Board of Education to transport his children the entire distance.

The policy of having children assemble at a school building which has been closed in order that they may be transported to another building is not an uncommon practice. Children in many districts are required to walk some distance to a route. When the board originally planned transportation from the Myers to the Long Bridge School, it did not contemplate taking the four upper grades to Branchville, and for that reason the seating capacity of the bus was inadequate to provide for those children who have been required to

walk along the route before reaching the point from which they were to be transported.

When transportation is provided, children who live away from the route are expected to walk a reasonable distance to meet the bus. An elementary pupil who lives within 1.5 miles of the route has not been considered remote unless its age and health or the condition of the road would cause a less distance to constitute remoteness. When children live along the route, facilities should be provided so that they will not be required to walk a part of the distance over which the bus in which they are later to be transported must travel.

The Frankford Township Board of Education is to be commended for its endeavor to provide better school accommodations for the pupils of these two districts. It should, however, provide transportation for children living more than two miles from the school to which they are assigned and such children should enter and leave the bus at the point nearest their homes. The board is, therefore, directed to provide transportation facilities for the children of appellant as long as the present route and assignment are continued.

June 10, 1932.

XX

BOARDS NOT REQUIRED TO PROVIDE TRANSPORTATION WHERE HOMES ARE NOT CONSIDERED REMOTE FROM SCHOOL BUILDING

JOSEPH DELVECCHIO, *et als.*,
Appellants,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF FRANKLIN, GLOUCESTER COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellants, who are parents of approximately twenty-three children of elementary school age and who live distances varying from 1.1 to 1.7 miles from the school designated for their attendance, petition the Commissioner to require the Board of Education of Franklin Township to provide transportation for their children.

It appears from the testimony that an empty transportation bus provided for other children in the district passes these children on the way to and from school, the driver of which offers to transport the children for a small additional payment. The road over which appellant's children are required to travel is hard surfaced. No testimony was presented to show that the pupils are not physically normal.

The parents contend that their children are legally entitled to transportation facilities, but if they are not legally entitled to such service, they believe that the facilities should be made available to them since it would add only slightly to the expense of the district.

When the contract for this transportation was approved by the County Superintendent of Schools, he was not aware of the additional service that could be made available and, therefore, the contract was approved without any provision for appellants' children. Since the route was established and approved without provision for these children, the County Superintendent is precluded from changing the conditions of the approved contract.

The Commissioner believes that the Franklin Township Board of Education could have better utilized its facilities by providing transportation for these children at a small additional cost. However, according to numerous decisions of the Commissioner and State Board of Education, local districts, in the absence of abnormal conditions, are not legally compelled to provide transportation for elementary pupils unless the distance exceeds two miles. Since it is less than two miles from the homes of appellants to the school building and no abnormal conditions are shown by the testimony, the Franklin Township Board of Education is not required to provide transportation for these pupils.

The appeal is dismissed.

February 8, 1932.

XXI

TRANSPORTATION ROUTE MUST BE WITHIN REASONABLE DISTANCE OF PUPILS' HOME

LEWIS E. BUCKENMYER,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF LIBERTY, WARREN COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, Lewis E. Buckenmyer of Liberty Township, Warren County, has three children—six, nine, and twelve years of age respectively, who were directed by the board of education to attend a new consolidated school at Bridgeville which is about 3 miles from the petitioner's home. The board notified appellant that his children would be transported from Dugan's Corner, which would necessitate their walking a distance of 1.7 miles over the average type of unimproved country road in order to meet the bus.

Appellant contends that the board of education should be required to provide transportation from Anderson's Corner, a short distance from his home, while respondent holds that the distance to Dugan's Corner is not unreasonable and that the children should be required to meet the bus at that place.

Chapter 123, P. L. 1907, requires boards of education to furnish facilities and accommodations within the district convenient of access to the pupils, or to provide transportation for those living remote from the school building. The law leaves to the board of education of a school district the method of pro-

viding adequate facilities, and the Commissioner is limited in his decison to the determination of whether the facilities provided meet the requirement of the statutes.

In determining remoteness from a route as well as from a school, decisions have held that the distance to be traversed, the type of road over which the children are required to travel, and the age of the children must be taken into consideration. In view of these three factors in this case, it is the opinion of the Commissioner that proper transportation has not been provided for the children of the appellant, and the Board of Education of Liberty Township is accordingly hereby directed to immediately provide suitable transportation.

October 9, 1931.

XXII

CONVENIENT RAILROAD FACILITIES WITH REASONABLE SCHEDULE ADEQUATE TRANSPORTATION FACILITIES

FABIAN DEVELASCO,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF RIVER VALE,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by Fabian deVelasco against the board of education of River Vale because of its refusal to pay a bill of $74.00 for which he contracted for the transportation of his children between his home in River Vale and the Park Ridge High School.

The board of education provides transportation for high school pupils in the vicinity of appellant's home by paying $2.00 each school month for train or bus transportation between Montvale, the nearest railroad station, and Park Ridge. Instead of accepting the provisions made by the respondent, Mr. deVelasco contracted for transportation for his children at the rate of $1.00 per day and appears to have been paying this amount for some time past. Because of the business depression, he claims to be unable to continue the payment; and believing the board of education is not providing proper transportation, he asks the board to reimburse him for the cost of seventy-four days transportation, which it refused to do.

A hearing in this case was not conducted for the reason that appellant admits the following facts:

1. The distance from the home of appellant to the high school is 2.2 miles.
2. The distance from appellant's home to the Montvale railroad station does not exceed 1.2 miles.
3. The distance from the Park Ridge railroad station to the Park Ridge High School is .3 mile.

4. The distance between Montvale and Park Ridge is .7 mile and there are sidewalks between these points.

5. There is a train leaving Montvale at 8:12 A. M., which arrives at Park Ridge at 8:14. In the afternoon trains leave Park Ridge at 3:17 and 4:40, arriving at Montvale at 3:20 and 4:43, respectively, and buses run between the two places at half-hour intervals.

6. The amount paid by the board of education will cover either train or bus transportation between the points indicated.

7. The regular sessions of the school close at 3:30 P. M.

Appellant contends that the hazardous portion of the road lies between his home and the Montvale railroad station, a distance of 1.2 miles, where there is a twenty-foot road but no sidewalks and over which automobiles travel at a dangerous speed.

For the reason that the distance from appellant's home to the school does not exceed 2.2 miles, it does not appear necessary to discuss the other facts admitted by the appellant.

The Commissioner of Education in the case of *Marshall W. Reed et als. vs. Roxbury Township (Morris County) Board of Education,* reported on p. 238 of the 1928 Compilation of School Law Decisions, held:

> "Boards of education are not authorized by law to provide for the safety of children in reaching school. While a board should be concerned as to the safety of children and should report to the State police or local officers the reckless use of highways, it is not directly responsible for the danger to pedestrians because of automobile traffic any more than it is responsible for sandy or muddy highways. . . . It is, therefore, the opinion of the Commissioner that danger in itself does not constitute a necessity for transportation."

It has been the general policy of county superintendents in determining the necessity for transportation to consider that children attending elementary schools who live within two miles of a school building, and children attending a high school who live within two and one-half miles of a school building, are not remote. We are unable to find any decisions of the Commissioner of Education or the State Board of Education awarding transportation to high school pupils for a distance less than two and one-half miles where the route to be traversed has sidewalks or hard surfaced roads.

In view of the numerous decisions on transportation, it is the opinion of the Commissioner that the children of appellant do not live remote from the Park Ridge High School and the board of education is, therefor, not liable for the transportation bill presented by the appellant. The appeal is dismissed.

August 8, 1931.

XXIII

LEGAL RESIDENCE NOT ESTABLISHED BY TEMPORARY ABODE

HAROLD KING,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF OCEAN, MONMOUTH COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Appellant has for a number of years owned a residence in Ocean Township. About five years ago he sold the house where he had resided and built another which until the present year he has rented during the summer months, and this year it is being occupied during the winter season under a month to month tenancy. Mr. King has reserved a room and the attic for most of his household goods. During the past seven years he has been employed as a caretaker on an estate situate in the City of Long Branch, and because of the preference of his employer, he has with his family resided in a building on that estate. About three years ago he lived during one winter in his own house, but since then has stayed only two or three nights in his Ocean Township residence.

The appellant voted in Ocean Township until a few years ago, when he testifies that he was told he should vote in Long Branch and accordingly he and his wife registered and voted there. During 1930 there was a question raised about the education of his children and he decided to re-establish his voting residence in Ocean Township. At the time of the primary election in May, 1931, the members of the election board in Ocean Township refused Mr. and Mrs. King the privilege of voting and they were required to take an affidavit as to their residence. The evidence is to the effect that he was directed to state in the affidavit where he was residing and he, therefore, gave the Long Branch address. He testified that he gave that city as the place where he actually resided, but not as the place where he claimed his residence. After much discussion between challengers and the election board, Mr. and Mrs. King were permitted to cast their ballots under protest. In November, 1931, they cast their ballots in Ocean Township and at this election their eligibility was not challenged.

The legal residence of appellant has been locally argued during the past two years, so that when Mr. King desired to have his son attend the Asbury Park High School (which is one of the designated schools for the high school pupils of Ocean Township) the board of education, believing the legal residence of appellant to be in Long Branch, refused to pay the tuition. Appellant contends the action of the board of education is illegal since he is a resident of Ocean Township and as such, his children are entitled to educational facilities provided by that board of education.

While the evidence shows the voting registration changed several times, appellant and his wife both testified that their homes in Ocean Township have constituted a continuous residence from which they have been away only because of the requirement of appellant's employment; and that they have never left their home with an intention of establishing a residence elsewhere, but always with the intention of returning to it when the condition of employment made their return possible.

According to 14 Cyc., page 51

> "*All the conditions* which are required to constitute the domicile in the given place must be transferred to the new place. When this is done the domicile is changed, and until this is done the domicile is not changed. It follows as a corollary, therefore, that there must exist a fixed intent to abandon the former domicile for where there is a purpose, either secret or open, to return, no change will result."

It was even held in the case of *Estley vs. Capron,* 89 Ind. 167, that

> "Domicile is not lost by removing therefrom and locating in a new place with possible purpose to make the latter a permanent home at some future time. The intent must be present and fixed, not ultimate."

In the case of *Snyder vs. Callahan,* 3 N. J. Misc. Rep. 269, at page 271, the court held:

> "The general rule in respect to the acquisition of a new domicile is, that after a person has abandoned his domicile of origin, or his acquired domicile, his domicile will be considered to be in that place in which he has voluntarily fixed his habitation, not for *a special* or temporary purpose, but with a present intention of making it his home, unless, or until, something which is uncertain or unexpected should happen to induce him to adopt some other permanent home."

In accordance with the above cited authorities, Mr. King's domicile in Ocean Township is not lost because he occupies a residence upon his employer's property in the city of Long Branch, when it is clearly shown that it is his intention not to abandon the Ocean Township residence, but to reoccupy it whenever the terms of his employment will permit him to return. Since Mr. King is a legal resident of Ocean Township, the board of education of that district is required to provide school facilities for his children.

December 21, 1931.

XXIV

BOARDS MAY NOT TRANSFER AUTHORITY IMPOSED UPON THEM BY STATUTE

A. LEONARD ROBERTS,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF CRANFORD,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

A. Leonard Roberts, who is a member of the board of education of the Township of Cranford, presented testimony at a hearing held December 10, 1931, to show that the board of education:

(1) In a number of instances delegated to committees of the board authority that is imposed by law upon the board of education.

(2) Authorized the president and district clerk not only to execute contracts for definite amounts, but also to execute other contracts awarded by committees of the board of education.

(3) Employed teachers without appellant having apportunity to interview the candidates.

(4) Paid bills by general motion after being approved by the assigned committee and the finance committee without reading separately the names of the creditors and the amount due to each.

Appellant holds a majority of the board conspired to prevent him from performing his duties and in such has been guilty of misfeasance. He prays that the contracts not specifically awarded by the board of education be declared null and void, that the resolutions pertaining to such awards be declared illegal, that bills and demands for money be determined to be improperly approved and of no force and effect, and that the employment of teachers without giving him opportunity to interview them be declared invalid.

The board of education, after receiving the petition of appellant, met on May 13, 1931, at which time all delegated acts complained of by petitioner were either rescinded, or ratified and confirmed by the board of education.

Section 89, Chapter 1, P. L. 1930, S. S., reads in part:

> "No contract shall be entered into by a board of education nor shall any bill or demand for money against said board be paid until the same shall have been presented and passed on at a regularly called meeting of the board."

In the case of *American Heating and Ventilating Company vs. Board of Education of the Town of West New York,* 81 N. J. L. 423, the president and district clerk were authorized to enter into a contract for the installation

of a heating and ventilating system in a schoolhouse of that district. There was no evidence to show that the contract was presented to and passed on by the board and it is not clear whether the provisions of the contract were ever before the board. The Court of Errors and Appeals, quoting the above section of the School Law, said in relation to the contract:

> "A mere reading of the section of the School Law already quoted makes it clear that nothing that the president and clerk might do under this resolution would make a contract on behalf of the board 'until the same had been presented and passed on at a regularly called meeting of the board.' In a similar case, Mr. Justice Depue said 'The power purported to be conferred upon the committee was to make the contract. . . . We think that a contract such as was contemplated by this resolution should either have been negotiated by the city council or, if the negotiations were conducted by a committee, should have been submitted to the city council for discussion, consideration and adoption, and that the resolution delegating power to make such a contract was not warranted by the statute in question.' *Foster vs. Cape May,* 31 Vroom 78."

It, therefore, appears that the contracts in this case were not originally awarded in accordance with the above principle. The testimony shows that the board later ratified and confirmed the award, but the evidence does not show that at that time the provisions of the contracts were before the board. It must be deduced from the evidence that the conditions of the contracts have been fulfilled and, therefore, payments by the board constitute a further ratification of the terms of the contracts.

When bills were presented to the board of education, they were referred to the committee which ordered or contracted for the goods or services, and the committee, upon approval, referred them to the finance committee, which audited them. They were then available for the inspection of any member of the board of education. It was the custom to move the payment of all bills without reading the names of the creditors and the amount due to each. The procedure of the board in relation to the auditing of bills is to be commended, but the board failed to comply with the legislative intent in neglecting to have presented the names of the creditors and the amount. There was no evidence that their respective claims under this plan remained unpaid at the time of the hearing.

Appellant considers that he has a right to interview all candidates for teaching positions before the board can take action upon their election. He cites in support of this contention the case of *Townsend vs. School Trustees,* 41 N. J. L. 312. This case does not seem to be in point with appellant's claim, since the teacher was not elected at a meeting of the board, of which all trustees were given notice, and members were not given an opportunity to participate in the employment. There is nothing in the above case to indicate that a board of education, regularly convened, cannot act upon the election of a teacher upon the recommendation of a supervisory officer or a committee of the board of education without each member having an opportunity to interview the candidate. If the board of education has an application before it and by a majority vote of the entire membership executes a contract for the

service of a teacher, such contract is valid even though none of the members has seen the applicant.

No evidence was presented to support the contention of the appellant that the board conspired to prevent him from performing his duties and in such was guilty of misfeasance. The only testimony with application to this point was in relation to interviewing teachers, which has already been ruled upon.

A board of education cannot abdicate its duties by delegating to its committees or officers authority to enter into contracts on its behalf. It can authorize the officers of the board to prepare the contract which should then be awarded by the board. The bills should be made available for inspection of the various items by any member interested, and the names of the creditors and the amount of the bills should be presented and passed upon by the board.

The contracts and bills referred to in this case having been fulfilled or paid at the time of the hearing, the legality of the board's action in relation thereto appears for the most part to constitute a moot case.

Courts do not adjudicate moot cases and will not hear a case when the object sought is not attainable. *Jones vs. Montague,* 194 U. S. 150.

A case is not moot where interests of a public character are asserted by the government under condition that they may be immediately repeated merely because a particular order has expired. *Southern Pacific Terminal Company vs. Interstate Commerce Commission,* 219 U. S. 498.

In order to avoid repetition of the illegal procedures reviewed in this case, the Commissioner, in answer to the prayer of the appellant, must hold there were no initial authorizations for the actions of the board in the award of contracts and the payment of bills enumerated by the petitioner. The Board of Education of the Town of Cranford is, therefore, directed to hereafter comply with the provisions of Section 89, Chapter 1, P. L. 1903.

December 24, 1931.

XXV

BOARDS OF EDUCATION BY MAJORITY VOTE DETERMINE THE COURSE OF STUDY

A. LEONARD ROBERTS,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF CRANFORD,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The minutes of a meeting of the Board of Education of the Township of Cranford, held October 6, 1931, show the following:

"Mr. Sisson moved that the resolution passed by the board at the meeting held on April 7, 1931, providing that 'the teaching of reading and writing of script be immediately resumed in the schools of Cranford, and

> that all classes and every class be forthwith instructed in accordance with that resolution, and that all written work of each and every description and in every and all classes be performed mainly in script writing' be rescinded, and that the teaching of manuscript writing be resumed in the first four grades of the Cranford public schools for the remainder of the present school year. The motion was seconded by Mr. Stimpson and carried, Mr. Roberts and Mrs. Sterrett voting No."

The appellant holds that the resolution is illegal for the reason that the minutes do not show it was approved by either a majority vote of the board or by the county superintendent of schools. He contends that his son, who is a pupil in one of the schools of Cranford, is discriminated against in that he is compelled to use the manuscript rather than the script form of writing. Mr. Roberts prays that the above resolution be declared illegal and that his son be permitted to use the same course of instruction as is furnished to other members of the fourth grade in the public schools of Cranford.

At a hearing held in the Union County Court House at Elizabeth, December 10, 1931, no testimony was produced to show that the resolution did not receive a majority of affirmative votes. Minutes of the board show two negative votes and it would, therefore, appear that the other members present voted in the affirmative or gave their assent to the passage of the resolution.

The testimony discloses that whereas the resolution requires the teaching of manuscript writing in the first four grades, both manuscript and script writing are taught in these grades with the knowledge and acquiescence of the board of education. The class in which appellant's son is enrolled is taught manuscript writing. He was not discriminated against in being the only child to use the manuscript writing, but he is a member of one of the classes in which that type of writing is taught and its usage generally required. Under the direction of the supervising principal, some classes are required to use script and other classes manuscript writing—the purpose of which appears to be the determination of the better method of writing in the first four grades. The Commissioner is of the opinion that such experimentation by classes cannot be held to be discriminatory in relation to the child of appellant.

Petitioner argues that the board of education should be required to comply with its rule referred to in the resolution of October 6, 1931, which he claims was not legally rescinded and, therefore, requires the use of script writing in all classes.

Section 165 of the 1931 Edition of the School Law provides:

> "The board of education shall have power . . . VII . . . In conjunction with the county superintendent of schools to prescribe the course of study to be pursued in the school or schools under its charge."

Neither the original resolution of the board of education under date of April 7, 1931, requiring the teaching of script nor the resolution of October 6th requiring manuscript writing appears to be a part of the course of study prescribed in accordance with the School Law, but must be considered as a rule of the board which it has authority to enforce.

Section 86, Chapter 1, P. L. 1903, S. S., authorizes a local board of education to make, amend or repeal rules not inconsistent with the School Law or Rules made by the State Board of Education for the government and management of the schools of said district.

Section 5, Chapter 1, P. L. 1903, S. S., Sub-section XIV, provides:

> "The Commissioner of Education shall with the advice and consent of the State Board of Education, direct the county collector to withhold funds received by him from the State from any district that refuses or neglects to obey the law or the rules or directions of the State Board of Education or the Commissioner of Education."

While Section 5 gives the Commissioner and the State Board of Education authority to penalize districts for their refusal or neglect tc obey school laws and rules of the State Board of Education, no provision is made to penalize boards of education for refusing or neglecting to obey rules which they themselves make. Only the board of education can prosecute the enforcement of its own rules. The Commissioner of Education is without authority to comply with the prayer of the petitioner. The appeal is therefore dismissed.

December 23, 1931.

XXVI

VOTES SHOULD BE COUNTED WHERE UNDER PERSONAL CHOICE VOTERS WRITE THE FIRST NAME OF THE CANDIDATE AND OTHERS USE THE INITIAL

IN RE. ANNUAL SCHOOL ELECTION IN BEDMINSTER TOWNSHIP, SOMERSET COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

A petition for the recount of ballots cast at the annual school election in Bedminster Township, February 9, 1932, was filed by Albert A. Layton, who was defeated for membership on the board by a plurality of one vote with four votes rejected, which he claims should have been counted for him.

A recount was conducted by the Assistant Commissioner in the office of the County Superintendent of Schools of Somerset county on March 4, 1932, at which it was disclosed that appellant did not file a petition to have his name placed on the ballot and, therefore, his name was written in the personal choice space. Of the four votes in question, one was written "A. Layton", two "A. A. Layton", and one "Mr. Layton".

The School Law, 1931 Compilation, Section 145, states in relation to the names being printed upon the ballots

> ". . . provided that the names of the candidates shall be printed as they appear signed to the certificate of acceptance."

While the sample ballot printed on page 74 of the same compilation shows the surname written in full, the law above cited would indicate that if initials are used instead of the name in the filing of a petition, the initials rather than the full name would appear on the ballot. When no petition is filed, a broader interpretation would appear to be justified.

It is, therefore, the opinion of the Commissioner since there was no other candidate for the position by the name of Layton that all four of the ballots should be counted. Even should the ballot which is marked "Mr. Layton" be rejected, and the other three counted, he would receive a vote sufficient to give him the second highest number of votes cast for the various candidates.

The result of the recount is as follows:

Armstrong Smith	79
Albert Layton	67
David Nevius	65
Howard Apgar	64
Walter VanPelt	62
Herman Gulick	61
William Hassenger	1

Armstrong Smith, Albert Layton, and David Nevius are, therefore, declared to be legally elected to membership on the Board of Education of Bedminster Township for the three-year term.

March 8, 1932.

XXVII

DENIALS OF RIGHT OF QUALIFIED VOTERS TO CAST BALLOTS MUST EXCEED PLURALITIES TO AFFECT ELECTION RESULTS

IN RE. ANNUAL SCHOOL ELECTION IN LAKEWOOD TOWNSHIP, OCEAN COUNTY,

DECISION OF THE COMMISSIONER OF EDUCATION

Petitions were filed for a review of the annual school election in Lakewood Township, held February 9, 1932, by Gertrude K. Voorhees and Abe H. Jacobson, who were defeated for the three-year term by pluralities of one and twenty-five votes, respectively, and by Nathan H. Sternberg and others, who were denied the privilege of voting by the election officials.

It appears from the testimony presented at a hearing in the Municipal Building, Lakewood, on March 8, 1932, that the township is divided into ten districts for the general election. The board of education designated the high school as the polling place for the annual school election. The district clerk, in accordance with Section 12 of Chapter 211, P. L. 1922, applied to the county clerk for the registry books of the general election. He was given the registry

lists for nine districts, but was told that the registry list for district No. 1 had not been filed in his office by the general election officers of that district. The district clerk, having information that a Mrs. Larabee had a complete list of the voters of No. 1 district, made application to her for the list and presented it to the annual school election officials, who accepted it as a valid list and denied voting privileges to persons whose names did not appear on that list or the supplementary annual school election registration as further provided in Section 12, Chapter 211, P. L. 1922. During the progress of the election it became apparent that the list provided was not complete, but the election officials, doubting their authority to allow persons to vote whose names did not appear upon the lists, continued to deny such persons voting privileges. Therefore, a number of eligible voters were not permitted to cast ballots. Appellants claim that for this reason the election should be declared null and void, or declared void in so far as the number of votes of those persons who were not permitted to cast ballots might affect the results.

The election officers declared the result of the election as follows, with the three receiving the highest number of votes duly elected:

Waldo E. Holbrook	556
Clayton H. Jones	459
Clayton C. Hurley	455
Mrs. Gertrude K. Voorhees	454
Abe H. Jacobson	430
John Elmer Matthews	399
Lewis Carr	176

Appellants presented eighteen witnesses who testified that they voted at either the primary or general election in the municipality during 1931 and that they were denied the privilege of voting at the annual school election. The statutes applying to general elections require all voters to be registered before they may cast ballots. It is, therefore, evident that the names of all such persons must have been upon the official registry list. They were accordingly illegally denied the right to vote.

The election of Waldo E. Holbrook, who had a plurality of 102 over the number of votes cast for the defeated candidates, could not be affected by the denial of voting privileges to the eighteen witnesses; but as there is a difference of only five votes between Mr. Jones, Mr. Hurley, and Mrs. Voorhees, it is impossible to determine which two of these three candidates would have been elected to membership on the board of education. Consequently, there exists a failure to elect persons to fill two of the full-term vacancies.

In a case where there is no valid election to fill any vacancy on a board of education, the only method of filling such vacancy is prescribed by Section 25, P. L. 1903, S. S., which reads:

> "A county superintendent of schools shall have power: . . . IV. To appoint members of the board of education for a new township, incorporated town or borough school district and for any district under his supervision which shall fail to elect members at the regular time. Such

appointees shall serve only until the next election in the district for members of the board of education."

It accordingly becomes the duty of the county superintendent of schools to appoint two qualified persons to serve until the next annual school election in the Township of Lakewood.

March 10, 1932.

XXVIII

RESIDENCE FOR A PERIOD OF THREE YEARS NECESSARY TO QUALIFY CANDIDATE FOR MEMBERSHIP ON BOARD OF EDUCATION

IN THE MATTER OF THE PETITION OF RAYMOND F. ARMSTRONG TO DECLARE THE ELECTION OF RICHARD M. ALTLAND ILLEGAL.

DECISION OF THE COMMISSIONER OF EDUCATION

The eligibility of Richard M. Altland to membership on the board of education of Haddon Township at the annual school election held in that district is contested by appellant upon the ground that he has not been a legal citizen and resident of the district for three years prior to the first Monday in April, the annual date upon which newly organized boards begin to function in Article VII districts.

Section 83, Chapter 1, P. L. 1903, S. S., provides:

> "A member of the board of education shall be a citizen and resident of the territory contained in said school district and shall have been such citizen and resident for at least three years immediately preceding his or her becoming a member of such board."

The testimony taken at a hearing held in the Camden County Court House, March 30, 1932, discloses that appellant on December 21, 1928, signed an agreement to purchase a residence in the Township of Haddon and that because of the inability of the owner to transfer title, the payment on the purchase of such residence was returned to respondent during the latter part of April, 1929. Upon the return of the deposit on the property, Mr. Altland visited several real estate brokers in Haddon Township or nearby vicinities with intention to purchase a home. While most of the properties were in Haddon Township, some were in Oaklyn or other adjacent municipalities. On May 22, 1929, Mr. Altland rented a residence in Haddon Township and moved there on June 6, 1929. Since that date he has continued to be a resident of the School District of the Township of Haddon.

Attorney for respondent contends that the signing of an agreement to purchase property in Haddon Township in December, 1928, and the subsequent

renting of the property shows clearly the intention of respondent to be a resident of that district for more than three years prior to the first Monday in April; and with the intention of becoming a resident under such conditions, he becomes a resident in fact.

Even if persistent intention to become a resident of a district without having actually resided there could be held to be legal residence, the respondent could not qualify as he admits in his testimony that during the latter part of April and until May 22, 1929, he had not decided definitely to locate within the territorial limits of the Township of Haddon, but that he desired a residence in that locality.

The law clearly states that three years of residence and citizenship are required to qualify a person to serve on a board of education in this State. The testimony shows that neither from actual residence nor intention established by supporting facts does the respondent meet the qualifications as to residence prescribed in the statute.

Since Mr. Altland is ineligible to membership on the Board of Education of the School District of the Township of Haddon, a vacancy exists in said board which it is empowered to fill until the next annual school election.

March 31, 1932.

XXIX

RECOUNT CONDUCTED WHERE NUMBER OF REJECTED VOTES EXCEEDS PLURALITY BY WHICH CANDIDATES WERE ELECTED

WILLIAM WILKIE ET AL., IN RE. ANNUAL SCHOOL ELECTION IN MOUNT EPHRAIM TOWNSHIP, CAMDEN COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

Three unsuccessful candidates for election to membership on the Board of Education of the Borough of Mount Ephraim and a teller at said election appealed for a recount of the ballots cast on the grounds that there was only a plurality of three votes between the successful candidate with the lowest number of votes and the unsuccessful candidate with the highest number of votes; and affidavits were made by appellants that there were at least twelve occasions when there appeared to be a difference in the tallying of the tellers.

In view of the small plurality and the affidavits indicating possible error, a recount was conducted by the Assistant Commissioner in the Court House, Camden, on March 30, 1932. The recount resulted in a confirmation of the declaration of the election officials that Clarence B. Marsh, William Cogan, and Albert J. Heller were legally elected to membership on the Board of Education of Mount Ephraim Borough for terms of three years.

March 31, 1932.

XXX

ELECTIONS WILL NOT BE SET ASIDE BECAUSE OF MINOR IRREGULARITIES

IN RE. ANNUAL SCHOOL ELECTION IN THE TOWNSHIP OF PAHAQUARRY, WARREN COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

Hannah McCarthy and Leonora Michael, candidates for membership on the Board of Education of Pahaquarry Township at the annual school election held February 9, 1932, appeal to have said election set aside for the following reasons: newspaper publication was not made as required by law, the meeting was not organized at the time stated in the notice, the proposition to reduce the number of members on the board was not properly submitted, and the ballots were not promptly collected and sealed by the District Clerk.

At a hearing held in the Warren County Court House on April 1, 1932, the testimony shows that while the District Clerk notified the publishers of a newspaper circulating in the district to advertise the notice of the meeting, the advertisement was not printed. However, seven notices of the election were posted in compliance with the statutes. There was a difference of opinion among those present at the time of organization of the meeting as to the manner by which it should be determined whether the board membership should be reduced from nine to five; and because of the inability of the District Clerk to communicate with the County Superintendent of Schools in reference to the procedure to be followed, the time of opening the polls was considerably delayed. While the membership proposition was printed on the ballot, it was decided by a group of those present that the question should be first submitted on another ballot, and, therefore, informal ballots for that purpose were distributed and the vote thereon resulted in the continuance of the board of nine members. Definite testimony was not presented regarding retarded collection and sealing of the ballots.

Section 148 of the 1931 Compilation of the School Law reads, in part:

> "In addition to the notices posted at public places as heretofore required in the act to which the act which this amends is a supplement, the clerk of the board of education shall cause said election to be advertised at least one week before the holding thereof in some newspaper circulating in said school district."

It was held by the Commissioner of Education in the case of *Eckert vs. Long Beach Board of Education:*

> "Legal authorities hold, and the ruling is supported by many states, that a substantial and not an exact compliance with a statute prescribing the

> method of calling an election is sufficient in cases where the election is proved to have been generally known to all the district voters by means of statute or otherwise, and where a full and fair expression of the popular will has been demonstrated at such election (*Brown vs. Street Lighting District,* 70 N. J. L. 762). Such substantial compliance, however, is not sufficient where it can be shown that a sufficient number of persons were deprived of knowledge of such election to change the result. (Cyc., page 324, N. 73.)"

Evidence was not presented to show that persons did not vote at the election because the advertisement was not made in a newspaper circulating in the district. Neither was it shown that the delay in opening the polls prevented persons from casting their ballots.

An inspection of the ballots indicates that the voters were not confused by the previous vote to determine whether the board should consist of nine or five members as the ballots uniformly included votes for candidates to fill all vacancies.

While the ballots should have been immediately sealed at the conclusion of the election for transmission to the County Superintendent of Schools within five days, there was no evidence of wrongful acts by the officer having them in charge.

A general review of the election leads to the conclusion that the irregularities in its conduct resulted from a lack of understanding on the part of the officials of the provisions of the statutes governing annual school elections. The irregularities did not affect the expression of the will of the voters as announced by the election officials, and, therefore, the results as announced are hereby sustained.

April 9, 1932.

ANNUAL REPORT
OF THE ASSISTANT COMMISSIONER OF EDUCATION
SUPERVISOR OF ELEMENTARY EDUCATION

School Year 1931-1932

Dr. Charles H. Elliott,
Commissioner of Education,
Trenton, N. J.

MY DEAR DR. ELLIOTT—Complying with your request, I am submitting herewith my annual report as Assistant Commissioner in charge of Elementary Schools, for the school year 1931-1932.

Parents all over the State are loyal to the school because they feel that their boys and girls are their most valued possessions. They feel that an education is the eternal debt that adults owe to youth; and, although they want economy practised in every instance, they are not willing to have their boys and girls denied the proper school experiences. Were it not for the fact that our State is inhabited by so many people of this type many of our schoolhouses would be closed at the present time.

The following quotation seems to portray the attitude of school officials and many of the taxpayers in our State at the present time.

"We as adults can postpone plans, readjust to a changed economy, but in the education of children it is a matter of this year or never. The education that is denied to childhood today is irretrievably lost. We cannot plot the opportunities of youth along the zigzag lines of a business graph. Childhood is all too brief a period in which to become fitted for the welter of modern life.

"We cannot say to the child: 'Next year we shall see about improving your instruction in health. Next year we shall provide a new course in citizenship which fits you for society's pressing problems. We shall buy you some fine new library books, new maps, new laboratory apparatus, next year. Next year we shall furnish you a wonderful textbook in geography, or history or arithmetic.' For that child, this year's schooling is at least a twelfth, perhaps an eighth, a half—yes, even all—of his remaining education. It is this year or never.

"Many things for which we spend public money may be postponed—roads, bridges, new pavements, new lights—but not the education of youth.

"Are we helping people to see this? The fine educational opportunities enjoyed by children today have not come about by accident. Are we to allow them to be dissipated at the first financial exigency?

"We should stand firm for the sacred rights of every child—the child of 1932 is no less deserving than the child of 1929. The opportunities we deny him now are lost forever."

Members of the State Department and school officials throughout the entire State spent a great deal of time and energy last year in an effort to devise ways and means for a more economical program for our schools. It is now the consensus of opinion that the danger mark has been reached and many of the fine things in education that the American people have spent three hundred years in developing would necessarily have to be taken from our school program and the standards of education lowered should we be compelled to further retrench.

LOYALTY OF THE TEACHERS

It would be unfair to the teachers of our State if a word were not said concerning their loyalty to the profession during this time of depression. They have been called upon to perform unprecedented duties during the past school year. It has been necessary for them to cope with the spirit of unrest and the subsequent wave of lawlessness; and with many children in need of food and clothing our teachers have risen to the situation in a noble way and probably have done more than any other agency to preserve morale.

Many of our teachers have not been paid for some time past, but they are still going to school and each day giving to the boys and girls the best of their energies, with a spirit that is a credit to any profession. As a matter of fact, the teachers in one county in a secret ballot voted unanimously that they would continue to teach school this entire year whether their salaries were forthcoming or not.

With the greatest period of prosperity in so far as numbers and work are concerned, teachers, with lower budgets and reduced salaries, are carrying on in an admirable way and they deserve the praise and commendation of all.

The work of our Department in furnishing educational guidance is greatly handicapped at the present time. We are all steadily at work trying to salvage as much of our present program as is possible in order that we may carry on with not too much of a depleted organization and equipment when budgets are again restored to their normal amount. In spite of the fact that much time must be devoted to these procedures, considerable has been done in an educational way with the school people of our State toward making the school program a more efficient one.

EFFICIENCY EXAMINATIONS

We are not now required to give eighth grade examinations just previous to the graduation of pupils from the eighth grade. The Commissioner of Education felt that to drop this form of examination and not replace it with another, particularly at this time, was unwise. We heartily concurred in his opinion and on April 12 the new form of the Stanford Achievement Test was given to all members of the eighth grade classes in our State. This achievement test is a standardized test worked out by experts in the field.

Although our program of creative and progressive education in New Jersey is somewhat opposed to the formal type of test, nevertheless the schools of New Jersey rank well as compared with other schools in the United States. The norm for the country, of all eighth grade pupils taking the test at the

same time of the year that ours was given, is 94 in all subjects tested. When all statistics were compiled, the norm of the boys and girls in New Jersey stood at 96.77, or nearly three points ahead of the national norm.

The activity program, which naturally deals with geography, history and civics made us wonder whether facts are being taught or whether we have swung too far away from factual knowledge. To our utter satisfaction and delight, these subjects stood highest in the achievement test given, the geography median being 105.84 and history and civics 102.11. This proves rather conclusively that when children's interests and curiosities are aroused and they become familiar with every situation in which they find themselves, learnings must take place and we point with pride to the showing made in the schools of our State in these subjects. It is, however, a challenge to the teachers of other subjects to create such an interest on the part of their pupils that the norm in these subjects also may be raised in a comparable manner through an activity program. A report of the accomplishment of cities and counties is appended.

The results of these examinations are far reaching and would seem to indicate that the gradual changes in educational procedures in our States are wise, constructive, and for the best interests of our boys and girls.

CURRICULA

In the past it has been the custom of the State Department each year to reconstruct the curriculum in one field of elementary education.

During the past two years our attention has been centered in the social studies program, geography, history, and civics. The activities for the first three grades in these subjects were completed last year and a Handbook in Social Studies and Related Activities was released to the teachers and pupils of our State. It was our intention to supply each teacher in the first three grades with a copy of this handbook, but due to a lack of funds we are still some two thousand copies short.

Many experts in the field of social studies have read this handbook and some have stated that it is the best presentation of the social studies program for these grades that has yet appeared in print. I think this is primarily due to the fact that the material in the handbook was not written by experts so far removed from the children that they had forgotten what children's interests really are. It is the product of many hundreds of teachers and many thousands of boys and girls in our State. Therefore, it is a handbook of children's material prepared at the level at which boys and girls may understand and appreciate its full meaning.

A continuation of the work in social studies for grades four and five was attempted this year and we had hoped by the end of next school year to have ready another handbook for the teachers of our State. Because of a depleted budget all work of this nature is now at a standstill. We are very glad indeed to cooperate in keeping budgets reduced as much as possible, but it would be unfair if we did not stress the necessity for continuing this program as soon as funds are available.

In New Jersey there are 547 school districts, with each and every one to some degree building its own curriculum. During the past few years there has

been a decided acceptance by these districts of the curricula being offered by the State Department. Should this tendency become State-wide, there would be a tremendous saving of money and energy on the part of local school districts if one State committee could provide at least the skeleton of the curriculum for all districts, thereby reducing considerable duplication of effort in this respect. This would in no way standardize education, as we believe that curricula should merely be used as guides and should be changed to fit local situations wherever necessary.

We feel that the building of curricula is an important factor in the program of the State Department of Public Instruction and hope that we may resume this important service to the schools in the very near future.

EDUCATIONAL ASSOCIATIONS

The National Education Association held its annual meeting at Atlantic City last June and the school teachers of New Jersey acted as hosts to their many visitors. Many pilgrimages were made by the visitors to historical and other places of interest around the State.

The meeting at Atlantic City was genuinely of educational and inspirational value and thousands of New Jersey teachers received an impetus for their work. From numerous remarks overheard, our visitors went away from the State feeling that New Jersey has a sound, progressive program of education.

Many of the educators of New Jersey attended the annual meeting of the Progressive Education Association held in Baltimore last winter. It was my privilege, as well as that of several others in New Jersey, to have had a place on the program.

For some time, many people have felt that the Progressive Education Association catered to, and was setting up a program for, the private schools of our country. The public schools of New Jersey are showing by their programs that they, too, can maintain a progressive education program.

We refute the saying that progressive education must be denied the great masses of children in America because it is too expensive. We are proving conclusively that progressive education can cost much less than the three R's curriculum and we feel it is a most fortunate thing that New Jersey adopted the progressive education movement before the depression hit us too badly. In our progressive schools we fully believe in the saying that "the junk man has become our personal friend and the rest of the world our source of supply."

I have been asked to become a member of the advisory board of the Progressive Education Association. If I am not mistaken, I believe I am the only person directly connected with the public school system who has been asked to serve.

PARENT-TEACHER ASSOCIATIONS

The work of the parent-teacher associations in New Jersey is spreading rapidly and more organizations are being formed to assist our school people in carrying on their programs. The local, county, and State councils have cooperated with the school people in every instance in trying to keep our educational program on a high plane during this period.

It has been my privilege to meet with some forty or fifty local organizations, practically every county organization, and I have been given a part on the program of the New Jersey Congress of Parents and Teachers at their annual meeting to be held in Atlantic City.

The progressive attitude and cooperation shown by these organizations is of great help and inspiration to the teachers of our State. If we are to educate the whole child, the home and school must be closer together than ever before and a mutual understanding exist between home and school. The opportunities of the parent-teacher groups are fully realized and we find them holding up the hands of our teachers rather than being the fault-finding organization which a few people of our State still feel that they are.

EDUCATIONAL GUIDANCE

The program of educational guidance in our schools is probably of more importance now than ever before and seems to have been given the proper place in many of our school systems. Teachers are beginning to realize that boys and girls need guidance in all life's problems. Vocational guidance, important as it is, must only have its relative place in the whole program of guidance. Many of our teachers have done extensive reading and taken courses on this subject during the past year.

VISUAL EDUCATION

New Jersey has a very active group of people sponsoring visual education in the State. Just at present their activities are greatly curtailed because visual aids have been looked upon as luxuries and funds for this purpose have either been greatly reduced or entirely stricken from the budget. However, the organization is carrying on and keeping our school people cognizant of the fact that of all our senses, probably the eye gives the best impression to the brain.

MUSIC

About a year ago our Commissioner appointed a group, representative of the most alert and progressive music instructors in the State, to serve on a committee to formulate a course of study in music. This committee, with many handicaps, has carried on during the past year and although at the present time there is no fund whatsoever available, they are continuing their work and hope within the next year to have a guide book in music ready for the teachers of our State which will present music and an appreciation for it, in accord with present-day ideas of how music can best be taught.

CONSERVATION OF OUR NATURAL RESOURCES

It was the privilege of our Department to cooperate with the New Jersey State Conservation Committee in publishing and distributing a bulletin which called the attention of our teachers to the proper conservation of wild flowers, soil, bird life, fish, and trees. This bulletin was distributed to every school in the State the first week in April and we believe it formed the basis for the proper nature study at that time.

THRIFT

Thrift has not only been taught as a part of the educational program, but it has been practiced in every classroom in the State in a very practical way.

SAFETY EDUCATION

Many organizations throughout the State are deeply interested in a safety program for public school children. In cooperation with many of these organizations the State Department, under the direction of Dr. Allen G. Ireland, has worked out a splendid program. Dr. Ireland has rightly maintained that the program in our public schools should be sponsored and executed by the school people themselves, but is willing to have the cooperation of existing organizations in a safety education program.

ART

We trust that in the future it may be possible for the State Department to direct some of its energy toward the publication of a bulletin on art. The new interpretation of the part art should play in the public school program seems to have crystallized itself sufficiently to warrant the development of a program in this field.

GEORGE WASHINGTON BICENTENNIAL

The citizens of America were asked to celebrate during this year the bicentennial of the birth of our first president. Such a program was sponsored by the State Department and its importance stressed to our school people. New Jersey is filled with so many historical places, made sacred by the presence of George Washington that this program was welcomed by practically every school in the State. A number of programs, celebrations and pageants were worked out in practically every community and citizens both old and young have once more been inspired by the high ideals of the Father of Our Country.

CHARACTER TRAINING

Much interest has been manifested in the subject of character training. The possibility of giving boys and girls in our public schools the most wholesome experiences, productive of the best results in the training of character, has become one of the most vital questions still unsolved in our school program.

After a considerable study of the subject, the Department is prepared to recommend to the schools of the State the adoption of a character training program based upon the indirect method, where situations will be dealt with rather than traits, and where character education will be present in every experience of childhood, not only in the schools, but outside as well.

Recently a questionnaire was sent to all school systems in the State in which potent questions were asked concerning their character training programs. The results show that the program suggested above is greatly needed.

The Yearbook of the Department of Superintendence was devoted to the topic of character education, and, although much valuable information is given

in the proceedings, the last page stated that it really is up to each teacher in our schools to work out a suitable program. In other words, the teacher and her pupils form the best course of study in a program of character training. It is the desire of our Department to issue a bulletin this year which will give considerable information to all of our teachers, with a view to making them conscious of the importance of the problem. There will be volunteers throughout the State who will be willing to assist with this bulletin so that the only cost to the State will be that of printing. We cannot afford to go much longer without giving some definite help along this line to our school people. Practically all of my speeches around the State this year have been on the subject of character training, but teachers need considerable help with the aims, goals, and procedures which will bring about a suitable character training program. We are hopeful that it will be possible to print such a bulletin.

HELPING TEACHERS

I want to reiterate the statement made in my two previous annual reports concerning the effectiveness of the helping teacher program in the rural schools of New Jersey. These women, who do not have administrative duties to take up their time and attention, are devoting their entire time to classroom supervision, and the rural schools of our State are receiving the benefit of their professional training and advice.

It is not uncommon to see a group of teachers from our larger centers visiting one- and two-room rural schools and being fascinated by the program going on where one teacher is handling perhaps all eight grades.

As usual, we held two conferences of the helping teachers during the year that has passed, at which policies, procedures, and techniques were frankly discussed. The helping teachers of New Jersey seem to have a common philosophy of education and one that is best adapted to the rural schools of our State. The conferences in which the helping teachers participate are indeed inspiring and most helpful at the present time. I consider it a rare privilege to be associated with the helping teachers of New Jersey.

A copy of the annual statistical report of helping teachers for the school year 1931-1932 is appended.

GENERAL

Handicapped as we have been, it has been the endeavor of our Department to interest ourselves in every phase of education within the State, to give leadership wherever possible, and to be tolerant and cooperative whenever we felt we could be of service. Realizing that the 880,254 boys and girls in our schools are the real reason for our existence, we have tried to give them, through the many avenues of approach, a better school program for less money. Our means of direct contact with the schools are through visitations, letters, bulletins, institutes, speeches, requests, questionnaires, examinations, curricula, field workers, conferences and reports, and radio. We have cooperated in every possible way with auxiliary groups directly or indirectly interested in education in our State, such as parent-teacher associations; national, State, county and rural teachers' associations; other existing departments in State government; organizations like the American Legion, New

Jersey Farm Bureau, Grange, civic organizations, and the Progressive Education Association. The splendid spirit of helpfulness and cooperation shown by the above organizations and those directly responsible for the training of our boys and girls have turned a year which might have been filled with discouragements into one of fruitful, happy experiences for our Department.

No matter what the immediate future may bring, we hope to carry on so that our boys and girls who had nothing whatsoever to do with the making of existing conditions will not suffer to too great an extent.

OUR FUTURE HOPES

Someone has said we need the valleys in order that the high tops of the mountains may seem all the more inspiring. The valley we are passing through is showing us of what great service we may be when better days come in sight.

A State Department should give to the schools under its jurisdiction leadership in every phase of education. How futile it is to expect one person to be abreast of all the latest movements in the many branches of our modern educational system. We hope for the time when curriculum specialists for each branch of our work can be employed in the State Department. An organization of that type would save a tremendous duplication in the school systems of our State. Such a group of people could not only carry on a constructive curriculum building program, but could also have research as one feature of the work, which is so valuable in solving our problems.

Supervision as a State function would mean a much improved system of schools in many of our smaller communities where it is now practically denied. We hope that the present helping teacher staff of sixty members may be at least doubled so that this program may become effective.

Experts in character training, visual education, and educational guidance attached to the State Department would do much toward the advancement of education in our State.

These are but a few of our hopes for the development of the Department in the future. In the meantime we shall be contented and happy to carry on as we are, and feel to some degree satisfied whenever and wherever we may be helpful to our school people. The depression, no matter how great, cannot take away from us the joy of service.

Attached to this report and constituting a part of it are the reports on the Stanford Achievement Test, given April 12, 1932, the annual statistical report covering the work of the helping teachers, and a questionnaire on character education.

Very truly yours,

JOHN A. SPARGO,
Assistant Commissioner of Education.

A

STATE COMPOSITE SCORE

STANDARD ACHIEVEMENT TEST—APRIL 12, 1932

Above 119	68	37,351	100.0
118-119	83	37,283	99.8
116-117	199	37,200	99.6
114-115	390	37,001	99.1
112-113	736	36,111	98.0
110-111	1,029	35,875	96.0
108-109	1,452	34,846	93.3
106-107	1,849	33,394	89.4
104-105	2,188	31,545	84.5
102-103	2,635	29,357	78.6
100-101	2,988	26,722	71.5
98-99	3,051	23,734	63.5
96-97	3,106	20,683	55.4
94-95	2,936	17,577	47.0
92-93	2,779	14,641	39.2
90-91	2,507	11,862	31.8
88-89	2,163	9,355	25.0
86-87	1,837	7,192	19.3
84-85	1,425	5,355	14.3
82-83	1,120	3,930	10.5
80-81	865	2,810	7.5
78-79	641	1,945	5.2
76-77	386	1,304	3.5
74-75	313	918	2.5
72-73	200	605	1.6
70-71	155	405	1.1
68-69	84	250	.6
66-67	52	166	.4
64-65	35	114	.3
62-63	33	79	.2
60-61	17	46	.1
58-59	8	29	—
56-57	9	21	
54-55	2	12	
52-53	5	10	
50-51	0	5	
48-49	2	5	
46-47	2	3	
44-45	0	1	
42-43	0	1	
40-41	0	1	
38-39	1	1	

EXACT PERCENTAGES BASED ON A 10-20-40-20-10% DISTRIBUTION

No. Cases	*Score*	*Percentage*
3,957	108 to 119	10.6
6,672	102 to 107	17.9
14,860	92 to 101	39.8
7,932	84 to 91	21.2
3,930	83 and below	10.5
37,351		100.0

MEDIAN RANKING CHART—STANFORD ACHIEVEMENT TEST FORM Z—APRIL 12, 1932

Cities	Compos.	Rank	1. Para. Meaning	Rank	2. Word Meaning	Rank	3. Spelling	Rank	4. Lang. Usage	Rank	5. Literature	Rank
City No. 1	95.66	25	95.75	17	94.50	29	93.75	30	94.20	22	93.71	11
" " 2	98.48	10	99.19	4	101.17	4	99.79	9	100.72	4	96.45	2
" " 3	96.94	17	94.70	25	94.36	30	99.64	11	96.66	18	89.81	30
" " 4	101.04	2	103.11	2	101.89	3	100.12	7	102.80	1	94.80	6
" " 5	96.40	20	94.0	27	92.0	34	94.0	28	92.16	30	91.77	20
" " 6	95.71	24	97.09	11	95.37	22	98.0	16	100.22	6	90.26	28
" " 7	95.57	26	94.85	22	96.0	19	96.92	19	93.14	25	90.55	26
" " 8	96.0	22	92.0	30	98.66	12	94.10	27	100.28	5	90.0	29
" " 9	98.73	9	94.74	24	96.47	18	98.24	14	97.92	12	91.86	21
" " 10	101.01	3	101.22	3	102.46	2	100.88	5	102.36	2	97.95	1
" " 11	93.53	33	92.0	30	95.08	26	94.29	26	91.04	34	91.0	23
" " 12	97.77	12	95.60	18	99.42	9	97.0	18	95.11	21	94.75	7
" " 13	91.14	37	91.44	33	93.81	32	90.18	37	91.64	33	85.60	37
" " 14	93.73	31	95.86	16	91.85	35	96.42	20	91.68	32	85.78	36
" " 15	99.23	6	98.68	6	100.23	6	97.93	17	95.53	20	95.60	5
" " 16	91.47	36	90.28	35	92.99	33	96.38	21	90.75	36	87.78	34
" " 17	103.03	1	104.42	1	103.50	1	104.53	1	101.91	3	95.86	3
" " 18	94.0	29	94.40	26	95.33	23	92.20	35	97.66	13	89.0	33
" " 19	96.0	22	93.33	28	95.09	25	99.71	10	93.42	24	93.50	13
" " 20	97.0	16	99.18	5	100.97	5	93.0	33	98.26	10	95.83	4
" " 21	92.64	34	90.24	36	94.56	27	91.0	36	90.66	37	92.45	17
" " 22	93.56	32	91.68	32	94.34	31	96.08	22	92.32	28	89.71	31
" " 23	98.96	7	95.33	20	98.68	11	102.0	3	96.70	16	90.30	27
" " 24	(Tests given earlier in year)											
" " 25	97.24	13	96.10	13	98.24	15	98.53	13	97.14	15	91.16	22
" " 26	96.55	19	95.59	19	95.46	21	99.19	12	96.70	16	93.57	12
" " 27	97.93	11	96.04	14	96.57	17	99.91	8	98.18	11	93.20	14
" " 28	93.92	30	90.85	34	91.08	36	95.79	23	92.53	26	90.96	24
" " 29	96.20	21	93.14	29	94.51	28	100.76	6	92.46	27	93.81	10
" " 30	97.07	15	96.76	12	98.55	13	98.23	15	99.04	9	94.32	8
" " 31	94.16	28	96.0	15	98.8	10	93.0	33	93.69	23	90.72	25
" " 32	97.12	14	98.07	8	98.50	14	93.30	32	96.22	19	93.04	16
" " 33	94.57	27	95.16	21	95.12	24	94.0	28	92.28	29	89.23	32
" " 34	91.6	35	89.4	37	90.33	37	93.6	31	91.0	35	86.56	35
" " 35	98.80	8	98.0	9	100.15	7	95.27	25	99.11	8	93.83	9
" " 36	96.63	18	94.85	22	95.47	20	95.47	24	91.74	31	92.43	18
" " 37	99.74	5	97.40	10	99.48	8	101.06	4	99.83	7	93.11	15
" " 38	100.60	4	98.60	7	97.81	16	101.75	2	97.33	14	92.21	19
City Median	96.15		94.93		95.66		97.28		94.99		91.81	
State Median	96.77		95.66		95.79		97.00		95.79		92.38	

MEDIAN RANKING CHART—STANFORD ACHIEVEMENT TEST FOR Z—APRIL 12, 1932

Cities	6. Hist. & Civ.	Rank	7. Geography	Rank	8. Physiol.	Rank	9. Arith. Reas.	Rank	10. Arith. Comp.	Rank
City No. 1	98.0	30	106.88	11	92.57	23	95.33	29	96.66	35
" " 2	101.87	21	107.17	10	93.55	18	96.08	23	100.31	29
" " 3	104.27	10	105.52	15	89.18	30	97.88	14	106.23	11
" " 4	103.66	13	112.0	3	98.66	7	98.37	13	110.0	3
" " 5	106.0	5	103.42	22	100.0	4	90.80	37	93.55	37
" " 6	87.81	36	95.71	34	96.16	12	96.57	19	108.15	7
" " 7	101.36	23	103.62	20	91.02	28	96.17	21	102.71	17
" " 8	102.0	20	97.33	33	92.50	24	100.50	9	102.0	23
" " 9	104.10	11	111.81	5	99.11	6	97.06	16	104.16	14
" " 10	102.45	17	106.70	12	95.28	14	101.65	6	110.39	2
" " 11	95.90	33	100.90	28	86.25	35	95.86	27	102.64	18
" " 12	104.0	12	113.80	1	93.16	22	96.50	20	99.50	30
" " 13	92.50	35	100.90	28	91.84	25	91.20	35	98.66	31
" " 14	103.47	14	99.75	30	89.0	31	102.14	4	97.66	33
" " 15	107.37	3	106.64	13	98.34	9	96.13	22	102.42	20
" " 16	93.37	34	94.56	36	85.69	36	94.03	33	100.59	28
" " 17	108.17	2	111.91	4	101.14	3	102.43	3	108.16	6
" " 18	97.6	31	99.0	31	98.66	7	100.0	11	104.66	12
" " 19	98.80	27	102.66	23	95.0	16	91.2	35	103.66	15
" " 20	98.58	28	103.89	18	91.28	27	95.89	26	101.50	26
" " 21	96.80	32	95.06	35	86.40	34	96.06	24	102.50	19
" " 22	98.08	29	101.2	27	87.09	33	94.42	30	101.56	25
" " 23	105.80	6	110.58	6	100.0	4	102.11	5	102.21	21
" " 24	(Tests given earlier in year)									
" " 25	103.16	16	103.82	19	91.40	26	100.12	10	104.24	13
" " 26	102.40	18	105.04	17	87.75	32	95.84	28	103.09	16
" " 27	103.26	15	108.81	8	93.47	19	100.73	7	106.56	9
" " 28	101.82	22	105.11	16	85.6	37	94.10	32	101.62	24
" " 29	87.23	37	110.0	7	111.75	1	100.59	8	107.47	8
" " 30	99.61	26	101.24	26	93.30	21	96.97	18	102.14	22
" " 31	100.61	24	102.0	24	93.90	17	94.37	31	98.61	32
" " 32	102.20	19	103.50	21	95.16	15	99.26	12	100.63	27
" " 33	105.05	7	106.0	14	90.16	29	96.0	25	97.0	34
" " 34	100.0	25	98.66	32	97.33	10	94.0	34	94.66	36
" " 35	104.28	9	102.0	24	93.46	20	102.76	2	110.40	1
" " 36	104.71	8	91.77	37	110.11	2	96.98	17	109.62	4
" " 37	107.13	4	108.16	9	95.70	13	97.79	15	106.29	10
" " 38	109.11	1	113.15	2	96.88	11	103.10	1	108.33	5
City Median	101.42		103.79		91.58		96.52		103.10	
State Median	102.11		105.84		93.32		96.64		103.36	

MEDIAN RANKING CHART—STANFORD ACHIEVEMENT TEST FORM Z—APRIL 12, 1932

Counties	Compos.	Rank	1. Para. Meaning	Rank	2. Word Meaning	Rank	3. Spelling	Rank	4. Lang. Usage	Rank	5. Literature	Rank
County No. 1.....	99.29	1	98.17	3	98.50	4	100.51	2	97.34	6	93.93	2
" " 2.....	98.47	6	96.72	7	97.90	6	97.71	7	97.46	5	92.99	7
" " 3.....	95.70	17	94.62	14	94.23	16	95.70	17	95.03	15	91.31	14
" " 4.....	98.17	8	96.81	6	98.36	5	98.41	5	96.74	10	93.49	3
" " 5.....	96.20	14	94.37	16	95.45	9	96.85	10	96.57	11	91.0	16
" " 6.....	98.66	4	95.76	10	97.20	7	102.94	1	101.00	1	92.94	9
" " 7.....	97.94	9	99.55	1	98.55	3	95.84	15	99.08	2	93.36	5
" " 8.....	98.50	5	96.58	8	96.33	8	97.31	9	96.87	8	92.99	7
" " 9.....	95.70	17	93.57	19	94.19	17	97.75	6	95.20	14	88.16	21
" " 10.....	92.42	21	92.60	21	91.14	21	91.42	21	93.80	20	88.85	19
" " 11.....	99.27	3	97.90	4	98.69	2	99.18	3	97.49	4	93.45	4
" " 12.....	95.45	19	93.37	20	93.14	19	96.11	14	94.71	18	88.83	20
" " 13.....	96.58	13	95.86	9	95.35	11	95.80	16	95.50	13	91.54	12
" " 14.....	97.0	12	95.40	11	95.18	13	96.57	11	95.71	12	92.24	10
" " 15.....	99.28	2	98.24	2	98.96	1	97.39	8	96.84	9	94.64	1
" " 16.....	95.74	16	95.03	13	94.93	14	96.42	13	94.80	17	91.44	13
" " 17.....	95.79	15	94.21	18	93.10	20	94.78	19	97.14	7	91.23	15
" " 18.....	98.46	7	97.08	5	95.45	9	98.66	4	99.04	3	93.08	6
" " 19.....	97.07	11	95.33	12	94.80	15	95.00	18	95.00	16	91.58	11
" " 20.....	94.99	20	94.25	17	95.23	20	92.23	20	93.86	19	90.92	17
" " 21.....	97.86	10	94.44	15	94.0	18	96.48	12	93.70	21	89.76	18
County Median	97.29		96.68		94.61		96.75		96.39		92.19	
State Median	96.77		95.66		95.79		97.0		95.79		92.38	

MEDIAN RANKING CHART—STANFORD ACHIEVEMENT TEST FORM Z—APRIL 12, 1932

Counties	6. Hist- & Civ.	Rank	7. Geog- raphy	Rank	8. Phys- iolog.	Rank	9. Arith. Reas.	Rank	10. Arith. Comp.	Rank
County No. 1.....	104.60	3	108.56	6	93.36	5	97.58	5	108.75	3
" " 2.....	104.10	5	109.12	4	96.57	3	97.34	8	103.27	11
" " 3.....	99.23	20	105.66	15	92.91	16	94.68	18	103.62	9
" " 4.....	102.95	7	106.07	14	95.70	7	96.32	14	103.29	10
" " 5.....	102.10	12	102.83	19	91.23	18	92.92	21	102.37	15
" " 6.....	100.46	17	106.66	11	96.37	4	100.0	4	102.20	17
" " 7.....	100.26	18	108.85	5	94.74	13	94.52	20	100.88	20
" " 8.....	102.69	8	110.29	3	97.15	2	97.51	6	107.33	5
" " 9.....	104.55	4	101.78	20	91.20	20	101.60	1	105.33	8
" " 10.....	95.58	21	99.63	21	87.57	21	94.24	19	100.50	21
" " 11.....	106.02	1	110.50	2	97.79	1	96.90	11	102.30	16
" " 12.....	102.52	9	103.86	18	91.81	17	96.88	12	106.65	7
" " 13.....	102.13	11	107.00	7	95.64	8	96.21	15	102.47	14
" " 14.....	101.08	16	106.55	12	96.04	6	97.48	7	102.74	13
" " 15.....	104.95	2	111.66	1	95.44	10	100.18	3	108.84	1
" " 16.....	99.33	19	107.00	7	95.0	11	96.68	13	102.80	12
" " 17.....	102.30	10	106.84	9	92.97	15	95.35	17	102.19	18
" " 18.....	103.13	6	106.80	10	94.80	12	100.36	2	108.80	2
" " 19.....	102.07	13	104.30	16	93.82	14	97.33	9	108.60	4
" " 20.....	101.95	14	103.95	17	91.21	19	95.71	16	102.11	19
" " 21.....	101.94	15	106.24	13	95.57	9	97.02	10	107.26	6
County Median	102.54		107.06		94.80		96.74		103.59	
State Median	102.11		105.84		93.32		96.64		103.36	

Annual Statistical Report of Helping Teachers
1931-1932

COUNTY	NAME OF HELPING TEACHER	Number of districts supervised	Number of buildings supervised	Number one-room schools supervised	Number two-room schools supervised	Number three or more room schools supervised	Number of teachers supervised	No. teachers prof. trained (normal or college grad.)	No. teachers prof. trained (Per. Cert. by exam. or sum. school)	No. teachers not prof. trained	Number first year teachers	No. teachers with exp. first year in district	Total number of pupils enrolled
Atlantic...	Cora Schaible	3	15	3	4	8	40	23	15	2	1	6	1030
	Eleanor Helfrich	6	12	3	3	6	32	28	4	0	0	2	849
Bergen.....	Agnes E. Brown.....	5	5	1	0	4	20	18	2	0	0	0	543
	Mrs. E. H. Carroll.....	9	10	1	1	8	67	64	3	0	5	0	1081
	Nora C. Leiter	5	8	0	1	7	46	42	4	0	3	2	1354
	Melvia Wormuth	5	9	0	2	7	47	43	4	0	2	1	1304
Burlington.	Hulda Hewitt	5	9	1	0	8	42	27	14	1	1	3	1283
	Caroline LeConey	4	6	0	1	5	40	28	12	0	2	5	1351
	Mildred Purnell	4	7	0	1	6	42	37	5	0	1	8	1408
	Alma Prentice	5	9	0	3	6	34	19	15	0	2	7	1188
	Irene Sheppard	6	8	0	4	4	25	17	8	0	4	5	788
Camden....	Mrs. H. A. Ameisen.....	5	10	2	3	5	62	33	28	1	0	4	2053
	Olivia F. Richman.....	5	12	2	3	7	51	30	21	0	3	6	1791
	Mrs. Estelle Glading	3	15	4	1	10	59	36	19	4	4	7	1953
	Mrs. Barbara Severns.....	4	6	0	0	6	46	34	11	1	2	7	1583
Cape May..	Roxana S. Gandy	6	17	8	3	6	44	22	22	0	0	8	1121
Cumberland	Nella H. Cole	5	12	5	1	6	38	28	8	2	2	4	1217
	Jean F. Mackay	4	8	2	0	6	39	26	12	1	1	4	1302
	Anna M. Fisher	3	15	5	7	3	32	22	8	2	1	2	998
Essex.....	Margaret Milmine	6	9	0	0	9	66	60	6	0	5	1	1808
	Lilla E. Payne	2	8	0	0	8	70	70	0	0	3	7	1938
Gloucester.	Marian C. Beck.....	4	11	0	1	10	43	27	13	3	2	8	1231
	Katharine L. Smith	4	8	2	0	6	39	39	4	5	0	4	972
	Elizabeth R. Dilks	3	14	3	3	8	42	20	19	3	4	7	1246
Hunterdon.	Jennie M. Haver.....	9	20	8	6	6	41	23	18	0	2	3	1574
	Sarah Strong	7	27	22	3	2	40	21	14	5	3	8	1206
	Melda W. Chambre.....	4	27	24	2	1	38	21	13	4	3	5	1390
Mercer.....	Dorothy B. Smith.....	3	6	0	1	5	31	28	3	0	0	2	1049
Monmouth..	Kathryn M. Parker.....	5	17	8	3	6	42	25	16	1	1	5	1557
	Mrs. Mae S. Gibson.....	5	17	11	1	5	36	29	4	3	2	3	1307
	Charlotte E. Wilson.....	7	13	1	4	8	50	38	10	2	2	4	1602
Morris.....	Arline Keephart	6	10	1	2	7	39	26	11	2	5	1	1144
	Helen Primrose	7	13	2	6	5	48	34	12	2	2	8	1368
Ocean.....	Mrs. Sara B. Hernberg...	10	14	5	5	4	45	31	14	0	4	3	1282
	Mary H. Young.....	10	17	3	4	10	44	28	15	1	1	4	1499
Passaic....	Clare Bartlett	7	16	4	6	6	115	106	9	0	1	5	3481
	Margaret Dick	4	7	0	1	6	74	68	6	0	6	6	2722
Salem.....	Fannie B. Miller.....	3	11	3	5	3	32	24	7	1	1	3	1063
	Edith L. VanSyckle.....	4	16	12	0	4	32	22	9	1	2	2	995
	Mrs. Pluma B. Batten....	3	7	2	1	4	36	18	17	1	2	1	1370
Somerset...	Adaline P. Hagaman.....	5	14	4	6	4	32	22	8	2	0	6	1049
	Laura M. Sydenham.....	5	19	12	4	3	31	19	10	2	3	8	978
Sussex.....	Florence Farber	7	34	34	0	0	34	21	10	3	1	12	912
	Ruby A. Miller.....	10	20	10	6	4	35	10	23	2	1	5	974
Warren....	Vera M. Telfer.....	4	15	5	5	5	35	21	14	0	1	5	1246
	Anna Hoppock	7	16	10	4	2	29	12	14	3	3	4	994
	Katharine Jamison	5	9	0	3	6	34	19	14	1	0	6	1302
	Totals	248	698	223	120	265	2039	1450	528	61	94	217	63456
	HEALTH AND PHYSICAL EDUCATION												
Cape May..	Agnes E. Gardell.....	10	27	9	6	12	83	57	26	0	4	11	2184
Monmouth.	Harriett Cook	17	47	21	7	19	128	93	29	6	5	11	4566
		27	74	30	13	31	211	150	55	6	9	22	6750
	MUSIC												
Burlington.	Margaret Carey	10	14	0	6	8	39	32	7	0	3	5	1028
Camden....	Ethel G. McKinley.....	7	30	8	5	17	101	56	39	6	8	12	3486
Cape May..	Mrs. Grace L. Crone.....	7	23	9	6	8	57	33	24	0	3	7	1499
Gloucester.	Mrs. Margaret Atkinson..	11	33	5	4	24	124	77	36	11	6	19	3449
Monmouth..	Lora W. Gates.....	10	37	20	6	11	90	62	23	5	4	9	3167
Morris.....	Laura D. Gaskill.....	12	21	1	7	13	95	60	32	3	3	11	3066
Ocean.....	Marie Snyder	16	27	8	9	10	72	44	27	1	1	6	2303
Somerset...	Corinne Woodruff	8	25	9	9	7	54	36	16	2	2	11	1717

CHARACTER EDUCATION

County or City.....Superintendent.....

1. Are committees on character training now at work in your schools? If so, please list, giving names of the several chairmen and their addresses.

2. Are any of the people in your schools particularly interested in character training? List names and addresses.

3. What literature have you seen in circulation that has proven particularly valuable in a character training program?

4. Do you possess any literature or information of local origin that has proven helpful (such as the setting up of situations in which character training has been a definite outcome)? Send samples if possible.

5. What procedure is followed in your school in connection with character education?

6. Do the present educational procedures, such as examinations for skills and knowledge in subject matter only, handicap the development of a character training program in your schools?

7. Do you feel that the personnel in your schools is prepared to present character training, preferably by the indirect method, at the present time?

8. Have you any suggestions?

I will greatly appreciate your cooperation in answering these questions and mailing this blank to my office within five days.

JOHN A. SPARGO,

Assistant Commissioner of Education,
Department of Public Instruction.

May 19, 1932.

ANNUAL REPORT
OF THE ASSISTANT COMMISSIONER OF EDUCATION
SUPERVISOR OF SECONDARY EDUCATION

School Year 1931-1932

Dr. Charles H. Elliott
Commissioner of Education
Trenton, New Jersey

MY DEAR DR. ELLIOTT—I submit herewith my annual report for the school year 1931-1932. It includes statistical tables concerning the registration and the work of high schools, a record of the activities of the Secondary Division, a discussion of some current problems with recommendations, and the report of Mr. L. A. Rice, Assistant in Secondary Education.

TABLE 1

LIST OF PUBLIC HIGH SCHOOLS WITH REGISTRATIONS AND NUMBER OF TUITION PUPILS

Four-Year Schools

	Tuition Pupils	*Registration*		*Tuition Pupils*	*Registration*
Atlantic County—			Ramsey	410	603
Atlantic City	717	2,705	Ridgefield Park ...	29	613
Egg Harbor City..	86	200	Tenafly	410	708
Hammonton	145	461	Westwood	173	383
Pleasantville	101	605			
			Burlington County—		
Bergen County—			Bordentown	344	553
Bogota	157	569	Burlington	318	689
Dumont	304	639	Moorestown	446	721
East Rutherford ..	370	650	Mount Holly	199	441
Englewood	221	1,030	Palmyra	219	476
Garfield	129	1,181	Pemberton	181	214
Hackensack	395	1,279	Riverside	5	340
Hasbrouck Heights	20	295			
Leonia	364	738	Camden County—		
Lyndhurst	..	895	Gloucester City ...	35	413
Park Ridge	225	385	Haddonfield	358	832

	Tuition Pupils	*Registration*
Haddon Heights ..	579	886
Merchantville	207	358
Cape May County—		
Cape May City	102	239
Cape May Court House	70	254
Wildwood	156	466
Woodbine	1	103
Cumberland County—		
Bridgeton	554	1,183
Millville	99	793
Port Norris	..	77
Vineland	290	1,101
Essex County—		
Belleville	1	1,069
Bloomfield	90	1,541
Caldwell	185	597
East Orange	5	2,147
Irvington	4	2,188
Montclair Dm. Sch.	..	97
Newark		
Barringer	1	2,371
Central	7	3,272
East Side	..	2,356
South Side	2	2,226
West Side	4	2,107
(9th Grade Jr.)..	..	4,559
Nutley	6	1,143
Orange	..	1,345
Verona	2	282
Gloucester County—		
Clayton	55	186
Glassboro	345	596
Paulsboro	238	567
Pitman	80	355
Swedesboro	96	209
Woodbury	712	1,127
Hudson County—		
Harrison	58	367
Hoboken (Demarest)	283	1,392
Jersey City		
Dickinson	279	5,699
Lincoln	1	3,789
Kearny	242	1,909
Union City		
Emerson	318	1,464
Union Hill	514	1,362
Weehawken	28	668
West New York...	272	1,578
Hunterdon County—		
Clinton	120	176
Frenchtown	171	218
Hampton	57	101
High Bridge	102	208
Lambertville	119	347
Mercer County—		
Hamilton Twp.	1	1,034
Hightstown	73	244
Pennington	63	354
Middlesex County —		
Carteret	..	554
Jamesburg	75	150
Metuchen	67	331
Perth Amboy	80	1,887
South River	330	752
Woodbridge	1	824
Monmouth County—		
Allentown	95	178
Asbury Park	789	1,560
Atlantic Highlands.	28	145
Freehold	295	618
Keyport	133	349
Leonardo	168	659
Manasquan	211	363
Matawan	65	273
Ocean Grove	143	540
Morris County—		
Boonton	276	628
Butler	531	655
Chatham	33	228
Dover	191	618

	Tuition Pupils	*Registration*
Madison	122	410
Morristown	474	1,070
Netcong	94	185
Rockaway	134	165
Succasunna	125	318
Wharton	32	165
Ocean County—		
Barnegat	87	143
Lakewood	134	592
Point Pleasant	190	295
Toms River	196	450
Tuckerton	103	160
Passaic County—		
Clifton	..	1,933
Passaic	..	2,664
Paterson		
Central	1,091	3,330
Eastside	354	3,227
Salem County—		
Penns Grove	71	496
Salem	200	576
Woodstown	119	341
Somerset County—		
Bernardsville	92	378
Bound Brook	661	940
North Plainfield	286	743
Somerville	555	935
Sussex County—		
Hamburg	38	95
Newton	301	497
Sussex	103	167
Union County—		
Cranford	23	564
Hillside	..	761
Linden	..	894
Plainfield	8	1,601
Rahway	68	669
Roselle Park	146	637
Scotch Plains	26	281
Union	..	690
Warren County—		
Belvidere	147	218
Blairstown	51	116
Hackettstown	250	409
Phillipsburg	310	1,119
Washington	84	258

Six-Year Schools

	Tuition Pupils	*Registration*
Closter (Bergen County)	72	311
Fort Lee (Bergen County)	62	729
Teaneck (Bergen County)	..	1,463
Audubon (Camden County)	131	908
Millburn (Essex County)	1	616
Flemington (Hunterdon County)	337	605
Princeton (Mercer County)	378	768
South Amboy (Middlesex County)	35	380
Franklin (Sussex County)	92	518
Roselle (Union County)	3	1,223

Senior High Schools

Cliffside Park, Grantwood (Bergen County)	97	661
Ridgewood (Bergen County)	319	835
Rutherford (Bergen County)	119	659
Camden (Camden County)	194	2,425
Collingswood (Camden County)	294	768
Ocean City (Cape May County)	107	320
Glen Ridge (Essex County)	7	260
Montclair (Essex County)	119	1,315
South Orange (Essex County)	6	1,398
West Orange (Essex County)	86	803
Bayonne (Hudson County)	..	2,030
Trenton (Mercer County)	257	2,732
New Brunswick (Middlesex County)	549	1,333
Long Branch (Monmouth County)	110	682
Red Bank (Monmouth County)	269	730
Elizabeth (Union County)—		
Battin	20	1,384
Jefferson	15	1,281
Summit (Union County)	157	586
Westfield (Union County)	85	680

Partial High Schools

Two-Year Schools

Mays Landing (Atlantic County)	..	62
Rumson (Monmouth County)	1	46

One-Year Schools

Wood Ridge (Bergen County)	..	97
Englishtown (Monmouth County)	4	32
Mountain Lakes (Morris County)	..	52
Stirling (Morris County)	..	34

REGISTRATION IN ACCREDITED EVENING SCHOOLS

Newark (Essex County)—		
Barringer	31	1,756
Bayonne (Hudson County)	..	1,030
Jersey City (Hudson County)—		
Dickinson	97	3,961
Trenton (Mercer County)	32	836

Table I reports the pupil registration of:

(a) Four-year high schools organized with grades nine to twelve, following an eight-year period of elementary education.

(b) Six-year schools organized with grades seven to twelve, administered junior-senior high schools following a six-year period of elementary education.

(c) Senior high schools organized with grades ten to twelve, following a three-year junior high school based on a six-year period of elementary education.

(d) Partial high schools which for various reasons have not developed a comprehensive secondary school program.

(e) Accredited evening schools.

In this table are listed under the column "Tuition Pupils" the registrations of pupils received from other school districts which do not maintain high schools. These figures are included in the "Registration" column and show the number of non-resident pupils for which each high school has assumed responsibility.

Discussion of the limitations of partial high schools has been included in the last two annual reports. Approval of these schools should be withdrawn and more satisfactory provision made for the pupils as soon as possible. No additional partial high schools should be authorized, except as the initial step in planning the development of a full and satisfactory high school program. Recommendations to this effect are included in the revision of the Secondary School Manual and of the Rules of the State Board of Education concerning the Approval of High Schools.

TABLE II

Registration in Intermediate Schools

There are fifty-four approved junior high schools. These with their registrations are:

	Tuition Pupils	*Registration*
Bergen County—		
Cliffside Park	1	801
*Glen Rock	..	217
*Lodi Borough	..	436
*Maywood	..	138
*New Milford	..	149
*Oradell	2	125
*Palisades Park	..	374
Ridgewood		
Benj. Franklin ..	5	248
Geo. Washington.	59	369
*River Edge	..	124
Rutherford		
Park Avenue	2	730
Union Avenue ...	2	294
Camden County—		
Camden		
Jr. School No. 1	..	937
Hatch	..	1,439
Wilson	3	924
Collingswood	212	794
*Pennsauken Twp...	..	905

* Intermediate Schools P. L. 1923, Chapter 69.

	Tuition Pupils	*Registration*
Cape May County—		
Ocean City	60	374
Essex County—		
Glen Ridge	7	370
Montclair		
Hillside	40	459
Geo. Inness	24	560
Nishuane	3	196
Mt. Hebron	..	473
South Orange and	4	693
Maplewood	3	822
West Orange		
Gaston St.	..	610
Thos. Edison	..	553
Hudson County—		
Bayonne		
Henry E. Harris	..	570
Horace Mann ...	..	516
Jr. High Voc. School	..	2,142
Philip G. Vroom.	..	401
Jersey City	..	3,779
Mercer County—		
Trenton		
Jr. School No. 1	..	1,374
Jr. School No. 3	146	909
Jr. School No. 4	..	2,334
Lincoln School ..	9	328
Middlesex County—		
*Dunellen	94	369
*Highland Park	8	552
New Brunswick ..	221	1,967
Monmouth County—		
Long Branch	65	931
Red Bank		
Jr. School No. 1	108	519
River Street	..	203
Morris County—		
*Mendham	6	60
Passaic County—		
*Pompton Lakes ...	1	203
*Wanaque Borough.	..	175
Union County—		
Elizabeth		
Cleveland	..	2,215
Lafayette	..	1,115
Hamilton	..	1,114
Roosevelt	..	730
Washington	..	858
*Garwood	..	226
*Springfield	..	204
Summit	32	620
Westfield	45	859

* Intermediate Schools P. L. 1923, Chapter 69.

Table II reports the registration of intermediate and other junior high schools of the State. These schools are organized with grades seven to nine, following a six-year period of elementary education. The law (P. L. 1923, Chapter 69) designates as intermediate schools those organized with grades seven, eight, and nine in districts which do not maintain senior high schools. The registration of senior high school pupils from these districts (starred in Table II) appear, therefore, in the "Tuition Pupils" column of other school districts.

The recommendation made in last year's report that approval of junior high schools in districts which maintain more than one such school should be granted individually rather than on the basis of a general junior high school organization for the district has been included in the revision of the Secondary School Manual and of the Rules of the State Board of Education concerning the approval of high schools.

TABLE III

LIST OF DESIGNATED HIGH SCHOOLS WITH NAMES OF CONTRIBUTING DISTRICTS

Atlantic County—
- Atlantic City
  - Absecon
  - Brigantine
  - Egg Harbor Twp.
  - Estelle Manor
  - Galloway Twp.
  - Hamilton Twp.
  - Linwood
  - Longport
  - Margate
  - Northfield
  - Somers Point
  - Ventnor
  - Weymouth Twp.
  - Ocean City
  - Egg Harbor City
  - Pleasantville
- Egg Harbor City
  - Galloway Twp.
  - Weymouth Twp.
  - Mullica Twp.
  - Port Republic
  - Washington
- Hammonton
  - Mullica
  - Winslow
  - Waterford
  - Folsom
  - Hamilton
- Pleasantville
  - Egg Harbor Twp.
  - Galloway Twp.
  - Estelle Manor
  - Linwood

Bergen County—
- Bogota
  - Little Ferry
  - Maywood
  - Rochelle Park
- Cliffside Park Sr.
  - Edgewater
  - Fairview
  - North Bergen
  - Palisades Park
  - Ridgefield
- Cliffside Park Sr.
  - Fairview
- Closter
  - Northvale
  - Norwood
  - Rockleigh
  - Alpine
  - Cresskill
  - Demarest
  - Old Tappan
- Dumont
  - Bergenfield
  - Harrington Park
  - Haworth
  - Old Tappan
  - Norwood
  - New Milford
- East Rutherford
  - Wallington
  - Carlstadt
  - Moonachie
  - Woodridge
- Englewood
  - Edgewater
  - Englewood Cliffs
  - Fairview
  - Harrington Park
  - North Bergen
  - Palisades Park
  - Ridgefield
  - River Vale
- Fort Lee
  - Edgewater
  - Palisades Park
  - Morsemere

Englewood
Englewood Cliffs
Garfield
Lodi Borough
Lodi Twp.
Wallington Boro.
Woodbridge Boro.
East Paterson
Saddle River
Hackensack
Fairlawn
Little Ferry
Lodi Boro.
Lodi Twp.
Maywood
New Milford
Oradell
Palisades Park
Paramus
River Edge
Rochelle Park
Saddle River Twp.
Hasbrouck Heights
Lodi
Leonia
Edgewater
Palisades Park
Ridgefield
Oradell
Emerson
Park Ridge
Washington Twp.
River Vale
Woodcliff Lake
Montvale
Hillsdale
Ramsey
Hohokus Twp.
Allendale
Waldwick
Wyckoff
Franklin Lakes
Saddle River
Upper Saddle River
Midland Park
Ridgefield Park
Lodi
Moonachie
Ridgewood Sr.
Glen Rock
Midland Park
Hohokus
Paramus
Ridgewood—Benj. Franklin
Hohokus
Washington Twp.
Ridgewood—Geo. Washington
Glen Rock
Hohokus
Mahwah
Midland Park
Paramus
Radburn
Rutherford Sr.
Woodridge
Wallington
Rutherford—Park Jr.
Woodridge
Rutherford—Union Jr.
Wallington
Tenafly
Bergenfield
Cresskill
Demarest
Haworth
Norwood
Alpine
Northvale
Harrington Park
Englewood
Westwood
Emerson Borough
Hillsdale
River Vale
Washington Twp.
Radburn (Fair Lawn)
Harrington Park

Burlington County—
Bordentown
Fieldsboro

Florence
Mansfield
North Hanover
Hamilton
Bordentown Twp.
Chesterfield
Burlington
Burlington Twp.
Willingboro Twp.
Delanco Twp.
Florence Twp.
Edgewater Park Twp.
Beverly Twp.
Moorestown
Chester
Pennsauken
Delaware
Evesham
Mount Laurel
Delran
Shamong
Riverton Boro.
Mount Holly
Eastampton
Hainesport
Lumberton
Medford
New Hanover
Southampton
Springfield
Tabernacle
Westampton
Willingboro
Palmyra
Riverton
Cinnaminson
Pennsauken
Delanco
Beverly
Riverside
Pemberton
Southampton Twp.
Pemberton Twp.
Mansfield Twp.
Lacey Twp.
North Hanover Twp.
Woodland Twp.
Springfield Twp.
Washington Twp.
New Hanover Twp.
Riverside
Delran Twp.
Cinnaminson Twp.

Camden County—
Audubon
Blackwood
Mt. Ephraim
Runnemede
Westmount
Camden Sr.
Pennsauken
Woodlynne
Delaware Twp.
Camden—Hatch Jr.
Woodlynne
Collingswood Sr.
Haddon Twp.
Oaklyn
Woodlynne
Stratford
Chews Landing
Berlin
Laurel Springs
Collingswood Jr.
Haddon Twp.
Woodlynne
Oaklyn
Laurel Springs
Ashland
Stratford
Gloucester
Westville
Brooklawn
Haddonfield
Barrington Boro.
Berlin Boro.
Berlin Twp.
Delaware Twp.
Gibbsboro Boro.
Haddon Twp.
Lindenwold Boro.
Voorhees Twp.
Waterford Twp.

Haddon Heights
Barrington Boro.
Bellmawr Boro.
Berlin Boro.
Berlin Twp.
Clementon Boro.
Gloucester Twp.
Hi-Nella Boro.
Laurel Springs Boro.
Lawnside Boro.
Lindenwold Boro.
Magnolia Boro.
Pine Hill Boro.
Runnemede
Somerdale
Stratford
Winslow Twp.
Merchantville
Pennsauken Twp.
Delaware Twp.

Cape May County—
Cape May
Cape May Point
West Cape May
Lower Twp.
Cape May Court House
Avalon
Stone Harbor
Dennis Twp.
Ocean City Sr.
Upper Twp.
Dennis Twp.
Strathmere
Sea Isle City
Somers Point
Corbin City
Ocean City Jr.
Upper Twp.
Dennis Twp.
Sea Isle City
Strathmere
Wildwood
North Wildwood
Wildwood Crest
West Wildwood
Woodbine
Dennis Twp.

Cumberland County—
Bridgeton
Deerfield
Downe
Elmer
Fairfield
Greenwich
Hopewell
Lawrence
Pittsgrove
Quinton
Shiloh
Stoe Creek
Upper Deerfield
Millville
Maurice River Twp.
Landis Twp.
Lawrence Twp.
Vineland
Buena Vista Twp.
Newfield Boro.
Pittsgrove
Franklin Twp.
Maurice River Twp.

Essex County—
Bloomfield
Montclair
Belleville
Cedar Grove
Caldwell
Parsippany-Troy Hills
Montville
Fairfield
Essex Fells
North Caldwell
Roseland
East Hanover
East Orange
Orange
Newark
Bloomfield

Glen Ridge Sr.
Newark
Bloomfield
Montclair
Glen Ridge Jr.
Montclair
Bloomfield
Newark
Irvington
Maplewood
Newark
Union
Millburn
Livingston
Caldwell
Cedar Grove
Essex Fells
Glen Ridge
Little Falls
Montclair
Newark
Passaic
Pompton Lakes
Pompton Plains
Verona
Wayne
Montclair—Geo. Inness Jr.
Little Falls
Essex Fells
Pequannock
Passaic
Verona
Montclair—Hillside Jr.
Mountain View
Pequannock
Montclair—Mt. Hebron
Clifton
Hawthorne
Little Falls
Newark—Barringer
South Orange
Newark—Central
Bloomfield
Brooklyn, N. Y.
Irvington
Orange
Verona
Newark—South Side
Irvington
Maplewood
Newark—West Side
Roselle Park
Irvington
East Orange
Newark—Robert Treat Jr.
East Orange
Nutley
Belleville
Clifton
South Orange—Columbia
Newark
Irvington
West Orange
East Orange
Flat Brookville
South Orange—Maplewood Jr.
Millburn
Chatham
South Orange Jr.
West Orange
Newark
Verona
Cedar Grove
West Orange
Livingston

Gloucester County—
Clayton
Franklin Twp.
Elk Twp.
Glassboro
Monroe
Harrison
Washington
Elk
Winslow
Mantua
Elmer
Gloucester
Paulsboro
West Deptford
East Greenwich
Greenwich
Logan

Pitman
Mantua Twp.
Washington Twp.
Wenonah
Deptford Twp.
Swedesboro
East Greenwich
South Harrison
Harrison
Logan
Woodbury
Bellmawr
Brooklawn
Deptford
East Greenwich
Gloucester
Greenwich
Mantua
National Park
Washington
Wenonah
West Deptford
Westville
Woodbury Heights

Hudson County—
Harrison
East Newark
Hoboken—Demarest
Fairview
Guttenberg
North Bergen
Secaucus
Jersey City
Fairview
Hasbrouck Heights
Montclair
North Bergen
Secaucus
Union City
Jersey City—Lincoln
North Bergen
Kearny
North Arlington
East Newark
Harrison
Union City—Emerson
Secaucus
Fairview
North Bergen
Union City—Union Hill
North Bergen
Fairview
Guttenberg
Palisades Park
Ridgefield
Weehawken
Union City
Ridgefield
Hoboken
North Bergen
West New York
North Bergen
Guttenberg
Fairview
Palisades Park
Ridgefield

Hunterdon County—
Clinton
Alexandria Twp.
Clinton Twp.
Franklin Twp.
Lebanon Boro.
Union Twp.
Elizabeth
Flemington
East Amwell
Franklin
Raritan
Readington
Delaware
Branchburg
Union
Alexandria
Kingswood
Frenchtown
Alexandria
Bridgeton Twp., Pa.
Franklin Twp.
Holland Twp.
Kingwood Twp.

Milford Boro.
Solebury Twp.
Tinicum Twp., Pa.
Hampton
Bethlehem Twp.
Lebanon Twp.
Glen Gardner Boro.
Franklin Twp.
High Bridge
Bethlehem Twp.
Califon Boro.
Clinton Twp.
Lebanon Twp.
Tewksbury
Union
Lambertville
Solebury
West Amwell
Stockton
Delaware

Mercer County—
Hamilton Twp.
Bordentown Twp.
Hightstown
Cranbury
Monroe
Millstone
Plainsboro
Washington
Spotswood
Pennington
East Amwell Twp.
Ewing Twp.
Hopewell Boro.
Montgomery Twp.
Princeton
Princeton
Lawrence
Plainsboro
Franklin
West Windsor
South Brunswick
Rocky Hill
Montgomery

Trenton Sr.
Hamilton Twp.
Hopewell
Yardley
Falsington
Morrisville
Lambertville
Washington Crossing
Washington
Lawrence
Ewing
Trenton—Jr. No. 3
Ewing Twp.
Lawrence Twp.
Trenton—Lincoln Jr.
Ewing Twp.
Lawrence Twp.

Middlesex County—
Dunellen—Roosevelt Jr.
Piscataway
Middlesex Boro.
Highland Park
Raritan Twp.
Piscataway Twp.
Jamesburg
Monroe Twp.
South Brunswick
Helmetta
Cranbury Twp.
Metuchen
Raritan Twp.
New Brunswick Sr.
Highland Park
Raritan
Milltown
North Brunswick
Piscataway
Franklin
South Plainfield
Sayreville
Cranbury
East Brunswick
South Brunswick

New Brunswick—Roosevelt
Cranbury
East Brunswick
Franklin
Milltown
North Brunswick
Piscataway
South Brunswick
Raritan
Sayreville
South Plainfield
Perth Amboy
Madison Twp.
Raritan Twp.
South Amboy
Sayreville
Madison
South River
Sayreville
East Brunswick Twp.
Madison Twp.
Spotswood
Helmetta
Milltown
Monroe Twp.
South Brunswick Twp.
Woodbridge
Raritan Twp.

Monmouth County—
Allentown
Plumstead
Washington
Jackson
North Hanover
Asbury Park
Allenhurst
Avon
Brielle
Belmar
Bradley Beach
Deal
Interlaken
Neptune City
Ocean Twp.
Pt. Pleasant Boro.
Oceanport
South Belmar
Spring Lake
Spring Lake Heights
Sea Girt
Wall Twp.
Atlantic Highlands
Highlands
Fort Hancock
Locust
Englishtown
Monroe Twp.
Freehold
Atlantic Twp.
Farmingdale
Freehold
Howell
Manalapan
Marlboro
Monroe
Millstone
Wall
Keyport
Holmdel
Madison
Marlboro
Raritan
Union Beach
Leonardo
Keansburg Boro.
Highlands Boro.
Raritan Twp.
Eatontown
Holmdel
Seabright
Atlantic Highlands
Matawan
Red Bank
Shrewsbury Twp.
Long Branch Sr.
Deal
Highlands
Monmouth Beach
Oceanport
Oakhurst
Sea Bright
West Long Branch

Long Branch Jr.
Deal
Eatontown
Monmouth Beach
Oceanport
Sea Bright
West Long Branch
Manasquan
Wall Twp.
Spring Lake Heights
Sea Girt
Brielle
Spring Lake
Howell Twp.
Matawan
Madison Twp.
Holmdel Twp.
Marlboro Twp.
Ocean Grove
Avon
Neptune City
Lake Como
West Belmar
South Belmar
Belmar
Wall Twp.
Spring Lake Heights
Spring Lake
Shrewsbury Twp.
Deal
Bradley Beach
Red Bank Sr.
Atlantic Twp.
Eatontown Boro.
Fair Haven
Holmdel Twp.
Keansburg Boro.
Little Silver
Oceanport
Union Beach
Rumson
Shrewsbury Boro.
Shrewsbury Twp.
Wall Twp.
Red Bank Jr.
Atlantic Twp.
Eatontown Boro.
Fair Haven
Freehold Twp.
Holmdel
Little Silver
Oceanport
Shrewsbury Boro.
Shrewsbury Twp.
West Long Branch
Rumson
Fair Haven

Morris County—
Boonton
Boonton Twp.
Denville Twp.
Lincoln Park Twp.
Montville Twp.
Mountain Lakes
Parsippany-Troy Hills
Wayne Twp.
Butler
Bloomingdale
Jefferson
Kinnelon
Oakland
Pequannock
Pompton Lakes
Ringwood
Riverdale
Rockaway
Wanaque
Wayne
West Milford
Chatham
Florham Park
Passaic Twp.
Dover
Randolph
Mine Hill
Rockaway
Denville
U. S. Naval Depot
Madison
Florham Park
East Hanover
Chatham Twp.
Harding Twp.

Hanover Twp.
Randolph Twp.
Mendham Boro.
Mendham Twp.
Morristown
Morris Twp.
Morris Plains Boro.
Hanover Twp.
Parsippany-Troy Hills Twp.
Harding Twp.
Mendham Twp.
Mendham Boro.
Denville
Mountain Lakes Boro.
Netcong
Stanhope
Mt. Olive
Byram
Roxbury
Rockaway
Parsippany-Troy Hills
Rockaway Twp.
Denville Twp.
Succasunna
Chester Twp.
Jefferson Twp.
Mt. Olive Twp.
Mine Hill Twp.
Randolph Twp.
Hopatcong Boro.
Mt. Arlington Boro.
Wharton
Rockaway Twp.
Jefferson Twp.
Mine Hill

Ocean County—
Barnegat
Beach Haven
Long Beach Twp.
Ship Bottom, Beach Arlington
Surf City
Barnegat City
Ocean Twp.
Little Egg Harbor Twp.
Stafford Twp.
Lakewood
Howell Twp.
Jackson Twp.
Lakehurst Boro.
Manchester Twp.
Millstone Twp.
Pt. Pleasant Beach
Pt. Pleasant Boro.
Bay Head
Lavallette
Brick Twp.
Dover
Toms River
Beachwood
Berkely
Island Heights
Lacey
Manchester Twp.
Naval Air Station
Ocean Gate
Pine Beach
Seaside Heights
Seaside Park
South Toms River
Tuckerton
Stafford
Little Egg Harbor
Eagleswood
Bass River

Passaic County—
Paterson—Central
Bloomingdale
East Paterson
Fairlawn
Glen Rock
Haledon
Hawthorne
Lincoln Park
Little Falls
Midland Park
North Haledon
Paramus
Pompton Lakes
Pompton Plains
Prospect Park

Ramsey
Ridgefield Park
Rochelle Park
Totowa Boro.
Waldwick
Wayne Twp.
West Milford
West Paterson
Wyckoff
Paterson—Eastside
Arcola
East Paterson
Fairlawn
Glen Rock
Hawthorne
Saddle River
Pompton Lakes
Pequannock Twp.

Salem County—
Penns Grove
Upper Penns Neck Twp.
Oldmans Twp.
Logan Twp.
Salem
Alloway
Elsinboro
Lower Alloway's Creek
Lower Penns Neck
Mannington
Quinton
Upper Penns Neck
Woodstown
Pittsgrove
Oldmans
Alloway
South Harrison
Upper Pittsgrove
Mannington

Somerset County—
Bernardsville
Far Hills
Peapack-Gladstone
Bedminster
Chester
Mendham
Bound Brook
Dunellen
North Plainfield
Piscataway
South Bound Brook
Franklin
Middlesex
Highland Park
Montgomery
Manville
Bridgewater
North Plainfield
North Plainfield Twp.
Passaic Twp.
Raritan Twp.
South Plainfield Boro.
Warren Twp.
Watchung Boro.
Bernardsville
Somerville
Bedminster
Branchburg
Bridgewater
Chester
Clinton
Franklin
Hillsboro
Millstone
East Millstone
Montgomery
Peapack-Gladstone
Readington
Tewksbury

Sussex County—
Franklin
Hardyston Twp.
Ogdensburg
Sparta Twp.
Hamburg
Vernon Twp.
Hardiston Twp.
Lafayette Twp.
Wantage Twp.
Franklin Boro.
Newton
Stillwater

Frankford
Andover Twp.
Branchville
Fredon
Lafayette
Andover Boro.
Franklin
Frelinghuysen
Byram
Walpack
Hampton
Sandyston
Green
Sparta
Sussex
Wantage Twp.
Vernon Twp.
Lafayette Twp.
Frankford Twp.
Montague Twp.

Union County—
Cranford
Garwood
Elizabeth—Thos. Jefferson
Garwood
Elizabeth—Battin
Cranford
Garwood
Hillside
Plainfield
South Plainfield
Piscataway Twp.
Watchung Boro.
Rahway
Clark Twp.
Scotch Plains
Woodbridge
Elizabeth
Roselle
Cranford
Kenilworth
Roselle Park
Kenilworth
Springfield
Elizabeth
Scotch Plains
Watchung Boro.
New Providence Twp.
Summit Sr.
New Providence Boro.
New Providence Twp.
Springfield
Chatham
Harding Twp.
Passaic Twp.
Summit Jr.
New Providence Twp.
New Providence Boro.
Westfield Sr.
Springfield
Mountainside
Garwood
Clark Twp.
Westfield Jr.
Mountainside
Scotch Plains
Springfield
Rahway

Warren County—
Belvidere
Hope Twp.
Liberty Twp.
Harmony Twp.
White Twp.
Knowlton Twp.
Blairstown
Frelinghuysen
Hardwick
Hope
Pahaquarry
Knowlton
Hackettstown
Allamuchy
Frelinghuysen
Independence
Lebanon
Liberty
Mansfield
Mt. Olive
Oxford

Washington
White
Phillipsburg
Alexandria
Alpha
Bethlehem
Bloomsbury
Harmony
Holland
Greenwich
Lopatcong
Pohatcong
Washington
Washington Twp.
Franklin Twp.
Mansfield Twp.
Bethlehem Twp. (Hunterdon Co.)
Lebanon Twp. (Hunterdon Co.)

ACCREDITED EVENING SCHOOLS

Newark—Barringer
Arlington
Bloomfield
Cedar Grove
Clifton
East Orange
Glen Ridge
Hillside
Irvington
Maplewood
Nutley
Orange
South Orange
Springfield
Union
West Orange
Jersey City—Dickinson
Bayonne
Coytesville
Cliffside
Fairview
Grantwood
Guttenberg
Hoboken
Hudson Heights
Woodcliff
Leonia
Lyndhurst
North Bergen
Nyack
Ridgefield
Secaucus
Union City
Weehawken
West New York
Trenton
Hamilton Twp.
Lawrence Twp.
West Windsor Twp.

The school law (P. L. 1929, Chapter 281) provides that pupils residing in a district which does not provide a high school course may be admitted to a high school of another district. The designation of high school district under the provisions of this law may not be changed except by formal permission of the Commissioner of Education.

Table III gives a complete list of the designated high schools with the names of the districts which send pupils to them. This table is a record of the provision now made for high school instruction by every school district of the State.

It will be noted that some districts have designated more than one high school for their pupils. In many cases this has been necessary because of the size of the district, the place of residence of the pupils, or considerations of reasonable economy and comfort in providing transportation. No change in designation of school and no substantial change in the proportion of pupils sent to each of several designated schools may be made except for good cause and with the permission of the Commissioner of Education.

TABLE IV

CLASSIFICATION OF NEW JERSEY SECONDARY SCHOOLS

		Registration
Approved four-year high schools	131	110,643
Approved six-year high schools	10	7,486
Approved senior high schools	19	20,882
Approved two-year high schools (Partial High Schools)	2	108
Approved one-year high schools (Partial High Schools)	4	215
Approved junior high schools	54	43,980
Accredited evening high schools	4	7,583
Total high school registration		190,897
Total school enrollment of the State		812,891

HIGH SCHOOL TEACHERS

	Men	*Women*	*Total*
Four-year high schools	1,513	2,378	3,891
Six-year high schools	105	187	292
Senior high schools	294	458	752
Partial high schools	5	18	23
Junior high schools	351	1,056	1,407
Evening high schools	99	45	144
	2,367	4,142	6,509

The average salary for men teachers in the high schools of the State in 1932 was $2,831.00 and for women teachers $2,519.00.

Table IV gives a classification of the secondary schools listed in Tables I and II with the enrollments in each class, the number of high school teachers, and the average salary of high school teachers.

It should be noted that the figures given in this table include pupils promoted to secondary schools February 1st in school systems which have semi-annual promotions as well as pupils who leave the secondary school during the year. That is, they include all pupils registered during the year. Consequently, these figures should not be compared with the enrollments reported for all grades of the State in the State registers.

The increased enrollments are significant and should be accompanied by corresponding increase in educational facilities.

This need should be met just as soon as the resources of the district permit.

TABLE V

Registration by Curriculums

	College Prep		*Business*		*Agricultural or Other Vocational*		*All Others*		
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*
Four-year high schools	24,276	14,728	12,049	24,934	4,880	970	11,018	8,494	101,349
Six-year high schools	778	530	515	910	74	22	689	606	4,124
Senior high schools	4,711	3,290	2,031	4,560	403	27	2,677	1,806	19,505
Three-year high schools	38	59	..	..	..	..	..	..	97
Two-year high schools	8	3	15	9	..	..	26	29	90
One-year high schools	76	36	17	37	..	..	..	..	166
Junior high schools	5,190	4,100	2,954	5,959	1,218	468	3,947	3,333	27,169
Evening high schools	1,228	576	750	895	..	..	897	454	4,800
Total	36,305	23,322	18,331	37,304	6,575	1,487	19,254	14,722	157,300
Percent of Registration	23.08	14.83	11.02	23.72	4.19	.95	12.24	9.36	

Table V records the registration by curricula as of June 30th given in the principals' annual reports. The total registration recorded in this table will not agree with the total registration for the year because differentiation of curricula is not uniformly begun at the same grade in all schools.

The classification of pupils in academic, business, vocational, or other curricula should be based on the most careful guidance following thorough study of individual abilities, aptitudes, and probably vocational future. The curriculum finally chosen should challenge the interest and the best ability of the pupil who chooses it.

TABLE VI

SIZE OF HIGH SCHOOLS BY ENROLLMENT

	Senior	*Junior*	*4-Year*	*6-Year*	*Accredited Evening Schools*	*Partial*	*Total*
Under 100	..	1	3	..	..	6	10
100-199	..	6	13	..	..	..	19
200-299	1	7	17	..	..	..	25
300-399	1	6	14	2	..	..	23
400-499	..	4	10	1	..	..	15
500-599	1	6	10	..	..	..	17
600-699	4	3	15	2	..	..	24
700-999	4	12	14	3	1	..	34
1000-1499	5	4	15	2	1	..	27
1500-1999	..	1	7	..	1	..	9
Over 2000	3	4	13	..	1	..	21
Total	19	54	131	10	4	6	224

Table VI is a tabulation of the several classes of secondary schools according to size. It shows a range from ten with enrollments of less than one hundred pupils to twenty-one with enrollments of more than two thousand. The smallest school, the Englishtown High School, enrolled only thirty-two pupils. The largest, the Dickinson High School, Jersey City, had an enrollment of five thousand six hundred ninety-nine. The median school had an enrollment of between six and seven hundred.

TABLE VII

TOTAL ENROLLMENT BY GRADES

Grade	VII		VIII		IX		X		XI		XII		P. G.		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Enrollment
Four-year ..	..	..	..	..	22,332	19,892	15,715	15,188	10,805	10,126	7,791	7,849	572	373	57,215	53,428	110,643
Senior	..	..	..	..	44	21	4,574	4,567	3,338	3,064	2,529	2,485	137	123	10,622	10,260	20,882
Junior	6,307	6,168	6,456	6,234	8,755	9,410	206	444	..	..	..	..	..	..	21,724	22,256	43,980
Six-year ...	743	775	650	657	809	818	631	640	497	466	358	383	35	24	3,723	3,763	7,486
Two-year ...	..	..	..	..	43	26	17	22	..	..	..	..	..	..	60	48	108
One-year ...	..	..	..	..	125	90	..	..	..	..	..	..	..	..	125	90	215
Evening	..	..	..	..	1,208	895	1,280	831	1,006	704	880	593	96	90	4,470	3,113	7,583
Total	7,050	6,943	7,106	6,891	33,316	31,152	22,423	21,692	15,646	14,360	11,558	11,310	840	610	97,939	92,958	190,897

	Boys	Girls	Total
Registration January 31	84,872	80,875	165,747
Registration June 30	84,685	81,259	165,944

Table VII shows the total enrollment by grades in all secondary schools, *i.e.*, the whole number of pupils enrolled in those grades for the entire year, including those who entered during the year by semi-annual promotion.

A comparison with the previous year is shown as follows:

	1930-31	1931-32	*% Increase*	*% Decrease*
Grade VII	18,146	13,993	...	22.9
VIII	18,236	13,997	...	23.3
IX	62,387	64,288	3.0	...
X	38,095	44,115	15.8	...
XI	25,828	30,006	16.2	...
XII	19,836	22,868	15.3	...
P. G.	896	1,450	61.8	...
Total	183,424	190,897	4.1	...

Discussion of the educational effect of these increased enrollments is given in a later section of this report.

The registration figures given at the end of Table VII represent the high school population on January 31, and on June 30. The registration on January 31 does not include pupils received from lower grades at the middle of the year, but does include those who finished the high school course in the middle of the year.

TABLE VIII

Persistence of Classes

			1932	1931	1930	1929	1928	1927	1926	1925	1924	1923	1922
Grade IX	1929	48,681	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
Grade X	1930	34,051	69.9	70.3	72.7	76.7	73.7	68.3	69.1	65.2	71.3	65.6	64.4
Grade XI	1931	25,828	53.1	49.9	49.8	54.9	53.0	47.3	47.8	49.2	53.9	50.5	46.1
Grade XII	1932	22,868	50.0	44.0	43.0	46.5	46.0	40.7	40.3	40.2	43.7	50.9	40.2

Table VIII shows the persistence of classes in grades nine, ten, eleven, and twelve for the past ten years. The columns at the left show the actual enrollment in ninth grades in 1929, the number who continued to the tenth grade in 1930, the number who continued to the eleventh grade in 1931, the number who continued to the twelfth grade in 1932.

TABLE IX

Comparison of Graduates

	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932
Total Number in Senior Class ..	9,076	10,899	11,956	12,920	13,516	14,369	15,943	16,722	17,854	19,836	22,868
Total Number of Graduates	7,362	8,709	9,991	10,888	11,472	13,130	13,234	14,260	15,348	17,134	19,836
Percentage	81.1	79.9	83.6	84.3	84.9	91.4	83.0	87.4	86.0	86.4	87.2

Table IX is an extension of Table VIII showing the total number of ninth grade pupils for each of the last ten years and the number and percentage of those pupils who graduated. For example, of the 22,868 pupils in the twelfth grade last year, 19,836 or 87.7 per cent graduated at the end of the year.

TABLE X

PERCENTAGE OF ENROLLMENT BY GRADES

Grade IX	39.22
Grade X	27.80
Grade XI	18.42
Grade XII	14.04

Table X shows the percentage of enrollment by grades for the year 1931-32. It is another record of the holding power of the high schools.

TABLE XI

MISCELLANEOUS

	Men	*Women*	*Total*
Total Number of Teachers	2,367	4,142	6,509
Number of Teachers Attending Summer School, Summer of 1931	....	....	1,143
Number of Teachers Attending Residence or Extension Courses	....	....	2,050
Number of Practice Teachers Trained in High Schools	....	....	692
Number of Teachers who left during the year	....	....	105
Number of Tuition Pupils	....	....	28,387
	February	*June*	
Number of Graduates	5,665	22,979	28,644

Table XI contains miscellaneous information concerning the number of teachers and the number attending summer school or extension courses.

TABLE XII

ENROLLMENT IN COMMERCIAL SUBJECTS IN 1931-32

	9		10		11		12			% of High School
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	*Registration*
Stenography	73	697	1,365	4,687	2,749	8,485	847	3,611	22,514	13.82
Typewriting	2,745	5,554	3,946	7,068	3,422	7,754	1,037	3,223	34,749	21.33
Bookkeeping	1,696	2,947	5,428	9,007	2,304	3,342	450	641	25,815	15.85
El. Bus. Training	6,016	11,002	32	44	..	..	..	..	17,094	10.49
Office Practice	..	..	51	25	277	265	730	2,687	4,035	2.48
Commercial Arithmetic	5,315	9,373	304	426	218	342	60	129	16,167	9.91
Commercial Geography	384	864	2,315	3,873	751	873	206	238	9,504	5.83
Commercial Law	18	27	134	180	1,206	1,777	1,667	2,092	7,101	4.36
Industrial History	53	53	66	135	117	333	29	42	828	.51
Salesmanship	17	50	137	98	180	163	181	190	1,016	.62
Economics	..	..	113	68	670	704	2,681	2,951	7,187	4.41
Transcription	..	..	17	50	45	353	89	521	1,075	.66
Bus. Organization	..	..	..	..	146	162	289	329	926	.57
Marketing	..	..	..	12	47	47	..	..	106	.07
Total	16,265	30,407	13,908	25,673	12,158	24,683	8,292	16,731	148,117	90.91

TABLE XII—Continued

ENROLLMENT IN COMMERCIAL SUBJECTS IN 1927-28

	9		10		11		12			
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	*% of High School Registration*
Stenography	163	1,313	878	3,043	1,712	4,191	785	2,116	14,201	12.74
Typewriting	1,611	3,676	1,976	4,658	2,018	4,354	851	1,962	21,106	18.94
Bookkeeping	2,125	3,732	3,215	5,446	1,231	1,647	316	369	18,081	16.22
El. Bus. Training	1,010	2,281	..	..	..	..	..	..	3,291	2.95
Office Practice	..	..	106	189	86	241	380	1,025	2,027	1.81
Commercial Arithmetic	4,601	8,266	404	696	123	140	103	185	14,518	13.03
Commercial Geography	477	810	1,328	2,306	286	515	161	345	6,228	5.59
Commercial Law	31	29	58	57	547	1,068	844	1,233	3,867	3.47
Industrial History	249	272	348	511	31	90	13	22	1,536	1.37
Salesmanship	..	..	59	56	7	7	70	85	284	.25
Economics	..	..	..	..	17	19	196	220	452	.40
Total	10,267	20,379	8,372	16,962	6,058	12,279	3,719	7,562	85,591	77.05

The first part of Table XII shows the enrollment in commercial subjects for the year 1931-32 which may be compared with the second part showing enrollments in the same subjects for the school year 1927-28. In this brief period of four years some very important changes have taken place in the enrollments of pupils in commercial courses.

In 1928, nearly 10 per cent of the enrollment in stenography was in ninth grade courses. In 1932, less than 3 per cent of the enrollment was in that grade. This indicates a discontinuance of a number of the ineffective two-year commercial courses in which an attempt was made to teach stenography to pupils who stood little chance of ever making practical use of it. The enrollment in stenography is 58 per cent more than it was four years ago. A slightly larger percentage of the total number of high school pupils is enrolled in the subject—13.8 per cent now as against 12.7 per cent in 1928. This is in part accounted for by the offering of stenography as an elective to pupils in the general and college preparatory curriculums, a desirable practice now followed by a number of schools.

Typewriting shows an increase of 64.6 per cent in four years. In 1928, 18.9 per cent of the high school population were enrolled in typewriting courses, but in 1932, 21.33 per cent were receiving typewriting instruction. This is likewise accounted for in part by the election of typewriting by large numbers of pupils from other than the commercial curriculums who are not slow to see the great value of this practical art. Typewriting can no longer be said to be an exclusively commercial subject.

In 1928, 32 per cent of the enrollment in bookkeeping was in ninth grade classes. In 1932 this figure has dropped to 18 per cent. This change is partly due to the introduction of elementary business training as a ninth year subject in a large number of schools and the subsequent postponement of bookkeeping until the tenth year. However, the total enrollment in bookkeeping this year is 42 per cent more than it was in 1928. The ratio of pupils enrolled in bookkeeping to total number of pupils this year has dropped from 16.2 per cent to 15.8 per cent.

A most remarkable increase is to be noted in the enrollment in elementary business training which this year was nearly five times what it was in 1928. This subject has been widely introduced in the ninth grade commercial curriculums and has proved its worth in every case. At the present time 75 per cent of the high schools in the State are offering it. The increase in the enrollment of elementary business training is reflected by a slight decrease in the enrollments in bookkeeping and in commercial arithmetic. In the latter subject the proportion of high school pupils enrolled has dropped from 13.03 per cent in 1928 to 9.9 per cent in 1932. Notwithstanding this condition, however, there has been a net gain of 1,649 pupils in the enrollment in the arithmetic classes.

Table XII this year shows a true picture of the teaching of economics in the high schools. In previous tabulations this enrollment has always been divided between commercial subjects and the social science group. It now appears that 4.4 per cent of the high school population is engaged in the study of economics as a separate subject. It should be noted, however, that as the total enrollment in the twelfth grade is 22,868, even when allowance is made for those pupils

who have taken the subject in the tenth or the eleventh grade, only about one-third of our high school pupils ever study this important subject as a separate course.

A number of considerable increases proportionately will be noted in the enrollments of other commercial subjects. The total enrollment in all commercial subjects this year was 148,041, which represents a gain of 73 per cent over the total commercial course enrollments for the year ending 1928.

TABLE XIII

Enrollment in Subject Courses 1931-32

	9		10		11		12			*% of High School Registration of 9-10-11-12 Grades*
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	
English	28,294	30,770	21,686	18,126	15,953	14,210	12,732	12,207	154,278	94.7
Nature Study	..	..	..	..	..	..	1	10	11	.006
Physiology	117	116	91	66	..	..	174	229	793	.5
Physiography	30	19	29	..	53	72	20	15	236	.1
Hygiene	2,325	2,316	410	1,633	248	413	32	564	7,941	4.9
General Science	17,282	16,200	86	66	186	179	223	94	34,316	21.1
Biology	828	823	10,868	8,211	231	205	336	452	21,954	13.5
Chemistry	52	44	2	4	2,150	941	5,060	1,807	10,060	6.2
Physics	..	..	..	..	6,565	1,403	1,412	373	9,753	6.0
Latin	6,559	6,113	4,536	4,248	1,556	1,772	610	910	26,304	16.1
French	3,248	3,530	5,900	6,698	3,450	4,297	1,176	1,805	30,104	18.5
German	702	979	2,802	1,820	1,487	896	432	203	9,321	5.7
Spanish	1,684	1,337	3,797	3,368	1,908	1,664	636	621	15,015	9.2
Italian	357	269	436	337	244	124	273	137	2,076	1.3
Greek	..	..	15	3	2	3	..	..	23	.01
Arithmetic	575	370	92	..	131	27	332	467	1,994	1.2
Algebra	19,293	12,510	3,604	1,709	5,406	2,774	1,059	366	46,721	28.7
Gen. Mathematics	1,233	945	481	110	..	..	71	97	2,937	1.8
Plane Geometry	256	91	9,996	5,206	2,354	1,044	71	89	19,107	11.7
Solid Geometry	..	..	..	..	459	65	1,874	347	2,745	1.7

Trigonometry	..	..	..	..	92	16	1,476	166	1,750	1.1
World History	1,413	1,573	1,047	1,177	46	60	2	2	5,320	3.3
Ancient History	4,366	3,339	887	472	94	35	..	..	9,193	5.6
Early Eur. History	5,490	3,954	3,110	2,536	127	103	..	..	15,320	9.4
Modern History	222	351	3,020	2,167	3,855	3,198	60	52	12,925	7.9
U. S. History	54	70	195	220	2,006	2,085	5,947	5,863	16,040	9.8
English History	25	17	..	..	..	..	11	5	58	.03
History of Commerce	53	53	66	135	117	343	29	42	678	.4
American History	..	..	..	..	93	90	441	270	894	.5
Social Science	335	378	63	107	93	90	169	168	1,403	.8
Civics	7,384	8,054	452	641	..	..	29	45	16,605	10.2
Prob. Amer. Democracy	..	..	..	..	748	682	5,614	5,820	12,864	7.9
Geography	114	173	182	184	49	68	285	170	1,225	.8
Commercial Geography	384	864	2,315	3,873	751	873	206	238	9,504	5.8
Economics	..	..	113	68	670	704	2,681	2,951	7,187	4.4
Commercial Law	18	27	134	180	1,206	1,777	1,667	2,092	7,101	4.3
El. Business Training	6,016	11,002	32	44	..	..	..	..	17,094	10.5
Bookkeeping	1,696	2,947	5,428	9,007	2,304	3,342	450	641	25,815	15.7
Stenography	73	697	1,365	4,687	2,749	8,485	847	3,611	22,514	13.8
Typewriting	2,745	5,554	3,946	7,068	3,422	7,754	1,037	3,223	34,749	21.3
Transcription	..	..	17	50	45	353	89	521	1,075	.6
Office Practice	..	..	51	25	277	265	730	2,687	4,035	2.5
Business Organization	..	..	..	..	146	162	289	329	926	.6
Marketing	..	..	..	12	47	47	..	..	106	.07
Salesmanship	17	50	137	98	180	163	181	190	1,016	.6
Penmanship	1,126	2,091	119	184	150	311	24	57	4,062	2.5
Commercial Arithmetic	5,315	9,373	304	426	218	542	60	129	16,167	9.9

TABLE XIII—Continued

	9		10		11		12			% of High School Registration of 9-10-11-12
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	*Grades*
Drawing	4,922	8,243	1,762	2,801	1,176	1,838	721	1,190	22,593	13.9
Mechanical Drawing	9,781	44	4,597	21	2,395	45	1,420	13	18,316	11.2
Agriculture	272	10	207	..	176	..	142	..	807	.5
General Shop	4,259	40	1,639	126	546	58	353	20	6,941	4.3
Woodworking	6,183	96	2,626	72	1,072	35	636	24	10,744	6.6
Metal Working	2,084	41	1,172	48	266	55	217	44	3,927	2.4
Electrical Work	477	..	239	..	183	..	51	..	950	.6
Auto Mechanics	199	..	338	..	94	..	85	..	716	.4
Printing	1,866	92	521	30	236	35	157	18	2,955	1.8
Clothing	72	8,281	..	4,113	..	1,364	23	873	14,726	9.0
Foods	137	7,425	27	3,083	1	1,404	4	501	12,582	7.7
Physical Training	27,822	26,377	20,657	20,006	15,407	13,648	11,169	10,706	145,792	89.6
Music	9,028	10,808	2,472	3,782	1,841	2,330	1,411	2,254	23,926	14.1
First Aid	..	..	90	87	1,309	1,605	..	..	3,091	1.9
Vocations	203	105	10	18	3	..	8	7	354	.2

Table XIII gives the enrollment subject courses for grades nine, ten, eleven, and twelve for the year 1931-32. Table XIII appears in the annual report this year for the third time. It is intended to form a basis of comparison for the study of subject enrollment trends previously reported every four years in Table XII.

Record of the Activities of the Division of Secondary Education

In a separate section of this report Mr. Rice gives a record of his supervisory visits, of the conferences which he has conducted, and of his other services to the department during the year. The variety, the extent and the value of these services are gratefully acknowledged. Not only in the field of Commercial Education in which Mr. Rice is a recognized authority, but in the solving of secondary school problems generally he has been helpful and untiring.

In addition to a number of supervisory visits to high schools made with Mr. Rice I have visited separately as many schools as possible, inspecting classroom work, and conferring with teachers, principals, and superintendents. Visits were also made to such private schools on the Department approved list as required attention. I acted as instructor at all the County Institutes, have attended many local, county and State association meetings, and have made a number of public addresses. All of these services are properly expected of the Department and all must be continued so far as the time and the resources at our command permit.

Curriculum Studies and Validation of Credentials

The study of curriculum revisions continues to be an important part of the work of this division. All changes in high school curricula require the approval of the Department, which is granted only after careful study and conference with the local school authorities. The Department aims to encourage curriculum adaptations and to advise concerning them. In order that schools may be reminded of the need to keep their own practice under constant scrutiny it is proposed to limit the approval of high schools to a period of two years, requiring re-examination before approval is renewed. If this proposal is accepted by the State Board of Education as a part of the revised rules for approval of high schools it will be necessary that each school be visited by a representative of the Department at least every two years. By careful planning of our work it will be possible to do this.

The validation of credentials of pupils transferring from school to school continues to require the careful attention of the Department. Pupils who offer a record of work from one approved school when entering another school are entitled to full credit for that work. Curriculum requirements in different schools are not identical, however, and it is frequently necessary that the school to which a pupil transfers modify its approved curriculum requirements in planning a program for the individual transferred pupil. This should be done with due regard both to the educational interest of the pupil and to approved curriculum standards. Frequently the advice of the Department is asked concerning adjustment of individual programs. The validation of credentials is far from being a mechanical routine even when individual adjustments are not necessary. The Department validates about 4,000 credentials each year.

ANNUAL HIGH SCHOOL CONFERENCE

The fourteenth annual State High School Conference was held at New Brunswick on May sixth and seventh. Attendance was approximately the same as in previous years. Programs were contributed by twenty State associations of teachers, and this Department has published a volume of proceedings containing the addresses presented at the conference.

We believe that the High School Conference gives a significant contribution to secondary education in New Jersey. It is conducted by the cooperation of the New Jersey High School Teachers' Association, the State Department of Public Instruction, and Rutgers University. The published volume of proceedings is distributed to the members of the High School Teachers' Association, school officials, and public libraries.

SYLLABI

Mr. Rice's report lists the syllabi on business subjects prepared or revised during the year. In addition to these the Department has arranged for the preparation of a syllabus in Ninth Year Mathematics. The committee in charge of this work has submitted a manuscript of exceptional excellence. The syllabus will be ready for the use of high school teachers early in the fall. It is expected that this committee will continue its work by preparing syllabi in Mathematics for the entire high school course.

Other syllabi should be revised or reprinted when the resources of the Department permit.

THE SECONDARY SCHOOL MANUAL

The Manual for Secondary Schools, published by the Department, was last revised ten years ago, although a Bulletin of Information Relating to Intermediate and Junior High Schools, issued in 1926, contained a more recent discussion of some secondary school problems. Useful as much of the material in both publications was, it seemed necessary either to undertake a thorough revision of them or to prepare an entirely new manual covering the work of the whole secondary school period. The latter plan was finally adopted.

Mr. Rice and I assumed responsibility for editing and arranging the materials to be included in the new manual, for much of the writing, for determining points of view to be adopted, and the emphasis to be placed on various recommendations, and for attending to details of publication. In planning the work we had assistance and advice from many New Jersey superintendents of schools, high school principals, teachers, and other specialists in secondary education. Inadequate acknowledgment of this assistance is made in the manual itself.

The points of view of the new manual are briefly as follows:

1. The manual aims to present a body of information and interpretation which will be useful to teachers and administrators of secondary schools.

2. Only those features of secondary school practice are *required* which are prescribed by law or which have the sanction of tested experience.

3. While the maintenance of standards is safeguarded, experiment is encouraged.

4. Much emphasis is placed on the importance of a philosophy of secondary education.

5. The manual stresses the need for guidance of pupils throughout their entire school career. It recommends less emphasis on grade boundaries with increased attention to the continuous growth of individuals.

6. The section on school library service explains the function of the library as an essential part of school organization.

7. Health is recognized as a major educational objective. The manual gives extended discussion of an integrated health program.

Among the revisions recommended in the Secondary School Manual are included the following changes in the Rules of the State Board of Education concerning the Approval of High Schools:

Rule 54. Changes the classification of secondary schools in such a way as to include the junior high school. This change is not a radical one and was made to conform to the plan of the new manual which properly classes junior high schools, senior high schools, and four-year high schools as secondary schools.

Rule 56-a. Is changed to conform with rule 54. It simply states that the curricula must be approved by the State Board of Education.

Rule 56-b. Requires that the teaching force be adequate in number consisting of at least four teachers each of whom shall be engaged exclusively in high school work and be properly certificated for the subject he teaches.

Rule 56-c. Gives a new definition of the unit of work. It requires that a unit shall represent approximately one-fourth of the year's work and shall consist of a minimum of four hundred minutes of directed learning each week in the school year, of which not less than two hundred minutes a week shall be in the high school under the direction of a properly certificated teacher. The term "prepared recitation" is omitted from the new definition, placing upon the local school administration the responsibility for including adequate content in each unit. This is a matter upon which a uniform prescription is thought to be inappropriate.

Rule 56-d. Is a revision merely of the language of 56-e of the old rules using the terminology adopted for 56-c.

Rule 56-f. Specifies that adequate accommodations must be provided for health and physical education in addition to the items specified in the old rules.

Rule 56-g. Requires that equipment shall include necessary appliances for teaching specified subjects.

Rule 56-h. Specifies minimum equipment for toilet rooms.

Rule 57. Limits each period of high school approval to two years, requiring that renewal of approval may be granted only after inspection by an authorized representative of the Commissioner of Education. This rule also requires that in districts maintaining more than one high school or junior high school approval of each individual school shall be made separately. This rule places a definite responsibility upon the Department. Under the previous rule the responsibility was implicit only, approval continuing automatically from year to year unless the Department recommended withdrawal of approval. Under the revised rule schools are reminded of their obligation to seek re-examination and new approval at the end of each two years.

Rule 58. Prescribes the conditions under which a partial high school may be approved, requiring that approval of such school shall be for a period of one year only and shall not be renewed unless the school adds an additional year of work. This rule makes a definite effort to remedy the proved limitations and shortcomings of the partial high school.

Rule 60. This rule, permitting high school diploma credit to be allowed for music study done under private tuition, is a recognition of the fact that in exceptional cases gifted pupils may profit by devoting more time to the study of music than the school itself can provide or the pupil's ability permit him to undertake in addition to a normal public school schedule. The rule further states that the privilege of granting such credit shall be subject to the regulation of the Commissioner of Education. It is planned to prepare such regulations as will adequately safeguard the interests of pupils and the academic standards of the schools.

Rule 62. Protects the certificate status of teachers notwithstanding any changes made in the revision of the rules for approval of high schools.

Rule 63. Requires that approval of summer high schools shall be based on the same general rules as applied to full-time high schools. This rule stipulates that no senior high school may be approved which is not operated by a board of education and without charge to the pupils living within the school district.

Rule 65. Limits the number of subjects which a pupil may take in a summer high school to two. Under the previous rule no pupil was allowed to carry more than one advanced subject, no mention being made of the number of review subjects which he might take. There seemed to be evidence that some pupils could successfully carry two advanced subjects, but it was thought wise to limit the privilege to two subjects even if they were not advanced subjects.

Rule 66. Defines the class period in the summer high school and provides further that the subject passed be continued for at least a half year and successfully completed in the regular high school, unless the summer high school work covers the last half of a year's work in the subject or unless the subject be a half-year subject in the regular curriculum.

Rule 68. Applies rules for the approval of high schools to the approval of evening high schools..

Rule 71. Regulates the credit which may be given for a half year of any subject in the evening high school class. A former rule limiting credit to be allowed for work done in day high school and evening high school during the same school term has been omitted from the new rule. This was done in the belief that ordinarily it is undesirable that a pupil shall attend both day and evening high school. It is expected that approved high schools will plan each pupil's program in accordance with his needs and that no attempt will be made to shorten his period of secondary school education by permitting him to take additional work in an evening school. The evening schools are intended for pupils who are not able to attend a regularly approved day high school.

There are a number of other changes in recommendations or interpretations in the new manual. Although the law and the rules of the State Board of Education require that pupils shall be admitted to the secondary school after the satisfactory completion of the elementary school course of six years or

eight years we recommend strongly a liberal selection of pupils for the junior high school on the basis of individual guidance. The secondary school should be prepared to receive and to care properly for "all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school." The secondary school is urged to provide opportunities for continuous individual growth and development without emphasizing too strongly the boundaries of either the elementary or junior high school.

The manual recommends earnestly that high school teachers adopt a guidance interpretation of teaching, that they familiarize themselves with teaching principles as they apply to secondary school subjects, and that they follow the principles of teaching as consistently as possible.

While it is well understood that the State Department of Public Instruction must maintain standards and enforce the rules for approval of secondary schools, it is clear that most schools can and should exceed any program that may properly be required of all schools. Improved standards and increased efficiency in school service will come for the most part from the initiative and activity of the school itself rather than from the requirements of any standardizing agency.

To assist school officials in judging some of the factors which affect the efficiency of school service a check list of the items which would ordinarily be expected to have a bearing on the efficiency of the school is being prepared by the Department for distribution to the schools. This list is not in the ordinary sense a set of standards, though its use as a rating scale should result in the gradual fixing of improved standards. The list includes items concerning building, equipment, administration, supervision, teaching, curriculum offerings, records, financial support, and transportation. It indicates practices which have been tried and found useful in many schools and which should be followed unless superior practices are discovered or unless other good reason is apparent for not following them.

The question of school standards deserves particularly careful attention at this time. The cost of education is a matter of great public interest at all times. Close scrutiny of expenditures for this service and of the returns from it is a constant public duty. It is even natural and right that this examination and comparison should be much more searching now than in times of normal prosperity.

There seems to be some danger, however, that the evident present need for reduction of expenditures will do permanent damage to secondary education.

Recently, particularly within the past year, many boards of education have found it necessary to make drastic reductions in expenditures with a corresponding reduction of services. So serious has the economic situation been that in some cases it appeared not so much a question of ability to maintain standards as of ability to keep schools in operation at all. It is particularly desirable under these circumstances to emphasize the fact that many of the services which have been restricted or omitted under a program of retrenchment are of proved and acknowledged value. While there is no doubt that increasing the size of classes and reducing the number of teachers has resulted in reduced

net expenditures, it by no means follows that these measures have resulted in true economy; nor may the fact that schools can operate with a very large increase of average class size be accepted as evidence that large classes should be continued as a permanent school policy.

Toward the end of the school year it became evident that a number of school districts would not be able to pay the amounts due to designated high schools for tuition charges for the current year. In a few cases the designated receiving schools notified the sending districts that unless the tuition bills were paid the pupils from the sending districts would be excluded from school. I am happy to report that this threat was not carried out in any case, but the fact that it was made raises anew the question of how surely secondary education is provided for all the school districts of the State.

Our provision in New Jersey for the secondary education of pupils who do not live in a district which maintains a high school seems to depend on the good will and cooperation of districts rather than on a secure legal foundation. While the law requires that every school district shall provide for public school education of all its pupils between the ages of five and twenty years, the districts which do not maintain high schools within their own boundaries can provide secondary education for their pupils only by making contracts with the districts in which high schools are already established.

Even in normal times receiving high schools were required to admit pupils from other districts only if they had surplus facilities available for that purpose. There is no legal requirement that they shall provide facilities beyond the needs of their own districts. It is clear that when tuition fees due from sending districts are not paid it cannot be expected that receiving districts, themselves suffering from the same financial stringency which caused the sending districts to default in payment, will long be able to continue the outside tuition service in addition to providing high school opportunities for the children of their own districts.

In an earlier section of this report appears a table listing the designated receiving high schools and the school districts which send pupils to them. This table is a record of the present high school provision for every school district of the State. While the law requires that these schools continue to be the designated schools until the permission of the Commissioner of Education is obtained for a change of designation, there is no legal requirement that these designated schools shall continue to give or even to sell high school tuition service to the sending districts. On the other hand, the legal obligation of each school district in the State to provide for the high school education of its pupils is not questioned.

Consolidation of school districts would be a solution of the problem. There is no prospect that this can soon be accomplished. The formation of combined school districts for high school purposes only is permitted and encouraged under recent legislation, but no progress has been made so far toward affecting consolidations.

Respectfully submitted,

HOWARD DARE WHITE,
Assistant Commissioner of Education.

ANNUAL REPORT OF THE ASSISTANT COMMISSIONER OF EDUCATION, SUPERVISOR OF VOCATIONAL EDUCATION, INDUSTRIAL ARTS, AND CONTINUATION SCHOOLS

Dr. Charles H. Elliott,
Commissioner of Education,
Trenton, N. J.

MY DEAR DR. ELLIOTT—The following report deals with the activities under the supervision of the vocational division for the year ending June 30, 1932. These activities include industrial schools, home economics, agricultural instruction, industrial arts, continuation schools, rehabilitation, and the training of vocational teachers.

HOW THE SCHOOLS ARE ADJUSTING THEIR INSTRUCTION TO THE ECONOMIC DEPRESSION

While the schools have continued their work in the above mentioned fields during the last year along the same lines as heretofore, they have also made an effort to adapt their instruction as far as possible to the conditions arising from the present economic depression. Early in September the Commissioner of Education called a conference of the directors of the vocational schools for the purpose of considering the training of unemployed workers. As a result of this meeting, a committee was appointed from among the vocational group to study the problems involved and make recommendations for the guidance of the vocational schools.

After careful consideration of the various phases of the problem, the committee came to the conclusion that it was not advisable to organize new courses except in those fields in which employment opportunities existed. The committee therefore recommended that the schools confine their efforts in the main to trade extension courses for those already employed, giving special attention to new trade developments. The committee suggested, however, that surveys be made in the various districts to determine what new courses, if any, could be advantageously given. In line with these suggestions, further investigations were made by school officials with the assistance of the State Department in practically all of the districts which maintained vocational schools.

These investigations confirmed the conclusions of the committee that the opportunities for employment were so limited that there was relatively little the schools could do in retraining the unemployed until business improved. Several groups were recruited, however, and the instruction of the schools was extended in the following fields: restaurant work, soda fountain service,

radio servicing, textile manufacturing, electric welding, general electricity, drafting, and stockroom practice.

One of the principal obstacles in the establishment of vocational courses for the unemployed is the lack of interest on the part of the worker, unless he has a definite prospect of a job as soon as he completes his training. Even in the most prosperous times only the more ambitious and intelligent men are willing to make the effort required to secure the training necessary for advancement. In spite of these conditions, however, about twenty per cent of the 11,456 students enrolled in the evening vocational schools represented unemployed workers.

One of the outstanding examples of retraining was the work done by the Essex County Vocational School for Girls in retraining unemployed women. The school had no funds and no facilities for special courses for this purpose. It was necessary, therefore, to admit applicants to the regular courses and this was done wherever extra pupils could be accommodated. In this way unemployed girls and women were admitted to every department in the school and nearly one hundred persons were retrained and placed.

Of this number, approximately forty were trained in soda fountain service, a course conducted this year for the first time. This is a unit course set up to do a specific piece of work in the shortest possible time, six weeks being the length of the training period. The school has a well equipped soda fountain with luncheonette service. The instructor is a graduate of the home economics course at Cornell and has had several years' experience in charge of soda fountains in high grade stores. In selecting equipment, organizing the course, and placing girls, valuable assistance was given by an advisory committee composed of managers or owners of drug stores or candy stores with soda fountains and luncheonettes. In almost every instance, the women taking this training were experienced in some other line of work before coming to the school. Their ages ranged from seventeen to twenty years. This course will be repeated this year and will in all probability become a permanent feature of the work of the school. The course is not intended for young girls who have just graduated from the elementary schools, since in order to secure employment at a soda fountain a girl must be at least sixteen years of age for day employment and eighteen for employment on the night shift.

Other examples of retraining to which reference has already been made were the training of ribbon weavers to become weavers of broad silk in Paterson, training unemployed stenographers to become waitresses in Bayonne, and the training of mechanics to become draftsmen in Bayonne and elsewhere. Because of the limited number of jobs available, the number of persons enrolled in these courses was not large. One of the most successful groups was made up of unemployed steam fitters who attended the Bloomfield unit of the Essex County Vocational Schools for instruction in oxy-acetylene and electric welding. About twenty-five men were enrolled in this course and attended classes six hours a day. The training was altogether satisfactory, but it was necessary to discontinue it before the course was completed because the funds available for this work were exhausted. In addition to these courses, practically all the vocational schools organized special day courses for recent graduates

who, because of the depression, had not been placed in employment. There were 144 boys enrolled in these courses.

Some of the most practical work bearing on problems of the depression was that done in the home economics classes. Early in the year the Commissioner of Education sent a communication to the county superintendents of schools directing them to urge home economics departments to make every effort to can the surplus supply of fruit and vegetables which would soon be available and to undertake such further measures of economy as might be found practicable. This communication was followed by a letter from the Vocational Division of the State Department of Public Instruction containing further suggestions as to projects that could be undertaken. These measures the State supervisor of home economics supplemented by making this subject a major topic for conferences with home economics teachers at all of the County Institutes. As a result of these efforts, the following projects have been carried out in various districts.

Nearly every clothing department in the State has worked on the problem of "How to make an economical clothing budget." Planning, purchasing, care, and remodeling of clothes have been topics for discussion in order that pupils may be helped to get the most out of every clothing dollar. There has been an increased interest in the making of clothing and more registration in high school classes where the work is elective. Girls are realizing that a little money goes farther when they make their own clothes.

Fifty per cent of garments made in classes in a certain district were from material or clothes the girls already had. Flour bags have been washed, the dye removed, and used in place of more expensive material which pupils could not afford. Some of the uses have been: Bodies for skirts, backs for patchwork quilts, comforters (a layer of cotton quilted between two covers made of flour bags), crib pads, dish cloths, towels, cooking aprons, pot holders, and dusters.

In many cases the pupils have "reclaimed" garments either for themselves or for the local welfare organization. They have dyed, cleaned, pressed, washed, and made over, sometimes combining parts of two garments to make one that would be serviceable.

The care of clothing in order to make it last as long as possible has been stressed as an economy measure. When the welfare agency of one district needs clothing of certain kinds, it buys material and sends it to the clothing department to be made into garments for needy cases. Mending was done for a local hospital that was short of funds for both material and labor.

One small department last year handled over a thousand garments collected for distribution to the needy. They sorted everything that we donated and gave to the Salvation Army articles not fit for use in the community. Pupils and the teacher mended and made over all garments distributed to families in which there was no woman able to do this kind of work. Girls in a clothing class made toys for children's Christmas gifts and stockings which were filled with candy and nuts.

The teachers in a certain school district have undertaken to clothe and feed all destitute school children. Many of the garments needed for this purpose are being made in the clothing departments of the schools in the city.

In a number of schools the pupils made layettes for the visiting nurses. A serviceable layette at the lowest possible cost was made and given to the baby clinic to show to interested mothers. Three hundred garments were made for the needlework guild in this town and any pupil needing clothing could get it from this supply.

A home economics "club" made Christmas presents which did not cost money such as spool toys, crocheted rugs, scrap books, and patchwork cushions. Pupils who could not buy material took orders and made enough to pay for their own clothes. One class made a specialty of children's clothes and held a sale. The Red Cross furnished material for pupils who needed clothes and the garments were made in clothing classes.

In a small community where there was only one good store, the home economics department cooperated with this store on a special sale of fabrics for girls' dresses. Mothers of pupils attended the sale and purchased materials which the girls made into dresses. In this way considerable money which otherwise would have been spent in the city was kept in town.

Graduation dresses have been reduced in cost wherever possible. One school reported that pupils made both dress and slip for a total cost of $3.25. In schools where pupils are not in the habit of making their graduation dresses, they will be given an opportunity to do this as a means of cutting graduation expenses. Special sewing room privileges will be given to girls who wish to make their own dresses.

Most of the home economics departments had already revised their courses of study in order to give special attention to the planning of adequate meals at a minimum price, the cooking of low-cost food, and various ways of making simple foods attractive. Further emphasis was given these items throughout the year.

There has been a revival of interest in canning, and more of this type of work has been done than at any time since the war. Apples and vegetables have been cheap, so cheap that in some places they could be had for the picking. Pupils have canned in quantity fruit and vegetables and made jellies and jam. Some of the products have been taken to the homes of the pupils where it will help out the family food supply, and considerable quantities have been given to local relief organizations for distribution.

The foods departments in one district made fruit butter of various kinds at the request of the local welfare organization. This fruit butter is to be distributed to families where there are children, for use on bread in place of the butter which there is no money to buy.

Cafeteria prices have been reduced, especially the price of a daily hot dish suitable for small children. Size of portions has been increased in vegetable and meat orders.

In a district where there is considerable unemployment and the families are largely of foreign parentage, the teacher found that in many homes left-over food was wasted. Girls from homes where left-overs were used intelligently were asked to tell the class what their mothers did to prevent waste.

High school students are planning a party for twenty-five poor children, and the home economics classes are to do the cooking.

Extra food from cooking classes and from the lunch room is at the end of the day given to needy children whose names are supplied by the school nurse.

When the teacher found that boys and girls in the continuation classes were coming to school hungry, she planned cooking lessons for the first work in the morning. Boys and girls both cook and are apparently glad to do so as they eat the food as soon as it is prepared.

Fruit donated by such organizations as the American Legion, parent-teachers' associations, women's clubs, and the Red Cross has been canned in the home economics departments and sent back to the organizations for distribution. Free milk has in one instance been supplied by local dealers for children who cannot pay. The home economics department in this school takes care of the milk and sees to the distribution.

In the spring the subject of home gardens was made a class lesson for the girls in one home economics department. They were urged to make small gardens of their own and help in the work when the family had larger plots.

War-time economy recipes are being used again in many classes. Some foods teachers have found it possible to turn part of their cooked product into the cafeteria to be used to feed hungry children.

Teacher and pupils working together planned a week's meals at minimum cost for the "average" family of the community. Food for father, mother, and four children, it was found, could be purchased at current prices for $7.50. Some fruit and vegetables as well as milk were included in this budget. Breakfast was hot cereal with no bread, and in this way the bread allowance was kept at one loaf a day. The local welfare organization used the home economics department's budget in distributing food. No money was given out, but baskets were made up containing the food planned for a week. The families helped in this way reported that the amount of food was adequate and they "liked it."

The following problem was given to a class of high school girls. The teacher states that she had reason to believe that the incomes given and the conditions stated in working out the problem were "real" and that in many cases the food budget planned in the class was taken home and used.

Problem—A study to determine the proportion of the family income necessary to be spent for food in ..... to meet the needs of a well-nourished family in a time of economic depression.

I. Analysis of family—real or imaginary
   1. Number of adults, occupation, and interests
   2. Number of children, stating ages below 20 years
   3. Describe one irregular case requiring special dietetic treatment
   4. State probable income for this family.

II. Plan meals for one week suitable for the family described providing all food requirements at a minimum cost.

III. Select three complete days and prepare meals for your family as planned.

IV. List the amount of food materials needed for preparing foods selected.

V. Prepare complete market order for each day assuming the larder is empty at beginning of week.
VI. Indicate lowest price of each material used naming local store, quoting same.
VII. Determine caloric value of each meal prepared and be sure it meets the requirements of the individuals served.
VIII. Estimate the food budget for this family for the week.
IX. Draw conclusions.
X. Calculate the cost of each meal per person for one day and analyze the vitamin content of these meals.

The continuation schools have also been most active in rendering assistance to those in want during the present depression period. Probably no group of school children represents such a high percentage of families needing assistance. The schools have found cases in which whole families have been trying to subsist on the meager earnings of a fourteen- or fifteen-year-old girl. In more than one instance they have been instrumental in helping such pupils to secure a more adequate wage.

While work has been scarce, the continuation schools have canvassed for jobs for boys and girls and have been successful in placing many. In some districts the best opportunities for girls have been in house work. It has always been difficult to induce girls to accept household jobs although the wage offered in factories is often relatively lower. In a number of cases the principal of a continuation school has been able to convince girls that a job with board, and oftentimes room, was far better than a factory job which paid a dollar or two more per week. The objection of parents to having their daughters away from home has been removed to some degree by the teachers talking with parents and by investigating the home in which the girls are asked to work. In Newark, Trenton, and Elizabeth the continuation schools have been able to place all girls who were willing to accept household work.

Wise spending and systematic saving have been taught by all the continuation schools from the beginning. During the past year, however, special emphasis has been placed on every phase of economy. The work in foods has stressed the use of cheap but nutritious foods, the elimination of waste in the home, proper foods for children and the undernourished. Free milk has been served to those under weight. In several of the schools lunches have been supplied at cost and free to those in need. As a result of the school instruction, many of the girls have shown their mothers how to prepare and use the cheaper types of food. Lessons in shopping have also been taught in a practical way.

The instruction in clothing has resulted in a direct saving to many families. Garments have been remodeled, cleaned, dyed, and pressed. In the Girls' Continuation School in Newark, the classes in machine operation have turned out hundreds of garments at an amazingly low cost. These were sold throughout the school, and whole families of children were fitted out at very little expense.

The continuation school boys have also benefited from practical lessons in thrift. They have been taught how to make household repairs and to care for the various tools and equipment in the home. At South River the boys of the

Middlesex County Continuation School did an excellent piece of work in redecorating the girls' school which is located in an old handkerchief factory. Many of these boys also did similar work at home. In addition to this work, shoes were repaired, lawn mowers sharpened and adjusted, old chairs refinished, upholstered, or recaned. In fact, practically all the ordinary repairs about a home were made by the boys.

Due to the unfortunate closing of several banks in which continuation school pupils had placed their meager savings, a bitterness developed in some cases that might have done serious harm had not the teachers presented simple lessons in finance. Such topics as the difference between national banks, trust companies, and savings banks were discussed. What the bank does with your money, why a bank cannot give every one his money on demand, the danger of repeating gossip about the condition of a bank were also considered.

Lessons regarding installment buying were also taught, using the sad experiences of many of the families represented by the children as illustrations. Mathematics was made more vital by investigating the cost of buying a home, legal fees, taxes, insurance, upkeep, etc. These topics and others of like importance have been presented in the continuation schools during the last year.

The instruction in the various courses in agriculture was also modified, as far as possible, to meet the changed economic conditions. During the last two years there has been an increase in farm population in many States caused by the return of city people to the farms. This condition has been less marked in New Jersey than elsewhere. Nevertheless, a certain number of city dwellers in various parts of the State have returned to the country for the purpose of earning their livelihood, and the vocational schools made every effort to help these people, many of whom are inexperienced in modern methods of farming. In each district where agriculture is taught, the teacher made a careful survey of the district to find farmers new to the region. These men were invited to attend the adult classes and were put in touch with the county agricultural agents. The teacher also talked to the men individually about farm problems, giving them advice in regard to farming methods in New Jersey.

Special attention has been given during the year to helping farmers enrolled in agricultural classes with their financial problems. To this end the evening class instruction was largely centered around such problems as: lowering of the cost of production, producing high-grade products, improving marketing conditions, raising home-grown feed to supplement purchased feed, producing crops for home use, analyzing accounts and records to discover ways of improvement in growing crops, treating animals for prevention of disease, and spraying and dusting fruits and vegetables.

In the day classes, special attention was given to the financial side of school projects. The net return, which amounted to $129,742.12 on these projects, while not large, was for many families a welcome addition to their incomes.

MODIFICATION OF VOCATIONAL SCHOOL CURRICULA

One of the problems which confronts the vocational school is that of determining what modifications need to be made in the various curricula as a result of the technical changes that are taking place in various industrial occupations.

The mechanization of industry is producing a situation in which the demand for manual skill in certain occupations is rapidly decreasing. As a result, the skilled worker in these occupations finds himself reduced from the status of a craftsman to that of a tender of machines; or he may be eliminated from the industry altogether and be forced to seek employment in some other occupation. On the other hand, the applications of scientific knowledge to manufacturing processes which have come about within the last generation, and especially in the last decade, are increasing the need for technically trained workers. In still other cases, the employer is finding that in order to meet changing conditions he must have workers who are adaptable rather than men whose experience has been confined to one narrow line of work.

While it is clear that changes of this character are taking place in certain industries, little or no dependable information is available as to the rapidity and extent of this movement. Nor are reliable data to be had to show what becomes of the displaced worker and what these changes indicate as regards the character of training the vocational schools should offer. In the hope of arriving at a clearer understanding of this problem, the executive committee of the American Vocational Association has appointed a committee to make a study of the more important technological changes and their significance for vocational education. At the request of this committee, the Federal Board for Vocational Education has agreed to cooperate in this work and is planning to make this problem a major item in their research program for the current year. With this program well under way, it is expected that information will shortly be available that will materially aid the vocational schools in dealing with this problem. Meanwhile, certain tentative modifications have already been made in the curricula of the Camden County Vocational School, the Essex County Schools, and the Bayonne Vocational School by the introduction of technical courses for specially qualified pupils and, in the case of Essex County, by the organization of a new course to be known as the multi-trade course. This course, as the name implies, is designed to teach the elementary processes of several different trades, the purpose being to make the pupil more adaptable than he would be if his training were confined to one field.

REVIEW OF OTHER ACTIVITIES

In the foregoing pages a brief description has been given of different projects in which the schools have been engaged during the last year bearing on the present industrial situation. In addition to this work the schools have also maintained, with minor curtailments, their customary instruction in the various vocational and practical arts subjects. The remainder of this report is devoted to some of the more important accomplishments in these fields.

TRADE AND INDUSTRIAL EDUCATION

The economy programs which have been inaugurated in the school systems throughout the State have been responsible for a rather general restriction during the last year of any considerable expansion of the activities in the day industrial schools. The only instance of expansion in this field was a new

building of the Essex County Vocational Schools at Bloomfield opened for trade preparatory classes in September, which had been under construction during the last two years. This building replaces a temporary school conducted in an old school building in Montclair. The new building makes available better facilities than existed in the Montclair school and provides also for new classes in aeroplane servicing and in training boys for restaurant cooking.

In practically all the vocational schools there has been some increase in enrollment without any increase in the size of the teaching staff. In certain schools this increase has been marked. In most instances there has been an appreciable reduction in amounts available for supplies, tools, and equipment. This will necessarily place certain limitations on the efficiency of the training the school offers.

A number of the graduates of the all-day trade preparatory schools who find it difficult to obtain employment in the fields for which they have been trained, returned to the school for training in the technical fields of their trade. This condition has added to the problems with which school administrators in the trade and industrial vocational field must deal during this difficult period. A group of students in the Bayonne Vocational School, for example, who have completed the regular two-year trade preparatory courses will be organized into groups for trade technical training beyond that which they obtained in the regular trade course. No funds are available for a new building or equipment for technical training, and it will be necessary, therefore, to utilize the shop and laboratory equipment of the Bayonne Vocational School for these technical groups. This will involve new problems in adapting a technical training program to a building and equipment that have been developed for another type of educational program with entirely different objectives. This will be the beginning of a limited training program for junior technical workers who will eventually find employment in an industrial field which lies between the tradesman and the engineer. A survey was made by the Bayonne Vocational School staff to determine the extent of this technical field before any steps were taken to organize the all-day trade and industrial school graduates into groups for technical training. This study indicated a very definite need for this type of industrial worker.

During the last year the classes in the Atlantic City Boys' Vocational School have been reorganized so that one group of pupils spends full time one week in the shop and the alternate week in related and non-vocational classes. This type of organization is found in certain trade preparatory schools in other sections of the United States, but the Atlantic City Vocational School is the first to adopt it in New Jersey. This plan of organization provides successive shop periods which are not interrupted every half-day for attendance in the related and non-vocational classrooms. This will make possible the development of a greater variety of skills than formerly, since the pupil is able to carry a job to completion without interruption. The trade teacher will also be better able to adapt the shop work to the ability of the group and to more closely approximate industrial situations. The classroom teachers, too, find this type of organization makes for a better organization of instruction in

their fields. Altogether it is an interesting modification of the customary plan of organization and promises fruitful results.

Another interesting innovation in vocational school work is a textile dyeing course in the Paterson Vocational School. The pupils in this course are placed in chemical laboratories and dye house control laboratories, on a part-time basis, that will afford them the proper kind of industrial experience. The pupils do not operate on the usual part-time cooperative basis. They rotate from plant to plant, being assigned for specific periods of experience in certain fields of industrial chemistry and later moved to another plant where another type of experience is available. No pay is allowed for the time spent in the plant. This makes it possible to assign pupils to industries where they may have the widest variety of experiences. In making these assignments, financial considerations do not enter as a factor. The placement and rotation is always under the control of the teacher, who from time to time visits the industry and observes the conditions under which the pupil is receiving training.

A comparison of the statistical reports of evening school enrollments throughout the State indicates that eight hundred and forty more persons attended trade extension classes in New Jersey during 1931-1932 than during the previous evening school year. This is a very creditable gain in enrollment in a period when the industries of the State are operating on a very limited schedule and at a time when the apprentice training program, which in some previous years constituted fifty per cent of the total number of persons enrolled in evening trade extension classes, has had to be abandoned in many trades because of the gradual elimination of apprentices in these trades. Almost ninety per cent of those now attending evening trade extension classes are the more mature workers who are attempting to keep abreast of new developments in their trades or who are endeavoring to acquire the skills which are necessary to hold the jobs to which they have been assigned during a period of reorganization.

For some time past, industry has been giving attention to the further training of workers who were experts on a few operations and who were effective producers on large quantity production. Industrial executives, however, have discovered during the periods when they are endeavoring to hold a skeleton working force together that it is desirable to have workers who are sufficiently versatile to shift from job to job and at the same time have sufficient skill and judgment to be efficient workers on each job. In most instances these workers are participating in short units of instruction which permit them to select the type of training that will best meet their immediate needs. During the past several years, most of the evening trade extension schools in the State have been reorganized on a short-unit basis and are in a position to provide this type of training.

The reorganization of evening trade extension classes on a short-unit basis and the use of more effective teaching methods in these classes are largely due to the training programs for evening school teachers which have been described in previous reports. During the last year, additional training programs for evening trade extension teachers were conducted in the Atlantic City Evening Technical School and the Elizabeth Vocational School. Attention was given to lesson planning and the development of illustrative and demonstrative

material adaptable to an adult education program. In each of the schools where this training program was carried out, the teachers worked out excellent lesson plans and teaching records just previous to the opening of the evening school season.

The teachers of electricity in the evening trade extension classes are continuing their efforts to improve the instruction in this field. A series of controlled experiment sheets has been made up and is being used in some of the evening classes. This material is in mimeographed form and is being revised from time to time. A meeting of these teachers was held in May, 1932, and at the present time the revisions and additional experimental material are under the consideration of a committee appointed for this purpose.

Reference has been made in another part of this report to a group of woman workers in the silk industry who were enrolled in the short-unit textile courses in the Paterson Vocational School. These woman workers had been faced with the necessity of developing new skills for the jobs to which they were transferred in the silk industry. They recognized that the vocational school should provide them with an equal opportunity with the male workers employed in the same industry to develop these skills. This was the first time the Paterson Vocational School had operated mixed classes, and the results were so favorable that the procedure will probably be continued as long as there is a demand for training of male and female workers for the same type of job.

The report of a survey of the vocational activities which was made in Atlantic City early in 1931 included a recommendation for a further study of the fields of employment in Atlantic City before any complete reorganization of the Atlantic City Boys' Vocational School should be undertaken. Last September Mr. Arthur Chenoweth, who succeeded Dr. Charles Boyer as Superintendent of Schools in Atlantic City, requested that the Vocational Division of the State Department of Public Instruction supervise this study. The work was carried on during 1931 and the spring of 1932. Field workers were recruited from the staff of the Atlantic City Vocational Schools. Trade advisory committees were organized and cooperated in the study of the specific fields of employment in which they were engaged. The Atlantic City Hotelmen's Association and the Avenue Hotel Association appointed an advisory committee to assist in a study of the hotel industry, which is the largest employing industry in Atlantic City. These studies are not yet completed, and further attention will be given to this activity during the coming year.

SERVICE TO INDUSTRIAL AND CIVIC GROUPS

The industrial contacts which have been made by the staff of the Vocational Division of the State Department of Public Instruction through participation in industrial conferences and foreman training activities during the last ten years are resulting in frequent requests from industry and civic groups for assistance and advice in organizing or conducting industrial educational programs. The following are some examples of service rendered to industrial and civic groups during the past year:

Wekearny Club, Kearny, New Jersey

The recreational and educational activities of the Western Electric Company are conducted by an employee group, the Wekearny Club. One of the activities of the Wekearny Club is an evening school with an enrollment of 2,300 pupils and 60 teachers. The principal of the school requested the services of a member of the Vocational Division of the State Department staff to carry on a training program similar to that conducted for the trade extension teachers in the public evening schools in New Jersey. The Wekearny teachers were organized into three separate groups and participated in a series of instructor training meetings devoted to teaching methods, teaching devices, and organization of short-unit courses. These meetings were held in the Western Electric plant at Kearny during the regular working hours of the plant.

Western Electric Company, Kearny, New Jersey

The training department of the Western Electric Company requested the advice of the Vocational Division in the reorganization of the apprentice training program in the Kearny plant. One conference was held at the Kearny plant with the apprentice supervisor, the personnel directors, and the employment managers, when attention was given to the problems of apprentice training which have been developed as a result of the shorter work day and the consequently shorter apprentice-training period. Another conference was held at the Essex County Boys' Vocational School where attention was directed to the recording of progress and arrangement of jobs for apprentice training.

American Society of Heat Treaters

Several meetings were held with the educational committee of the American Society of Heat Treaters in the development of an outline of a series of lectures on the hardening and tempering of steel and in making provision for the organization and operation of the course in the Essex County Vocational School and the Dickinson High School.

Newark Fire Department

A training program for fire department officers, which was originally intended for the battalion chiefs of the Newark Fire Department, was organized at the request of Fire Commissioner Charles R. Kenlon and Chief John Towey of the Newark Fire Department. Chief Towey subsequently extended the invitation to the chiefs of the fire departments in West Orange, East Orange, Elizabeth, Kearny, and East Newark. The meetings were held at the headquarters of Engine Company Number Four in Newark. Approximately sixty hours were devoted to the entire training program, which involved two stages. The first was carried out with the cooperation of Mr. J. R. Coxen, of the Federal Board for Vocational Education, who trained the members of the group in the methods of teaching that will enable them to carry out the training of firemen. In the second stage, the chiefs and battalion chiefs were trained in methods of conducting conferences with the staff under their command. Sixteen chiefs and battalion chiefs completed both stages of training.

Immediately after the training program was completed, the Newark Fire College was organized, and the ten battalion chiefs conducted a training program for the entire staff of fire department captains.

The details involved in the two stages of fire department training have been published in a separate report which is too lengthy to be included here.

Textile Research Group, and
Electro-Technicians' Group

These groups are made up of technicians in the fields which they represent. They are pupils in the Paterson Vocational School during the regular evening school season and continue their meetings as separate groups after the evening school classes are completed. These groups participated in a series of discussion meetings in which attention was given to the human element in industry. The meetings were held at the Paterson Vocational School on Monday evenings. A meeting was held with the Electro-Technicians' Group one week, and on the following Monday night the meeting was held with the Textile Research Group. Nine meetings were held with each group, and each group was made up of approximately thirty members.

The group meetings with industrial executives in the industries in northern New Jersey which had been held for the three previous years at the Montclair State Teachers' College had to be discontinued this year because of lack of funds to pay the necessary expenses. This group had been discussing problems of human behavior in industry under the leadership of Dr. Zachry of the Montclair State Teachers' College. It is unfortunate that this group of educators, plant executives, social workers, and labor representatives could not continue the discussions, since out of them was growing a better understanding of this important phase of industrial management and industrial relations.

AGRICULTURAL EDUCATION

During the last fiscal year, agricultural classes were conducted in 47 centers in the State. The total enrollment was 1,699 pupils, an increase over the previous fiscal year of 616.

The work in agriculture included courses for high school pupils; courses for pupils who had left school, but who found it possible to return for group instruction in agriculture during the winter months only; courses for grade school pupils; and courses for adult farmers.

All agricultural pupils, except the adult farmers, had academic branches including English, mathematics, science, history, etc., as well as agriculture as part of their curricula. The agricultural instruction for these pupils consisted of classroom and laboratory work, trips to farms to study methods and conditions, problems, readings, farm shop work, farm surveys, marketing studies, and the like. In addition, each pupil was required to carry a farming program under the supervision of the teacher of agriculture. The amount of time spent on this supervised farm work varied considerably with the individuals, but for the State as a whole, the records show the average time per boy spent on this practical work was 326 hours.

The amount of school credit for high school agriculture was increased during the year from five points to seven and one-half points. This was made possible by increasing the requirements of the practical work done by the pupils on farms.

The chief reason, of course, for requiring pupils to engage in practical farm work is to correlate what was taught in the classroom and laboratory with actual farm practice. The managerial part of farming was stressed as well as the operative phase. Financial accounts were kept and these were carefully studied by the boys to learn the reasons for success or failure of their farming ventures. The financial balance of these farm activities was not on the right side of the ledger in every case. However, for the pupils in the State as a whole, the total receipts exceeded the total expenses by $129,742.12, which is an excellent record considering the general low profits in farming the past year. The average net money return per project for high school boys was $166.95.

In considering the profits from farm activities of the pupils it is interesting to note that the total of the salaries of the teachers of agriculture for the year was $82,273.82. Thus, for every dollar spent for instruction as indicated by teachers' salaries, there was returned to the communities approximately $1.50 in actual farm profits. It should be remembered, also, that the primary aim of the work was instructional; the financial profit was incidental.

Another interesting fact in connection with the high school agricultural instruction is that the boys in the classes were urged by the agriculture teachers to maintain thrift accounts in school banks, savings banks, and the like. Complete records of these accounts for all boys studying agriculture are not available, but recent reports show that 367 of them had $27,643 in thrift accounts last year. These same boys had $31,927.55 actually invested in farming.

An agriculture department organized the past year in the Millville High School was operated successfully and will be continued as a permanent part of the school system.

At Sussex, a new high school building was completed in which provision was made for two well-equipped rooms for the agriculture department. One is a combined classroom and laboratory, and the other, a farm shop. Such provision for school work in agriculture in a community like Sussex, which is largely agricultural, is to be highly commended.

As heretofore, New Jersey was prominent in the organization known as the Future Farmers of America. This is a nation-wide organization of boys enrolled in vocational agriculture in the public schools, the primary purpose of which is the training of the members for rural leadership. The boys advance through a series of degrees based on achievement. During the year, the New Jersey members held local and State meetings and sent a representative to the national meetings, had much practice in parliamentary procedure, conducted public speaking contests in the local schools, and held a State public speaking contest, engaged in debates, conducted cooperative associations among their own membership, competed in live stock and crop judging contests of various kinds, and wrote numerous agricultural articles for the press. One accomplishment of the Future Farmer members worthy of special mention is a student poultry house just completed at the State College of Agriculture. Funds to purchase

the materials were raised by the boys and during the summer vacation groups from the local schools came to the college and constructed the building. This house is to be retained for the use of a Future Farmer boy who becomes a student at the College of Agriculture and wishes to raise poultry to help pay his college expenses.

Boys studying vocational agriculture in the New Jersey schools showed their ability as judges of milk by winning first in a nation-wide contest held in connection with the National Dairy exposition at St. Louis, Missouri, on October 10. These boys are: Peter DeCinque of Woodbine, Austin Risse of Newton, and Albert Becker of Glassboro. They were selected after a series of State contests in which boys from all the vocational agriculture departments of the State competed. The boys also won fifth in the national contests in judging poultry, second in Guernsey cattle, and fifth in Jersey cattle. In judging all breeds of dairy cattle, they were tenth. Teams from 32 states were in the contest.

At the Farm Products Show held by the State Department of Agriculture at Trenton in January, a new feature was an apple packing contest for vocational agriculture high school pupils. This was preceded by local contests held in all the schools of the State where agriculture is taught. The competition consisted of packing half-bushel baskets of fancy fruit, containers that are particularly suitable for roadside stands. The contest was won by Paul Taylor of Millville, with Harry Robertson of Hackettstown as second. The work of the boys in this contest created much interest and was a practical demonstration of an important skill in fruit farming. The vocational departments of the State also staged potato, corn, and egg exhibits at the Farm Products Show that created much favorable comment.

A State-wide project contest of vocational agriculture boys was fostered by the State Grange of New Jersey, and the results announced at the State Grange meeting in December. Records of project returns of the best products in the State were submitted and from these the highest nine were selected and cash prizes ranging from $5.00 to $25.00 awarded to the nine boys. The records showed the project labor income of these nine boys was $4,778.87, an average of $530.98. The best labor income was $1,104.78; the second best, $1,052.93; the lowest of the nine, $242.34.

Through the help of Mr. A. E. Jones of the State Department of Agriculture, the agricultural section of the Department of Public Instruction has started a cooperative activity with the New Jersey Record of Performance Association that makes possible the donation of R. O. P. cockerels to vocational agriculture pupils for use in their supervised practice work. An R. O. P. cockerel is an official pedigreed bird from a dam that has produced in one year 200 eggs or better, the eggs averaging 24 ounces or over to the dozen, and from a sire that is the son of a dam that produced 225 eggs or better, averaging 24 ounces to the dozen. A boy who receives one of these cockerels must continue his project for at least 18 months. With the help of his agriculture teacher, he selects 15 to 20 pullets. These are then tested for pullorum disease and all reactors removed. The boy then mates his birds with the cockerel that has been donated. The cockerel remains the property of the breeder until the

boy has completed the project, when it becomes the property of the boy, provided he has carried out the work according to the rules. All suitable eggs produced from the mating during a period of eight weeks must be incubated, the resulting chicks brooded, and the pullets saved for breeders. Of the pullets thus saved, at least 100 (if this number is available) must be retained by the boy. Those in excess of 100 may be sold to some other boy in the same school. Throughout the duration of the project, a series of reports must be furnished to the donor. These include egg record, incubation record, mortality record, financial record, and descriptions of experiences gained.

As this cooperative arrangement was new this year, it seemed best to start with a few boys. Accordingly, six boys who evidenced considerable interest were selected. Early in the spring they received the cockerels and are now carrying out their projects according to the rules established. Reports received at the present writing indicate that all the boys secured good hatches from the matings and that they are carrying out the details of the work in a very satisfactory manner. With the success as shown thus far, the Record of Performance Association has decided to expand this work in succeeding years by offering a larger number of R. O. P. cockerels for the use of vocational agriculture boys in their poultry projects. All this means, of course, better blood lines in the poultry owned by these vocational agriculture boys, and this will become an important factor in building up of the poultry industry of the State.

During the past year, the courses of study in agriculture in all the high schools have been reorganized to make possible the teaching each year of a cross-section of the farming of the community. Formerly the general plan in course of study work was to teach one major farming enterprise the first year (poultry farming, for example), a second enterprise the second year, a third in the junior year, and, finally, farm management in the fourth year. In the new plan, some one of the major enterprises is emphasized each of the first three years, but at the same time some of the jobs of the other major enterprises are taught. Also, the contributory enterprises are taught in connection with their respective major enterprises. The minor or less important enterprises are taught along with the major enterprises of the first or the second years. Farm management is taught as heretofore in the fourth year.

The course of study in agriculture of the Freehold community is a good example of the cross-section plan. The first year's work consists of an intensive study of cobbler (the chief variety of white potato grown in the community) production, accompanied by certain jobs in truck crop enterprises, and in egg and milk production. The second year, milk production is emphasized together with certain jobs in some of the other major enterprises of the region. The third year the major work deals with apple production and the production of such truck crops as tomatoes, sweet corn, melons, cabbage, peppers, cucumbers, carrots, beets, sweet potatoes, beans, onions, and asparagus. There is also some emphasis on egg and milk production. In the fourth year the pupil rounds out his work in agriculture by a study of farm management in which the central theme is the organization of the business on his own farm or on some other type of farming in his community.

The boys' farming programs represent a cross-section of the farming of the community, and by following the plan of having the course of study represent a cross-section of the farming of the community there is provided the greatest amount of correlation between the supervised practice programs of the boys and their classroom work.

Evening classes for adult farmers were held during the winter months by the agriculture teachers wherever groups of interested farmers could be assembled for instruction. The classes met in school houses, grange halls, or other community meeting places. The meetings were conducted largely by the conference method, thus making available to the group the experience and knowledge of the farmers in attendance. Throughout the year, the teachers visited the farms of the men and checked on the practices discussed in the meetings and also helped them individually with their farming problems.

The help that the agriculture teachers of the State gave to farmers as an incidental part of their work in addition to the regular evening classes was of importance to the communities. Last year, records filed with the Department of Public Instruction show that the 30 agriculture teachers of New Jersey organized or cooperated in organizing 1,121 meetings for farmers; they were present and contributed to the programs of 1,026 educational meetings organized by others; and they gave individual service on agricultural problems to 5,876 persons.

In each district where agriculture is taught, the teacher made a careful survey of his patronage area to find farmers new to the region. These men were invited to attend the adult classes and, in addition, were put in touch with the county agricultural agents. The teachers also talked to the men individually about farm problems and gave them advice about farming methods in New Jersey. This service has been appreciated and has been a distinct help to these newcomers to the State.

Under agreement between Rutgers University and this Department, preservice training for students preparing for teaching positions in vocational agriculture is maintained at the University. The State Supervisor of Agricultural Education and his assistant, employed by this Department, act as the professors in charge. The courses include work in educational psychology with special applications in the field of agriculture and methods of teaching vocational agriculture. A portion of each student's time is devoted to observation and actual teaching in the agriculture department of the New Brunswick High School.

All teachers of vocational agriculture in the State are required to do a given amount of professional improvement work each year. This work is done under the direction of the State Department of Public Instruction and graduate credit toward the Master's degree is given by Rutgers University. During the past school year, the teachers made a special study of supervised practice methods for vocational agriculture pupils, and previous to the opening of school, they spent two weeks at the State College of Agriculture, where they were given intensive courses in plant pathology and poultry pathology.

HOME ECONOMICS AND INDUSTRIAL WORK FOR GIRLS

School boards in every part of the State have been faced this year with the necessity of making greatly reduced budgets cover the cost of school maintenance. In most cases this has meant curtailment of the school program and sometimes the elimination of departments. Comparatively new subjects, as contrasted with those which are traditionally "fundamental" to the school program, are often the ones selected for elimination or curtailment under an economy program. Home economics, being a new subject, is bearing its share of retrenchment, although any curtailment of this work is particularly unfortunate at the present time. Family budgets as well as school budgets have been reduced. In the majority of homes, limited funds must be supplemented by every resource of skill and knowledge in order to maintain family life and secure the necessities of food and clothing. How this has been done in many districts has already been described. To the girl or woman who must meet such a situation, the only concrete assistance which the school offers is home economics instruction. More instruction of this kind rather than less is needed in the present economic situation.

On the whole, however, home economics education in New Jersey has held its own in spite of necessary retrenchments. While there have been no new vocational home economics departments organized, those in operation are all in a satisfactory condition and are doing good work. In general home economics, the increase in new departments has about offset the loss in districts where financial difficulties have caused the discontinuance or curtailment of the work.

Brooklawn, a small district, where a part-time teacher has been employed, has discontinued home economics instruction. Atlantic City has curtailed its program by closing the home economics department in the high school. For some years the instruction given in the high school has been limited to clothing, and for various reasons this has not been altogether satisfactory. These are the losses for the year 1931-32.

The gains are in Barnegat, Bayville, and Point Pleasant. These three districts in Ocean County have installed excellent equipment of the unit kitchen type and united in the employment of a home economics teacher who divides her time among these schools. The teacher lives in Barnegat where she spends three days with classes in the grades and high school. Bayville and Point Pleasant have only elementary schools, so one day in each district is sufficient. This has proved a satisfactory arrangement for three school districts, no one of which has sufficient work for a full-time teacher of home economics.

During the year the State supervisor organized the following professional improvement courses for home economics teachers in-service.

(1) One course on professional improvement for clothing teachers of Mercer County—Two points' credit were granted. There was an enrollment of 20.

(2) One course on vocational guidance given in Atlantic City for vocational school teachers—There was a registration of 14 vocational teachers.

The Assistant State Supervisor has organized and taught classes open to all home economics teachers in Bergen County. There were 15 sessions in the

course and two points' college credit were given to teachers completing the required work. There was a registration of 34. The object of the course was to assist teachers in a revision of their courses of study so as to include subject matter on home management and family relationships.

There are in New York and Philadelphia several institutions training home economics teachers, all of which offer professional improvement courses available to teachers in service. Many New Jersey teachers register in these courses.

Trade and industrial as distinguished from home economics classes for girls have shown an increase in registration during the last year. This has been due, in part, to the widespread lack of employment. Girls who would have gone to work had work been available have remained in school. Many of these girls have come to the vocational schools with the hope that the training which the school gives will be an asset and that the employment facilities of the school will further aid them in eventually securing a job.

In a year of industrial depression, jobs of any kind are hard to find, and it is proportionately difficult to place inexperienced girls. Placement of graduates has, therefore, been one of the major problems with which the trade and industrial schools have been concerned during the last year. It has been a test not only of the efficiency of the placement service but a measure of the employers' reaction to the work of the schools.

As a recognition from industry and business of the worth of the school, the Essex County Vocational School for Girls may well point with pride to the very considerable number of placements. From a graduating class of 244 pupils, over 100 had been placed before the school closed. In addition to this, all members of the two soda fountain service groups were employed at the completion of their six-weeks units of instruction.

Atlantic City has a difficult problem with which to deal in training girls for employment. There are, in the city and in the county districts from which pupils come to the school, a great many girls who need and desire employment.

The Girls' Vocational Department has attempted to meet this situation by setting up trade classes in a home economics school. These classes are limited by the fact that Atlantic City has no industries, and employment is limited to the occupations of a resort city. The school has a good placement service but is handicapped by the lack of opportunities for employment. There is, however, a considerable demand for girls training in manicuring and hairdressing. The school reports that all graduates from the course in cosmetology who need work have been placed. Girls from other departments are in many cases working on summer jobs which have been secured by the school.

The Elizabeth Vocational School for Girls is handicapped in its trade classes by lack of placement facilities. During the prosperous years when there was a demand for workers, the school was able to take care of its graduates. At the present time, however, placement is a serious problem, and since the school has no facilities with which to handle a difficult job, only a small number of its graduates have been placed.

CONTINUATION SCHOOLS

The enrollment of the continuation schools for the last year showed a marked decrease from that of the year preceding. The 37 districts and 2 counties maintaining such schools enrolled 3,568 boys and 5,613 girls—a total of 9,181 pupils. Two small schools, Harrison and Weehawken, were discontinued. This is a loss of 3,525 pupils from last year's enrollment. One cause for this decrease was evidently the full effect of recent legislation raising the age to 15 years for those who have completed less than 8 grades as a requirement for receiving working papers. The chief reason for the small enrollment, however, was lack of employment. Very few working papers were issued during the year. As a result, many girls and boys between the ages of 14 and 16 were forced to remain in schoool who otherwise would have entered employment. This is creating a serious problem in the full-time school; a problem which all continuation school teachers and directors have recognized and have made some effort to solve. It is evident that since these young people want to go to work as soon as a job may be secured, their objective is work and not school. Following this change of objective there should be a change in the subject matter to be taught and the general outlook of both teachers and pupils.

With such a view of the situation we proposed that new types of classes be organized and called pre-employment classes. Such classes have been in operation in Newark, Elizabeth, Passaic, Hoboken, and Bayonne. These are full-time classes and are made up of girls and boys who will ask for age and schooling certificates as soon as jobs are available. The continuation schools aid these pupils to secure employment after which they attend the school for six hours each week.

The curriculum for this group is similar to that which has been developed for the continuation school, though more extensive in scope. The main emphasis is placed upon guidance, citizenship, health and hygiene, social relationships, the elements of mental hygiene, and a careful selection of those parts of mathematics, English, and history that will aid the child in meeting life's problems. The practical or manual activities are such as will develop more intelligent workers and efficient home makers.

One difficulty in organizing classes of this sort is the inertia which always hampers progress in education. There are so many reasons why it can't be done. "We haven't the room, the teachers, the money to equip, etc."

Then, there is the difficulty of selecting the group, the unwillingness of parents to permit their children to be transferred from a fine high school or junior school building to the poorer quarters which usually house the continuation schools. In some cases principals of schools have been reluctant to permit transfers because it affects the enrollment of their schools.

Some school officials maintain that the problem is being solved by the formation of the industrial arts courses in the junior or senior high schools. In the main this is untrue. The industrial and home economics curricula for these groups differ very little from the corresponding curricula for other groups. The same subjects are ordinarily taught by the same teachers and in the same way to all groups. The only difference is in the increased amount of shop or

laboratory activities and the lower standard of scholarship accepted from these pupils who will leave school as soon as they may legally do so.

Sooner or later this problem must be met on the basis of the objective and welfare of this group. They want to leave school as soon as they may. They must go to work. Work, then, is the objective. The subject matter and activities of the school must be presented from this viewpoint. Our experience already proves that these boys and girls can be interested in the problems of earning a living and making a success of life.

Industrial Arts

Instruction in industrial arts will be discontinued in Metuchen, Hamilton Township, and Hanover Township for the school year 1932-33. Hackensack, Lyndhurst, Atlantic City, Hillsdale, and Beverly have also curtailed some classes in order to meet a reduced budget, but the three districts mentioned above are the only ones that will entirely eliminate instruction in industrial arts.

This coming year shop work in the Hackensack schools will be confined to the junior high schools, thus eliminating classes in the elementary schools and the high school. Three centers will be provided in schools located in different sections of the city, thus providing an opportunity for enlarging and developing these centers according to the need of the pupils. Some needed equipment will be added to each center and eventually the printing equipment will be divided among the three centers to be taught as an activity in a general shop rather than as a subject in itself.

In Lyndhurst the amount of money for industrial arts to be raised locally was reduced from $18,000 to $6,000 and the board of education has abolished, for next year, five out of eight teaching positions. Industrial arts will be carried on in the high school but discontinued in the three elementary schools, namely, the Lincoln School, the Roosevelt School, and the Jefferson School.

Acute financial conditions in Atlantic City necessitated rigid economy throughout the school system. No additional teachers were appointed for next year and industrial arts will be offered as an elective subject in the junior high school. In order that the industrial arts teachers may be employed, several of the shop teachers are being assigned to academic classes. Hillsdale has reduced the number of teaching days from four to three and Beverly likewise has eliminated one teaching day.

Among the news districts to install shop work is Belleville, where a general shop has been provided in the high school and a liberal time allotment has been arranged for high school students. Washington will also offer industrial arts for the first time, having equipped a general shop in the new high school building. Englewood, Sussex, Jamesburg, and Manasquan have erected new high schools and excellent rooms have been equipped for general shop work.

A noteworthy feature of the work in industrial arts during the last five or six years has been the attention which the teachers have been giving to professional improvement work. Last year more than 250 teachers completed courses in professional work for which college credit was given. This work was all done on a voluntary basis. More than 100 of these teachers were enrolled in courses given by the State supervisor of industrial arts in such centers as

Dumont, Irvington, Florence, and Glassboro. In addition to the above, undergraduate courses were conducted at the summer school, Rutgers University, and at the State Normal School, Newark. Approximately seventy-five teachers were enrolled in the summer school and seventy at the Normal School in Newark.

CHARACTER OF SHOP WORK

One of the most significant trends in industrial arts in recent years is the growing variety in the character of shop work. In the early days of manual training, as it was then called, shop projects were largely confined to woodwork. With the advent of the junior high school and the development of vocational schools, the shop work in the elementary and the high schools gradually became more diversified and projects in printing, sheet metal work, concrete, electricity, and machine shop work were introduced. The following examples of work done in the various school shops during the last year are an indication of the character of instruction now being given throughout the State.

PRINT SHOP

The following reports have been made on work done by print shops in several districts. In Cliffside Park, programs, tickets, and posters were printed for ball games, plays, parties, concerts, dances, graduations, musicales, and contests —a total of 5,100 programs, 660 posters, and about 15,000 tickets. Besides this, hundreds of copies of booklets, library publicity, school stationery, poems, school forms, and special material were printed.

The print shop of Glen Ridge has become a very popular and necessary part of the school system, having obtained much practical printing work from the board of education—courses of study, stationery, cards, forms, envelopes. Also it cooperates with other departments of the school in supplying tickets, posters, programs, schedules, etc. The greatest undertaking of the past year was the publishing each month of the Boy Scout "Bulletin." Altogether during the year 73,250 pieces of printed matter were turned out of the shop.

The printing department of the New Brunswick schools printed tickets and programs for five special musical programs given by the music department for the benefit of those affected by the depression. Four of these were free; the fifth had a small paid admission, and the proceeds were used to buy milk for poor children during the summer.

The Dunellen public school shop printed tickets, plan book sheets, absence sheets, programs, transfer cards, medical cards, report cards, and promotion certificates. New Brunswick listed 120 different pieces of work for the school. In Ridgewood 29,270 impressions were turned out. Bridgeton High School printed 1,000 programs for a marionette show.

Rahway lists three types of work: (1) Posters, tickets, and programs for the unemployment committee in Rahway; (2) Posters, tickets, and programs for Kiwanis Student Loan Fund, Home Economy Institute, Bonnie Brae Farm Fund, and Union County Choral Festival; and (3) jobbing for the school.

MECHANICAL DRAWING SHOPS

The mechanical drawing department of the Kearny High School made over 200 Vandyke and blue line prints for various departments in the school, about 100 blue prints for the school administration, and blue line prints and blue prints of 15 maps of the town for the board of education.

Charts, diagrams, blue prints, etc., compose the output of the mechanical drawing departments in the East Orange schools. The department is nonproductive in the sense of commercial production, but it offers an opportunity for young men to acquire the fundamentals of mechanical drawing and engineering of a high grade.

In Cranford, drawings, tracings, and blue prints made in the shop of land developments are actually being used by real estate offices at the present time. In the Manasquan shops, several large signs were built and lettered, and 1,000 show cards and small signs were made for school functions, churches, lodges, and clubs in the neighborhood. The Bloomfield drawing room produced several plans for use in schools and several house designs, which were sold by the boys to builders.

MACHINE SHOPS

Work in the machine shop of the East Orange High School has been limited because of its precision. However, seven bench machines have been designed, drawn, manufactured, and installed for the elementary schools. These machines consist of drill presses, saws, lathes, grinders, and buffers. They are small in size but very durable and efficient, an outstanding piece of work. The machine shop of Franklin lists 427 different articles made, besides a good deal of repair work in departments of the school or of the borough.

ELECTRICAL SHOPS

In the electrical shops of the Pensauken Township schools, students last year repaired electric irons (new resistance unit), small motors (toy, train, and vacuum cleaners), switches, and cords on electric apparatus, radios, etc. Pupils also worked on a telephone project from tin cans and waxed cord and two ear-phone receivers to actual phones. Finally all electric groups were taken to the local telephone exchange where the people in charge showed and explained the work in detail from incoming to outgoing cables and the equipment and apparatus necessary to operate telephonic communication. In addition to the above, there is in Pensauken Township a social center which required the services of a number of the electrical group to act as stage crew, changing scenery, and regulating the lighting effects with the stage electrical equipment, most of which was made in the electrical shop.

In the electrical shops in Elizabeth, 15 direct current volt meters were rebuilt for the physics department. They had too high a range to be useful, so they were rewound in the electrical shop, saving about $150. In one school, two entertainments were given which required the help of the electrical shop in the lighting effects. It also has charge of a commercial 35 mm. moving picture machine and radio, and makes small repairs on the lantern slide projector,

extension cords, and portable electrical devices. Another school lists the following jobs: wiring of electric bells for school plays, wiring of electric candles for stage, repair of sewing machine motors in sewing room, repair of slide machine, repair of classroom projector, wiring of lights on stage, placing plugs on glue pot for woodworking shop, wiring of lamps made in woodshop, furnishing telegraph sets, storage batteries, telephones, and other appartus to science department, and wiring of embossing machine for print shop.

METAL SHOPS

The following projects were made in the metal shops of the public schools in Elizabeth: belt and machine guards, machine tables, drawing tables, wood lathe face plates, terminal posts, center punches, countersinks for wood screws, equipment for the electrical laboratory, fixtures for grinding jointer knives, lathe centers, taper sleeves, grinding equipment, basketball rings, steel angles for the wood shop, special wood turning centers, coat racks, brackets to hold maps, spear for float in Battle Day parade, frame for a shoe used in operetta, sheet metal frame for an electric furnace for the science department, aluminum plates to be used as room passes for each room. Pupils also hooked up and set in place electric lanterns for operetta, drilled and set a bronze placque of Roosevelt in hall, and made numerous repairs in the schools.

In Roselle, the metal shop made belt guards for print presses, besides minor repair jobs. Work in the Kearny High School metal shop was limited to repairs to machines in the machine shop, the wood shop, and the print shop, and repairs to cafeteria and domestic science equipment—also metal work for the maintenance department.

GENERAL SHOPS

Nearly all the general shops handled miscellaneous repair work and minor construction work of the schools. One district, Perth Amboy, listed over 200 different jobs of this type done by the general shops during the past year.

Certain other projects are common to most of the general shops—scenery for plays, picture frames, magazine racks, bulletin boards, athletic equipment, bookcases, supply closets, shelves, filing cabinets, mail boxes for the office, tables for classrooms or offices, plans or blue print designs for school department or the community, screens, lamps, sandtables, flag staffs, map hangers, besides innumerable braces, brackets, and such conveniences for classrooms.

A few districts had projects of unusual note, such as the following. Oradell listed a key cabinet, a dictionary stand, and a pedestal for a bust of Roosevelt. Cliffside Park made several items for use in their "Mat Club Circus," among them animals, a steam roller, and a covered wagon.

In Union the general shop made a ballot box, a carriage for transporting the radio, eye-testing charts for the school nurse, and a puppet show which included scenery. This puppet show was transported to Baltimore and displayed at the Progressive Education Association meeting.

In New Brunswick a buffet was made and installed in the model suite. A gavel and stand were constructed for the local Exchange Club, 20 orchestra lights were made, as well as guards for machines, ping-pong paddles for the

Y. M. C. A., a complete set of plans for alterations to a bunglow. Jobs were brought in from home; repairing four Windsor chairs, rebuilding an antique bureau, set of window screens, repairing of dining room chairs, repairing of toys, and a special metal box for tools.

Hackettstown listed a great variety of projects: a row boat, garden lighthouse, plank bottom chair, piano benches, cedar chests, dressing tables, bedside tables, coffee tables, writing desks, tea wagons and tables, costumes, smoking stands, sewing boxes, flower stands, bird houses, footstools, skiis, flowerpot holders, candle holders, sconces, whisk broom holders, metal lanterns, and paper knives.

In addition to the ordinary general shop work in Palmyra, an extra class of delinquent boys of sixth grade made plant stands, taborets, and woven top stools.

In Bernardsville, the pupils made stakes and sign holders for the nature trail, and Palisades Park made plaques for trophies.

In one school in Ridgewood, besides regular industrial arts programs, articles were made for many of the other departments of the school organization, including a target stand for the Archery Club and a picture enlarger and tripods for the Camera Club.

WOODWORKING SHOPS

Every district took a keen interest in the Washington Bicentennial, and a number of pageants were given, for which the industrial arts departments made most of the scenery and posters. They also made easels and frames for Washington pictures. In Union Township, the Bicentennial committee requested the services of the school in making identification markers for various historical sites, Union being a center of Revolutionary history. The material was donated by the merchants and the work by the industrial arts students.

The districts this year have cooperated in keeping the school budget at a low figure. They have made a number of practical projects and did a great deal of repair work which enabled the districts to save considerable money. Some outstanding practical work done by the industrial arts departments follows.

In the Camden schools projects valued at $1,990 were made. These included furniture for classrooms and offices, such as bookcases, tables, filing cabinets, stands, step ladders, bulletin boards, and chests.

As all new building operations have been suspended in Paterson, the production of school furniture has been curtailed. In the grammer school shops, general repairs to school desks and replacements of chairs, cabinets, and cases amounting to $255 have been performed. New furniture completed in the shops had a cost value of about $425. In addition, easels, book-closets, and shelves amounting to about $100 more were made.

In Merchantville, five boys were selected from the sophomore class of ten to make the following practical problems for permanent use in the school: tables for use in the over-crowded lunch room, display cabinets for trophies, cashiers' tables, parent-teacher slogan signs, benches for locker rooms, drying rack for locker room, magazine stands for classrooms, cabinet for filing book-

keeping supplies, radiator covers, benches for athletic field, baseball backstop for athletic field, and scenery for school plays. The five remaining sophomores, juniors, and seniors made many practical projects in cabinet making. The grades also made a number of practical problems in wood, which were very well done.

At the high school in North Plainfield a substantial bicycle shed was erected. A small storeroom was given, and this they made over into a dark room to use for blue printing and picture developing where tanks and shelves have been installed, making a fine room for this purpose.

A number of practical projects were made in Glassboro. Each department received aid from the industrial arts department. In the physical education department, the gymnasium floors were marked for basket ball and indoor baseball, bleacher seats were built and repaired, and a number of miscellaneous jobs were done. In the home economics department, ironing boards and sleeve boards were built, and a pattern to renovate hats was made. Stands for bottles and test tubes, display boards, and experimental boards were built for the physics and chemistry departments. All the scenery and furniture for the school shows were made for the dramatic club. Shelves and cabinets to hold mimeographed records were made for the office practice department. The biology department had cabinets and cases built to hold objects collected by the students. In addition to the above, the boys did a number of miscellaneous jobs such as repairing bells and chairs.

The industrial arts department of the Salem High School has, during this past year, rendered the following services to the school in general: benches, net frames, alterations to domestic science tables to fit new kitchen space, new splash back for above tables, dish towel rack for domestic science kitchen, paper towel box holders, splash back for all soap faucets in lavatories, casing for mirror in fitting room of sewing department, bulletin boards for principal's office and grammar school. The shop was used by the seniors for constructing stairway and other accessories for school play. (This work was done only during class time.) Materials supplied for the May Day celebration were also made in this shop.

The Ocean City schools, along with their regular curriculum of project work in the classes, have done some practical things. Every year the industrial arts department works in close correlation with the school dramatic society to produce a major play and sometimes one or two minor ones. The manual arts department builds the scenery and such properties as are necessary. This year has been no exception to this practice. Also a miniature beach front showing the beach, boardwalk, and some of the principal buildings of the town was made for publicity purposes.

RELATION OF PROJECTS TO INSTRUCTION AND MAINTENANCE OF PLANT

A review of the foregoing list of projects shows a surprisingly large number that contribute to the equipment and upkeep of the school plant. Projects of this kind represent a material saving to the school and, when properly controlled, give a practical trend to the education of the pupil. The schools are sometimes criticized for engaging in work of this character on the ground that

it deprives local mechanics of work. Since most of the projects represent work that would not otherwise be done, however, they are not in the present instance open to this criticism. A more valid criticism is that too much work of this character tends to substitute mere production for instruction and, if not wisely handled, is in danger of exploiting the pupils. Close observation by the State supervisor, however, has shown that there have been very few cases in which such criticism can be justly made.

Rehabilitation

The rehabilitation activities maintained under joint State and federal auspices have been carried out during the last year along the same lines as heretofore. Under this plan the State Rehabilitation Commission assumes responsibility for conducting the training, placement, and vocational guidance authorized by the federal rehabilitation act. To facilitate this work, the Commission has organized a separate department for this phase of its work, thus keeping it separate and apart from physical restoration. The responsibility of the State Department of Public Instruction has to do with the disbursement of the federal funds and such supervision of the activities of the work for which these funds are employed as may be necessary to insure their proper use. This responsibility the Department discharges by attending regular meetings of the commission, visiting the offices of the Commission and places of training from time to time, consulting with the director and the representatives of the Federal Board for Vocational Education, preparing a plan of cooperation between the Commission and the State Board of Education, and passing on all bills incurred under this plan. In addition to the above, the State Department also prepares an annual financial and statistical report on this work. The statistics for the current year will be found in the appendix of the present report.

A review of these data show that the Commission gave training last year to 378 cases. In addition to this it also handled 480 cases to whom guidance, placement, or other service was rendered. A certain number of persons who make application each year are not susceptible to training. Three hundred twenty such cases were surveyed during the year. The total number of cases handled by the vocational division of the Commission was 1,248. Corresponding figures for the preceding year were: Placed with training 369, without training 501, others surveyed 251, total number 1,121. The allotment of federal funds for last year amounted to $48,047.63 as compared with $34,978.23 for the preceding year. Expenditures of State money for the same purpose amounted to $65,078.16. The total expenditures for the year ending June 30, 1932, for vocational rehabilitation, guidance, and placement amounted to $113,125.79.

The federal act under which the vocational rehabilitation work is organized expired July 1, 1932. By Act of Congress, however, this law was renewed for another three-year period and will continue with practically the same federal appropriations as heretofore.

TEACHER TRAINING

The following section has to do with the organized training of industrial and home economics teachers. In addition to the work reviewed below, various conferences have also been carried on with the teachers in both of these fields, and courses have been conducted by the State Department for agricultural and industrial arts teachers. An account of this work has already been given at an earlier point in this report.

TRAINING TRADE AND INDUSTRIAL TEACHERS

The training of teachers of trades and industries is organized in four distinct types: A. Pre-service training for day and evening schools. B. In-service training for day schools. C. Itinerant training for new teachers—day schools. D. In-service training—evening schools.

Pre-service work covers a period of three years and is organized in a series of units offered in various centers. Three third-year pre-service courses were conducted in the following districts: Atlantic City, Camden, and Essex County (Newark). The work in each course dealt with shop organization and management, teaching methods, and an analysis of trade hazards with a study of safety devices having as an objective the development of instruction material on safety.

The course in Atlantic City started in September and closed in June. Twenty-seven sessions were held, and 12 men were enrolled. Thirty-three sessions were held in the Camden County class with an enrollment of 10 men. In the course in Essex County 13 sessions were held, and 13 men were enrolled. Five men from this class were placed in teaching positions in the day schools during the year. It is expected that the entire number will be placed by the beginning of the next school year. The regular teaching force was sufficient to take care of the evening school needs.

In-service courses were offered in the Essex County Vocational School, Newark; Elizabeth Vocational School; Atlantic City Boys' Vocational School; and the State Normal School in Jersey City. Each course consisted of 15 two-hour conferences, making a total of 30 hours.

The course in Essex County was devoted to problems in mental hygiene and was conducted by Dr. H. Alton Schachter, school physician for the Essex County Vocational Schools and head of the neurological department of Beth Israel Hospital. The course was conducted on a lecture-discussion basis, using lantern slides for illustrations. Fifty-four were enrolled.

In Elizabeth the work was devoted to the preparation of a course of study and instruction material. Thirteen teachers were enrolled.

The course in Atlantic City was devoted to the development of objective tests to be used in that school. As a result of this course, every shop teacher or related subjects teacher developed objective tests covering his particular subject and for each of the three years of instruction. The tests were given in February to every student in the school with excellent results. Eighteen teachers were enrolled.

The course conducted at the State Normal School in Jersey City served the teachers of both Bayonne and Jersey City. The work was based on a study of the problems of industry, and the title of the course was Post-Depression Problems. Its aim was to cover the problems of industry during the depression and to acquaint the teachers with ways and means of preparing to meet the industrial situation upon the revival of business conditions. Thirty-seven teachers were enrolled in this course.

Other courses in the Essex County system were given in Newark and Bloomfield. The course in Newark dealt with instructional material. Forty-one teachers were enrolled.

The course in Bloomfield was an elementary one based on teaching methods. Eighteen teachers were enrolled. Another course in Essex County was based on instruction in writing lesson and job sheets. Fourteen teachers took part in this work, which was conducted on an individual instruction basis.

Fifteen conferences were held with the instructor of airplane mechanics for the purpose of developing instructional material for that trade. Fifteen conferences were also held for the instructors in electricity for the preparation of instructional material applied to the industrial electricity division. Six teachers were enrolled in these conferences.

Itinerant teacher training was given to those teachers who had entered the school without having had the required pre-service teacher training course or the equivalent. The work done in the various schools under this phase of training was devoted to individual instruction with the new teacher and supervision of the teaching methods employed, giving definite assignments for work, and checking up on these assignments. This itinerant teacher training work was conducted on the following basis: Ten conferences in the Essex County Schools, 10 conferences in the Paterson Vocational School, 10 conferences in the Passaic Vocational School, 5 in the Rahway Part-time School, 5 in the Jersey City Vocational School, and 5 in the Bayonne Vocational School.

Intensive conferences were conducted for instructors in trade extension classes and small groups in local schools. In the Essex County Vocational School at Bloomfield, 15 men were enrolled. Conferences for small groups were conducted in Paterson, Middlesex County (Perth Amboy, New Brunswick), and Bayonne. These conferences were conducted by the principal of the school or the instructor of the department in which the new teacher was to teach. There was no definite number of sessions but a continuous program of training the new teachers.

A number of conferences were also held during the evening school year dealing with the problems of attendance, drop-outs, improvements of courses, and instruction material in the Elizabeth Vocational School.

In addition to the work outlined above, 15 conferences were held at the New Jersey School for the Deaf with 12 instructors in the vocational departments. This work was given at the request of the school officials and teachers. The course was based on objective tests and measurements. Various types of tests were discussed and evaluated. Each member of the group was required to devise one or more objective tests covering certain phases of the work for which he or she was responsible.

At the request of the Department of Institutions and Agencies, a series of 15 conferences was also held with 23 instructors and officers of the State Prison at Trenton on problems dealing with the instructional difficulties and the factors pertaining to human relations and morale in teaching. Various devices were developed for checking the efficiency of instruction and stimulating morale. With both instructional and custodial representatives in the group, it was possible to locate problems responsible for misunderstanding between the groups. Through frank discussion many of these differences were ironed out.

Probably the outstanding thing that resulted from the work in the conferences at the New Jersey State Prison was the willingness of the instructors to assist in the development and use of a record card evaluating the accomplishment, attitude, aptitude, conduct, and workmanship of the prisoner. These cards were worked out largely through discussion in the conferences and cooperation between the instructors and the superintendent of industries. These conferences have apparently resulted in a closer coordination of effort on the part of the instructors.

Training Home Economics Teachers at the New Jersey College for Women

The features which stand out most prominently in the work of the Department for the training of home economics teachers for the past year are the efforts which were made to encourage the students and hold them steady in their course in the general atmosphere of stringency and uncertainty, and to help them to meet the opportunities to earn money to be used toward defraying their college expenses. In every way possible, the department lightened the demands which are ordinarily made on the students for expenditure for supplies, field trips, etc. The other characteristic in which this year has differed most from preceding years is the amount of time and thought that was given to finding work for the large number of graduates from the class of 1931. We are able to help those who were not placed in permanent positions by sending them out to serve as substitute teachers for long periods so that they have been able to use their training to good advantage, and, through their ingenuity in finding other forms of work, they have been able to secure valuable experience. This is the first year in a period of five years when the supply of students who are ready to fill positions has exceeded the number of calls that have been received.

In accord with the general administrative policy of the college, a better organization of the routine work of the office and of the Department has been accomplished. This will yield a closer integration of the activities of the Department than has existed in the past.

Our freshman group has been distinguished by the large number among them who had made exceptionally good records in high school. They have lived up to their promise by making the adjustment to college life and by earning good grades in their courses within the department and in other fields.

The students in the Department have rendered some worthwhile aid in the present emergency. The classes in dietetics and nutrition planned low-cost

weekly menus for family groups of various sizes and various needs. Weekly market orders were made for each of these menus, and, in many cases, recipes were provided. These orders have been used by the local relief committee and have been sent out into the State on request.

An interesting experiment was made in the organization of the practice house group in order to meet the emergency which was presented by the small number in the senior class and the consequent shortage in funds with which to maintain the house. Those students who were engaged in practice teaching in the schools in New Brunswick boarded at the practice house instead of living in one of the resident houses. It developed that this gave a more typical family group than when all in it are engaged in the routine of the practice house, since in this plan some of the members brought in news and interests from the outside.

The Department served as a meeting place for one of the conferences called by the Department of Public Instruction for supervisors of school lunch rooms. It is to be hoped that we will be given the opportunity to serve in this manner more frequently.

In general, the policy which has directed the Department during the past year may be stated briefly as an effort to keep in touch with the work of the schools, to bring to the problems which our work presents the best in information and practices that is provided by research and the development of the commercial field, to make for ourselves, within the college world, a position of trust and practical achievement, and to work with each individual student so that she may develop to the best of her ability.

FOREMAN TRAINING

The following section deals with the work in foreman training conducted by the Vocational Division in cooperation with the various vocational schools.

The foreman training program carried on during the year was divided into four sections:

1. Foreman conferences (dealing with production difficulties).
2. Training the foreman in teaching methods.
3. Training conference leaders to conduct foreman conferences.
4. Problems of human behavior.

Usually foreman conference groups are made up of men from one organization or groups of men engaged in the same line of work. The most successful conferences have been those made up of groups from within individual plants rather than mixed groups representing different types of industries.

During the past year, conferences have been conducted in industries manufacturing rubber hose, brake linings, clutch facings, radio condensers, and bolts and nuts as well as with foremen from oil refineries. The following tabulation indicates the different industries in which foremen have participated in conferences dealing chiefly with production problems:

Plant	*City*	*Number of Groups*	*Number of Foremen*
Tide Water Oil Co.	Bayonne	1	5
Standard Oil Co.	Bayonne	1	2
Texas Oil Co.	Bayonne	1	2
Bayonne Bolt and Nut Co.	Bayonne	2	16
Chief Clerk	New York City	1	1
Engineer	New York City	1	1
Unemployed	Bayonne	1	1
Thermoid Rubber Co.	Trenton	1	16
Radio Condenser Co.	Camden	1	21
Total number of foremen enrolled in conference work			64

The conferences conducted at the Bayonne Vocational School were made up of a mixed group: 8 men were from oil refining companies, 2 from a bolt and nut company, 1 was a chief clerk, 1 an engineer, and 1 was unemployed. The meetings were held 2 evenings each week at the Bayonne Vocational School from 7 to 8:30 P. M. There were 13 foremen enrolled in this class. This group was somewhat different from most groups in at least 2 respects: first, it was a mixed group representing 5 different types of industries, and second, it was holding its meetings in a school. In most cases, meetings of this type have been conducted in the industry.

The conferences at the Thermoid Rubber Company were held once a week at the plant. This group started in October and finished in March. Meetings were held on company time from 10 to 10:30 A. M. Sixteen foremen were enrolled.

Conferences were conducted at the Radio Condenser Company one night a week in a recreation room of the plant. All meetings were held on the foreman's own time, from 7:30 to 9:30 P. M. Twenty-one foremen were enrolled.

The meetings at the plant of the Bayonne Bolt and Nut Company were started in February. The men met one night a week from 6:30 to 8 P. M. Fourteen men were enrolled. This group was recruited by two members of the Bayonne Bolt and Nut Company who had attended the class at the Bayonne Vocational School.

If the foreman is to do a good teaching job, he must have some understanding of the underlying principles of learning. The foreman in the average industrial organization has been appointed to his position with little or no preparation for this phase of his job. In some instances, consideration may have been given to the man's experience, length of services, and his ability to get along with other people. While these are important factors, modern industry requires the foreman to have more than this. He must have the ability to impart knowledge to the men under his supervision. If this supervision is to be effective, he must be able to analyze production jobs and classify them on a teaching basis. To help the foreman to meet these requirements, the Vocational Division has prepared a special course in "Training the Foreman in Teaching Methods." Meetings are conducted on an informational and

discussion basis. Formal lectures are eliminated, and group discussion is utilized as much as possible.

During a series of meetings, which is usually from 24 to 30 hours, attention is given to such topics as the following:

1. Why the foreman must teach.
2. What the worker needs to be taught.
3. The morale of the workers.
4. The cost of training workers.
5. Teaching methods.
6. The mechanics of teaching.
7. Production order and learning order.
8. The worker's interest in learning.
9. Maintaining interest.
10. Learning levels and progression factors.
11. Teaching devices.

Two groups were enrolled in this kind of training during the year. They represented three different types of industries: oil refining, nut and bolt manufacturing, and motor truck manufacturing. The total number enrolled was 43.

One group held its meetings at the Bayonne Vocational School and was made up of practically the same foremen who participated in foreman conference work (mentioned in another part of this report). The meetings were held evenings at the Bayonne Vocational School from 7 to 8:30 P. M. There were 13 foremen enrolled in this group.

The second group was made up of 30 foremen from the New Brunswick plant of the International Motor Company. The meetings were held one evening each week from 5:30 to 7 P. M., in a recreation room of the plant.

During the past year one group of supervisors has been trained as conference leaders for the Armstrong Cork Company plant at Camden. This training was undertaken as a result of a request from Mr. G. W. Kittridge, Assistant Director of Personnel of that organization. Twelve men were chosen from the Camden plant to be trained as conference leaders. The selection made by the company representatives was based upon certain qualifications recognized as necessary for success in leading industrial conferences. The first meeting was held at the Camden plant in January, and the meetings were continued once each week thereafter until the first of June.

In the report of 1930-1931, it was stated that more attention would be given to the type of training dealing with problems of human behavior in industry. The report showed 4 groups with 98 foremen enrolled. During the current year, ten groups, having a total enrollment of 204 foremen, have participated in this training. These groups, the name of each company, its location, the number of men, and their position are shown in the following table:

Plant	*City*	*Number of Groups*	*Number Enrolled*	*Position of Members*
Y. M. C. A.	Passaic	1	16	Mixed group
Singer Mfg. Co.	Elizabeth	1	27	Foremen
Singer Mfg. Co.	Elizabeth	1	24	Foremen
Singer Mfg. Co.	Elizabeth	1	26	Foremen
Singer Mfg. Co.	Elizabeth	1	21	Foremen
Y. M. C. A.	Passaic	1	12	Mixed group
Electro-Technicians' Soc.	Paterson	1	28	Mixed group
Silk Research Society	Paterson	1	30	Mixed group
High School	Rahway	1	10	Mixed group
Thermoid Rubber Co.	Trenton	1	10	Foremen
Total number of persons enrolled in problems of human behavior			204	

Meetings at the Y. M. C. A. held in Passaic were with two groups, consisting of sales managers, superintendents, a Y. M. C. A. secretary, employment managers, and personnel supervisors.

The first, or elementary, group started in November and closed in January with an enrollment of 16. The meetings were held one night each week from 7:30 to 9 P. M.

The second, or advanced, group started with an enrollment of 12. The meetings were held one night each week from 7:30 to 9 P. M.

The meetings at the Singer Manufacturing Company at Elizabeth were divided into four groups. The first (elementary) group started in October and closed in December with 27 foremen enrolled. The second (elementary) group ran for the same period with 24 foremen enrolled. The third (elementary) group started in January and closed in March with 26 foremen enrolled. The fourth (advanced) group started in January and closed in March, with 21 foremen enrolled. All meetings at the Singer Manufacturing Company were held one night a week from 4:30 to 6 P. M., at the plant school.

The Electro-Technicians' Society of Paterson is a special group which meets on alternate Monday evenings at the Paterson Vocational School from 7:30 to 9:30 P. M.

The Silk Research Society of Paterson is also a special group which meets on alternate Monday evenings at the Paterson Vocational School from 7:30 to 9:30 P. M. This elementary group had an enrollment of thirty men.

The meetings held at the Rahway High School were attended by a mixed group from various industries in that community, with 10 foremen enrolled. The meetings were held one night each week from 7 to 8:30 P. M.

In the group at the Thermoid Rubber Company in Trenton 10 foremen were enrolled. The meetings were held on company time from 2 to 3:30 P. M. one day each week at the plant.

Summary of Persons Participating in Foreman Training Activities

Regular foreman conferences	64
Training in teaching methods	43
Training conference leaders	12
Problems of human behavior	204
Total	323*

* This total does not include 38 men trained in the Newark Fire Department.

Summary

Most of the vocational schools, continuation schools, and practical arts classes in common with other school activities were forced to operate during the year on a reduced budget. With the exception of the continuation schools, the enrollment in all of these fields has increased, the growth in the day vocational schools being approximately 17 per cent. The number of teachers in the various types of work, however, has remained approximately the same as for the previous year.

Besides conducting their usual work, the various schools and classes in the vocational and practical arts field organized special instructions for unemployed workers in a number of occupations including restaurant work, soda fountain service, radio servicing, textile work, electric welding, and similar occupations. One hundred unemployed women were retrained by the Essex County Vocational School for Girls and placed in employment. A number of unemployed women were trained in the Paterson School as silk weavers. A group of unemployed steam fitters were trained in the Essex County Vocational School in electric welding. Most of the men who enrolled in the evening school courses, however, were employed. They came to the school for instruction in new trade developments or for courses that would enable them to adapt themselves to changing conditions in industry. Approximately 20 per cent of the 12,905 persons enrolled in the evening classes, however, were unemployed workers.

The various departments of home economics and the continuation schools contributed to the relief of the unemployed by the collection and distribution of garments, the preparation of special meals for children of the unemployed, the distribution of food donated to the home economics departments for poor children and in various other ways. Special emphasis was given to such matters as thrift, the canning of fruit and vegetables, and the making of garments for the needy. Instruction was also given to mothers in the preparation of food for undernourished children. The continuation schools were instrumental in finding jobs for pupils whose families were dependent upon their help for support.

Early in the year the teachers of agriculture throughout the State made a survey to determine the number of city dwellers who were returning to the farms. The returns indicated that the number was small, but wherever such workers were discovered the teachers gave them special assistance with their

farming problems. The net cash returns for the year to all pupils in agricultural classes amounted to $120,742.12. While this sum was not large, it represented a definite addition to the incomes of the families of the pupils enrolled in the agricultural courses.

The foregoing paragraphs cover briefly the efforts of the vocational and the practical arts classes during the year in special activities bearing upon the depression. In addition, these schools and classes have carried forward their regular work along essentially the same lines as heretofore. Among the most important of these activities are the day vocational schools for boys. While there has been very little expansion in this field, there has been an increase in enrollment of approximately 17 per cent. Part of this increase is due to the enrollment of unemployed graduates who returned to school for more advanced instruction in technical courses. A number of the day schools have modified their instruction to some extent in order to prepare their pupils more adequately for changing conditions in industry. Further changes in the various courses will undoubtedly be made during the coming year. Modifications of this character must be effected slowly, as they can be safely made only in the light of adequate data, and as yet such information is not generally available.

In the evening extension classes for trades and industries there was an increase in enrollment of 840, approximately 9 per cent. The actual gain in the number of adult workers, however, was larger than this figure would indicate. In previous years nearly 50 per cent of the evening school enrollment in trade extension classes was made up of apprentices. Because of the depression, most employers have discharged their apprentices. This has materially reduced the number of apprentices enrolled in the evening classes. Their places in these classes have been taken by adult workers. The total increase of adult students is, therefore, somewhat in excess of the figures quoted above. Women were admitted to the evening textile courses in the Paterson Evening Vocational School last year for the first time. This came about because of the employment opportunities in the textile fields for women formerly engaged in other occupations.

Numerous requests came to the Vocational Division during the year from various industries for assistance in their educational and foreman training programs. In response to these requests the division gave a course to sixty teachers enrolled in the evening school of the Western Electric Company at Kearny. Among other organizations, advisory service in educational work was rendered to the American Society of Heat Treaters and the Newark Fire Department.

Instruction in home economics was discontinued during the year in one high school and one district employing a part-time teacher. This was offset by the establishment of three new departments in other districts. In industrial arts no departments were discontinued and one new department was established. These changes, together with others contemplated during the coming year, resulted in a decrease in the budgets for the coming year amounting to $94,751.15. This was offset somewhat by increases from other districts in the amount of $20,285.00, thus making a net decrease of $74,466.15. Due to the widespread lack of employment and certain changes in the compulsory attendance laws, the registration of girls in the day trade and industrial classes showed

an increase of approximately 25 per cent over the preceding year. In spite of unfavorable employment conditions, nearly 50 per cent of the 244 girls who graduated from the Essex County Vocational Schools in June were placed in employment immediately upon graduation.

While the lack of employment opportunities has tended to increase enrollment in the vocational schools, it has produced the opposite result in the continuation schools. Only two districts discontinued their work in this field during the year, but there was a decrease in enrollment for the entire State of 3,125. This decrease was offset in some measure by the establishment of pre-employment classes composed of pupils who would otherwise have been enrolled in the continuation schools. Special attention was given in both the part-time and the pre-employment classes to maintaining the morale of young workers and minors out of employment.

Foreman training, rehabilitation, and the training of vocational teachers has been carried on along the same lines as in the previous years. The enrollment in these activities for the last year was approximately the same as for the year before, namely, 323 in foreman training, 1,248 in rehabilitation, and 434 in classes for the training of vocational teachers.

TABLE I

Moneys Available From Federal Funds for New Jersey, 1931-1932

	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	Total for Year
Smith-Hughes Funds	$39,135.29	$146,312.71	$30,547.82	$215,995.82
George-Reed Funds	3,209.95	9,743.66 (Home Economics only)	.....	12,953.61

TABLE II

Smith-Hughes Act Proposed Payments to Districts From Federal Funds for Vocational Education for the Year Ending June 30, 1932

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
The proposed allotments from the Smith-Hughes Funds are as follows:					
Atlantic City	$18,222.29	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	$4,034.20	.....	.....
Boys' Vocational School (Eve.)	.....	.....	1,956.50	.....	.....
Girls' Vocational School (Day)	.....	.....	122.90	$6,598.82	.....
Girls' Vocational School (Eve.)	.....	.....	50.00	462.50	.....
Indiana Avenue School (Day)	.....	.....	115.50	3,344.00	.....
Indiana Avenue School (Eve.)	.....	.....	.....	512.50	.....
Continuation School	.....	.....	.....	.....	$1,025.37
Bayonne	9,025.96	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	3,776.80	.....	.....
Boys' Vocational School (Eve.)	.....	.....	3,882.00	.....	.....
Continuation School	.....	.....	.....	.....	1,367.16
Bordentown M. T. & I. School	3,990.66	.....	869.60	3,121.06	.....
Bridgeton	1,214.15	.....	.....	.....	.....
High School	.....	466.48	.....	.....	.....
Continuation School	.....	.....	.....	.....	747.67
Buena Vista Twp.	427.24	.....	.....	.....	427.24
Burlington	811.75	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	811.75
Camden	1,452.60	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,452.60
Carteret	1,025.37	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,025.37
Clifton	1,174.90	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,174.90
Clinton	1,254.79	.....	.....	.....	.....
High School	.....	1,254.79	.....	.....	.....
Egg Harbor City	341.79	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	341.79
Elizabeth	6,703.33	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	939.20	.....	.....
Boys' Vocational School (Eve.)	.....	.....	1,989.75	.....	.....
Girls' Vocational School (Day)	.....	.....	726.90	.....	.....
Girls' Vocational School (Eve.)	.....	.....	.....	761.75	.....
Boys' Continuation School	.....	.....	.....	.....	1,206.95
Girls' Continuation School	.....	.....	.....	.....	1,078.78
Freehold	1,204.88	.....	.....	.....	.....
High School	.....	1,204.88	.....	.....	.....
Flemington	1,333.21	.....	.....	.....	.....
High School	.....	1,333.21	.....	.....	.....
Garfield	1,217.63	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,217.63

TABLE II—Continued

Smith-Hughes Act Proposed Payments to Districts From Federal Funds for Vocational Education for the Year Ending June 30, 1932

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Glassboro	1,954.67				
High School		1,954.67			
Gloucester	608.81				
Continuation School					608.81
Hackensack	1,409.88				
Continuation School					1,409.88
Hackettstown	1,272.61				
High School		1,272.61			
Haddon Heights (Eve.)	80.00			80.00	
Hamilton Township	320.43				
Continuation School					320.43
Hammonton	833.11				
Continuation School					833.11
Hoboken	1,221.90				
Continuation School					1,221.90
Jersey City	12,433.42				
Evening Technical and Industrial High			2,614.50	645.00	
School No. 24 (Day)				936.32	
School No. 25 (Day)				2,666.28	
School No. 32 (Day)				2,764.37	
Continuation School					B1,303.08
					G1,503.87
Kearny	1,206.95				
Continuation School					1,206.95
Lambertville	1,297.56				
High School		1,297.56			
Landis Township	2,351.67				
High School		1,497.19			
Continuation School					854.48
Linden	1,238.99				
Continuation School					1,238.99
Lodi	971.97				
Continuation School					971.97
Madison	1,609.48				
High School		1,609.48			
Millville	711.93	472.68			
Continuation School					239.25
Middletown Township	1,646.91				
High School		1,646.91			
Moorestown	1,497.19				
High School		1,497.19			
Mount Holly	1,626.94				
High School		1,626.94			
New Brunswick	3,114.07				
High School		1,896.44			
Continuation					1,217.63

TABLE II—Continued

Smith-Hughes Act Proposed Payments to Districts From Federal Funds for Vocational Education for the Year Ending June 30, 1932

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Newark	6,453.92	.....	.....	.....	.....
Central Evening High	.....	.....	297.50	1,029.00	.....
Girls' Continuation	.....	.....	.....	.....	2,136.1
Boys' Continuation	.....	.....	.....	.....	1,666.2
West Side Evening High	.....	.....	.....	1,164.00	.....
South Side Evening High	.....	.....	.....	161.00	.....
Newton	1,397.38	.....	.....	.....	.....
High School	.....	1,397.38	.....	.....	.....
North Bergen	1,359.63	.....	.....	.....	.....
Evening Vocational School	.....	.....	.....	142.00	.....
Continuation	.....	.....	.....	.....	1,217.6
Orange	1,934.91	.....	.....	.....	.....
Evening Voc. School	.....	.....	494.50	630.00	.....
All-Day Voc. School	.....	.....	621.65	188.76	.....
Passaic	3,843.27	.....	.....	.....	.....
Evening Voc. School	.....	.....	1,469.88	522.00	.....
All-Day Voc. School	.....	.....	591.04	.....	.....
Continuation	.....	.....	.....	.....	1,260.3
Paterson	14,575.15	.....	.....	.....	.....
Central High (Eve.)	.....	5,190.25	.....	(E)288.00	.....
Schools Nos. 5, 10, 12, 15, 21 (Eve.)	.....	.....	.....	656.00	.....
Continuation	.....	.....	.....	.....	1,918.3
Voc. School (Eve.)	.....	.....	3,720.00	.....	.....
Voc. School (Day)	.....	.....	2,802.60	.....	.....
Perth Amboy	1,068.09	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	1,068.0
Phillipsburg	683.58	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	683.5
Plainfield	1,121.37	.....	.....	.....	.....
Evening Vocational School	.....	.....	96.00	.....	.....
Continuation	.....	.....	.....	.....	1,025.3
Rahway	4,390.51	.....	.....	.....	.....
Evening Vocational School	.....	.....	1,092.00	624.00	.....
Part-time	.....	.....	2,674.51	.....	.....
Riverside	683.58	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	683.5
Salem	1,297.56	.....	.....	.....	.....
High School	.....	1,297.56	.....	.....	.....

TABLE II—Continued

Smith-Hughes Act Proposed Payments to Districts From Federal Funds for Vocational Education for the Year Ending June 30, 1932

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Sussex	1,147.84	.....	.....	.....	.....
High School	.....	1,147.84	.....	.....	.....
Trenton	1,967.16	.....	.....	.....	.....
Evening Vocational School	.....	.....	480.00	120.00	.....
Continuation	.....	.....	.....	.....	1,367.16
Union City (Hudson Co.)	1,602.38	.....	.....	.....	.....
Evening Vocational School	.....	.....	192.50	.....	.....
Continuation	.....	.....	.....	.....	1,409.88
Union Twp. (Union Co.)	1,025.37	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	1,025.37
Wallington	371.70	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	371.70
West New York	832.94	.....	.....	.....	.....
Evening Vocational School	.....	.....	128.00	.....	.....
Continuation	.....	.....	.....	.....	704.94
Woodstown (Pilesgrove Twp.)	948.22	.....	.....	.....	.....
High School	.....	948.22	.....	.....	.....
Atlantic County	7,071.06	.....	.....	.....	.....
Vocational Schools of	.....	5,740.88	.....	.....	.....
Atlantic County	.....	.....	.....	(E)1,330.18	.....
Camden County	8,700.92	.....	.....	.....	.....
Vocational Schools of Camden County	.....	1,751.71	.....	.....	.....
Evening	.....	.....	3,803.50	.....	.....
Day	.....	.....	3,145.71	.....	.....
Cape May County	1,713.78	.....	.....	.....	.....
Vocational Schools of Cape May County	.....	1,713.78	.....	.....	.....
Essex County	22,864.75	.....	.....	.....	.....
Bloomfield Boys' Continuation	.....	.....	.....	.....	1,367.16
Bloomfield Boys' Voca., Part-time	.....	.....	341.79	.....	.....
Bloomfield Boys' Vocational (Day)	.....	.....	1,576.03	.....	.....
Bloomfield Boys' Vocational (Eve.)	.....	.....	1,149.00	.....	.....
Newark Girls' Continuation	.....	.....	.....	.....	1,121.50
Irvington, Boys' Vocational (Eve.)	.....	.....	1,098.00	.....	.....
Irvington, Boys' Vocational (Day)	.....	.....	1,382.61	.....	.....
Newark Boys' Voc. (Day)	.....	.....	7,144.53	.....	.....
Newark Boys' Voc. (Eve.)	.....	.....	3,898.00	.....	.....
Newark Boys' Voc. Part-time	.....	.....	266.60	.....	.....
Newark Girls' Voc. (Day)	.....	.....	2,853.53	.....	.....
Newark Girls' Voc. (Eve.)	.....	.....	666.00	.....	.....

TABLE II—Continued

Smith-Hughes Act Proposed Payments to Districts From Federal Funds for Vocational Education for the Year Ending June 30, 1932

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Middlesex County	10,667.25	.....	.....	.....	.....
Vocational Schools of Middlesex County					
South River (Eve.)	.....	.....	.....	145.00	1,495.83
Perth Amboy (Day)	.....	.....	1,650.93	.....	.....
Perth Amboy (Eve.)	.....	.....	1,640.00	370.00	.....
Perth Amboy, Part-time	.....	.....	158.08	.....	.....
New Brunswick (Day)	.....	.....	3,550.41	.....	.....
New Brunswick (Eve.)	.....	.....	1,657.50	.....	.....
Totals	$184,531.36	$38,218.65	$71,720.25	$29,262.54	$45,329.92

TABLE III

GEORGE-REED ACT PROPOSED PAYMENTS TO DISTRICTS FROM FEDERAL FUNDS FOR VOCATIONAL EDUCATION FOR THE YEAR ENDING JUNE 30, 1932

The proposed allotments from the George-Reed funds are as follows:

District and School	*Total*	*Agriculture*	*Home Economics*
Bordentown Manual Training and Industrial School	$931.59	$931.59	.....
Bridgeton	3,793.36	2,278.36	$1,515.00
Glassboro	1,200.00	.....	1,200.00
Newton	1,725.00	.....	1,725.00
Orange	4,403.66	.....	4,403.66
Toms River	900.00	.....	900.00
Totals	$12,953.61	$3,209.95	$9,743.66

TABLE IV

Enrollment in Continuation Schools

County	District	Enrollment			
		1931-1932 Boys	1931-1932 Girls	1931-1932 Total	1930-1931 Total
Atlantic	Atlantic City	34	18	52	116
	Buena Bista Twp.	20	22	42	73
	Egg Harbor City	18	26	44	56
	Hammonton	49	58	107	111
Bergen	Garfield	76	68	144	229
	Hackensack	40	71	111	134
	Lodi	57	89	146	195
	Wallington	32	47	79	86
Burlington	Burlington	2	15	17	27
	Riverside	18	17	35	36
Camden	Camden	217	397	614	822
	Gloucester City	18	11	29	47
Cumberland	Bridgeton	24	34	58	78
	Landis Twp.	32	65	97	161
	Millville	23	50	73	95
Essex	Newark	718	855	1,573	2,464
	Orange City	18	23	41	56
	Vocational Schools	111	194	305	433
Hudson	Bayonne	52	142	194	368
	Harrison	...	...	...	53
	Hoboken	96	79	175	253
	Jersey City	324	394	718	973
	Kearny	42	39	81	90
	North Bergen	88	114	202	239
	Union City	105	178	283	344
	Weehawken	...	...	...	18
	West New York	38	70	108	104
Mercer	Trenton	188	346	534	823
	Hamilton Twp.	21	19	40	66
Middlesex	Carteret	29	74	103	143
	New Brunswick	90	197	287	384
	Perth Amboy	88	163	251	364
	South River	85	276	361	376
Passaic	Clifton	124	186	310	381
	Passaic	129	346	475	667
	Paterson	317	424	741	890
Union	Plainfield	61	75	136	139
	Linden	51	94	145	170
	Union	20	22	42	46
	Elizabeth	96	284	380	522
Warren	Phillipsburg	17	31	48	74
	Total	3,568	5,613	9,181	12,706

TABLE V

All-Day Trade and Industrial Schools or Departments

SCHOOL OR DEPARTMENT	Length of Course in Years	Length of Year in Weeks	Length of School Week in Hours	Total Number of Different Pupils Enrolled	Number Teachers Employed	Cash Received for Work Done	ESTIMATED PRODUCTIVITY			
							Estimated Market Value of Work Done for Pupils	Estimated Market Value of Work Done for School Department	Estimated Market Value of Work Done for Other Departments	TOTAL
Atlantic City—										
Boys' Vocational School	3	37	30	351	19	$59.88	$158.00	$23,274.68	$2,011.08	$25,443.76
*Girls' Voc. Sch. (Illinois Ave.)	..	40	30	50	1	78.81	3,831.00	.....	396.00	4,227.00
*Girls' Voc. Sch. (Indiana Ave.)	..	40	30	46	1	76.10	450.35	.....	4.00	454.35
Bayonne Vocational School	2	42	30	662	32	747.62	2,998.00	3,085.00	1,457.00	7,540.00
Bordentown—										
Manual Training and Industrial School	2 & 4	37	31¼	293	8	.....	.....	.....	.....	.....
Elizabeth—										
Girls' Vocational School	2	40	30	144F	15	2,619.18	2,233.95	209.90	215.50	2,659.35
Boys' Vocational School	2	40	30	526	11	11.67	40.00	2,956.20	3,030.82	6,027.02
Jersey City—Public School No. 24	2	40	30	141	6	62.81	111.50	919.75	2,238.68	3,269.93
Public School No. 25	2	40	30	90	4	113.85	43.00	710.00	546.10	1,299.10
Public School No. 32	2	40	30	103	4	405.15	129.35	517.80	845.75	1,492.90
Orange Vocational School	2	40	30	99	5	.....	250.00	8,272.00	1,549.00	10,071.00
Passaic Vocational School	2	40	27½	158	9	60.20	.....	3,453.95	2,036.29	5,490.24
Paterson Vocational School	2	45	35	392	15	.....	.....	3,200.00	1,000.00	4,200.00
Camden County Vocational School	2 & 3	40	30	650	27	8,091.45	1,927.40	4,440.45	12,093.57	18,461.42
Essex County—										
Irvington Vocational School	2 & 3	44	30	506	13	150.04	.....	660.00	3,632.98	4,292.98
Bloomfield Vocational School	2 & 3	43	30	466	16	443.79	.....	596.88	2,499.16	3,096.04
Newark Boys' Vocational School	2	40	30	1,456	35	360.37	.....	.....	6,811.83	6,811.83
Newark Girls' Vocational School	2, 1 & 6 wks.	40	30	1,021F	35	15,536.46	22,793.48	393.48	22,269.82	45,456.78
Middlesex County—Voca. School 1	3	40	30	350	14	531.22	1,418.81	12,207.27	4,231.51	17,857.59
Voca. School 2	3	40	30	291	12	703.28	1,924.63	3,671.65	804.05	6,400.33
Totals	..	..	..	7,795	282	$30,051.88	$38,309.47	$68,569.01	$67,673.14	$174,551.62

* One class only; all others in this school entered on Table VII.

TABLE V (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Printing	Electrical Work	Machine Shop	Pattern Making	Woodworking	Mechanical Drafting	Industrial Chemistry	Sheet Metal Work	Textile Trades	Auto Mechanics	Plumbing	General Shop	Bricklaying	Carpentry	Architectural Drafting	Power Operating	Art Trades	Dental Assistant	Aero Mechanics	Steam Boiler Operation	Steam Laundry Operation	Masonry	Structural Drafting	Clerk Training
Atlantic City—																								
Boys' Vocational School	50	102	.....	....	.....	.....	....	52	....	75	42	....	....	30	....	....	.....	....	....	.....	....	.....	.....	.....
Girls' Vocational School (Ill. Ave.)	....	.....	.....	....	.....	.....	....	.....	....	.....	.....	....	....	.....	....	....	.....	....	....	.....	....	.....	.....	.....
Girls' Vocational School (Ind. Ave.)	....	.....	.....	....	.....	.....	....	.....	....	.....	.....	....	....	.....	....	....	.....	....	....	.....	....	.....	.....	.....
Bayonne Vocational School	55	133	148	....	50	41	....	.....	....	56	....	....	....	.....	....	....	.....	....	....	.....	....	.....	.....	.....
Bordentown—																								
Manual Training and Industrial School	33	6	.....	....	45	.....	.....	.....	....	49	....	....	....	.....	....	.....	.....	....	....	11	9	16	.....	.....
Elizabeth—																								
Girls' Vocational School	....	.....	.....	....	.....	.....	.....	.....	....	.....	....	....	....	.....	....	48	5	....	....	.....	....	.....	.....	.....
Boys' Vocational School	....	115	88	....	85	.....	.....	.....	....	103	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Jersey City—Public School No. 24	43	.....	52	....	46	.....	.....	.....	....	.....	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Public School No. 25	....	.....	47	....	43	.....	.....	.....	....	.....	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Public School No. 32	....	.....	49	....	54	.....	.....	.....	....	.....	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Orange Vocational School	29	.....	39	....	31	.....	.....	.....	....	.....	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Passaic Vocational School	37	.....	34	....	31	.....	.....	.....	32	24	....	....	....	.....	....	.....	.....	....	....	.....	....	.....	.....	.....
Paterson Vocational School	....	41	94	35	.....	.....	21	....	48	54	35	....	....	35	....	.....	.....	....	....	.....	....	.....	43	.....
Camden County Vocational School	61	59	69	....	53	26	26	....	....	68	27	....	....	....	30	.....	.....	....	52	.....	....	.....	.....	.....
Essex County—																								
Irvington Vocational School	78	83	71	....	.....	93	....	....	....	108	....	....	....	106	....	.....	.....	....	.....	.....	....	.....	.....	18
Bloomfield Vocational School	....	65	97	....	.....	72	....	....	....	82	39	116	....	73	....	.....	.....	....	28	.....	....	.....	.....	.....
Newark Boys' Vocational School	237	177	199	48	.....	67	48	48	....	283	....	442	34	109	68	.....	.....	....	.....	.....	....	.....	.....	.....
Newark Girls' Vocational School	....	.....	.....	....	.....	.....	.....	.....	....	.....	....	....	....	.....	.....	....	115	42	.....	.....	....	.....	.....	.....
Middlesex County—																								
Vocational School No. 1	48	46	55	....	45	5	....	....	....	46	45	....	....	....	3	....	.....	....	.....	.....	....	.....	.....	.....
Vocational School No. 2	....	55	46	....	47	25	32	43	....	.....	....	....	....	....	8	....	.....	....	.....	.....	....	.....	.....	.....
Totals	671	882	1,088	83	530	329	127	143	80	948	188	558	34	353	109	48	120	42	80	11	9	16	43	18

TABLE V (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Millinery	Restaurant, Cafeteria and Tea Room	Dressmaking	Pre-Vocational	Vocational Music	Retail Selling	Painting and Decorating	Welding	Radio	Cabinet Making	Beauty Culture	Garment Trades	General	Commercial	Mothers' Assistants	Commercial Foods	Junior Selling	Soda Fountain
Atlantic City—																		
Boys' Vocational School																		
Girls' Vocational School (Ill. Ave.)											50							
Girls' Vocational School (Ind. Ave.)											46							
Bayonne Vocational School				179														
Bordentown—																		
Manual Training and Industrial School				34	64						26							
Elizabeth—																		
Girls' Vocational School			18			23								34		16		
Boys' Vocational School				51					84									
Jersey City—Public School No. 24																		
Public School No. 25																		
Public School No. 32																		
Orange Vocational School																		
Passaic Vocational School																		
Paterson Vocational School																		
Camden County Vocational School		23					64	45	47									
Essex County—																		
Irvington Vocational School																		
Bloomfield Vocational School		22																
Newark Vocational School, Boys		42							54	82								
Newark Vocational School, Girls	8	67	116			26					77	88	205	336	17		36	62
Middlesex County—																		
Vocational School 1							57											
Vocational School No. 2							35											
Totals	8	154	134	264	64	49	156	45	185	82	199	88	205	370	17	16	36	62

TABLE VI

Part-Time Vocational Classes

SCHOOL OR DEPARTMENT	NUMBER HOURS OF INSTRUCTION.		Number Teachers Employed	Total Number Different Pupils Enrolled	Mechanics & Physics	Blue Print Reading	Plastering	Mathematics	Mechanical Drawing	Science	Industrial Chemistry	Coop. Restaurant Course	Industrial Science	American History	Welding	Cooking	Millinery
	Total for Course	Total for This Year															
Bayonne Vocational School	1,200	1,200	2	95 F	.....	.....	.....	.....	.....	.....	.....	95	.....	.....	.....	.....	.....
Paterson—																	
East Side High School	488	114	1	16 M	.....	.....	.....	16	.....	16	.....	.....	.....	16	.....	.....	.....
Rahway High School	2,360	2,360	3	69 M	69	24	.....	69	69	.....	69	.....	69	.....	.....	.....	.....
Atlantic County	.....	228	1	178 F	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	178	17
Essex County—																	
Bloomfield Vocational School	.....	444	1	37 M	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	.....	.....
Newark Vocational School	.....	324	1	67	.....	.....	67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex County—																	
Vocational School No. 2	426	144	1	14 M	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	.....	.....	..	13 F	.....	.....	.....	.....	.....	.....	27	.....	.....	.....	.....	.....	.....
Totals	.....	.....	10	489	69	24	67	85	69	16	96	95	69	16	37	178	17

TABLE VII

All-Day Vocational Home Economics Schools or Departments

SCHOOL OR DEPARTMENT	Length of Year in Weeks	Length of School Week in Hours	Length of School Day in Hours	Number Teachers Employed	Number Different Pupils Enrolled	DISTRIBUTION BY TRADE									
						Cooking	Sewing	Dressmaking	Laundry	Academic	Millinery	Home Nursing	Art	Vocational Home Economics	Commercial
Atlantic City—															
Girls' Vocational School (Ill. Ave.)	40	30	6	13	189	51	.....	97	.....	189	27	....	189	....	92
Girls' Vocational School (Ind. Ave.)	40	30	6	7	92	87	41	50	45	.....	65	....	56	....	124
Bordentown—															
Manual Tr. & Ind. School	37	31¼	5¾	4	190	156	125	26	166	.....	.....	....	....	....	....
Bridgeton High School	40	28¾	5¾	2	61	61	61	61	.....	61	.....	....	....	....	....
Glassboro High School	38	30	.....	1	34	....	....	....	.....	....	.....	....	....	34	....
Jersey City School No. 24	40	30	6	2	48	48	48	....	.....	48	.....	....	....	....	....
School No. 25	40	30	6	3	38	38	38	....	.....	38	.....	....	....	....	....
School No. 32	40	30	6	4	116	116	116	....	.....	116	.....	....	....	....	....
Newton High School	40	27½	5½	3	97	97	97	....	.....	60	.....	28	....	....	....
Orange Vocational School	39	30	6	6	85	85	85	85	.....	.....	.....	85	....	....	....
Toms River (Dover Twp.)	40	30	6	1	40	....	....	....	.....	....	.....	....	....	40	....
Totals	.....	.....	.....	46	990	739	611	319	211	512	92	113	245	74	216

TABLE VII (Continued)

All-Day Vocational Home Economics Schools or Departments

SCHOOL OR DEPARTMENT	Cash Received for Work Done	ESTIMATED PRODUCTIVITY		
		Estimated Market Value of Work Done for Pupils	Estimated Market Value of Work Done for Others	Totals
Atlantic City—				
Girls' Vocational School (Illinois Ave.)	$547.25	$1,001.20	$836.27	$1,837.47
Girls' Vocational School (Indiana Ave.)	1,042.90	1,222.78	430.63	1,653.41
Bordentown—				
Manual Training and Industrial School	.....	.....	.....	.....
Bridgeton High School	.....	650.00	200.00	850.00
Glassboro High School	.....	.....	.....	.....
Jersey City Public School No. 24	337.02	152.00	156.00	308.00
Public School No. 25	1,265.97	150.45	99.80	250.25
Public School No. 32	369.13	345.91	945.33	1,291.24
Newton High School	30.00	.....	.....	.....
Orange Girls' Vocational School	2,382.00	55.00	30.00	85.00
Toms River (Dover Township)	0	.....	0	0
Totals	$5,974.27	$3,577.34	$2,698.03	$6,275.34

TABLE VIII

Evening Trade and Industrial Classes

SCHOOL OR DISTRICT	No. of Evenings in Session	No. of hours per Session	No. of Pupils in Attendance	No. of Teachers Employed	Sheet Metal	Carpentry	Electricity	Health Education	Woodwork	Masonry and Plastering	Painting and Decorating	Stationary Engineering	Power Plant Operation	Machine Shop	Plumbing	Auto Mechanics	Marine Drafting	Aero Mechanics	Restaurant and Cafeteria
Atlantic City Boys' Vocational	71	2	357	13	74	57	133	.....	.....	....	.....	.....	.....	.....	41	167	.....	.....	....
Atlantic City Girls' Vocational	71	2	71	1	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
Bayonne Evening Vocational	88	2	810	23	.....	69	149	.....	26	....	.....	.....	.....	92	.....	80	.....	.....	49
Elizabeth Boys' Vocational	74	2	519	20	.....	12	121	.....	.....	....	.....	14	.....	52	17	77	.....	.....	....
Hackensack	12	2	10	1	.....	10	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
Jersey City—Evening Tech. & Ind.	87	2	890	25	35	45	322	.....	.....	....	.....	.....	30	124	.....	.....	.....	.....	....
Evening No. 32	71	2	50	2	.....	.....	.....	.....	25	....	.....	.....	.....	25	.....	.....	.....	.....	....
Newark—Public Sch. of Ind. Art	152	2	1,817	36	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
West Side Evening High	87	2	48	2	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
East Side Evening High	85	2	154	6	.....	.....	.....	.....	.....	....	.....	.....	.....	39	.....	.....	.....	.....	....
Central High	85	2	211	9	21	.....	.....	.....	.....	....	.....	.....	.....	54	.....	.....	.....	.....	....
South Side Evening High	87	2	64	2	.....	.....	.....	.....	31	....	.....	.....	.....	.....	.....	.....	.....	.....	....
Orange—Evening	86	2	41	2	.....	21	.....	.....	.....	....	.....	.....	.....	20	.....	.....	.....	.....	....
Passaic Evening Vocational	100	2	347	10	15	13	.....	.....	.....	....	.....	.....	.....	46	.....	102	.....	.....	....
Paterson Vocational	40	2	847	47	.....	38	161	.....	.....	21	.....	.....	.....	72	44	85	.....	.....	....
Plainfield Evening High	32	2	20	1	.....	.....	20	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
Rahway Evening Vocational	64	2	502	8	.....	10	74	.....	.....	....	.....	.....	.....	.....	.....	122	.....	.....	....
Trenton Evening Vocational	40	2	67	4	.....	.....	19	.....	.....	....	.....	.....	.....	.....	14	34	.....	.....	....
Union City, Union Hill High	77	2	32	1	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	32	.....	.....	.....	....
West New York	132	2	48	2	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	....
Camden County Vocational	87	2	888	30	.....	.....	72	.....	25	16	27	.....	.....	42	22	53	9	34	....
Essex County—Irvington	61	2	348	13	.....	.....	64	.....	.....	....	33	.....	.....	67	.....	115	.....	.....	....
Bloomfield	61	2 & 3	430	12	.....	22	70	.....	.....	....	25	.....	.....	46	41	122	.....	.....	....
Newark Boys' Voca.	117	2 & 3	1,343	41	52	25	281	.....	.....	....	.....	.....	45	117	36	310	.....	.....	....
Newark Girls' Voca.	64	2, 3, 4	823	19	.....	.....	.....	190	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	15
Middlesex County—No. 1	74	2	359	10	.....	.....	50	.....	30	....	.....	.....	.....	42	22	50	.....	.....	....
No. 2	74	2	360	10	10	.....	56	.....	15	....	.....	.....	.....	57	.....	.....	.....	.....	....
Totals	.....	.....	11,456	350	207	322	1,592	190	152	37	85	14	75	895	269	1,317	9	34	64

TABLE VIII—(Continued)

SCHOOL OR DISTRICT	Painting	Die Cutting	Arts and Crafts	Chemistry	Manual Training	Embroidery Mending	Patternmaking	Heat Treatment of Steel	Modeling	Jewelry	Interior Decoration	Textiles	Garment Trades	Ceramics	Mechanical Drawing	Architectural Drawing	Dressmaking	Sign Painting	English	Drafting
Atlantic City Boys' Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	98	....	....
Atlantic City Girls' Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Bayonne Evening Technical	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	81
Elizabeth Boys' Vocational	22	....	....	....	....	....	....	23	....	....	....	....	....	....	....	....	....	....	....	40
Hackensack	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Jersey City Evening Technical & Ind.	....	....	....	....	....	....	15	....	....	....	....	....	....	....	128	41	....	....	....	....
Jersey City Evening No. 32	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newark—Public Sch. of Ind. Art	....	21	99	....	....	....	....	....	50	17	185	....	....	63	249	270	....	54	....	....
West Side Evening High	....	....	....	....	20	....	....	....	....	....	....	....	....	....	28	....	....	....	....	....
East Side Evening High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	89	....	....	....	....	....
Central High	....	....	43	....	....	....	20	....	....	....	....	....	....	....	26	26	....	....	....	....
South Side Evening High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	33	....	....	....	....	....
Orange—Evening	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Passaic Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	53	....	....	59	21	....	....	....	....
Paterson Vocational	24	....	....	45	....	....	21	....	....	....	....	314	....	....	....	....	....	....	....	65
Plainfield Evening High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Rahway Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	97	66
Trenton Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Union City, Union Hill High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
West New York	....	....	....	....	....	48	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Camden County	....	....	....	17	....	....	....	....	....	....	....	....	....	....	....	47	....	....	....	154
Essex County—Irvington	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	65
Bloomfield	....	....	....	....	....	....	....	....	....	....	....	....	....	....	31	....	....	....	....	....
Newark Boys' Voc.	....	53	....	39	....	....	....	56	....	....	....	....	....	....	67	41	....	....	....	....
Newark Girls' Voc.	....	....	....	....	....	....	....	....	....	....	....	....	28	....	....	....	21	....	....	....
Middlesex County—No. 1	....	....	....	....	....	....	....	....	....	....	13	....	....	....	46	28	....	....	....	....
No. 2	....	....	....	45	....	....	....	....	....	....	19	....	....	....	44	33	....	....	....	....
Totals	46	74	142	146	20	48	56	79	50	17	217	367	28	63	800	507	21	152	97	471

TABLE VIII—(Continued)

SCHOOL OR DISTRICT	Estimating	Mathematics	Printing	Joinery	Design	Radio	Costume Design	Welding	Brick	Tile Setting	Electroplating	Pipe Print Reading	Advertising	Water Chemistry	Foremanship Training	Beauty Culture	Dental Assistants	Commercial	Retail Selling	Watch Repairing	Freehand Drawing
Atlantic City Boys' Vocational	....	.....	57	.....	.....	46	.....	115	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Atlantic City Girls' Vocational	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	64	....	....
Bayonne Evening Technical	....	81	28	.....	.....	61	.....	65	.....	.....	....	28	.....	.....	25	....	....	....	....	....	....
Elizabeth Boys' Vocational	15	.....	18	.....	.....	36	.....	.....	14	.....	....	28	.....	.....	.....	....	....	....	....	....	....
Hackensack	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Jersey City Evening Technical & Ind.	....	241	66	.....	.....	.....	.....	67	.....	.....	....	.....	.....	.....	.....	....	....	....	....	21	46
Jersey City Evening No. 32	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Newark—Public Sch. of Ind. Art	....	.....	.....	.....	43	.....	318	.....	.....	.....	....	.....	476	.....	.....	....	....	....	....	....	....
West Side Evening High	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
East Side Evening High	....	.....	.....	26	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Central High	....	.....	.....	21	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
South Side Evening High	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Orange—Evening	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Passaic Evening Vocational	....	24	14	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Paterson Vocational	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Plainfield Evening High	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Rahway Evening Vocational	....	69	20	.....	.....	.....	.....	.....	.....	.....	....	34	.....	.....	.....	....	....	....	....	....	....
Trenton Evening Vocational	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Union City, U. Hill High	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
West New York	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Camden County	....	114	77	.....	.....	40	.....	152	.....	.....	....	15	.....	18	.....	....	....	....	....	....	....
Essex County—Irvington	....	.....	28	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Bloomfield	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Newark Boys' Voc.	....	.....	135	.....	.....	66	.....	135	43	13	39	17	.....	.....	.....	....	....	....	....	....	....
Newark Girls' Voc.	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	100	33	824	....	....	....
Middlesex County—No. 1	....	17	29	.....	.....	.....	.....	41	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
No. 2	....	41	.....	.....	.....	.....	.....	47	.....	.....	....	.....	.....	.....	.....	....	....	....	....	....	....
Totals	15	587	472	47	43	249	318	622	57	13	39	122	476	18	25	100	33	824	64	21	46

TABLE IX

Evening Vocational Home Economics Classes

SCHOOL OR DEPARTMENT	Number of Evenings in Session	Number of Hours in Session	Number of Women in Attendance	Number of Teachers Employed	Sewing	Dressmaking	Cooking	Interior Decoration	Millinery	Home Nursing	Commercial	Domestic Science	Electrical Equipment	Homemaking	Art	First Aid	Home Hygiene	Clothing	Foods	Home Management	Child Study	Hostess Course
Atlantic City Girls' Vocational—																						
Illinois Avenue	71	2	442	9	.....	164	48	33	73	19	576	....	10	....	95	....	....	....	....	....	....	....
Indiana Avenue	71	2	361	8	.....	145	.....	....	26	33	156	....	11	....	30	....	....	....	....	....	....	....
Elizabeth Girls' Vocational	70	2	204	12	.....	.....	.....	18	....	20	....	....	....	....	....	....	....	128	61	14	....	....
Haddon Heights	15	1 to 2	30	*1	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	30	....
Jersey City—Evening Tech. & Ind.	87	2	255	5	.....	136	70	....	49	....	....	....	....	....	....	....	....	....	....	....	....	....
Evening No. 32	71	2	41	2	20	.....	21	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newark—South Side Evening High	87	2	69	2	.....	24	45	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Central High	85	2	220	5	93	.....	40	....	37	46	....	....	....	....	....	....	....	....	....	....	....	....
East Side High	87	2	160	6	80	.....	44	....	....	36	....	....	....	....	....	....	....	....	....	....	....	....
West Side High	87	2	150	5	.....	70	34	....	23	23	....	....	....	....	....	....	....	....	....	....	....	....
North Bergen—Lincoln	72	2	53	1	28	15	.....	....	....	....	....	16	....	....	....	....	....	....	....	....	....	....
Orange—Evening	86	2	144	3	89	.....	55	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Passaic Evening Vocational	100	2	128	3	.....	88	40	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Paterson—Central High	64	2	267	8	66	.....	53	28	....	....	....	....	....	55	....	....	....	....	....	....	....	65
No. 5	32	2	22	1	.....	.....	22	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
No. 10	64	2	22	1	22	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
No. 12	34	2	43	2	14	.....	29	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
No. 15	64	2	105	3	37	.....	54	....	14	....	....	....	....	....	....	....	....	....	....	....	....	....
No. 21	58	2	49	2	20	.....	29	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Rahway—Evening Vocational	64	2	347	7	.....	.....	107	109	....	....	....	....	....	....	....	23	32	76	....	....	....	....
Trenton	40	2	25	1	.....	.....	.....	....	....	....	....	....	....	25	....	....	....	....	....	....	....	....
Forwarded	.....	.....	3,137	87	469	642	691	188	222	177	732	16	21	80	125	23	32	204	61	14	30	65

* Also 2 assistants.

TABLE IX (Continued)

Evening Vocational Home Economics Classes

SCHOOL OR DEPARTMENT	Number of Evenings in Session	Number of Hours in Session	Number of Women in Attendance	Number of Teachers Employed	Sewing	Dressmaking	Cooking	Interior Decoration	Millinery	Home Nursing	Commercial	Domestic Science	Electrical Equipment	Homemaking	Art	First Aid	Home Hygiene	Clothing	Foods	Home Management	Child Study	Hostess Course
Brought Forward	.....	.....	3,137	87	469	642	691	188	222	177	732	16	21	80	125	23	32	204	61	14	30	65
Atlantic County—																						
Agricultural School (Egg Harbor)	*6	2¼	9	1	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Bargaintown	.....	2¼	12	1	....	....	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Cardiff	*7	2¼	18	1	....	....	18	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Egg Harbor	*5	2¼	8	1	....	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hammonton	6	2¼	17	1	....	....	17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hammonton—Lake School	*8	1½	10	1	....	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Landisville	.....	2¼	5	1	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
McKee City	*7	2¼	9	1	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Minotola	*6	2¼	12	1	....	....	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nesco	*7	2¼	17	1	....	....	17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newtonville	*6	2¼	8	1	....	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Oceanville	*7	2¼	8	1	....	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pomona	*7	2¼	16	1	....	....	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Rosedale	*6	2¼	9	1	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Middlesex County—																						
Perth Amboy	72	2	62	2	62	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South River	37	2	61	3	13	.....	37	....	....	11	....	....	....	....	....	....	....	....	....	....	....	....
Totals	.....	.....	3,418	106	544	642	886	188	222	188	732	16	21	80	125	23	32	204	61	14	30	65

* Afternoons.

TABLE X

Agricultural Classes

SCHOOL OR DEPARTMENT	Teachers Employed	Full Time			Unit Work			Evening		Part Time	
		Number of Weeks School Was in Session	Enrollment Male	Enrollment Female	Number of Weeks School Was in Session	Enrollment Male	Enrollment Female	Number of Evenings School Was in Session	Number of Men Enrolled	Number of Meetings	Enrollment
Bordentown Manual Training	1	36	21	.....	.....	....	....	.....	.....	.....	.....
Bridgeton High	2	36	62	.....	.....	....	....	.....	.....	.....	.....
Clinton High	1	40	19	.....	.....	....	....	.....	.....	.....	.....
Flemington High	1	40	30	.....	.....	....	....	.....	.....	.....	.....
Freehold High	1	40	36	.....	.....	....	....	.....	.....	.....	.....
Glassboro High	2	40	45	.....	.....	....	....	.....	.....	.....	.....
Hackettstown High	1	40	25	.....	.....	....	....	.....	.....	.....	.....
Lambertville High	1	40	21	.....	.....	....	....	10	17	.....	.....
Leonardo High	1	40	62	.....	.....	....	....	.....	.....	.....	.....
Madison Junior, Senior High	1	40	34	.....	.....	....	....	.....	.....	.....	.....
Millville	1	40	13	.....	.....	....	....	.....	.....	.....	.....
Moorestown High	1	40	35	.....	.....	....	....	.....	.....	.....	.....
Mt. Holly High	1	40	20	.....	12	12	....	.....	.....	6 & 60	14
New Brunswick High	1	40	103	.....	.....	....	....	.....	.....	.....	.....
Newton High	1	40	34	.....	.....	....	....	.....	.....	.....	.....
Paterson Central High (9-3)	3	38	33	1	.....	....	....	.....	.....	.....	.....
Paterson Central High (6-6)	....	24	81	.....	.....	....	....	.....	.....	.....	.....
Salem High	1	38	23	.....	.....	....	....	.....	.....	.....	.....
Sussex High	1	38	28	.....	.....	....	....	.....	.....	.....	.....
Vineland High	1	38	63	.....	.....	....	....	.....	.....	.....	.....
Woodstown High	1	38	32	.....	.....	....	....	.....	.....	.....	.....
Atlantic County	5	.....	.....	.....	15 & 30	56	2	5-13	249	.....	.....
Camden County	1	40	27	.....	.....	....	....	42	17	.....	.....
Cape May County	1	.....	.....	.....	35	83	....	8 & 12	29	.....	.....
Totals	31	.....	847	1	.....	151	2	.....	312	.....	14

TABLE XI

Comparative Enrollment in Continuation Schools for the Last Ten Years

Years	*Boys*	*Girls*	*Total*
1922-1923	8,784	11,295	20,079
1923-1924	8,826	11,745	20,571
1924-1925	8,333	10,913	19,246
1925-1926	9,120	11,141	20,261
1926-1927	9,375	11,470	20,845
1927-1928	8,764	10,833	19,597
1928-1929	8,412	10,638	19,050
1929-1930	7,403	9,500	16,903
1930-1931	5,264	7,442	12,706
1931-1932	3,568	5,613	9,181

Distribution of Enrollment According to Age in Continuation Schools

Age	*Boys*	*Girls*	*Total*	*Boys' Average of Total*	*Girls' Average of Total*	*Total Average*
14-15	734	1,552	2,286	8.00	16.90	24.90
15-16	2,428	3,553	5,981	26.44	38.70	65.14
Over 16	406	508	914	4.42	5.53	9.95
Total	3,568	5,613	9,181	38.86	61.13	99.99

Distribution of Those Leaving Continuation School and Reasons for Leaving

Reasons for Leaving	*Number Leaving*
Becoming 16 years of age	4,410
Returning to day school	225
Change of residence	398
Other reasons	527
Total	5,560

Teachers Employed in Continuation Schools

	Male	*Female*	*Total*
Full Time	14	28	42
Part Time	13	10	23
Total	27	38	65

TABLE XII

Enrollment in Industrial Arts and Home Economics

UNDER THE MANUAL TRAINING ACT

Subject	*Total for Boys*	*Total for Girls*	*Grand Total*
Agriculture	599	8	607
Cement Work	1,115	.....	1,115
Cooking	581	67,971	68,552
Electricity	3,781	.....	3,781
Home Nursing	.....	1,205	1,205
Mechanical Drawing	29,944	517	30,461
Metal Work	24,149	550	24,699
Millinery	.....	128	128
Primary Manual Training	31,968	28,487	60,455
Printing	14,321	384	14,705
Sewing	.....	89,771	89,771
Woodwork	95,570	478	96,048
Other Activities	12,537	7,272	19,809
Grand Total *	214,565	196,771	411,336
Total Number Different Pupils	152,956	141,116	294,072

* Note: This enrollment includes duplication.

TABLE XIII

Enrollment in Classes for the Training of Teachers

FIELD OF WORK	Enrollment				Total	Number of Teachers			
	Pre-Service		In-Service			Pre-Employment		In-Service	
	Day	Evening	Day	Evening		Male	Female	Male	Female
1. Agriculture	13	....	30	....	43	1	..	2*	..
2. Continuation	....	....	....	....	..	..	..	..	..
3. Industrial Arts	....	....	100	....	100	..	..	1	..
(a) Summer School	....	....	30	....	30	..	..	1	..
4. Home Economics	36	....	54	....	90	1	4† } 4‡ }	..	2
5. Trades and Industries	35	....	236	14	285	1	..	6	..
Totals	84	....	450	14	548	3	8	10	2

* Part Time.
† This includes 2 critic teachers.
‡ In addition to this there were also 3 teachers on non-federally aided staff.

TABLE XIV

Foreman Training Activities

TYPE 1

Foreman Conferences

Plant	City	Enrollment	
Bayonne Bolt and Nut Corporation	Bayonne	14	
Bayonne Vocational School	Bayonne	13	
Radio Condenser Company	Camden	21	
Thermoid Rubber Company	Trenton	16	
			64

TYPE 2

Training Foreman Conference Leaders

Armstrong Cork Company	Camden	12	
Fire Departments of Newark and Vicinity—			
Chiefs and Battalion Chiefs	Newark	13	
			25

TYPE 3

Conferences for Training the Foreman as an Instructor

Bayonne Vocational School	Bayonne	13	
Fire Departments of Newark and Vicinity—			
Chiefs and Battalion Chiefs	Newark	25	
International Motor Company	New Brunswick	30	
			68

TYPE 4

Conferences on Problems of Human Behavior in Industry

A. Elementary			
Y. M. C. A.	Passaic	16	
Singer Manufacturing Company	Elizabeth	27	
Thermoid Rubber Company	Trenton	10	
Rahway High School	Rahway	10	
Singer Manufacturing Company	Elizabeth	24	
Singer Manufacturing Company	Elizabeth	26	
Y. M. C. A.	Passaic	12	
Silk Research Society	Paterson	30	
B. Advanced			
Singer Manufacturing Company	Elizabeth	21	
Electro-Technicians' Society	Paterson	28	
			204
Totals			361

TABLE XV

Total Enrollment in Vocational and Continuation Schools and Manual Training Departments

	Boys	Girls	Men	Women	Totals
Industrial					
Day	6,534	1,261	....	....	7,795
Evening	....	....	9,484	1,972	11,456
Part-time	....	....	203	286	489
Home Economics					
Day	....	990	....	....	990
Evening	....	....	....	3,418	3,418
Agriculture					
Day	847	1	....	....	848
Evening	....	....	312	....	312
Unit	151	2	....	....	153
Part-time	14	....	....	....	14
Totals					
Vocational Schools	7,546	2,254	9,999	5,676	25,475
Continuation Schools	3,568	5,613	....	....	9,181
Manual Training	152,956	141,116	....	....	294,072
Grand Totals	164,070	148,983	9,999	5,676	328,728

TABLE XVI

Vocational Rehabilitation

Financial Report

Summary Statement of Federal, State, Local, and Other Funds Available for Vocational Rehabilitation of Amounts Expended for the Fiscal Year Ended June 30, 1932

FUNDS	Amount Available for Fiscal Year			Amount Expended During Fiscal Year
	Balance Brought Forward From Preceding Year A	New Funds Available in Fiscal Year B	Total A Plus B C	D
1. Allotment of Federal money	.....	$48,047.63	$48,047.63	$48,047.63
2. State appropriations	.....	117,056.76*	117,056.76*	65,078.16
Total	.....	$165,104.39	$165,104.39	$113,125.79

* This is for all forms of rehabilitation.

TABLE XVI (Continued)

Vocational Rehabilitation

Statistical Report

Live Roll of Cases at End of Fiscal Year, June 30, 1932

	Number of Cases
1. Surveyed, rehabilitation plan not made	320
2. Rehabilitation plan made	218
3. In process of preparation for employment	536
a. In preparation status (other than training) 159	
b. In training status 377	
4. Awaiting employment	141
5. In employment, being followed up	33
6. Total	1,248

Nonrehabilitation Closures

Not Accepted for Rehabilitation Service	Number of Cases	Rehabilitation Service Not Completed	Number of Cases
1. Not eligible	93	1. Died	1
2. Not susceptible	100	2. Left State	6
3. Service declined	134	3. Discontinued	128
4. Referred to other agency	..	4. Lost contact	1
5. Other reasons	9	5. Other reasons	6
6. Total	336	6. Total	142

ANNUAL REPORT OF THE ASSISTANT COMMISSIONER OF EDUCATION, SUPERVISOR AND DIRECTOR OF BUSINESS MATTERS

School Year 1931-1932

Dr. Charles H. Elliott,
Commissioner of Education,
Trenton, New Jersey.

MY DEAR DR. ELLIOTT: In compliance with your request, I submit herewith my annual report of the activities under my supervision and direction for the school year 1931-32. The divisions of my report are as follows:

1. Bookkeeping and Financial Accounting Service
2. School Attendance
3. School Buildings
4. Statistical Studies
5. Analysis of the 1931-32 Educational and Financial Statistics
6. Summary of Statistics
7. High School Costs for Tuition Purposes
8. Internal Activities of the Division.

FINANCIAL

BUSINESS INSTITUTES

Business Institutes were held in each of the counties of the State and in attendance were county superintendents, presidents of boards of education, custodians of school moneys, secretaries and district clerks.

The program carried out by the staff under the direction of the Assistant Commissioner, Supervisor of Business Matters, included the proper preparation of budgets, the importance of keeping financial records as prescribed by the State Board of Education, business procedures of boards in carrying on the operation of the schools, the correct procedure and accounting in all State aided activities and suggested economies in carrying on the public school systems without destroying the efficiency of the service.

In Essex and Hudson Counties, Mr. J. J. Turner, District Clerk of the Belleville Board of Education, gave his experience in the correct manner of handling the business of a board of education, in Monmouth County Mr. William T. Norris, District Clerk of the Manasquan Board of Education, handled the same subject for the benefit of the other clerks and secretaries, and in Union County, Mr. H. Ralph Whiteman, Secretary of the New Bruns-

wick Board of Education, discussed his method of handling the affairs of the New Brunswick Board of Education as prescribed by the State School Bookkeeping System.

The attendance at these meetings, as a whole, was excellent and the round table discussions at each meeting gave every official an opportunity to receive instruction in all questions of procedure and presidents of boards of education appeared especially interested in having the work of a board of education and its officials satisfactorily explained to them.

Audit Service to County Superintendents

During the month of August, 1931, the three Inspectors of Accounts visited the offices of seventeen county superintendents of schools and assisted in the audit of the annual financial and statistical reports of the secretaries, district clerks and custodians of school moneys, so that the county superintendents of schools would be in a position to consult advisedly with the district officials where it was apparent that fuller information was necessary to satisfactorily account for the financial actions of their respective boards of education.

This service not only brings the work of the local boards of education in closer contact with the county superintendents, but it also gives to the Commissioner of Education first hand information valuable in the administration of the school laws of the State which is so necessary to the proper conduct of the business of keeping schools open. This service enables the county superintendent of schools to make his annual report to the Commissioner of Education represent the actual transactions of the local boards of education.

District Inspections

Inspections of the actions of boards of education and their records were made in Hunterdon, Mercer, Monmouth and Union Counties, thus completing the third inspection of all of the districts in the State. By the third inspection we mean the third time that all of the districts in the State have been completely inspected.

The efficiency percentages for the third inspection for each of the counties in the State are as follows:

Atlantic	70.0	Middlesex	79.6
Bergen	76.1	Monmouth	70.0
Burlington	66.8	Morris	79.7
Camden	76.3	Ocean	71.2
Cape May	69.0	Passaic	72.4
Cumberland	72.2	Salem	63.3
Essex	91.0	Somerset	75.4
Gloucester	76.8	Sussex	63.8
Hudson	87.7	Union	85.2
Hunterdon	68.6	Warren	72.7
Mercer	88.5		

The State average is 75.1%.

Inspections for the fourth time, since the rating system was inaugurated, were made in Burlington, Passaic and Warren Counties and Bergen County was inspected for the fourth time in 1931.

The percentages of inspection in these counties is as follows:

Bergen 81.0, Burlington 68.3, Passaic 61.8, Warren 72.6

The units in grading the reports in the future for judging efficiency have been revised in order to show more definitely and separately the degree of efficiency of the boards of education, the secretaries and district clerks and the custodians of school moneys in performing their duties as prescribed in the statutes and rules and regulations of the State Board of Education.

The advantage to be secured in scoring the work in the various districts is two fold; *i. e.*, first, to see that the work of the board of education and its officials is properly carried out and, second, to determine those school districts in which the inspectors' time can be more economically consumed by giving help and assistance where needed.

In addition to the regular county inspections, there were sixty-four special district inspections made, both for assistance in helping district clerks to properly handle their records and to make special audits where the records of the custodian and district clerk did not agree.

Financial Records

The necessity for boards of education to economically provide for the maintenance of the public school system, to know the exact cost of their activity and keep within their specified appropriations has shown conclusively that the bookkeeping system, as adopted by the State Board of Education, has proven its full worth.

This system of bookkeeping and cost accounting is perfectly adapted to the situation which many boards of education have found themselves in the non-receipt of their appropriations, both State and local, by the use of the contractual order system.

Qualifications of Secretaries and District Clerks

In my last three reports I have recommended that a bill be drawn and passed by the Legislature providing that on and after a fixed future date every applicant for the position of secretary or district clerk of a board of education be required to hold a certificate of qualifications issued by the Commissioner of Education, based on education and fitness before he can be selected by the board of education for the position; provided, that every secretary or district clerk now holding the position may be re-elected as long as the board desires his services to continue. This would apply only to new officials.

The Non-Payment of State School Tax

In January, 1932, it became very evident that several counties in the State were having difficulty in making payments of their quotas of the State school tax, and in order to assist those school districts which had paid their State school tax to the county collectors to receive at once their shares of the 90%, which is returned to the county, it became necessary to secure from the Legislature, then in session, an act to make it possible for this money to be placed in the hands of the school authorities entitled to it for use in keeping the schools open. Therefore, the Legislature passed the following enactment which was signed by the Governor on February 2, 1932:

"1. The State Treasurer in hereby authorized and directed to pay forthwith to the county treasurer of each county, ninety per centum (90%) of the amount of the State school tax, paid by any such county treasurer to the State Treasurer, notwithstanding that all of the State's school taxes due from any such county shall not have been paid to the State Treasurer; that the county treasurer shall pay said moneys only to the taxing districts in his said county which have paid their proportion of the said taxes.

"2. All acts and parts of acts inconsistent with the provisions of this act are hereby specifically repealed, and this act shall take effect immediately."

In order to allow the county superintendents of schools to properly make the payments to the districts entitled to their proportion of the money released by the above act, the following directions were issued by the Commissioner of Education:

"First distribution—Pay to each district which has paid its State school tax its pro rata share of the amount (90%) returned to the county by the State Treasurer, provided the amount returned is insufficient to pay in full to each district that has thus paid its State school tax the amount to be received as per the county superintendents' apportionments.

"To determine the percentage per district divide the amount to be distributed by the sum of the apportionments of the 90% made to said districts which have paid said tax.

"In case the amount to be distributed is in excess of the amount necessary to pay in full the amounts apportioned, the balance shall be held in the county treasury until another installment of such 90% is returned to the county for distribution.

"Second distribution—Proceed as above, but to determine the 'amount apportioned,' determine the sum of all the balances due on said tax of those districts receiving a prior distribution, plus the amount of the apportionments of the district or districts that have paid since the first installment.

"Other distributions—Follow procedure as outlined above."

The following table shows the amounts of State school tax due from the counties to the State (less all interest charges) with the dates of final payment during the school year 1931-1932. It also shows the three counties that did not complete payment until after February 1st, and also the four counties that did not complete their payment by July 1st.

The State school tax is payable by the counties to the State Treasurer on December 22nd of each year, and when all payments have been made the 10% reserve fund, provided for in the law, may be distributed direct to the districts having an allowance of $45 per dependent pupil; the payments to needy districts; and the balance as equitably distributed to meet legal quotas and allowances for days attendance. Counties that do not pay their State school tax promptly are required to pay the State for the benefit of the counties 6% interest. During the past year many of the counties failing to receive all of the State school tax from the local taxing districts borrowed the amount of the deficiency from the local banks, paying 6% interest, and paid their State school tax to the State. Several counties chose the privilege of not paying their State school tax to the State, thereby being penalized 6% interest by the State rather than borrow the money from banks already overloaded with county and municipal notes.

STATE SCHOOL TAX PAYMENTS FOR 1932

County	*State School Tax*		*Date Paid*
Bergen	$1,310,203.23		Dec. 21, 1931
Burlington	196,349.97		Jan. 8, 1932
Camden	970,436.63		Dec. 22, 1931
Cumberland	146,756.58		Jan. 8, 1932
Essex	4,459,823.18		Feb. 17, 1932
Hudson	3,488,575.56		Dec. 22, 1931
Hunterdon	84,307.52		Dec. 21, 1931
Mercer	810,395.77		Dec. 21, 1931
Morris	317,417.28		Dec. 28, 1931
Salem	100,152.17		Dec. 21, 1931
Somerset	186,439.04		Dec. 21, 1931
Sussex	92,096.22		Dec. 23, 1931
Union	1,340,964.20		Dec. 21, 1931
Warren	125,096.44		Jan. 8, 1932
Payment completed within school year:			*Date Last Payment*
Gloucester	$188,474.57		June 9, 1932
Middlesex	579,748.61		May 4, 1932
Passaic	1,306,468.29		Mar. 15, 1932
Following counties unpaid:		*Balance Due*	*Date Last Payment*
Atlantic	$1,195.589.57	$665,485.64	June 20, 1932
Cape May	284,536.36	221,317.28	June 28, 1932
Monmouth	649,547.94	206,402.55	June 9, 1932
Ocean	145,395.01	81,577.50	June 20, 1932
Total	$17,978,774.14	$1,174,782.97	

In order to make it possible to pay the Emergency 10% Reserve Fund, then in the hands of the State Treasurer, to the districts entitled to the 1% Emergency Fund and the amount due the receiving counties which had paid their State school tax, the following legislation was enacted:

". . . Provided, that if on May fifth all counties have not paid the State school tax, the Commissioner of Education may issue an order on the State Treasurer in favor of the County Treasurer of those counties which have paid their State school tax for their proportion of the ten per centum reserve fund accumulated in the custody of the State Treasurer, and the State Treasurer shall forthwith pay the amount of such orders to the county collector. Subsequent orders for the balance of the reserve fund may be drawn in like manner as funds become available.

"2. This act shall take effect immediately.

"Approved May 2, 1932."

Pursuant to this act the following table will show the amounts paid out of the State Treasury and the amounts still due the districts and counties on June 30, 1932:

Counties	$45 Payments Paid	$45 Payments To Be Paid	1% Emergency Fund Paid	1% Emergency Fund To Be Paid	Reserve Fund Paid	Reserve Fund To Be Paid	Reserve Fund Still Due
Atlantic	.....	$2,430.00	.....	$9,000.00	.....	.....	.....
Bergen	$5,940.00	.....	12,500.00	.....	$11,007.00	.....	$1,230.37
Burlington	4,500.00	.....	19,000.00	.....	241,995.57	.....	27,050.36
Camden	6,525.00	.....	4,950.00	.....	.....	.....	.....
Cape May	.....	900.00	.....	5,750.00	.....	.....	.....
Cumberland	4,140.00	.....	3,000.00	.....	119,862.09	.....	13,398.23
Essex	35,955.00	.....	.....	.....	.....	.....	.....
Gloucester	1,980.00	.....	.....	.....	170,379.75	.....	19,045.11
Hudson	30,195.00	.....	.....	.....	.....	.....	.....
Hunterdon	2,385.00	.....	1,500.00	.....	123,091.74	.....	13,759.24
Mercer	7,920.00	.....	.....	.....	.....	.....	.....
Middlesex	6,705.00	.....	.....	.....	157,754.97	.....	17,633.91
Monmouth	.....	12,150.00	.....	1,750.00	.....	$17,383.26	1,943.11
Morris	1,755.00	.....	.....	.....	150,999.89	.....	16,878.83
Ocean	.....	1,755.00	.....	8,700.00	.....	59,878.74	6,693.28
Passaic	6,075.00	.....	2,000.00	.....	.....	.....	.....
Salem	8,550.00	.....	1,500.00	.....	86,220.71	.....	9,637.78
Somerset	5,130.00	.....	.....	.....	96,828.19	.....	10,823.49
Sussex	540.00	.....	.....	.....	84,634.84	.....	9,460.52
Union	5,760.00	.....	50000.	.....	.....	.....	.....
Warren	450.00	.....	2,500.00	.....	99,186.80	.....	11,087.13
Totals	$134,505.00	$17,235.00	$47,450.00	$25,200.00	$1,341,961.55	$77,262.00	$158,641.36

RECAPITULATION AS OF JUNE, 1932

Total $45 Payments to Districts		$134,505.00
Total One Per Cent Emergency Payments		47,450.00
Reserve Fund Paid to Counties as Apportioned May 5th, 1932		1,341,961.55
Reserve Fund Unpaid as Apportioned May 5th, 1932...		119,697.00
$45 Payments	$17,235.00	
One Per Cent Emergency	25,200.00	
Reserve Fund to Counties	77,262.00	
Reserve Fund Still Due Counties		158,641.36
Total		$1,802,254.91

Reserve Fund Paid in by Counties as of June 30th, 1932	$1,680,399.05
Unused Balance of 1929 State School Tax	2,000.00
Ten Per Cent of Penalty	2,377.56
Reserve Fund Still Due from Counties	117,478.30
Total	$1,802,254.91

These two laws made it possible to assist the school districts in a very material way and lessen the burden of financial stress coming upon the interested boards of education without breaking down the fabric of legislation making it advisable for all local municipalities and counties to pay the State school tax when due as required by law.

Special District Tax Unpaid June 30, 1932

A side glance at the tax situation in the State of New Jersey during the last school year will be more fully understood by considering the figures showing unpaid special district school tax still due and unpaid on June 30, 1932, in the local school districts throughout the State. Therefore, the following table shows by counties the amounts still due June 30, which total $2,956,355.32. The total amount of special school tax ordered raised for this school year was $81,808,463.38.

District Tax Still Due June 30, 1932

Atlantic	$139,078.61	Monmouth	218,329.55
Bergen	592,721.12	Morris	71,875.46
Burlington	72,243.55	Ocean	85,499.07
Camden	379,269.97	Passaic	242,618.09
Cape May	22,277.93	Salem	48,975.44
Cumberland	99,288.41	Somerset	47,375.15
Essex	206,166.27	Sussex	25,190.54
Gloucester	223,610.18	Union	53,936.59
Hudson	198,210.00	Warren	60,577.75
Hunterdon	16,980.86		
Mercer	41,808.13	Total	$2,956,355.32
Middlesex	110,322.65		

During the school year of 1931-32 property taxes of $63,925,627.79 were levied throughout the State as local school taxes assessed by either the vote of the people in township school districts or the vote of the Board of School Estimate in city school districts for current expenses, ordinary repairs and replacements, school libraries, manual training, vocational schools, continuation classes and evening schools for foreign-born residents.

During the same period the State school tax of $17,978,774.14 was levied on property, paid into the State and re-distributed to the school districts.

Interest Bearing Orders

During the school year many school districts found their contractual obligation for the current expenses of operating their schools in excess of the collected moneys from State and local taxes; therefore, they were forced to take advantage of the provision of the law in paying these obligations with interest bearing orders. In order that the law might be uniformly put into effect over the State, the following directions were issued from this office:

"Whenever any order for payment of the current expenses of a public school shall be drawn and issued by any board of education on the custodian of the school moneys of each district, and there shall be no funds in the hands of such custodian to pay the same, such order shall bear legal interest until such time as said custodian shall have funds to pay same, of which fact he shall give public notice, whereupon said interest shall cease."

1. The regular "school warrants," otherwise called "orders," will be issued and signed by the president and secretary or district clerk of the board of education. They will be delivered to the custodian, who will write on them or stamp them as follows: "This order bears legal interest from ....., 193..., until such time as there shall be funds to pay same, public notice of which will be payable at ..... Bank." After stamping, and affixing signature, the orders will be returned to the secretary or district clerk, who in turn will deliver them to the persons named therein.

2. In the case of payrolls, in the use of which only one warrant is issued for the total of all salaries set forth on said payroll, the custodian will issue in place of the teachers' checks, evidences of indebtedness bearing interest at 6% until such time as public notice shall be given that the custodian has funds to pay same.

The custodian may, if it is found expedient, issue these evidences of indebtedness in two or more denominations, for the amount due the teacher or other employee as stated in the payroll or in the individual warrant, when no payrolls are used.

3. The form of these evidences of indebtedness shall be as follows:

School District of .....

Payroll Account

No..... ....., 193...
Place Date

The Custodian of School Moneys will pay to the order of ....., ...Dollars with interest at 6% from date until such time as public notice shall be given that funds are in hand to pay same, and will be payable at the .....
Name and Place of the Bank

Amount of Order $.....

Amount of Interest $..... .....
Custodian

Total to be Paid $.....

4. The custodian shall enter in his "Financial Record" each and every warrant or "order" received from the secretary or district clerk. He shall make a record in the space in which each interest bearing order is recorded the date interest begins, the date on which interest ceases and the amount of interest accrued and paid. (Columns not needed for regular accounting may be used for these purposes.)

5. When funds become available for the payment of such orders in whole or in part, public notice shall be given by advertisement in a newspaper having

circulation within the district, and a copy of said notice shall be posted in the bank or banks at which said orders will be made payable. This public notice shall read substantially as follows:

NOTICE OF ACCEPTANCE OF SCHOOL ORDERS

Notice is hereby given that interest bearing orders issued by the Board of Education of the School District of....., bearing numbers.....to.....will be accepted for payment upon presentation of same to the.....
Name and Place of Bank
Interest on the above named orders will cease after....., 193...

.....
Custodian

Dated.....

6. The bank will pay the face of the order plus the interest accrued to date of notice.

7. The custodian shall certify to the secretary or district clerk at each time public notice shall be given, the amount of interest that has accrued on the orders covered by the public notice, whereupon the secretary or district clerk shall issue a school warrant to the order of the custodian for said amount of interest. This warrant will be used for bookkeeping purposes only by said secretary or district clerk and custodian, in the case of current bills, but in the case of salary payments, the warrants shall be deposited in the payroll account with the original warrant drawn for said payroll.

8. All interest thus paid on said orders shall be charged to the Current Expense account and entered as "interest on temporary loans" in the cost accounting record.

9. When interest bearing orders are issued in denominations smaller than that of the original warrant or order, each of said denominations shall bear the number of the original warrant (say No. 166) together with a letter. e.g. A warrant for $113.07 has been issued. The custodian may issue interest bearing orders, one each for the following amounts: $10, $15, $20, $25, $30, $13.07. The numbers on these orders will be 166A, 166B, 166C, 166D, 166E and 166F.

The original warrant will be held by the custodian, and when the interest bearing orders are paid they shall be attached to the original warrant.

DIRECTIONS FOR CLOSING THE ACCOUNTING RECORDS, SCHOOL YEAR, ENDING JUNE 30, 1932

These directions apply *only* to those districts that are *not* keeping the complete contractual system.

For All Districts Excepting the Smaller Districts Using the Simplified Records

1. Prove the cost distribution (yellow pages) with footings of form A-111 (Cash Expenditures).

2. Carry the footings from Cash Expenditures (form A-111) to the top line of Contractual Order page (form A-112).

3. Enter on the lines following, each and every unpaid bill or purchase order including tuition due, transportation and other costs for this school year which have not already been entered on the cash expenditure forms.

4. Make a new footing on form A-112 including the cash expenditures transferred and the bills and orders entered thereunder.

5. Distribute to the yellow pages the costs on form A-112 which have not heretofore been distributed, and make new footings. These new footings will show the total costs for the year for each item of distribution whether same have been paid or not.

6. Prove the distribution with the footings on A-112 and carry totals of all columns to form A-4, the Annual Report to County Superintendent.

For the Smaller Districts Using the Simplified Records

7. Follow directions above, except that no additional forms will be needed.

For All Districts

8. If the full amount of the appropriations,—State or local—have not been received, state on the line on which the item is printed of the Annual Report blank the amount still due your district. For example: If there is still due you from the County Superintendent a portion of the 90% State School Tax, write on line 2 "still due $....." Make the same notation for items 3, 8 and 12. Only the actual cash received will be extended in the "amounts" column.

In some cases the balances will show deficits (red), but if *appropriations have not been overdrawn,* no criticism will be made.

Entry of Balances, July 1

9. The amount of unpaid bills and outstanding orders that have been filled for which bills have not been received (total of form A-112), which are in excess of the amount paid (totals of form A-111), will be the amount to be entered as a balance in column "W" on the first line of form A-110, under "Cash Receipts," in black ink. The balances in the several accounts will be reduced accordingly, even if these balances and the total show red. When these are paid the amounts will be entered in "H" and "W." See Accounting Directions for complete explanation.

Crippled Children

Payments of Special State Aid for Crippled Children under authorization of Chapters 53 and 54 of the Laws of 1928 in the amount of $45,609.83 were made to eighty-two districts. Eighteen counties were represented.

This office keeps a card file of every crippled child receiving instruction under the statutes above named. These cards give a complete history of the child's case, the character of the disability and the name of the physician certifying the necessity for special instruction.

At the close of each school year a special financial and statistical report is submitted on blanks furnished by the Department by each school district requesting special State aid. These reports are carefully audited, and the names of pupils reported are checked with the cards on file. Considerable correspondence is entailed in getting complete reports and in a number of cases personal investigation is necessary by visit to the district office or school before the excess cost can be determined, on which amount special aid is to be apportioned.

The districts receiving this aid and the respective amounts are as follows:

STATE AID FOR CRIPPLED CHILDREN—SCHOOL YEAR 1930-1931

Atlantic—	
Atlantic City	$1,086.75
Longport	903.23
Bergen—	
Bogota	109.50
Cliffside Park	375.00
East Paterson	78.80
Fairlawn	267.00
Fairview	7.75
Hackensack	193.00
Hasbrouck Heights	116.22
Lodi Borough	352.79
Lyndhurst	165.00
North Arlington	92.72
Oradell	86.85
Overpeck	204.75
Palisades Park	575.00
River Edge	190.75
Rochelle Park	19.10
Rutherford	89.45
Saddle River Twp.	72.19
Teaneck	564.18
Tenafly	27.50
Wallington	158.88
Westwood	313.75
Burlington—	
Moorestown	92.00
Camden—	
Audubon	450.00
Camden	3,811.03
Essex—	
Caldwell	100.00
East Orange	2,486.00
Glen Ridge	17.66
Irvington	1,508.20
Millburn	26.38
Montclair	995.63
Newark	5,211.90
Nutley	523.00
Orange	969.38
South Orange	612.50
West Orange	101.12
Gloucester—	
Woodbury	662.50
Hudson—	
Bayonne	2,368.49
Hoboken	767.00
Jersey City	7,464.37
North Bergen	102.81
West New York	130.50
Union City	515.00
Hunterdon—	
Flemington	25.00
Glen Gardner	31.25
Union	18.75
Mercer—	
Lawrence	200.00
Ewing	302.00
Trenton	2,384.06

Middlesex—	
Dunellen	77.19
Monroe	12.50
Monmouth—	
South Belmar	165.38
Asbury Park	110.10
Middletown	25.34
Long Branch	174.20
Morris—	
Dover	452.50
Hanover	65.00
Kinnelon	57.00
Lincoln Park	130.00
Washington	150.00
Ocean—	
Pine Beach	185.13
Passaic—	
Bloomingdale	228.75
Paterson	144.38
Wanaque	264.34
Salem—	
Elmer	20.00
Somerset—	
Bedminster	23.13
Bernards	100.00
Somerville	271.50
Sussex—	
Hamburg	13.31
Newton	13.54
Union—	
Elizabeth	1,046.10
Hillside	140.00
Linden	793.00
Mountainside	1,308.07
Plainfield	328.00
Roselle	21.50
Roselle Park	159.00
Summit	14.18
Union	550.00
Westfield	640.00
Total	$45,609.83

APPORTIONMENT OF SCHOOL MONEYS FOR 1932-1933

For the school year 1932-33 there was apportioned to the counties and school districts of the State the sum of $21,071,226.72, which was an increase of $506,542.75 or 2.5 per cent over that of 1931-32. Out of this sum of $21,071,226.72, there were apportioned $20,792,391.72 to the counties and $278,835.00 direct to individual school districts.

The State School Tax for 1932 was $17,941,110.24, which was a decrease of $37,663.90, or two-tenths of one per cent from that of 1931. The income of the State School Fund was $600,000.00 for 1932-33, which was the same as for 1931-32. The Railroad Tax apportioned to the counties for 1932-33 was $2,406,262.35, which was an increase of $476,649.50 or 24.7 per cent over that of 1931-32. The interest on the Surplus Revenue for the year 1932-33 was $24,395.38, which was a decrease of $1,738.51 or 7.0 per cent from that of 1931-32. In addition to the above funds, $94,728.46 as apportioned from penalties for delayed payments of 1931 State School Tax, and $4,730.29 from unexpended balances in helping teacher and county attendance officer accounts.

In 1932-33 the value of a day's attendance in eleven counties dropped to $0.02174301351. This was due to increased amounts necessary to meet legal quotas in the receiving counties, increased allowances for needy districts and dependent children.

In the apportionment of $45.00 to districts for each dependent child, or child residing on county, Federal or State property located therein, as provided in Chapter 30, Public Laws of 1932, a thorough study and investigation was made of the dependency of each child and other requirements submitted by the school districts through the county superintendents. A record of each dependent child was made and filed for future reference. This survey resulted in eliminating 929 names of pupils submitted by districts, who were not entitled to consideration under the law, with a money value of $41,805, which amount increased the apportionment to the counties of the State. Districts were entitled for the first time in this apportionment an allowance of $45.00 for each pupil residing on county or Federal property located therein.

There was in the 1932-33 apportionment an allowance of $185,535 made for 4,123 pupils to 204 school districts. Of these 4,123 pupils, 2,573 were under the control of the New Jersey State Board of Children's Guardians, 1,106 in institutions or under the control of other charitable organizations, 210 resided on State or county property and 234 resided on Federal property.

State Aid for Manual Training

Appropriations are requested each year from the Legislature to be apportioned to those school districts maintaining Manual Training schools and classes. The courses of study must be approved by the State Board of Education and teachers must hold the proper certificate to teach this special work.

Districts maintaining approved Manual Training courses may apply for State Aid for any amount from $250 to $5,000, providing a like amount has been raised in the district by district tax or by subscription, or both.

Detailed reports of the Manual Training work are sent to this office at the close of each school year. These reports are carefully audited by the Department.

Each year the work in Manual Training has increased and a larger number of districts have sought State aid.

The following table offers a comparison between the school years 1919-1920 and 1929-1930:

	1919-1920	1929-1930	Increase
Number of Districts	163	212	49
State Aid	$347,866.67	$646,776.20	$298,909.53
District Tax	$580,551.20	$2,024,917.10	$1,444,365.90
Expenditures	$975,542.50	$2,722,039.70	$1,746,587.20
Number of Teachers	516	931	415
Enrollment	139,840	195,227	55,387

State Aid for Vocational Schools

Appropriations are requested each year from the Legislature to be apportioned to those school districts maintaining Vocational Schools or classes. The courses of study must be approved by the State Board of Education and teachers must hold the proper certificate to teach this work.

In the case of Vocational State Aid, reports of the work for the year must be sent to the Commissioner of Education by July 15. Apportionment to each vocational school is limited to $10,000.00, providing district raises at least, by taxation or subscription or both, a like amount.

The following table offers a comparison between the school years 1919-1920 and 1929-1930:

	1919-1920	1929-1930	Increase
Number of Districts	12	37	25
Number of Counties	4	5	1
State Aid	$233,424.37	$541,946.74	$308,522.37
District Tax	$237,621.92	$1,116,114.75	$878,492.83
Expenditures	$464,546.94	$1,626,751.18	$1,162,204.24
Number of Teachers (Day)	111	297	186
Number of Teachers (Evening)	204	452	248
Enrollment (Day)	3,099	6,787	3,688
Enrollment (Evening)	No data	14,612	.....

State Aid for Evening Schools for Foreign-Born Residents

Where evening schools for the instruction of foreign-born residents have been established, operating under Article XIII of the 1931 Edition of the School Law, Sections 298 and 299, the State will pay toward the maintenance of such an amount as has been raised by the district, either by district tax or by subscription up to the amount of $5,000 each year.

Financial reports and applications for State Aid for evening classes for foreign-born residents are submitted to the Department by March 15 each year.

The following table offers a comparison between the schools years 1919-1920 and 1929-1930.

	1919-1920	1929-1930	Increase
Number of Districts	19	40	21
State Aid	$14,139.86	$46,575.53	$32,435.67
District Tax	$22,157.94	$54,606.89	$32,448.95
Expenditures	$38,257.34	$102,434.53	$64,177.19
Number of Teachers	108	218	110
Enrollment	3,048	6,155	3,107

Comparison of Receipts in Counties and Districts for Education

A comparison is shown below of the sources of income for education in counties and districts for the school years 1919-20 and 1929-30. In 1919-20 the State provided 23.9 per cent of the receipts, as compared to 14.8 per cent in 1929-30. Local taxes provided 48.7 per cent of the total receipts in 1919-20, as compared to 55.2 per cent in 1929-30. Sale of bonds provided 15.2 per cent of the total receipts in 1919-20, as compared to 18.4 per cent in 1929-30. Other

sources were equal to 3.7 per cent of the total receipts in 1919-20, as compared to 3.3 in 1929-30. Balances on hand at the beginning of the year in 1919-20 were equal to 8.5 per cent of the total receipts, as compared to 8.3 per cent in 1929-30.

SOURCES OF INCOME FOR EDUCATION IN COUNTIES AND DISTRICTS

Source	1919-20	Per Cent of Total Receipts	1929-30	Per Cent of Total Receipts
State	$11,802,590.57	23.9	$21,146,525.21	14.8
Local Taxation	24,069,127.62	48.7	78,977,365.59	55.2
Sale of Bonds	7,510,912.51	15.2	26,248,042.99	18.4
Other Sources	1,835,619.80	3.7	4,675,634.38	3.3
Balances on Hand at Beginning of Year	4,233,236.89	8.5	11,921,138.77	8.3
Total	$49,451,487.39		$142,968,706.94	

Below is given a comparison of the various sources of income for 1919-20 and 1929-30 showing the increase for the ten-year period. State aid increased $9,343,934.64, or 79.2 per cent; local taxes increased $54,908,237.97, or 228.1 per cent; sale of bonds increased $18,737,130.48, or 249.5 per cent; other sources $2,840,014.58, or 154.7 per cent; balances on hand at begining of year, $7,687,901.88, or 181.6 per cent, and total receipts increased $93,517,219.55, or 189.1 per cent. In combining the State School Tax and local taxes, there was raised in 1919-20 the sum of $32,304,174.15, and in 1929-30 the sum of $96,136,328.07, which was an increase of $63,832,153.92, or 197.6 per cent in direct taxation for schools during this ten-year period.

SOURCES OF INCOME FOR SCHOOLS IN COUNTIES AND DISTRICTS IN 1919-20

State School Fund		$250,000.00
State Fund		106,200.00
Library Aid	$6,200.00	
State Aid to Lower State School Tax	100,000.00	
Railroad Tax		3,182,498.74
Manual Training	$344,616.26	
Vocational Education	198,698.49	
Evening School for Foreign-Born Residents	14,139.86	
Counties to Distribute	2,625,044.13	
Surplus Revenue		28,480.12
Reapportioned Balances		365.18
State School Tax		8,235.046.53
Local Taxes		24,069,127.62

Other Sources		1,835,619.80
Tuition	$666,362.36	
Tuition from Districts	$608,705.88	
Tuition from Parents	57,656.48	
Other Sources	1,169,257.44	
Sale of Bonds		7,510,912.51
Balances on Hand Beginning of Year		4,233,236.89
Total Receipts		$49,451,487.39

SOURCES OF INCOME FOR SCHOOLS IN COUNTIES AND DISTRICTS FOR 1929-30

State School Fund		$500,000.00
Library Aid-State Funds		6,070.00
Railroad Tax		3,455,094.13
Vocational Schools	$541,946.74	
Manual Training	649,506.20	
Evening Schools for Foreign-Born Residents	46,575.53	
Crippled Children	18,337.57	
Counties to Distribute	2,198,728.09	
Surplus Revenue		24,803.30
Reapportioned Balances		1,595.30
State School Tax		17,158,962.48
Local Taxes		78,977,365.59
District Taxes	$78,163,458.08	
County Contributions or Taxes	813,907.51	
Other Sources		4,675,634.38
Federal Payments	$172,675.45	
Tuition	3,183,665.28	
Tuition from Districts	$3,163,809.00	
Tuition from Parents	19,856.28	
Board of School Estimates or Authorized Notes	339,328.18	
Other Sources	979,965.47	
Sale of Bonds		26,248,042.99
Balances on Hand Beginning of Year		11,921,138.77
Total Receipts		$142,968,706.94

SCHOOL ATTENDANCE

CONTINUING CENSUS

In order to properly enforce the compulsory education laws, it is the duty of every board of education to have on file for instant reference among its records a list, in convenient form, of all the children of school age residing in the school district. A system of "Continuing Census" has been devised by the Department to provide such a list to the boards of education. Two forms,

A-230 (Field Card) and A-231 (Permanent Record Card) have been printed and furnished all school districts in the State desiring to carry out the "Continuing Census."

A "Continuing Census" adequately kept will have the following uses:

1—It provides a complete list of all children of school age as a basis for enforcing the provisions of the compulsory education and child labor laws.

2—It provides a reliable means for identification of children who should be in school.

3—Children and parents can be easily located.

4—It aids in locating crippled children.

5—It provides a complete and convenient list of all pupils who are inmates of charitable institutions, residents on State, county or Federal property, or dependents of the State or private charitable organizations. According to Chapter 30, Public Laws of 1932, the several districts of the State are entitled to $45 for each one of these pupils, who meet certain conditions.

6—It aids in planning a school building program and budget making.

One hundred seventy-three school districts during the school year of 1931-32 used the "Continuing Census" as provided by the Department. In three counties, Mercer, Salem and Warren, every district used the "Continuing Census." Gloucester, Hudson, Ocean and Sussex had no districts using the "Continuing Census." The number of districts in each county using the "Continuing Census" are shown in the table below:

NUMBER OF SCHOOL DISTRICTS IN EACH COUNTY USING THE "CONTINUING CENSUS" IN 1931-32

Atlantic	20	Middlesex	17
Bergen	26	Monmouth	11
Burlington	4	Morris	14
Camden	9	Ocean	0
Cape May	3	Passaic	1
Cumberland	4	Salem	14
Essex	5	Somerset	2
Gloucester	0	Sussex	0
Hudson	0	Union	4
Hunterdon	5	Warren	23
Mercer	11		
		State	173

ATTENDANCE

The number of pupils enrolled in day schools in 1931-32 was 812,891, as compared to 800,221 in 1930-31. This was an increase of 12,670, or 1.6 per cent, which was the lowest per cent increase in day school enrollment since 1916-17. The number of days present in 1931-32 was 125,623,336½, as com-

pared to 126,859,986 in 1930-31. This was a decrease of 1,236,649½ days, or 1.0 per cent. Since 1900 there were only three years which showed decreases in number of days present. These years were 1916-17, 1918-19 and 1931-32. The principal cause of the decrease in the number of days present in 1931-32 was the late opening of schools in many of the districts of the State and the failure of parents to send their children to school due to the infantile paralysis scare in the Fall of 1931.

An investigation was made in one large city to determine the causes of decreased number of days' attendance. It was found that the number of days schools were kept open decreased by three days, the enrollment had decreased, several epidemics of cold decreased attendance, and the infantile paralysis scare in the Fall of 1931 caused late enrollment. In comparing the per cent of attendance in this city for February, March and April of 1931 and 1932 there was a marked decrease. Upon investigation it was found that this was caused by several epidemics of colds. The decrease in enrollment was due to the removal of families to smaller communities, where living expenses were lower. In this particular city the per cent of attendance was two-thirds of one per cent higher than in 1930-31, due to the activities of the compulsory attendance department during the past year.

The enrollment and total number of days present in day schools are given below for the school years 1914-15 to and including 1931-32.

Year	*Enrollment*	*Per Cent Increase*	*Total Number of Days Present*	*Per Cent Increase*
1914-15	519,880	...	77,392,960½	...
1919-20	591,798	13.8	85,771,431	10.8
1924-25	702,690	18.7	108,457,461½	26.4
1929-30	785,225	11.7	124,021,448	14.4
1930-31	800,221	1.9	126,859,986	2.2
1931-32	812,891	1.6	125,623,336½	1.0*

* Decrease.

The per cent of attendance in 1931-32 for the State as a whole was 93.4, as compared to 93.6 in 1930-31.

Good school attendance in addition to its value to the pupils has a monetary value to the school districts. The amount apportioned by the county superintendents to the districts on days' attendance in 1932-33 was $9,788,467.49, which was a decrease of $150,393.91 from that of 1931-32. The value of a day's attendance in 1932-33 ranged from 2.17 cents in eleven counties to 17.45 cents in Atlantic County.

In 1931-32 the total number of days' attendance allowed for apportionment purposes was 130,617,269, which was an increase of 1,578,604 over that of 1930-31. The number of days' attendance as shown by the school registers for day schools (not including vocational day schools), continuation schools, Summer schools and evening schools (not including evening vocational schools or evening schools for foreign-born residents) was 127,774,410½. An allow-

ance for the State, as a whole, was made of 2,842,858½ days on account of closed schools for good cause and quarantine.

Attendance Officers

In 1931-32, there were 215 full-time and 429 part-time attendance officers, as compared to 233 full-time and 423 part-time attendance officers in 1930-31. There were 125 school districts in 1931-32, as compared to 111 school districts in 1930-31, which did not expend a single cent for the enforcement of compulsory education. The expenditures for attendance officers' salaries and expenses in 1931-32 was $528,633.60, as compared to $531,456.92 in 1930-31. Some economies have been made in the enforcement of the compulsory education law, which has in many districts of our State been inadequate. Adequate enforcement of the compulsory education law necessitates the employment of competent attendance officers with suitable compensation. The services rendered by attendance officers are usually directly related to the compensations received.

With proper enforcement of compulsory education laws, every pupil of compulsory school age should be in school (public or private). It is essential that the cases of absence be regularly investigated. It is important to know the cause of absence in every case. This can usually be determined by a visit to the home of the pupil in question. If sufficient service is provided, it would seem wise to determine the question of the legality of absence only after the matter has been investigated by the attendance officer.

Whenever transfers are made from school to school in a district, or from public schools to private schools, or in the opposite direction, the attendance officer should be given a record of the transfer and he is requested to check it immediately to discover whether or not it has been made effective by the appearance of the pupil transferred to the new school.

The monthly report (Form A-200) printed and supplied by the Department has had a wholesome effect upon the attendance officers of the State. The annual report of the chief attendance officer (Form 205) of each district is submitted to the county superintendent, who was requested to submit to the Department such reports for the school year 1930-31 and 1931-32.

In my last report, I stated that the philosophy of compulsory attendance has materially changed in recent years. The attendance officer is no longer a police officer, but primarily a social worker. The attendance officers are working for the welfare of the children in their districts. Therefore, it is essential for them to clearly understand the purposes of education, child psychology, and sociology.

Accordingly, I recommend, again, that all new full-time attendance officers appointed in the future should have the following qualifications:

1—At least two years of college education beyond high school graduation with majors in child psychology and sociology.

2—At least one year's successful practical experience in social welfare work.

3—Be able to pass a competent physical and medical examination.

4—In addition to the above, have a sufficient degree of personality to meet people easily, be cooperative in all matters where cooperation is necessary, have initiative, have a pleasant appearance and be firm and convincing in all suggestions pertaining to the work of an attendance official.

SCHOOL BUILDINGS

School Building Planning Service

Many requests are made annually by local boards of education and the county superintendents for aid in the correct planning of new or the alteration of present buildings to meet the modern requirements of education, and the proper location of new buildings. As a result of this service the State school housing facilities are being gradually improved.

School Building Program Surveys

During the school year of 1931-32 there were undertaken and completed school building program surveys in two school districts. The surveys were made in the following communities: Midland Park (Bergen) and Pequannock Township (Morris).

School Building Survey

During the Spring of 1932 plans were developed for a School Building Survey comparable with the surveys of 1922 and 1927. Most of the school building scores are in the office for 1932 which will be prepared during the Winter of 1932-33.

Capital Outlay

The expenditures in the school districts of the State for capital outlay for the school years 1926-27 to and including 1931-32, are given below:

Year	*Amount Expended*
1926-27	$22,186,950.15
1927-28	22,541,174.69
1928-29	23,495,489.32
1929-30	24,228,260.51
1930-31	16,811,309.54
1931-32	9,863,193.81

There was a decrease of $6,948,115.73 in capital outlay for 1931-32 from that of 1930-31. The amount expended for capital outlay in 1931-32 was only 40.7 per cent of the amount expended in 1929-30.

In order to show the decrease in building activity in this State, there were 57 plans approved during the school year 1931-32, as compared to 215 in 1926-27, which are shown below:

Type of Plans	1926-27	1931-32
New Buildings	60	20
Additions	65	17
Alterations	35	4
Heating and Ventilating	13	10
Fire Escapes	5	1
Toilet Installations	5	2
Portable Buildings	6	..
Revision of Plans	26	3
Total	215	57

School Drinking Water

The rules of the State Board of Education require that drinking water from local sources, such as wells, springs and cisterns, whether owned by the Board of Education or otherwise, shall be tested at least once during each school year.

A majority of the school districts of the State are supplied by municipal or private water companies. These supplies are under the direct supervision of the State Department of Health and samples of water from such sources are made at regular intervals.

Some 225 school districts, however, depend upon wells, springs or cisterns for their water supply. Many of the wells and cisterns are located upon school properties, but a large number are owned by private individuals and the water must be carried to the schools, in some instances a distance of half a mile. In these districts water samples are collected by the district clerk, medical inspector or other agent of the Board of Education and sent to the State Department of Health for analysis. Through the cooperation of the State Board of Health all test records showing the character of the water were submitted to the Commissioner of Education.

During the year 1931-32, 661 samples of water from 199 districts were tested. About 25 districts made no effort to have their sources of water analyzed.

The county superintendents were notified of the results of the tests as found in each county. Where the water supply was found to be of doubtful character or unsuitable for drinking purposes, the county superintendent notified the local boards of education, who in most instances made efforts to remedy the condition, either by drilling new wells, by securing a new source of supply or removing the cause of contamination.

The following table shows the number of districts in each county where tests were made, the sources of supply and the number considered safe, doubtful or unsuitable from each source.

Counties	Districts Tested	Wells			Springs			Cisterns			Totals
		Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuitable	
Atlantic	11	29	8	..	..	..	..	..	..	..	37
Bergen	11	11	3	3	..	..	..	..	..	..	17
Burlington	13	11	8	1	..	..	..	..	..	..	20
Camden	8	31	3	..	..	..	..	..	..	..	34
Cape May	4	15	5	1	..	..	..	..	..	..	21
Cumberland	11	41	8	..	..	..	..	..	..	..	49
Essex	1	1	..	..	..	..	..	..	..	..	1
Gloucester	13	30	12	1	..	..	..	..	..	..	43
Hunterdon	14	18	9	17	4	2	11	3	..	2	66
Mercer	6	18	3	..	..	..	..	..	..	..	21
Middlesex	7	16	3	7	1	..	..	..	..	..	27
Monmouth	13	21	26	2	..	..	..	..	..	..	49
Morris	18	30	14	3	5	..	1	..	..	..	53
Ocean	9	16	3	3	..	..	..	..	..	1	23
Passaic	4	11	..	1	1	..	..	..	..	..	13
Salem	11	22	13	8	..	..	..	..	..	..	43
Somerset	13	30	9	13	1	..	..	..	..	..	53
Sussex	13	14	3	16	1	..	10	1	..	..	45
Union	1	1	..	..	..	..	..	..	..	..	1
Warren	18	14	3	2	6	..	3	13	1	3	45
	199	380	133	78	19	2	25	17	1	6	661

Statistical Studies

In studying and analyzing the educational and financial statistics of the school year 1930-31, a number of articles with statistical tables were prepared and published in the 1931-32 Education Bulletins. In the Education Bulletin statistical studies were printed to the extent of 492 pages, a decrease of 13 pages from that of 1930-31.

The September, 1931, issue of the Education Bulletin gave the "Per Capita High School Tuition Costs for 1930-31"; the October issue, "How the New Jersey Governmental Dollar Was Spent in 1929-30 in Comparison With 1924-25 to and Including 1928-29" and "Comparison of School and Municipal Net Indebtedness, Per Cent Total Net Indebtedness is of Assessed Wealth (1930) and School and Municipal Expenditures in the Various Communities of the State"; the December issue, "Summary of Statistics for the School Year 1930-31"; January issue, "School Housing Survey for 1931-32"; February issue, "Statistical Summary of New Jersey School Districts for the School Year 1930-31"; April issue, "A Study of the Growth of High School Enrollment," "Instructional Costs in Day Schools Per Pupil in Average Daily Attendance (1930-31)" and "Per Cent of Day School Operating Expenditures Devoted to the Various Major Items in 1930-31"; June Special No. 1 issue, "Apportionment of State School Moneys for 1932-33," and June Special No. 2 issue, "School Attendance Survey for 1930-31," "Cost of Debt Service for 1929-30 and 1930-31," "Comparison of Receipts of Varoius School Districts from State, District Taxes and Other Sources for 1930-31" and "Health Service Costs for 1929-30 to and Including 1930-31."

In addition to the above, the following articles were prepared, but not published. "The Average Capital Outlay for Schools from 1926-27 to and Including 1930-31 Per Pupil in Average Daily Attendance and the School Expenditures (1930-31) Per Each $1,000 of Net Valuation Taxable (1931) for the Various School Districts of the State"; "Comparison of School and Municipal Expenditures, School and Municipal Net Indebtedness, and Per Cent Total Net Indebtedness is of Assessed Wealth (1931) in the Various Communities of the State for 1930-31," and "Comparison of Elementary, Junior High, Senior High, Four-Year High or Less and Total Cost of Education in Day Schools Per Pupil in Average Daily Attendance for the School Years 1929-30 and 1930-31."

These articles furnish the means by which the school people and the public of the State may see a true picture of the magnitude and cost of their public school system and allows a comparison as between school districts.

INTERNAL ACTIVITIES OF THE DIVISION

Cancelled School Bonds

The School Law, 1931 Edition, Section 194, page 105, referred to Article VII School Districts, states that all bonds, when cancelled, "shall be deposited with the Commissioner of Education." Many of the Article VII School Districts do not comply with the law. During the school year 1931-32 can-

celled bonds were submitted to the Commissioner of Education from 214 school districts. These 214 school districts submitted 3,707 cancelled bonds, the majority of which were of $500 and $1,000 denominations. Thirty districts submitted their cancelled bond coupons. Each district received an acknowledgment of the receipt of such cancelled bonds.

Blanks and Forms

Blanks and forms used in the school districts of the State are devised in this office and distributed to the county superintendents, city superintendents and secretaries of the cities. On March 1st, an annual requisition from county and city superintendents is received by this office ordering the forms needed for the year. From these requisitions an estimate is made of the amount of forms needed by the school districts and ordered through the State Purchasing Agent.

Printed Material

Monographs, School Laws, Annual School Reports, Legislative Manuals, Education Bulletins and other printed matter are sent from this office. In sending out printed matter, we have made 3,010 requisitions, which are made out in quadruplicate, one attached to the order, one to the shipping clerk and two to the one requesting the material, who returns one to this office acknowledging the receipt of the material ordered. Fifty-five hundred Education Bulletins were distributed monthly for ten months to school officials, teachers, and the interested public in this State, and to many interested individuals outside of the State.

School Registers

During July and August, thirty-two thousand five hundred school registers were received from the school districts and results tabulated by eleven teachers and one extra clerk. The total allowance of days' attendance for the school year was 130,617,269, which is used for apportionment purposes. The number of days' attendance allowed in day schools was 125,529,663½; evening schools, 805,344½ days; Summer schools, 1,182,676 days; continuation schools, 256,726½ days; allowance for closing of schools for good cause, 2,707,660 days, and quarantine, 135,198½ days. The allowance for the closing of schools for good cause and quarantine needed special study and decisions.

Orders and Payments

All orders for supplies, furniture, and equipment for the Department are made in this office. All bills and payrolls of the Department and orders for school moneys payable to counties and districts are taken care of in this Division. A great deal of additional work was required to make payments to counties and districts from the State School Tax due to failure to pay the 1931 State School Tax on time.

Academic Certificate Fund

The total receipts of the Academic Certificate Fund for the year were $12,989.00. The cash, checks, and money orders received are deposited in the bank. At the end of each month a list of the applicants and a check for the receipts of the month are sent to the State Treasurer.

Miscellaneous Receipts

The total amount of money received from monographs and other printed material sold outside the State was $140.90. Many monographs are paid for by postage stamps. These stamps are used by the Commissioner and for mail sent after the mail has been collected for the day. The cash, checks, and money orders are deposited in the bank, and a check for the amount is sent to the State Treasurer.

Mimeographing

During the year there were mimeographed two hundred seventy letters, one survey, fifteen legislative bulletins, seven reports, fifty-one forms, eleven courses of study, and two hundred copies of the Apportionment of School Moneys.

Addressographing and Mailing

Sixty-five hundred stencils for addressographing were made during the year. Most of the mail sent from the Department is addressed on the addressograph and mailed from this Division.

Attached to this report and a part of it are submitted the "Summary of Statistics for the School Year 1931-1932," "Statistics of Public Education for 1931-1932," and "A Study of High School Costs for Tuition Purposes."

In conclusion, I wish to call your attention to the need for additional office space, as we are now handicapped because of overcrowding.

Respectfully submitted,

HERBERT N. MORSE,
Assistant Commissioner of Education.

PER CAPITA HIGH SCHOOL COSTS FOR TUITION PURPOSES FOR THE SCHOOL YEAR 1931-1932

This study is a part of the State survey made annually for State, county and local administrative purposes in addition to supplying the public with informational data as to the cost of public education.

The figures used were furnished in special reports to the Commissioner of Education by the secretaries and district clerks with the approval of the city superintendents or supervising principals of the high school districts and their respective county superintendents.

The costs as shown in this report for 1930-31 and 1931-32 are shown on two bases, operating costs and costs for tuition purposes. The total operating cost of high school education for the various districts maintaining high schools was obtained by adding the costs of administration, instruction (supervisory and proper), operation, maintenance, coordinate activities (except salaries and expenses of attendance officers), auxiliary agencies (except transportation), and fixed charges (except tuition). The high school costs for tuition purposes were obtained by using the operating costs, with the exception of the maintenance costs, plus a five per cent rental charge, based on the original cost of the high school plant plus subsequent additions.

The costs for the various districts furnish a reliable index of the cost of high school education and also may be used as a basis for boards of education in determining tuition charges for pupils received from other districts. It gives the sending district an opportunity to compare the tuition charge per pupil with that of the cost of educating its high school pupils in the receiving district.

During the school year 1931-32 the number of school districts maintaining high schools other than approved junior high schools was 154, which was a decrease of one from that of 1930-31. Downe Township, Cumberland County, discontinued its high school. Table I shows the number of school districts maintaining high schools other than approved junior high schools of various average enrollments for the school years 1926-27 to and including 1931-32. It will be noticed from this table that the number of districts maintaining high schools with less than one hundred pupils, 100-199 and 200-499 are decreasing, while high school districts with average enrollments of 500 and over are increasing. In 1931-32 the median high school district maintaining high schools other than approved junior high schools had 536 high school pupils as compared to 478 pupils in average enrollment in 1930-31.

TABLE I

NUMBER OF SCHOOL DISTRICTS MAINTAINING HIGH SCHOOLS (OTHER THAN APPROVED JUNIOR HIGH SCHOOLS) OF VARIOUS AVERAGE ENROLLMENTS FOR THE SCHOOL YEARS 1926-27 TO AND INCLUDING 1931-32

Number of Pupils in			*Number of Districts*			
Average Enrollment	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Less than 100	17	17	15	12	10	7
100-199	35	34	28	26	19	18
200-499	63	63	66	62	56	47
500-999	26	24	25	32	44	54
1,000 and over	13	18	20	22	26	28
Total	154	156	154	154	155	154

The median cost for tuition purposes for the 154 districts maintaining high schools, other than approved junior high schools, in 1931-32, according to Table II, was $156.67 per pupil in average enrollment. This is a decrease of $11.02 from that of 1930-31. This median cost for these high schools is approximately the same as that for 1926-27. The lowest cost for tuition purposes per pupil in average daily attendance in 1931-32 was $81.13 as compared to $80.25 in 1930-31, while the highest cost was $290.74 as compared to $491.59 in 1930-31. This high cost of $491.59 per pupil in average enrollment was in a school district maintaining a one-year high school with four pupils in average enrollment, which has been discontinued. Fifty per cent of the high school districts had per pupil costs in 1931-32 between $133.39 and $179.86. The variation among the middle fifty per cent of the districts in 1931-32 was $46.47 as compared to $62.92 in 1930-31 and $72.71 in 1929-30.

TABLE II

COMPARISON OF HIGH SCHOOL COSTS (OTHER THAN APPROVED JUNIOR HIGH SCHOOLS) FOR TUITION PURPOSES FROM 1923-24 TO AND INCLUDING 1931-32

Year	*Low*	*Lower Quartile*	*Median*	*Upper Quartile*	*High*
1923-24	$71.46	$106.29	$124.18	$151.54	$237.16
1924-25	72.70	111.62	129.62	164.92	299.42
1925-26	74.62	121.48	139.32	174.72	431.87
1926-27	76.99	129.12	156.14	193.89	352.30
1927-28	88.78	134.31	161.51	201.13	337.28
1928-29	87.75	137.53	169.93	207.08	330.42
1929-30	89.67	139.49	171.02	212.20	327.35
1930-31	80.25	138.97	167.69	201.89	491.59
1931-32	81.13	133.39	156.67	179.86	290.74

A comparison of the median costs (for tuition purposes) per pupil in average enrollment in high schools (other than junior high schools) of various

sizes for 1926-27 to and including 1931-32 is given in Table III. The median cost for each group of high school districts shows a substantial decrease from that of 1930-31. In each group, except that for the 200 to 499 pupil group, the median cost per pupil in average enrollment was less than that of 1926-27. The median cost for tuition purposes per pupil in average daily attendance varied directly as the size of the high school district, the larger the size the greater the cost.

TABLE III

COMPARISON OF MEDIAN HIGH SCHOOL (OTHER THAN APPROVED JUNIOR HIGH SCHOOLS) COSTS (FOR TUITION PURPOSES) PER PUPIL FOR 1926-27 TO AND INCLUDING 1931-32, ACCORDING TO THE SIZE OF HIGH SCHOOL DISTRICT

Number of Pupils in Average Enrollment	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Less than 100	$150.36	$172.80	$181.30	$159.80	$162.98	$141.51
100-199	155.00	158.04	157.12	160.08	162.03	146.18
200-499	145.64	149.22	164.75	163.49	163.18	149.94
500-999	171.23	171.03	157.87	167.71	160.88	151.40
1,000 and over	188.38	199.21	200.92	205.87	187.32	166.08

In 1931-32 there were 123 school districts maintaining regular four-year high schools, 28 districts maintaining senior high schools of grades ten, eleven and twelve in addition to approved junior high schools, and two maintainng two-year high schools, and one maintaining a one-year high school. One school system in 1931-32, which was included in the group maintaining regular four-year high schools, also maintained an approved junior high school. Millburn and Roselle operated for the first time in 1931-32 senior high schools in addition to approved junior high schools. The median cost for the various types decreased substantially from that of 1930-31 as shown in Table IV. The median cost for senior high schools was approximately thirty dollars higher than that of the regular four-year high schools and the high schools of one or two-year courses.

TABLE IV

COMPARISON OF COSTS FOR TUITION PURPOSES PER PUPIL IN AVERAGE ENROLLMENT IN HIGH SCHOOLS OF VARIOUS TYPES, OTHER THAN JUNIOR HIGH SCHOOLS, FOR 1930-31 AND 1931-32

	Regular Four-Year High Schools		*Senior High Schools (Grades 10, 11, 12)*		*High Schools of One or Two-Year Courses*	
	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32
Low	$80.25	$81.33	$132.05	$131.31	$160.80	$141.51
Median	161.49	149.33	206.22	179.22	229.21	149.29
High	273.51	222.64	329.17	290.74	491.59	150.59

The median operating cost per pupil in average enrollment of high schools other than approved junior high schools in 1931-32 was $135.02, as compared to $146.55 in 1930-31, as shown in Table V. This was a decrease of $11.53 per pupil in average enrollment. The median operating cost in 1931-32 was $12.51 less per pupil than in 1928-29.

TABLE V

COMPARISON OF OPERATING COSTS PER PUPIL IN AVERAGE ENROLLMENT OF HIGH SCHOOLS (OTHER THAN JUNIOR HIGH SCHOOLS) FOR THE SCHOOL YEARS 1928-29, 1929-30, 1930-31 AND 1931-32

	1928-29	1929-30	1930-31	1931-32
Low	$78.56	$78.97	$73.54	$66.20
Lower Quartile	120.53	126.50	122.10	115.91
Median	147.53	151.65	146.55	135.02
Upper Quartile	174.53	185.39	175.09	157.59
High	269.78	264.04	495.35	255.88

The median operating cost per pupil in average enrollment was highest in high school districts of 1,000 or more pupils for the four years given as shown in Table VI. The median operating cost for each size high school district was substantially less than that of 1930-31 as well as the other two years given.

TABLE VI

COMPARISON OF MEDIAN OPERATING COSTS PER PUPIL IN AVERAGE ENROLLMENT IN 1928-29 TO AND INCLUDING 1931-32 FOR THE VARIOUS SIZED HIGH SCHOOL DISTRICTS (OTHER THAN APPROVED JUNIOR HIGH SCHOOLS)

Number of Pupils in Average Enrollment	1928-29	1929-30	1930-31	1931-32
Less than 100	$159.55	$155.93	$149.32	$119.32
100-199	136.92	137.41	140.66	132.21
200-499	144.11	146.07	145.20	131.73
500-999	142.81	154.43	140.81	131.53
1,000 and over	182.53	190.22	181.41	157.45

There were forty-four school districts in 1931-32 which maintained approved intermediate or junior high schools, which was an increase of three over that of 1930-31. Since 1926-27 the increase in number of districts maintaining approved intermediate or junior high schools was twenty-four. In 1931-32 the districts maintaining approved junior high schools for the first time were Millburn, River Edge and Roselle. Twenty-eight of these districts in 1931-32 maintained senior high schools in addition to junior high schools, fifteen maintained junior high schools and no senior high schools, and one maintained a junior high school in addition to regular four-year high school.

Table VII shows the number of districts maintaining approved intermediate or junor high schools of various average enrollments. The median district in 1931-32 had an average enrollment of 441 pupils as compared to 415 in 1930-31.

TABLE VII

NUMBER OF SCHOOL DISTRICTS MAINTAINING APPROVED JUNIOR HIGH SCHOOLS OF VARIOUS AVERAGE ENROLLMENTS FOR THE SCHOOL YEARS 1926-27 TO AND INCLUDING 1931-32

Number of Pupils *in Average Enrollment*	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Less than 100	..	..	..	2	1	1
100-199	2	4	5	8	8	7
200-499	5	7	8	9	13	14
500-999	7	7	8	11	10	13
1,000 and over	6	8	8	8	9	9
Total	20	26	29	38	41	44

The median cost of junior high schools for tuition purposes per pupil in average enrollment for 1931-32 was $163.96, as shown in Table VIII. This was a decrease of $5.09 from that of 1930-31. The median cost in 1931-32 was less than that of 1928-29. This was the second year since junior high school costs have been compiled that the median cost was less than that of the preceding year.

TABLE VIII

COMPARISON OF JUNIOR HIGH SCHOOL COSTS FOR TUITION PURPOSES PER PUPIL IN AVERAGE ENROLLMENT FOR THE SCHOOL YEARS 1926-27 TO AND INCLUDING 1931-32

	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32
Low	$104.10	$115.62	$108.72	$110.23	$90.06	$105.70
Median	158.45	155.93	164.51	170.10	169.05	163.96
High	283.74	278.86	300.09	364.60	297.80	288.26

A comparison of the low, median and high operating costs of approved intermediate and junior high schools for the school years 1928-29 to and including 1931-32 is shown in Table IX. The median operating cost per pupil in average enrollment in 1931-32 was $140.24, which was $5.81 less than in 1930-31 and less than that of 1929-30.

TABLE IX

COMPARISON OF OPERATING JUNIOR HIGH SCHOOL COSTS PER PUPIL IN AVERAGE ENROLLMENT FOR THE SCHOOL YEARS 1928-29 TO AND INCLUDING 1931-32

	1928-29	1929-30	1930-31	1931-32
Low	$103.84	$104.08	$83.42	$92.53
Median	138.44	144.85	146.05	140.24
High	261.57	281.91	231.27	221.97

In the regular four-year high schools the rental charges ranged from $3.49 to $61.86 per pupil in average enrollment, as shown in Table X, with a median rental charge of $24.00 as compared to $26.05 in 1930-31. The rental charges per pupil in average enrollment for senior high schools ranged from $7.21 to $81.79, with a median rental charge of $29.74, as compared to $32.42 in 1930-31. The rental charges per pupil in average enrollment for approved junior high schools ranged from $9.17 to $74.92 with a median rental charge of $28.82, as compared to $28.95 in 1930-31.

TABLE X

COMPARISON OF RENTAL COSTS PER PUPIL IN AVERAGE ENROLLMENT OF THE VARIOUS TYPES OF APPROVED HIGH SCHOOLS FOR 1931-32

	Regular Four-Year High Schools	*Senior High Schools*	*One or Two-Year High Schools*	*Junior High Schools*
Low	$3.49	$7.21	$14.42	$9.17
Median	24.00	29.74	18.30	28.82
High	61.86	81.79	23.90	74.92

Table XI gives a comparison of the operating costs, rental costs, costs for tuition purposes and pupil costs for the various approved types of high schools in 1930-31 and 1931-32. The average operating cost per pupil in average enrollment for regular four-year high schools was $147.26 in 1931-32, as compared to $159.48 in 1930-31. The average cost for tuition purposes was $166.28 per pupil, as compared to $178.61 in 1930-31. The rental charge per pupil in average enrollment was $23.41, as compared to $25.66 in 1930-31.

In senior high schools for 1931-32 the average operating cost per pupil in average enrollment was $165.46, as compared to $186.22. The average cost for tuition purposes was $192.69, as compared to $211.09 in 1930-31, and the average rental charge was $32.47, as compared to $33.00 in 1930-31.

The average operating, tuition, and rental costs per pupil in high schools of one or two year courses were $131.67, $146.64 and $19.47 respectively for 1931-32, as compared to $184.03, $204.50 and $27.16 respectively for 1930-31.

In approved junior high schools in 1931-32 the average operating, tuition, and rental costs per pupil in average enrollment were $146.84, $172.65 and $31.29 respectively, as compared to $150.33, $176.89 and $32.35 respectively in 1930-31.

According to Table XII the total operating costs of all types of approved high schools were $24,213,882.46, which was an increase of $1,194,537.24 over that of 1930-31. The rental charge for all types of high schools was $4,285,320.52, which was an increase of $243,695.33 over that of 1930-31. The total cost for tuition purposes in 1931-32 was $27,729,710.12, which was an increase of $1,607,344.94 over that of 1930-31. For all types of high schools, the average operating cost per pupil in average enrollment was $149.59, which was $11.13 less than in 1930-31. The average cost for tuition purposes in 1931-32 for all types of high schools was $171.31, a decrease of $11.07 from that of 1930-31. The average rental charge per pupil in average enrollment in 1931-32 was $26.47, a decrease of $1.75 from that of 1930-31. In 1931-32 the total cost of high school plants in the State was reported as $85,706,410.40, on which a rental charge of $4,285,320.52 was made. In 1930-31 the total value of the high school plants was $80,832,503.80.

The tuition rates charged by districts maintaining regular four-year high schools for 1931-32 ranged from $65.00 to $225.00 per pupil per year. Twenty-eight school districts increased their tuition rates over that of 1930-31, while three decreased their tuition rates. The median rate of tuition charged in 1931-32 was $125.00 per pupil, which was the same as for 1930-31.

Tuition rates charged by districts maintaining senior high schools of grades ten, eleven and twelve in 1931-32 ranged from $75.00 to $250.00 per pupil per year. Nine districts increased their tuition rates over that of 1930-31. The median rate of tuition charged in 1931-32 by this group of districts was $160.00 per pupil per year, an increase of $20.00 per pupil per year.

TABLE XI

Cost of Educating Pupils in Approved High and Junior High Schools in 1930-31 and 1931-32

	Approved Four-Year High Schools		*Approved Senior High Schools (Grades 10, 11 and 12)*		*Approved One, Two or Three-Year High Schools*		*Approved Junior High Schools*	
	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32	1930-31	1931-32
Administration	$305,790.45	$340,329.68	$87,825.26	$89,283.27	$403.59	$329.09	$149,140.56	$154,716.28
Instruction (Supervisory)	893,671.45	913,454.85	257,231.68	278,226.55	1,253.38	1,352.91	390,574.26	421,858.05
Instruction (Proper)	10,735,591.38	11,454,869.51	2,493,655.34	2,665,021.85	13,210.10	13,428.20	3,717,685.31	4,026,993.06
Operation	1,389,932.56	1,368,888.33	332,502.51	341,701.12	2,137.88	2,093.52	560,502.36	583,444.12
Maintenance	588,247.99	446,534.54	149,316.83	113,931 69	695.47	647.35	200,344.94	208,379.28
Coordinate Activities (a)	180,813.43	207,056.13	34,814.64	43,769.76	434.94	581.83	70,482.82	84,322.77
Auxiliary Agencies (b)	179,099.85	172,930.97	43,215.10	52,096.26	790.72	64.41	69,485.35	79,527.88
Fixed Charges (c)	103,061.91	101,991.15	23,525.94	17,360.08	212.63	462.99	43,694.59	28,234.98
Total Operating Cost.	$14,376,209.02	$15,006,055.16	$3,422,087.30	$3,601,390.58	$19,138.71	$18,960.30	$5,201,910.19	$5,587,476.42
Average Enrollment	90,145	101,905	18,377	21,766	104	144	34,603	38,051
Cost Per Pupil in Average Enrollment	$159.48	$147.26	$186.22	$165.46	$184.03	$131.67	$150.33	$146.84
Five Per Cent Rental Charge	$2,312,911.09	$2,385,355.94	$606,434.62	$706,672.16	$2,824.65	$2,803.50	$1,119,454.83	$1,190,488.92
Total Cost for Tuition Purposes	$16,100,872.12	$16,944,876.56	$3,879,205.09	$4,194,131.05	$21,267.89	$21,116.45	$6,121,020.08	$6,569,586.06
Cost Per Pupil in Average Enrollment for Tuition Purposes	$178.61	$166.28	$211.09	$192.69	$204.50	$146.64	$176.89	$172.65
Rental Cost Per Pupil in Average Enrollment	$25.66	$23.41	$33.00	$32.47	$27.16	$19.47	$32.35	$31.27

(a) Not including salaries and expenses of attendance officers.
(b) Not including transportation.
(c) Not including tuition.

TABLE XII

COMPARISON OF TOTAL HIGH SCHOOL COSTS FOR 1928-29 TO AND INCLUDING 1931-32

	1928-29	1929-30	1930-31	1931-32
Administration	$464,946.84	$529,688.66	$543,159.86	$584,658.32
Instruction (Supervisory)	1,259,228.07	1,428,716.28	1,542,730.77	1,614,892.36
Instruction (Proper	14,223,789.79	15,632,908.02	16,960,142.13	18,160,312.62
Operation	1,909,861.37	2,146,447.12	2,285,075.31	2,296,127.09
Maintenance	803,656.27	899,533.07	938,605.23	769,492.86
Coordinate Activities (a)	245,386.79	259,428.61	286,545.83	335,730.49
Auxiliary Agencies (b)	185,074.15	262,288.10	292,591.02	304,619.52
Fixed Charges (c)	111,675.41	152,638.58	170,495.07	148,049.20
Total Operating Costs	$19,203,618.69	$21,311,648.44	$23,019,345.22	$24,213,882.46
Average Enrollment	118,121	127,975	143,229	161,866
Cost Per Pupil in Average Enrollment	$162.58	$166.53	$160.72	$149.59
Five Per Cent Rental Charge	$3,343,547.83	$3,762,645.64	$4,041,625.19	$4,285,320.52
Total Cost for Tuition Purposes	$21,743,510.25	$24,174,761.01	$26,122,365.18	$27,729,710.12
Cost Per Pupil in Average Enrollment for Tuition Purposes	$184.08	$188.90	$182.38	$171.31
Rental Cost Per Pupil in Average Enrollment	$28.31	$29.40	$28.22	$26.47

(a) Not including salaries and expenses of attendance officers.
(b) Not including transportation.
(c) Not including tuition.

In the junior high school districts the tuition rates charged for pupils attending junior high schools ranged from $50.00 to $225.00 per pupil per year in 1930-31. Eight junior high school districts increased their tuition rates over that of 1930-31. The median rate of tuition charged for this type of school was $125.00 per pupil per year in 1931-32, which was the same for 1929-30 and 1930-31.

According to the reports as submitted by the district clerks and secretaries of the high school districts, there were 29,775 tuition pupils received during 1931-32. Of this number 24,246 were recevied in the regular four-year high schools, 3,721 in senior high schools (grades 10, 11, 12), and 1,808 in approved junior high schools. There were thirty-two high school districts which did not receive tuition pupils, eleven four-year schools, three senior high schools, three one or two-year high schools and fifteen junior high schools. In 1931-32 the total number of tuition pupils received in all approved high schools was 29,775, as compared to 25,858 in 1930-31. This was an increase of 3,917, or 15.1 per cent over that of 1930-31. In four-year high schools there was an increase of 3,191 tuition pupils or 15.2 per cent, 384 pupils or 11.5 per cent increase in senior high schools, and 342 pupils or 23.3 per cent increase in junior high school tuition pupils over that of 1930-31.

The average enrollment in all types of approved high schools for 1931-32 was 161,866 pupils, as compared to 143,229 pupils in 1930-31. This was an increase of 18,637 pupils in average enrollment, or 13.0 per cent over that of 1930-31. The average enrollment in four-year high schools in 1931-32 was 101,905 pupils, as compared to 90,145 in 1930-31, which was an increase of 11,760 pupils, or 13.0 per cent. In senior high schools the average enrollment

was 21,766 pupils, as compared to 18,377 pupils in 1930-31, which was an increase of 3,389, or 18.4 per cent. In junior high schools the average enrollment was 38,051 pupils, as compared to 34,603 in 1930-31, which was an increase of 3,448 pupils, or 10.0 per cent. The average enrollment in high schools of one or two-year courses for 1931-32 was 144 pupils, as compared to 104 in 1930-31, which was an increase of 40 pupils, or 38.5 per cent.

Table XIII gives the four-year high school costs per pupil in average enrollment for tuition purposes for the school years 1930-31 and 1931-32, operating costs for 1930-31 and 1931-32, the high school tuition rate charged for 1931-32, and number of tuition pupils received in 1931-32. Table XIV presents the same facts for senior high schools, Table XV for high schools of one or two-year courses, and Table XVI shows the facts for approved junior high schools.

TABLE XIII

FOUR-YEAR HIGH SCHOOL COSTS FOR TUITION PURPOSES AND OPERATING COSTS PER PUPIL IN AVERAGE ENROLLMENT FOR 1930-31 AND 1931-32, HIGH SCHOOL TUITION CHARGED AND NUMBER OF TUITION PUPILS RECEIVED IN 1931-32

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received in*
Atlantic—	1930-31	1931-32	1930-31	1931-32	1931-32	1931-32
Atlantic City	$244.98	$214.90	$212.37	$183.16	$225.00	774
Egg Harbor City	162.03	141.69	151.18	123.78	100.00	99
Hammonton	165.65	146.62	137.76	116.97	125.00	142
Pleasantville	220.19	165.35	165.40	109.42	150.00	110
Bergen—						
Bogota	180.92	157.44	153.96	132.34	175.00	169
Dumont	194.40	181.71	131.43	130.72	175.00	307
East Rutherford	146.99	143.78	120.29	117.77	130.00	361
Englewood	213.06	170.95	227.48	174.55	170.00	249
Garfield	127.01	132.43	114.72	120.35	150.00	161
Hackensack	196.01	184.14	195.82	181.11	180.00	395
Hasbrouck Heights	161.49	197.61	148.98	184.96	150.00	21
Leonia	154.12	150.88	146.55	143.52	150.00	434
Lyndhurst	220.69	167.72	196.86	145.51	....	0
Overpeck Twp.	213.89	204.78	177.62	169.31	175.00	28
Park Ridge	168.22	151.27	139.59	127.42	145.00	259
Ramsey	119.42	130.85	111.15	123.39	140.00	430
Tenafly	166.37	172.06	160.58	165.26	175.00	398
Westwood	152.67	148.59	151.50	144.42	135.00	141
Burlington—						
Bordentown	96.71	81.13	80.72	66.20	100.00	337
Burlington	110.13	101.33	99.27	92.91	125.00	324
Moorestown	139.96	117.90	124.99	107.77	140.00-125.00a	458
Mt. Holly	160.04	140.47	152.26	137.71	125.00	211
Palmyra	163.57	136.49	141.56	135.03	140.00	219
Pemberton Boro.	170.53	150.66	174.68	147.04	115.00	181
Riverside	162.79	157.31	129.13	124.20	125.00	5

a Tuition for Ninth Grade.

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received in*
Camden—	1930-31	1931-32	1930-31	1931-32	1931-32	1931-32
Gloucester City	149.90	117.26	143.35	110.51	135.00	38
Haddonfield	189.04	174.18	144.26	135.01	140.00-125.00a	343
Haddon Heights	166.95	151.91	137.25	127.61	140.00-125.00a	587
Merchantville	150.24	161.35	130.71	144.06	140.00-125.00a	203
Cape May—						
Cape May City	156.08	155.69	137.01	137.16	125.00	105
Middle Twp.	177.66	157.15	148.94	130.00	125.00	68
Wildwood	158.07	135.78	145.21	121.29	100.00	163
Woodbine	160.09	133.73	147.18	117.60	75.00	1
Cumberland—						
Bridgeton	127.66	118.71	111.89	100.43	108.00	567
Commercial	165.16	159.40	151.46	140.56	80.00	0
Landis	124.76	120.87	90.78	92.53	110.00	299
Millville	122.53	111.58	96.97	88.50	115.00	92
Essex—						
Belleville	138.51	137.65	119.50	122.13	120.00	0
Bloomfield	273.51	222.64	214.52	171.17	120.00	89
Caldwell Boro.	201.25	206.77	184.36	184.31	165.00	179
East Orange	217.79	217.34	204.72	200.33	150.00	0
Irvington	226.25	182.49	191.66	153.73	150.00	26
Millburn	253.22	*	172.08	*	*	*
Newark	211.65	202.73	205.45	192.90	125.00	7
Nutley	201.89	181.80	159.81	144.33	100.00	6
Orange	181.57	159.63	144.68	123.79	150.00	0
Verona	257.37	237.17	212.63	196.43	110.00	2
Gloucester—						
Clayton	217.80	180.55	174.95	137.59	90.00	61
Glassboro	157.25	134.67	114.71	96.04	125.00	374
Paulsboro	108.79	91.23	89.41	75.71	115.00	248
Pitman	192.17	165.49	166.54	140.41	150.00	81
Swedesboro	200.87	195.64	141.49	141.55	110.00	99
Woodbury	129.09	127.55	108.82	106.39	135.00	760
Hudson—						
Harrison	175.15	145.22	152.93	129.53	100.00	59
Hoboken	213.46	206.88	194.11	190.97	75.00	328
Jersey City	191.37	175.88	175.37	157.34	125.00-150.00b	359
Kearny	181.44	185.05	153.42	155.46	175.00	261
Union City	181.33	171.93	184.08	170.49	120.00	1,022
Weehawken	214.21	196.15	182.44	164.59	150.00	27
West New York	231.05	213.74	194.38	179.66	125.00	206
Hunterdon—						
Clinton Town	114.59	108.63	106.23	98.91	110.00	128
Frenchtown	136.82	121.38	118.22	105.81	100.00	175
Hampton	124.74	112.76	123.15	110.79	100.00	61
High Bridge	107.89	107.22	121.60	112.77	110.00	100
Lambertville	115.42	118.65	88.58	94.67	120.00	122

a Tuition for Ninth Grade.

* Discontinued as a Four-Year High School.

b Depending on course.

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received in*
Mercer—	1930-31	1931-32	1930-31	1931-32	1931-32	1931-32
East Windsor	209.33	209.61	159.38	163.22	150.00	78
Hamilton Twp.	213.25	172.32	171.09	137.97	175.00	1
Hopewell Twp.	124.21	123.56	98.47	102.10	135.00	92
Middlesex—						
Carteret	200.54	165.61	165.65	139.33	....	0
Jamesburg	144.73	135.78	140.66	132.02	150.00	72
Metuchen	130.31	171.53	134.29	163.84	150.00	68
Perth Amboy	140.26	140.30	122.10	125.39	150.00	85
South River	136.83	123.98	107.69	104.58	125.00	333
Woodbridge	167.25	143.55	145.87	123.52	75.00	0
Monmouth—						
Asbury Park	168.05	174.66	130.62	131.36	130.00	836
Atlantic Highlands	240.67	218.81	172.45	168.72	65.00	29
Freehold Boro.	146.95	152.94	125.14	141.70	125.00	307
Keyport	133.53	139.93	108.69	115.25	125.00	133
Manasquan	155.27	128.42	145.19	121.08	130.00	216
Matawan	189.67	183.60	147.05	145.53	80.00	69
Middletown	129.03	179.17	129.23	169.60	75.00	174
Neptune Twp.	195.86	171.93	201.28	169.69	130.00	140
Upper Freehold	113.68	92.40	95.91	77.11	100.00	93
Morris—						
Boonton Town	135.58	143.44	111.96	122.25	140.00	289
Butler	125.94	111.50	115.70	102.67	110.00	554
Chatham Boro.	226.30	193.60	222.35	185.24	130.00	34
Dover	130.76	133.05	116.20	117.20	115.00	188
Madison	233.13	202.91	180.76	160.89	150.00	123
Morristown	167.88	166.37	161.86	157.56	175.00	532
Netcong	105.50	105.85	83.85	86.05	100.00	99
Rockaway Boro.	140.99	110.51	131.19	97.83	115.00	142
Roxbury Twp.	119.39	112.11	112.63	105.09	110.00	138
Wharton	174.76	159.37	140.36	132.40	100.00	33
Ocean—						
Dover Twp.	140.85	130.66	135.66	114.46	130.00	204
Lakewood	146.74	138.20	133.80	125.20	125.00	145
Pt. Pleasant Beach	177.32	156.48	164.42	131.73	125.00	190
Tuckerton	122.14	108.73	86.52	82.42	100.00	99
Union	183.07	205.64	144.70	157.62	125.00	89
Passaic—						
Clifton	179.51	167.29	143.15	137.33	150.00	2
Passaic	146.92	141.19	144.96	139.68	125.00	0
Paterson	184.52	168.92	164.51	150.48	165.00	1,557
Salem—						
Penns Grove	83.18	85.49	78.44	85.49	95.00	73
Pilesgrove	121.63	108.34	115.88	101.16	90.00	184
Salem	80.25	97.13	73.54	90.58	125.00	211

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received in*
Somerset—	1930-31	1931-32	1930-31	1931-32	1931-32	1931-32
Bernards	186.24	170.05	148.57	136.62	120.00	93
Bound Brook	109.77	101.96	95.87	89.07	120.00	651
No. Plainfield Boro.	161.19	161.20	126.03	130.00	125.00	281
Somerville	111.54	107.96	98.96	92.73	120.00	584
Sussex—						
Hamburg	147.81	137.24	113.29	107.18	75.00	38
Newton	165.09	146.72	156.72	138.40	115.00	294
Sussex	97.78	82.57	92.56	80.40	85.00	107
Union—						
Cranford	167.69	160.20	161.68	154.06	171.52	23
Hillside	176.39	165.16	146.68	134.76	100.00	0
Linden	175.74	149.33	138.70	118.99	150.00	0
Plainfield	224.13	215.56	211.73	193.83	165.00	9
Rahway	147.56	147.35	142.92	144.58	150.00	68
Roselle	176.91	*	163.87	*	*	*
Roselle Park	135.04	142.44	128.15	110.77	120.00	161
Scotch Plains	178.29	139.52	148.35	116.57	150.00	21
Union Twp.	147.29	146.86	113.53	121.75	....	0
Warren—						
Belvidere	115.11	104.69	110.84	101.10	110.00	150
Blairstown	120.13	100.86	108.46	96.99	90.00	49
Hackettstown	148.86	149.94	132.65	137.80	120.00	246
Phillipsburg	141.91	130.31	109.12	100.91	142.00	311
Washington Boro.	110.17	94.61	106.45	95.81	100.00	89

* Discontinued as a Four-Year High School.

TABLE XIV

Senior High School Costs for Tuition Purposes and Operating Costs Per Pupil in Average Enrollment for 1930-31 and 1931-32, Senior High School Tuition Charged and Number of Tuition Pupils Received in 1931-32

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received*
	1930-31	1931-32	1930-31	1931-32	1931-32	*in* 1931-32
Audubon	$193.13	$199.07	$157.04	$158.71	$140.00	83
Bayonne	179.62	156.85	177.83	152.09	....	0
Camden	187.26	153.67	163.17	131.84	150.00	246
Cliffside Park	165.80	169.47	151.68	155.12	175.00	92
Closter	208.82	203.41	191.16	186.64	175.00	73
Collingswood	132.05	142.91	133.47	134.89	140.00	304
Elizabeth	203.66	174.26	186.57	153.52	190.00	20
Flemington	138.97	131.31	125.83	118.26	120.00	195
Fort Lee	329.17	171.46	314.14	124.52	125.00	63
Franklin (Sussex)	183.49	170.71	146.39	139.05	75.00	39
Glen Ridge	252.05	264.27	250.44	255.88	175.00	9
Long Branch	251.16	213.44	191.52	160.29	130.00	130
Millburn	....	290.74	....	229.50	100.00	1
Montclair	274.19	242.97	254.67	222.37	165.00	124
New Brunswick	171.93	176.27	155.98	160.38	185.00	565
Ocean City	203.70	176.47	175.09	149.71	125.00	173
Princeton Borough	255.14	250.53	196.10	194.90	175.00	245
Red Bank	160.56	149.15	150.13	133.24	130.00	276
Ridgewood	240.11	226.48	212.53	200.31	225.00	326
Roselle	....	156.98	....	141.24	100.00	0
Rutherford	200.63	187.34	176.28	162.02	160.00	126
South Amboy	260.07	171.08	214.92	134.77	100.00	13
South Orange	324.97	286.77	238.35	211.64	250.00	11
Summit	246.20	261.45	192.65	206.54	190.00	156
Teaneck	262.57	174.56	221.94	146.80	....	0
Trenton	183.18	200.71	166.00	166.48	175.00	262
Westfield	208.73	181.96	203.89	175.25	175.00	97
West Orange	227.72	206.27	185.06	167.62	200.00	92

TABLE XV

High School (One or Two-Year Courses) Costs for Tuition Purposes and Operating Cost Per Pupil in Average Enrollment for 1930-31 and 1931-32

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received*
	1930-31	1931-32	1930-31	1931-32	1931-32	*in* 1931-32
Downe (A)	$491.59	*	$495.35	*	*	*
Hamilton Twp.(Atl.)(B)	160.80	$141.51	133.38	$119.32	....	0
Mt. Lakes (A)	274.09	150.59	259.24	136.14	....	0
Rumson (B)	184.32	149.29	167.26	144.22	....	0

* Discontinued.

TABLE XVI

APPROVED JUNIOR HIGH SCHOOL COSTS FOR TUITION PURPOSES AND OPERATING COSTS PER PUPIL IN AVERAGE ENROLLMENT FOR 1930-31 AND 1931-32, JUNIOR HIGH SCHOOL TUITION CHARGED AND NUMBER OF TUITION PUPILS RECEIVED IN 1931-32

	High School Costs for Tuition Purposes Per Pupil in Average Enrollment		*Operating High School Costs Per Pupil in Average Enrollment*		*High School Tuition Charged*	*Number of Tuition Pupils Received*
	1930-31	1931-32	1930-31	1931-32	1931-32	in 1931-32
Audubon	$153.05	$161.64	$127.90	$138.09	$125.00	64
Bayonne	179.24	163.40	163.16	151.34	....	0
Camden	172.83	142.69	138.01	110.16	115.00	2
Cliffside Park	182.34	179.11	165.28	161.83	175.00	3
Closter	169.83	173.50	155.90	159.41	75.00-175.00*	73
Collingswood	158.80	151.85	131.30	123.34	105.00-125.00*	224
Dunellen	186.20	161.85	141.12	130.40	110.00	97
Elizabeth	169.05	158.72	145.51	138.91	150.00	1
Flemington	124.39	109.05	113.92	99.48	65.00-120.00*	154
Fort Lee	167.66	240.31	161.13	188.42	125.00	63
Franklin (Sussex)	125.52	107.15	106.84	92.53	75.00	61
Garwood	146.27	140.72	122.00	115.92	50.00	0
Glen Ridge	213.19	209.56	211.87	205.50	175.00	8
Glen Rock	163.00	174.04	146.05	155.31	125.00	2
Highland Park	201.55	216.45	164.02	185.13	185.00	8
Jersey City	180.39	194.12	150.35	163.41	....	0
Lodi Borough	106.92	105.70	102.66	98.70	....	0
Long Branch	115.50	142.32	112.84	131.68	75.00-130.00*	55
Maywood	193.70	131.55	160.63	109.62	....	0
Mendham Borough	191.65	185.63	174.81	156.40	80.00	10
Millburn	....	245.90	....	191.35	100.00	1
Montclair	297.80	288.26	231.27	221.97	165.00	77
New Brunswick	139.95	133.75	124.09	116.44	150.00	228
New Milford	212.17	196.28	151.84	141.57	....	0
Ocean City	191.91	186.53	151.83	144.23	**	**
Oradell	276.86	256.84	195.13	191.32	50.00	0
Palisades Park	90.06	123.75	83.42	117.25	110.00	0
Pensauken	162.03	147.85	122.57	110.45	....	0
Pompton Lakes	115.86	128.23	105.38	115.23	50.00	0
Princeton Borough	263.00	236.41	209.02	186.42	175.00	156
Red Bank	164.87	147.86	159.15	137.10	80.00-130.00*	105
Ridgewood	237.10	223.71	195.23	196.91	225.00	63
River Edge	....	218.50	....	170.48	....	0
Roselle	....	142.61	....	126.61	100.00	1
Rutherford	158.17	178.92	146.78	167.67	125.00	0
South Amboy	117.94	117.96	99.88	103.94	75.00-100.00*	28
South Orange	234.46	223.63	197.74	186.30	175.00	9
Springfield	139.81	142.61	134.17	137.69	....	0
Summit	189.63	199.28	159.11	168.62	190.00	35
Teaneck	141.07	149.25	113.19	121.47	....	0
Trenton	164.46	170.33	140.77	146.40	170.00	191
Wanaque	120.20	118.13	113.12	111.15	....	0
Westfield	179.24	171.78	154.02	142.96	150.00	30
West Orange	174.69	164.51	143.72	138.67	175.00	59

* Tuition for 9th Grade Pupils.

** Included in Table XIV.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR 1931-1932

RECEIPTS

The total receipts for 1931-32 was $137,496,654.84, which was a decrease of $11,819,739.72 from that of 1930-31. The sources of receipts are shown in Table D of the accompanying Statistical Summary of Education. Receipts from the State equalled $27,754,917.80, or 20.2 per cent of the total receipts; receipts from district or county taxes equalled $82,484,042.63, or 60.0 per cent; previous year's balances contributed $13,371,055.89, or 9.7 per cent, and receipts from other sources, including bond issues, equalled $13,886,638.52, or 10.1 per cent. In 1930-31 State receipts contributed 19.4 per cent; district or county taxes, 55.6 per cent; previous year's balances, 12.4 per cent, and other sources 12.6 per cent of the total receipts.

There is still due the districts of the State $146.14 from the 1930-31 Income of the State School Fund and $13,192.26 from the 1930 State School Tax. The $146.14 from the Income of the State School Fund and $5,601.88 from the 1930 State School Tax are being withheld from a district by order of the Commissioner of Education and the State Board of Education, and $5,590.38 from the 1930 State School Tax due to failure in paying 1930 State School Tax, and $2,000.00 still held by the State Treasurer. There is still due the districts $2,047.38 from the 1931 Income of the State School Fund, $160.44 from the September, 1931, distribution of the Railroad Tax, and $1,714,553.25 from the 1931 State School Tax due to failure to pay their 1931 State School Tax.

EXPENDITURES

Expenditures in 1931-32 for all purposes was $132,025,250.91, which was a decrease of $5,301,877.67 from that of 1930-31. Decrease in expenditures were noted in the total for State Educational Institutions, Repair and Replacement Account, Continuation School Account, Evening Schools for Foreign-born Residents Account, Land, Building and Equipment Account, the Account for Payment of Notes Incurred for Previous Year's Expenses and Interest Thereon, and in Reserve Account for Payment of Previous Year's Bills. The expenditures for Land, Building and Equipment in 1931-32 were $11,516,355.02, a decrease of $5,242,708.68 from that of 1930-31. This expenditure of $11,516,355.02 in 1931-32 was the lowest annual expenditure since 1919-20, when such expenditure was $5,467,458.29.

Below is given a comparison of expenditures in the counties and districts in day schools, Summer schools, evening schools, capital outlay and debt service for 1930-31 and 1931-32. All Day Schools showed an increase of $1,256,417.06 over that of 1930-31. Regular Day Schools had an increase of $1,185,671.64 over that of 1930-31, although maintenance of plant showed a decrease of $884,183.98 from that of 1930-31. Vocational Day Schools showed an increase of $88,150.21 over that of 1930-31. Continuation Schools showed a decrease of $17,404.79 from that of 1930-31. Summer Schools in the local districts had an increase of $138,313.26 over that of 1930-31. All Evening Schools

showed a decrease of $746.17 from that of 1930-31. Regular Evening Schools and Accredited Evening High Schools showed increased expenditures of $15,454.37 and $20,384.55, respectively, over that of 1930-31. Vocational Evening Schools, Manual Training Evening Schools and Evening Schools for Foreign-born Residents showed decreases of $23,778.71, $3,188.83 and $9,617.55, respectively, from that of 1930-31. Capital Outlay showed a decrease of $5,242,708.68 from that of 1930-31, and Debt Service showed a decrease of $456,727.44 over that of 1930-31. Total expenditures in counties and districts showed a decrease of $3,404,380.99 from that of 1930-31.

Comparison of Expenditures in 1930-1931 With That of 1931-1932

	1930-1931			1931-1932			*Increase*
Day School Expenditures			$90,477,346.39			$91,733,763.45	$1,256,417.06
Regular Day Schools		$88,555,761.97			$89,741,433.61		1,185,671.64
Current Expense Account	$81,164,465.75			$83,048,453.59			1,883,987.84
County (Current Expense)[1]	252,372.44			254,600.34			2,227.90
Maintenance Account	4,122,315.50			3,238,131.52			884,183.98*
Manual Training Account	2,805,808.03			2,984,753.25			178,945.22
Library Account	210,800.25			215,494.91			4,694.66
Vocational Day School (Vocational Account)		1,450,116.13			1,538,266.34		88,150.21
Continuation Schools (Continuation Account)		471,468.29			454,063.50		17,404.79*
Summer School Expenditures (Current Expense Account)			370,393.40			508,706.66	138,313.26
Evening School Expenditures			987,253.29			986,507.12	746.17*
Regular Evening Schools (Current Expense)		331,377.18			346,831.55		15,454.37
Accredited Evening High Schools (Current Expense)		252,958.66			273,343.21		20,384.55
Vocational Evening (Vocational Account)		290,764.65			266,985.94		23,778.71*
Manual Training Evening (Manual Training Account)		11,027.45			7,838.62		3,188.83*
Evening Schools for Foreign-Born Residents		101,125.35			91,507.80		9,617.55*
Capital Outlay Expenditures			16,811,309.54			11,556,216.96	5,255,092.58*
Land, Building and Equipment Account		16,759,063.70			11,516,355.02		5,242,708.68*
Vocational Account		980.99			4,062.69		3,081.70
Manual Training Account		51,264.85			35,799.25		15,465.60*
Debt Service Expenditures			17,579,682.45			18,036,409.89	456,727.44
Total Expenditures			$126,225,985.07			$122,821,604.08	$3,404,380.99*

[1]County Current Expense includes County Superintendents' expenses and clerk hire, helping teachers, Supervisor of Child Study and County Attendance Officers' salaries and expenses.

* Decrease.

A comparison of expenditures in 1931-32 with those of 1930-31 are shown below. In this comparison expenditures for capital outlay are only those from tax receipts and other sources not including bond issues. Decreases in expenditures are shown in local administration, textbooks and supplies, operation, maintenance of plant, capital outlay from taxes and other sources not including bond issues, and State educational institutions. This comparison does not include expenditures for capital outlay from the sale of bonds or previous year's balances or payments from the reserve account to pay bills contracted for in the previous year.

EXPENDITURES FOR EDUCATION

	1930-31	1931-32	*Increase*
State Administration	$235,213.60	$240,136.75	$4,923.15
County Administration (1).	245,469.30	248,834.40	3,365.10
Local Administration	2,336,232.86	2,334,095.42	2,137.44*
Supervision (2)	6,621,496.61	6,758,330.52	136,833.91
Salaries of Teachers (3) ..	55,587,977.45	57,246,961.02	1,658,983.57
Textbooks and Supplies	3,916,534.72	3,656,148.85	260,385.87*
Operation	9,233,895.35	9,214,685.00	19,210.35*
Maintenance of Plant	4,261,051.35	3,388,682.44	872,368.91*
Transportation	2,292,848.42	2,404,927.33	112,078.91
Miscellaneous	7,448,589.70	8,084,111.61	635,521.91
Debt Service	17,579,682.45	18,036,409.89	456,727.44
Capital Outlay from Taxes and Other Sources not Including Bond Issues	1,198,235.43	939,366.75	258,868.68*
State Educational Institutions	4,292,170.02	3,692,609.25	599,560.77*
Teachers' Pension and Annuity Fund	3,550,798.00	3,899,367.85	348,569.85
Total	$118,800,195.26	$120,144,667.08	$1,344,471.82

* Decrease.

(1) Includes county superintendents' salaries, expenses and clerk hire and county vocational school administration costs.

(2) Includes helping teachers' salaries and expenses.

(3) Includes all teachers, day and evening, and continuation, and does not include any supervisors' salaries.

A comparison is given below according to the amount out of every dollar expended for education for each purpose in 1930-31 and 1931-32. According to this comparison teachers' salaries, transportation, miscellaneous items, debt service and Teachers' Pension and Annuity Fund showed larger expenditures out of every dollar expended in 1931-32 than in 1930-31. Local administration, textbooks and supplies, operation, maintenance of plant, capital outlay from taxes and other sources not including bond issues and State Educational In-

stitutions showed smaller expenditures out of every dollar expended in 1931-32 as compared to that of 1930-31.

	1930-31	1931-32
State Administration	0.2	0.2
County Administration	0.2	0.2
Local Administration	2.0	1.9
Supervision	5.6	5.6
Salaries of Teachers	46.8	47.7
Textbooks and Supplies	3.3	3.0
Operation	7.8	7.7
Maintenance of Plant	3.6	2.8
Transportation	1.9	2.0
Miscellaneous	6.2	6.7
Debt Service	14.8	15.0
Capital Outlay from Taxes and Other Sources Not Including Bond Issues	1.0	0.8
State Educational Institutions	3.6	3.1
Teachers' Pension and Annuity Fund	3.0	3.3

Debt Service and Indebtedness

Debt Service in 1931-32 cost $18,036,409.89, an increase of $456,727.44 over that of 1930-31. The expenditure of 1931-32 was 264.9 per cent greater than that of 1921-22 and 138.8 per cent greater than that of 1926-27. The expenditures for Debt Service in 1921-22, 1926-27 and 1931-32 are shown below:

1921-22	$6,807,640.07
1926-27	12,993,058.78
1931-32	18,036,409.89

The total amount of bonds sold in 1931-32 for Capital Outlay was $8,125,062.26, a decrease of $5,273,355.93 from that of 1930-31, which was $13,398,418.19. The amount of bonds sold in 1931-32 was the lowest amount issued since 1919-20, which was $7,510,912.51. The amount of school bonds issued for Capital Outlay in 1921-22, 1926-27 and 1931-32 are given below:

1921-22	$15,024,017.38
1926-27	22,321,561.18
1931-32	8,125,062.26

During 1931-32 three counties, namely, Atlantic, Cape May and Salem, issued no bonds or authorized notes for capital outlay. Salem County was the only county which issued no bonds or authorized notes for capital outlay or authorized notes for other purposes. The redemption of bonds and authorized notes in 1931-32 was greater in twelve counties, namely, Atlantic, Burlington, Camden, Cape May, Cumberland, Hunterdon, Middlesex, Ocean, Salem, Somerset, Union and Warren. The amount of bonds or authorized notes issued in 1931-32 was $8,542,550.35, as compared to $7,762,300.40 redeemed from district taxes and sinking funds. The indebtedness outstanding, as of June 30, 1932, increased $780,249.95 over that of July 1, 1931, leaving a total indebtedness outstanding of $221,157,472.17. The amount in the sinking funds, as of June 30, 1932, was $16,445,360.95, which was an increase of $765,890.19 over that of July 1, 1931.

Operating Costs in Day Schools

The total cost of operating the day schools, less tuition, in 1931-32 was $85,471,846.17, which was an increase of $431,987.07, or 0.5 per cent over that of 1930-31. In 1930-31 there was an increase of $4,486,586.37, or 5.6 per cent over that of 1929-30. The costs of operating the day schools per pupil in average enrollment and in average daily attendance in 1931-32 were $116.37 and $124.57, respectively, which were $1.47 and $1.40, repectively, less than those of 1930-31. In the costs of day schools there were decreases in administration, operation of plant, and maintenance of plant. If we should subtract the tuition paid from fixed charges we would have a decrease of $90,361.44 from that of 1930-31. In the expenditures for textbooks there was a decrease of $46,612.10 from that of 1930-31 and a decrease of $200,436.40 in expenditures for supplies. Below is given a table showing the expenditures for the major items of day schools for 1930-31 and 1931-32 with the amount of increase or decrease for each major item.

In the 547 school districts of the State in 1931-32 there was expended in the day schools out of each dollar for administration, 2.6 cents; supervision, 7.0 cents; instruction proper, 65.3 cents; total instruction, 72.3 cents; operation of plant, 10.0 cents; maintenance of plant, 3.7 cents; coordinate activities, 2.3 cents; auxiliary agencies, 3.6 cents, and fixed charges, 5.5 cents. The amount expended out of every dollar increased in 1931-32 over that of 1930-31 for instruction proper, auxiliary agencies and fixed charges, and decreases were registered in operation of plant and maintenance of plant, according to this comparison.

COMPARISON OF EXPENDITURES FOR THE MAJOR ITEMS OF DAY SCHOOLS FOR 1930-31 AND 1931-32

	1930-31	1931-32	*Increase*
Administration	$2,401,848.64	$2,399,386.95	$2,461.69*
Instruction Supervisory	6,341,994.94	6,469,939.72	127,944.78
Instruction Proper	57,196,079.60	58,437,842.61	1,241,763.01
Total Instruction	63,538,074.54	64,907,782.33	1,369,707.79
Operation	8,991,652.03	8,913,312.62	78,339.41*
Maintenance	4,189,403.88	3,290,319.11	899,084.77*
Coordinate Activities	2,057,108.05	2,084,231.88	27,123.83
Auxiliary Agencies	3,112,190.66	3,217,593.42	105,402.76
Fixed Charges	4,265,484.17	4,928,807.30	663,323.13
Total Expenditures	88,555,761.97	89,741,433.61	1,185,671.64
Tuition Paid	3,515,902.87	4,269,587.44	753,684.57
Total Expenditures Less Tuition	$85,039,859.10	$85,471,846.17	$431,987.07
No. of Pupils in Average Enrollment	721,648	734,455	12,807
No. of Pupils in Average Daily Attendance	675,079	686,162	11,083
Cost Per Pupil in Average Enrollment	$117.84	$116.37	$1.47*
Cost Per Pupil in Average Daily Attendance	$125.97	$124.57	$1.40*

* Decrease.

INSTRUCTIONAL DAY SCHOOL COSTS

In 1931-32 there were 547 school districts, an increase of one over that of 1930-31. Twenty-three of these districts did not maintain their own schools. In the remaining 524 districts the total cost of instruction in their day schools, which does not include county helping teacher and supervisor of child study salaries and expenses, was $64,722,645.84, an increase of $1,367,153.63, or 2.2 per cent over that of 1930-31. A comparison of the instructional costs per pupil in average daily attendance in day schools in local districts for 1930-31 and 1931-32 are shown below. It will be noticed in 1931-32 that supervision increased over that of 1930-31 by four cents per pupil in average daily attendance, and teachers' salaries by ninety-one cents, over that of 1930-31. Textbooks decreased by ten cents, supplies by thirty-five cents and other instructional items by two cents per pupil in average daily attendance from that of 1930-31. Total instructional costs in day schools increased by forty-eight cents over that of 1930-31.

INSTRUCTIONAL COSTS PER PUPIL IN AVERAGE DAILY ATTENDANCE IN DAY SCHOOLS FOR 1930-31 AND 1931-32

	Cost Per Pupil in Average Daily Attendance	
	1930-31	1931-32
Supervision	$9.12	$9.16
Teachers' Salaries	79.02	79.93
Textbooks	2.11	2.01
Supplies	3.41	3.06
Other Instructional Items	0.19	0.17
Total Instruction	$93.85	$94.33

ENROLLMENT

The total enrollment in the Day Schools for the school year 1931-32 was 812,891, which was an increase of 12,670, or 1.6 per cent over that of 1930-31. The enrollment in rural one-room schools showed a decrease of 854 pupils, and the two-room rural schools showed a decrease of 1,138 pupils, making a total decrease of 1,992 pupils in one and two-room rural schools from that of 1930-31. Decreased enrollments were found in the kindergarten, grades one to five inclusive, backward and incorrigible classes, crippled classes, and classes for the blind. For the State, as a whole, the elementary schools, including kindergarten, showed a decrease in enrollment, while special classes, as a group, and the high schools showed increases. Considering the junior, senior and four-year high schools, as a group, the increase in enrollment over that of 1930-31 was 21,668 pupils, or 14.3 per cent. Since 1928-29 there has been an increase of 45,652 pupils, or 35.7 per cent.

Below is given a comparison of enrollments in kindergartens, grades one to eight inclusive, approved junior high schools, senior high schools, four-year high schools, special classes, and total enrollment in grades nine to twelve inclusive for 1928-29 and 1931-32, showing increases for each group. The total enrollment in grades nine to twelve inclusive was 146,328 in 1931-32, which was an increase of 19,164 pupils, or 15.1 per cent over that of 1930-31, or 38,563 pupils over that of 1928-29, which was an increase of 35.8 per cent.

COMPARISON OF DAY SCHOOL ENROLLMENTS FOR 1928-29 TO AND INCLUDING 1931-32

	1928-29	Increase	Per Cent Increase	1929-30	Increase	Per Cent Increase	1930-31	Increase	Per Cent Increase	1931-32	Increase	Per Cent Increase
Kindergarten	46,069	475	1.0	48,497	2,428	5.3	47,046	1,451*	3.0*	45,267	1,779*	3.8*
Grades 1-8 Inclusive (except the enrollment in 7th and 8th Grades in Approved J. H. S.)	589,513			592,928	3,415	0.6	592,974	46	**	585,301	7,673*	1.3*
Approved J. H. S. (Grades 7-9)	30,497	No Comparable Data		34,422	3,925	12.9	37,254	2,832	8.2	41,752	4,498	12.1
Senior H. S. (Grades 10-12)	15,639			17,003	1,364	8.7	19,262	2,259	13.3	22,797	3,535	18.4
Four-Yr. H. S. (Grades 9-12)	81,750			84,481	2,731	3.3	95,354	10,873	12.9	108,989	13,635	14.3
Special Classes	7,411	340	4.8	7,894	483	6.5	8,331	437	5.5	8,785	454	5.4
Total Enrollment	770,879	17,126	2.3	785,225	14,346	1.9	800,221	14,996	1.9	812,891	12,670	1.6
Total Enrollment in Grades 9-12	107,765	7,720	7.7	113,142	5,377	5.0	127,164	14,022	12.4	146,328	19,164	15.1

* Decrease.

** Less than one-half of one-tenth of one per cent.

Continuation Schools showed a decrease of 3,495 pupils from that of 1930-31. This decrease is due to the scarcity of work for many pupils who would under ordinary conditions be out of regular school with working certificates. Most of these pupils are now enrolled in the junior and senior high schools.

The number of pupils receiving instruction in their homes under the provisions of the Crippled Children acts decreased by thirteen pupils from that of 1930-31.

Vocational Day Schools showed an increase of 1,356 pupils.

All Evening Schools showed an enrollment of 49,015 pupils, or an increase of 1,536 pupils over that of 1930-31, although a decrease of 1,551 pupils was shown in the Evening Schools for Foreign-born Residents.

Summer Schools showed an increase of 13,687 pupils over that of 1930-31.

The total number of pupils receiving instruction in public schools (day and evening) in 1931-32, exclusive of pupils in Summer Schools, who are largely duplicated in regular Day Schools, was 880,254, or an increase of 12,054 over that of 1930-31.

Teachers

The total number of teachers, including superintendents, supervising principals, supervisors, principals and teachers in day and evening schools, in the State for 1931-32 was 30,070, an increase of 568 over that of 1930-31. This increase is the lowest increase in number of teachers since 1918-19. The total number of teachers and the per cent increase by five-year periods for 1921-22, 1926-27 and 1931-32 are given below. This table shows that approximately one new teacher is added to the State school system every five years for every five teachers employed.

Year	*Total Number of Teachers*	*Per Cent Increase*
1921-22	20,874	20.7
1926-27	25,354	21.5
1931-32	30,070	18.6

In 1931-32 there were 26,454 teachers teaching regular and special classes in the Day Schools, which was an increase of 609 teachers over that of 1930-31. This number of teachers does not include superintendents, assistant superintendents, supervising principals, supervisors, non-teaching principals, helping teachers, vocational school teachers, continuation school teachers and all evening school teachers. The number of teachers in regular schools and special classes, number of pupils in regular and special classes in regular day schools, and the average number of pupils per teacher for 1921-22 to and including 1931-32 are shown below. This table shows a definite trend toward smaller classes. In 1931-32 there were five pupils less per teacher than in 1921-22, and 2.3 pupils less than in 1926-27, and three-tenths pupils less than in 1930-31.

Year	Total No. of Teachers	Total Enrollment	No. of Pupils Per Teacher
1921-22	18,180	648,936	35.7
1922-23	18,891	668,391	35.4
1923-24	19,749	685,005	34.7
1924-25	20,668	702,690	34.0
1925-26	21,451	720,346	33.6
1926-27	22,364	739,010	33.0
1927-28	23,313	753,753	32.3
1928-29	24,160	770,879	31.9
1929-30	25,140	785,225	31.2
1930-31	25,845	800,221	31.0
1931-32	26,454	812,891	30.7

The total number of supervisors, including superintendents, principals, helping teachers and supervisors in 1931-32 was 1,626, a decrease of six from that of 1930-31. The number of supervisors in 1931-32 was 478 more than that of 1921-22, and 126 more than that of 1926-27. The number of teachers in regular and special classes in day schools per supervisor in 1921-22 was 15.8; 14.9 in 1926-27, and 16.3 in 1931-32. There was an increase of one-half of a teacher per supervisor in 1931-32 over that of 1930-31. A comparison of the number of supervisors, number of teachers, and number of teachers per supervisor for 1921-22 to and including 1931-32 are shown below.

Year	Supervisors (Total No. of Superintendents, Principals and Supervisors)	Total No. of Teachers	No. of Teachers Per Supervisor
1921-22	1,148	18,180	15.8
1922-23	1,222	18,891	15.5
1923-24	1,286	19,749	15.4
1924-25	1,348	20,668	15.3
1925-26	1,390	21,451	15.4
1926-27	1,500	22,364	14.9
1927-28	1,531	23,313	15.2
1928-29	1,559	24,160	15.5
1929-30	1,566	25,140	16.1
1930-31	1,632	25,845	15.8
1931-32	1,626	26,454	16.3

School Buildings

The valuation of school buildings, site and equipment for 1931-32 was $320,937,002.84, an increase of $14,133,259.41 over that of 1930-31. The total value of school property has more than doubled since 1921-22, and increased by $79,424,760.87 since 1926-27. The average value per school building in-

creased from $61,200.54 in 1921-22 to $105,602.20 in 1926-27 to $139,235.14 in 1931-32. Such comparison shows that larger and better school buildings are being constructed. A comparison of the total value of school property and average value per building for 1921-22 to and including 1931-32 are shown below:

Year	*Total Value of School Property*	*Average Value Per Building*
1921-22	$133,111,171.67	$61,200.54
1922-23	151,796,312.20	69,281.74
1923-24	170,547,848.24	77,170.97
1924-25	185,677,876.99	83,450.73
1925-26	212,743,705.10	94,974.86
1926-27	241,512,241.97	105,602.20
1927-28	253,251,703.13	110,109.43
1928-29	271,225,536.33	113,912.45
1929-30	292,728,593.65	125,742.52
1930-31	306,803,743.43	133,509.03
1931-32	320,937,002.84	139,235.14

The following table shows the number of buildings of various sizes for 1921-22, 1926-27 and 1931-32. The number of one and two-room buildings are decreasing, as shown for each five-year period. The number of three-room buildings showed a decrease in 1926-27 from that of 1921-22, but remained the same for 1931-32. In four-room buildings there was an increase in 1926-27 over that of 1921-22, but a decrease in 1931-32 over that of 1926-27. In five or more room buildings there has been a substantial increase in 1926-27 over that of 1921-22 and in 1931-32 over that of 1926-27. There was a decrease of eight one-room buildings, nineteen two-room buildings, and five four-room buildings in 1931-32 from that of 1930-31, and an increase of twenty-seven five or more room buildings over that of 1930-31. There was a decrease of five buildings in 1931-32 from that of 1930-31. These facts show the gradual elimination of one-room buildings through consolidation.

COMPARISON OF NUMBER OF SCHOOL BUILDINGS OF VARIOUS SIZES IN 1921-22, 1926-27 AND 1931-32

Size of Buildings	*Number of School Buildings* 1921-22	1926-27	1931-32
One-room buildings	631	511	353
Two-room buildings	314	321	259
Three-room buildings	68	54	54
Four-room buildings	222	240	239
Five-room or more buildings	940	1,161	1,345
Total	2,175	2,287	2,250

ANNUAL REPORT OF SUPERVISOR OF TEACHER TRAINING—SCHOOL YEAR 1931-1932

Honorable Charles H. Elliott,
Commissioner of Education,
Trenton, New Jersey.

DEAR DR. ELLIOTT—I hereby respectfully submit the report of my work as Supervisor of Teacher Training for the school year 1931-32.

As the new Supervisor of Teacher Training, I began my duties on July 15, 1931, and spent several weeks becoming familiar with office files and with the assignments of entering students to the various normal schools and teachers colleges. I also edited and had mimeographed various courses of study which had been prepared by committees and faculty members. The year's activities really began with a two-day conference at the Montclair Teachers College on September 14 and 15. All faculty members of the six teacher training institutions were present. The general theme of the conference was "Relation Between the Program of our Teacher Training Institutions and New Procedures in Education." A copy of the program of the conference is attached to this report.

Each school started its regular work on September 15 with the following enrollments: Glassboro, 392; Jersey City, 352; Montclair, 694; Newark, 545; Paterson, 309; Trenton, 856; making a total of 3,148 students. The total enrollment for September, 1930, was 2,714; for September, 1929, 3,130; for September, 1928; 3,389; and for September, 1927, 3,385. A number of new faculty members began their duties in September, 1931, and Dr. J. J. Savitz resumed his position as principal of the Glassboro Normal School after a year's absence.

Work on the annual budgets was started early in the Fall. After having been revised several times and cut severely to meet the insistent demand for lower costs, the budgets were finally filed with the budget office on October 15, 1931. These budgets were later revised at the suggestion of the budget office.

For several years the members of the faculties of the normal schools and teachers colleges have been working in committee groups formulating new courses of study in various subjects. It was decided at the beginning of this year to concentrate the work of course of study revisions into a very few committees. Committees were finally organized to complete the work in arithmetic, fine and industrial arts, English and third year education courses. Each committee held several meetings during the year, most of which I attended. Each member did considerable outside individual work and, at the end of the year, all committees had completed their work. These courses have now been mimeographed and make valuable additions to our courses of study used by all the State teacher training institutions. Detailed courses have now

been completed for practically all subjects offered in the three year general elementary and the three year kindergarten-primary curricula. The rest will be completed during the coming year and then attention will be given to courses in the four-year college and special curricula at Trenton and Montclair.

A series of conferences with public school people was held at the various schools. On November 9, Paterson Normal School held an all-day conference of its recent graduates who are now teaching. Their positions were filled for the day by senior students sent out from the normal school. Many valuable results came from this meeting both to the recent graduates and to the faculty members. This meeting is described in detail in the State Education Bulletin for February, 1932.

On December 10, a conference was held at the Jersey City Normal School to which superintendents, high school principals and advisers of high school students were invited. The general subject of the day was "Qualifications and Selection of Candidates for Teacher Training Institutions." A program is attached. The meeting was very worth while.

On January 13, 1932, a conference was held at the Newark Normal School of superintendents and supervising principals of nearby school systems. The subject of this day's conference was "Placement and Follow-Up of Graduates." The visiting school people made many valuable suggestions for our work. A copy of the program of this meeting is attached.

On January 18, a conference was held at the Hillwood Lakes plant of the Trenton Teachers College. This conference was for advisers of students from each of the teacher training institutions. Several helping teachers and supervising officials of the State were also invited to attend. The purpose of the conference was to pool various ideas and plans used regarding the social training of students in our teachers colleges and normal schools. A program of this meeting is attached.

On April 25, 1932, Jersey City Normal School held a conference of normal school graduates in service. A program of this meeting is also attached.

Montclair Teachers College held a conference of its recent graduates early in the Spring. These young people presented many problems on which they needed assistance. Assistant Commissioner Howard Dare White was present and helped very materially in the discussion of the problems confronting these young people. In addition to all these more formal conferences listed above, each institution conducted several conferences of public school people as a part of their regular yearly procedures.

For several years, teachers of New Jersey have been taking extension and Summer school courses at many institutions in order to secure their third year diplomas or some degree in education. I found much confusion regarding the matter of credits, etc. It seemed absolutely necessary to set up definite authoritative regulations regarding these matters. This office, therefore, prepared, with the help of the normal school and teachers college principals, a set of regulations in regard to securing the third year diploma or bachelor's degree and in regard to the conduct of extensions courses. These regulations were finally printed in the State Education Bulletin for February, 1932, under the head of "Advanced Study for Teachers in Service." The

material has proven very helpful to each school and to each person working for higher diplomas or degrees.

During the year, the State Board of Education approved the revision of the old three-year practical arts curriculum at the Trenton Teachers College which makes it possible for this work to be continued for four years leading to a degree. It also approved the industrial arts curriculum at the Newark Normal School making it possible for graduates of the three-year curriculum to secure the fourth year in extension and Summer courses. It approved the establishment of a new three-year curriculum in fine arts at the Newark Normal School. This last named curriculum provides for the first time in the State teacher training institutions a definite outlined curriculum planned to prepare teachers of fine arts for the State.

During the year this office wrote to a large number of superintendents, supervising principals and helping teachers in the State asking for their criticisms of our teacher training procedures as they see them. A widely distributed response was the result and many excellent suggestions were made. A summary of these criticisms was sent to each normal school and teachers college and provided subject for one or more faculty meetings.

When the budgets for 1932-1933 were planned, it seemed necessary to meet the Governor's request for smaller expenditures of money in our teacher training institutions. One item of considerable size was that of salaries and expenses of teachers of extension courses. This amounted in the budgets for 1931-1932 to $37,500. This item was finally eliminated entirely and a bill prepared for action by the Legislature which would give the normal schools and teachers colleges authority to charge fees for extension and summer courses in order that these courses might be self supporting. This bill was finally passed by the Legislature and became Chapter 127 of the School Laws of the Session of 1932.

Two other bills affecting the budgets of the normal schools and teachers colleges were prepared and passed by the Legislature. One permits normal schools and teachers colleges to charge students for textbooks and supplies and to charge incidental fees. This law is Chapter 243 of the School Laws of 1932. The other law requires a minimum tuition fee of $50 per annum for students in the normal schools and teachers colleges. This minimum fee may be increased on the recommendation of the Commissioner of Education and approved by the State Board of Education. This law is Chapter 217 of the School Laws of 1932. These last two laws were prepared and passed to care for the deficit caused by extreme cuts made in the budgets by the Appropriation Committee of the Legislature. The Appropriation Committee also cut from the budgets all money set aside for field critics. Each field critic (a selected public school teacher) had been paid $50 for training a student teacher for ten weeks. During the year 1932-1933 this work must be secured from these field critics without compensation.

The extension program of the normal schools and teachers colleges continued to enroll a large number of students. During the year the six schools conducted 141 courses, enrolling a total of 6,168 teachers in service. Only 4,745, however, completed the work and received the regular certificate. A detailed record by schools and terms is attached. There seemed to be a

tendency to drop out when they found the course required more work than they had anticipated. During the coming year, all extension courses will charge fees and while the number will be lessened, I personally believe a higher standard of work will be maintained.

Only eight people were graduated in February, 1932; seven at Newark, and one at Paterson. In June, however, there were 700 graduates, 613 women and 87 men. Of these 700, Montclair graduated 162 with the A.B. degree and Trenton had 56 who received the B.S. degree. There were in all schools 365 in the general elementary three-year curriculum; 53 in the kindergarten-primary three-year curriculum; 25 in the three-year rural curriculum; 26 in the three-year manual training curriculum; 2 in the three-year commercial; 1 in the three-year music, and 9 in the two-year general elementary curriculum. In other words, there were 218 four-year graduates, 473 three-year graduates, and 9 two-year graduates.

Considerable difficulty was encountered when placement of graduates was undertaken. Due to the economic conditions causing experienced teachers to retain their positions or to resume teaching after being in other occupations, and also causing boards of education to combine classes and not take on any more new teachers than possible, there seemed to be very few openings for our June graduates. Each normal school and teachers college principal made special effort to place his graduates and really accomplished excellent results when the conditions are considered. By June 1, 1932, 150 of the 700 graduates had been placed. A number of others have returned to college for advanced work and are not desirous of securing positions at present.

Cooperating with Dr. A. G. Ireland, State Director of Health and Physical Education of this Department, I arranged a conference on April 18 at Hillwood Lakes of directors of teacher preparation in colleges of health and physical education in New Jersey and a number of other eastern States. The conference concerned itself regarding the preparation of teachers of health and physical education who plan to teach in New Jersey. The New Jersey plan was described in detail and the requirements regarding practice teaching, etc., explained. Each of the twenty people present asked questions and described procedures in his own school, so that by the end of the day we all felt that much good to each school and to the State of New Jersey had resulted.

One of the most important pieces of work which this Department did during 1931-32 was to make an investigation of the practice teaching as carried out by the various colleges in and near New Jersey as a part of the requirements for the secondary certificate. A carefully prepared questionnaire was sent to principals of secondary schools asking for information regarding the practice teaching work as arranged by various colleges for their students. The results of this questionnaire showed very definitely that only a few colleges in addition to our own State teachers colleges were carrying on this work in a satisfactory manner. In most cases, it seemed to be considered a perfunctory matter which could be done in almost any way.

Following the questionnaire to high school principals, I sent to each liberal arts college in New Jersey and vicinity another very searching questionnaire regarding their practice teaching arrangements. I also met personally representatives from several of these colleges and made suggestions regarding what

we considered good practice. Finally I drew up a set of regulations governing approval of practice teaching for liberal arts colleges. These were sent to colleges in and near New Jersey. Several colleges have already changed their procedures to meet our standards and others will do so as soon as possible.

As one phase of this work, we have a real problem in New Jersey caused by the desire on the part of graduates of liberal arts colleges who have not taken as part of their undergraduate work the courses in education and practice teaching but now after graduation desire to complete these requirements for their secondary certificate. Some few such people have registered at Montclair or Trenton Teachers College for a full year of work. This arrangement seems a good one. Many others, however, are trying to get these courses in extension classes and their practice teaching in their own high schools. This last group needs careful guidance and so Dr. W. A. Ackerman, with my help, is endeavoring to check on their cases and see that they do this work in an approved manner. Even at its best, however, such practice teaching cannot be anywhere near the standard required by Montclair or Trenton Teachers College. I personally believe that if all graduates of liberal arts colleges wishing to teach in New Jersey could be compelled to take one full year of work including the practice teaching at a teachers college in this or some other State, the situation would be greatly improved. As it is, we have two different sets of standards for entrance to the secondary field of teaching.

Examinations for entrance to normal schools and teachers colleges were prepared as usual and given on January 8, 1932, to 224 pupils at Glassboro, Jersey City, and Paterson. As a result of these examinations, we admitted on February 1, 26 pupils at Glassboro, 55 at Paterson, and 59 at Jersey City, and 20 pupils qualified to be admitted in September to Newark and Trenton. There were 64 pupils, or 28 per cent, rejected.

On May 31, 1932, entrance examinations were given to 1,549 pupils at the six institutions. There were 1,237 candidates finally approved for entrance in September, 1932. There were 312 or 20 per cent who were rejected. Those accepted for entrance ranked scholastically in their high school classes higher than any previous incoming group; 54 per cent ranked in the highest quartile of their high school graduating classes; 29 per cent in the second quartile; 15 per cent in the third quartile, and only 2 per cent in the fourth or lowest quartile. In practically every case a personal interview was held with the student by one or more trained faculty members before the entrance examinations were taken. Some applicants were advised not to undertake to become teachers and all were advised regarding the various curricula provided and the essential requirements for each.

During the year just passed the very progressive and comprehensive building program of the State normal schools and teachers colleges received a serious setback. The Legislature cancelled the appropriation formerly made for a new auditorium and classroom building at Montclair and cancelled all but $24,000 of the appropriation which was to build the first unit of a new normal school at Paterson. Also no further appropriations were granted for completion of the needed dormitories and dining hall at Trenton Teachers College. These emergency measures mean that practically all building will

cease for the present with the completion of the physical education building at Trenton.

I have found each principal and all faculty members most cooperative and helpful during the year, and despite the fact that there were no salary increases and also many requests for restriction of activities due to the financial situation, the year was much enjoyed.

Respectfully submitted,

E. F. BUNCE,
Supervisor of Teacher Training.

THIRD ANNUAL CONFERENCE STATE NORMAL SCHOOLS AND TEACHERS COLLEGES

STATE TEACHERS COLLEGE, MONTCLAIR

Monday and Tuesday, September 14 and 15, 1931

Chairman—EDGAR F. BUNCE, Supervisor of Teacher Training

GENERAL THEME OF THE CONFERENCE

"Relation Between the Program of our Teacher-Training Institutions and New Procedures in Education"

Monday, September 14

10:00 "How Progressive Procedures in the Public Elementary Schools of New Jersey are Significant for State Normal Schools." John Spargo, Assistant Commissioner of Education.

10:45 "Significant Changes in Secondary Education and Their Relation to the Teacher-Training Institutions." Howard Dare White, Assistant Commissioner of Education.

11:40 "Teacher Training in New Jersey as Viewed by the State Commissioner." Dr. Charles H. Elliott, Commissioner of Education.

12:30 Recess for Lunch.

2:00 Round Table Conferences on Curriculum Reconstruction.

NOTE: As a reorganization of all curriculum committees is to be made, these meetings will give opportunity to suggest procedures which seem feasible for this year. Your supervisor will greatly appreciate suggestions which may be transmitted through your group chairman or secretary.

The following people are requested to act as chairman of the curriculum group meetings:

Chairman	*Group*	*Room*	*Floor*
Miss Gill	English Group	1	1
Miss Kuhn	Speech Group	2	1
Miss Nielsen	Mathematics Group	3	1
Miss Tiffany	Fine Arts Group	5	1
Miss Schooler	Health and Physical Education Group	6	1
Miss Weldin	Kindergarten-Primary Group	7	1
Miss Gaston	Industrial Arts Group	8	1
Mr. Singer	Practice Teaching Group	9	1
Miss Keefer	Library Methods Group	Library	1
Miss Jarrold	History Group	20	2
Miss Kain	Introduction to Teaching Group	21	2
Mr. Townsend	Third Year Education Courses	22	2
Miss Poole	Psychology Group	23	2
Miss West	Music Group	24	2
Miss Corning	Home Economics Group	25	2
Miss Huntting	Geography Group	26	2
Miss McCauley	Handwriting Group	27	2
Mrs. Abbott	Science Group	28	2
Miss Hatcher	Reading and Spelling Methods	30	2
Miss Downs	Tests and Measurements	Auditorium	

2:45-4:30 Round Table Discussions of Common Problems by People Engaged in Similar Work.

NOTE: Each chairman should have the group select a secretary who should send to the Supervisor of Teacher Training a report of the meeting, giving topics discussed, criticisms of present procedures, and suggestions for improvement.

Subject	*Chairman*	*Room*	*Floor*
Instructors in English and Speech and Foreign Languages	Mr. Webster	1	1
Instructors in Commercial Education and Handwriting	Mr. Clarkson	2	1
Instructors in Mathematics and Tests and Measurements	Mr. Grossnickle	3	1
Registrars and Secretaries	Miss Marshall	5	1
Instructors in Health and Physical Education	Miss Packer	6	1
Instructors in Kindergarten - Primary Education	Miss Tobey	7	1
Instructors in Fine and Industrial Arts	Miss Engel	8	1
Directors and Supervisors of Practice Teaching, Placement and Follow-Up Work	Mr. Wightman	9	1
Librarians and Assistant Librarians	Miss Thompson	Library	1

Subject	*Chairman*	*Room*	*Floor*
Instructors in Psychology, Teaching Problems and Junior and Senior High School Education	Mr. Flowers	20	2
Instructors in Introduction to Teaching	Miss Lindeman	21	2
Training School and Demonstration School Teachers and Supervisors	Miss Smithick	22	2
Instructors in Music	Miss Bray	24	2
Instructors in Practical Arts	Mr. Richmond	25	2
Instructors in Social Sciences	Mr. Hatch	26	2
Principals of Normal Schools and Teachers Colleges	Mr. West	27	2
Instructors in Science	Dr. Eikenberry	28	2
Dean and Advisor of Women and Men	Mrs. Fraser	29	2
Instructors in Reading and Spelling Methods	Miss Hatcher	30	2

4:30-6:00 Social Hour in Edward Russ Hall

6:30-8:00 Dinner (informal).

NOTE: Following the dinner there will be two addresses. "Progressive Education as Viewed by a School Superintendent," John Bosshart, Supervising Principal, South Orange, N. J.; "What Outcomes in the Fundamental Subjects Have We a Right to Expect from the New Procedures in Education," F. C. Borgenson, Associate Professor of Education, New York University.

Tuesday, September 15

9:00 Brief Reports on Important Achievements During the Past Year and Objectives Set for This Year in Each Teacher-Training Institution.
Seymour G. Winans, Former Acting Principal, Glassboro Normal School.
J. J. Savitz, Principal, Glassboro Normal School.
William A. Messler, Principal, Jersey City Normal School.
Harry A. Sprague, Principal, Montclair State Teachers College.
M. Ernest Townsend, Principal, Newark Normal School.
Roy L. Shaffer, Principal, Paterson Normal School.
Roscoe L. West, Principal, Trenton State Teachers College.

11:30 "Suggestions for Sensibly Adjusting our Teacher-Training Procedures to Recent Changes in Education," Edgar F. Bunce, Supervisor of Teacher Training.

12:15 "Objectives and Ideals of Your New Supervisor of Teacher Training," Edgar F. Bunce.

12:30 Lunch.

1:30 Adjournment of Conference.

CONFERENCE OF SUPERINTENDENTS, HIGH SCHOOL PRINCIPALS AND GUIDANCE DIRECTORS

STATE NORMAL SCHOOL AT JERSEY CITY
December 10, 1931

Topic: "Qualifications and Selection of Candidates for Teacher Training Institutions."

10:00-11:30 Visitation of Classes.

11:30-12:00 Presentation of Topic. Auditorium.
From a General Viewpoint: Alonzo F. Meyers, Professor of Education, New York University.
From a New Jersey Viewpoint: Edgar F. Bunce, Supervisor of Teacher Training, New Jersey Department of Public Instruction.

12:30- 1:30 Luncheon.

1:30- 2:00 "How Can the High School Principal and Faculty Function in the Selection of Superior Candidates?" Francis A. Brick, Principal, Bayonne Senior High School.
General Discussion (15 minutes).

2:00- 2:30 "What Part Shall Vocational Guidance in High Schools Play in the Selection of Students for the Course in Preparation for Teacher Training?" Josephine R. Toomey, Dean of Girls, West Orange High School.
General Discussion (15 minutes).

2:30- 3:30 "How Can Teacher Training Institutions and the State Department of Public Instruction Function in Assisting High Schools in the Selection of the Most Promising Candidates". Edgar F. Bunce, Supervisor of Teacher Training, New Jersey Department of Public Instruction.

NEW JERSEY STATE DEPARTMENT OF PUBLIC INSTRUCTION AND STATE NORMAL SCHOOL AT NEWARK

CONFERENCE OF SUPERINTENDENTS ON THE PROBLEMS OF PLACEMENT OF GRADUATES
January 13, 1932

Basic Criterion Topic: "It Shall be the Policy of a Teachers College or Normal School to Make Adequate Administrative Provision for the Placement of All Graduates Following Graduation." This is a mutual problem of institution and employing superintendent.

PROGRAM

10:00-10:30 Visitation of Classes.
Conference guests are urged to see our splendid student body at work.

10:30-11:00 Student Assembly. Auditorium.
Student singing, followed by presentation to students of Dr. Meredith, our guest for the day.

11:00-12:30 Conference. Auditorium.

11:00 "Some General Implications of the Program of Placement and Follow-up, as a Function of the State," Dr. A. B. Meredith, New York University.

11:45 "The Specific Situation Relating to Teacher Placement and Follow-up in New Jersey," Mr. Edgar F. Bunce, New Jersey State Supervisor of Teacher Training.

12:15 "What Facilities are Offered by the Institution to the Employing Superintendents, in Placement and Follow-up."

12:30 Luncheon

1:30- 3:15 Discussion led by Mr. Edgar F. Bunce. "Consideration to be Met in the Development of Sound Placement and Follow-up Services."

1:35 "What May the City Superintendent Reasonably Expect from the Teacher-Training Institution Whose Graduates are Seeking Placement?", Superintendent John H. Logan, Newark.

1:50 "What Follow-up Services May the City Reasonably Expect from the Teacher-Training Institution Whose Graduates Have Been Employed?", Superintendent Ira T. Chapman, Elizabeth.

2:05 "What Services May be Rendered by the Employing School System in the Special Induction of the Teacher Newly Employed?", Superintendent J. H. Bosshart, South Orange.

2:20 "Some Inherent Difficulties in Teacher Selection in Our State and Suggested Solutions," Superintendent F. W. Cook, Plainfield.

2:35 General Discussion led by Mr. Bunce.

3:15 Adjournment.

MEETING OF ADVISERS TO STUDENTS AT TRENTON

Monday, January 18, 1932, at 10:00 A. M..

Conference Room, James M. Green Hall, Hillwood Lakes

10:00 Greeting. Mr. Bunce.

I. "What is Meant by a Social Program?" (Three-minute talks by representatives of each school.)

II. Objectives of a Social Program:
"From the Outside," Miss Jamison.
"From the Inside," Miss Kain, Newark.
Discussion led by Mr. Wightman, Paterson.

III. "How We Learn the Social Needs of Individual Students and Groups in Our School." (Five-minute talks by representatives of each school.)

IV. "What are Some of Our Plans for Meeting These Needs?" (Five-minute talks by representatives of each school.)
For commuters: Jersey City, Newark, Paterson.
For resident teachers: Montclair, Glassboro, Trenton.

V. It is hoped that there can be informal conferences between individuals that will be gratifying to all.

12:30 The group will be guests of Trenton at a buffet luncheon at the new Hillwood Dormitory, after which the new buildings will be visited.

The school bus will be at the Clinton Avenue School at 9:45 and can accommodate all who can be at the school at that time. Please notify Mrs. Fraser if you expect to be there to take the bus. The bus will return to Trenton after the visit to the new site.

BIRD HITCHCOCK FRASER,
Chairman of Committee.

STATE NORMAL SCHOOL AT JERSEY CITY

CONFERENCE OF GRADUATES IN SERVICE

April 25, 1932

Topic of the Day: "Growth in Ability to Guide Children in Establishing Standards and in Evaluating the Results of Their Work."

9:00- 9:30 Get-Together Meeting. Presentation of Topic, W. A. Messler. Auditorium.

9:30-10:00 Choose where to go:

Demonstration School:

Kindergarten
First, Second, Third, Fourth Grades

Faculty members free for consultation:

Miss Alexander, Room 204
Miss Allard, Room 308
Miss Baker, Fine Arts, 3rd floor
Dr. Jeffery, Room 109
Miss Manser, Room 301
Miss Ralph, Science I
Mr. Rosengren, Science II
Mr. Titus, Room 207
Miss Tobey, Office, 3rd floor

Classes in session:

Introduction to Teaching—Miss Clark, Room 208
English—Miss Cranstoun, Room 201
Handwriting—Miss Flaacke, Room 207
Music—Miss Garnett, Room 305
Mathematics—Dr. Grossnickle, Room 103
Physical Education—Miss Hepburn, Gymnasium
Geography—Miss Huntting, Room 205
English—Miss Ince, Room 202
Health Education—Dr. Kahrs, Room 107
Tests and Measurements—Dr. Lamson, Room 204
Home Economics—Miss Peirce, Home Economics 1
Psychology—Dr. Taylor, Room 206
Health Education—Miss Wright, Demonstration Room

Exhibit of children's work in Conference Room.

10:30-11:20 "Mental Hygience of Children," Dr. Grace A. Taylor. Auditorium.

11:25-12:30 Grade Conferences on topic of the day:
"Kindergarten," Doris Latimer, Verona, Chairman. Kindergarten Room.
"First Grade," Mary Rogers, Orange, Chairman.
"Second Grade," Grace Bourgeoise, Long Valley, Chairman. 2nd Grade Room.
"Third Grade," Marie Price, Livingston, Chairman. 3rd Grade Room.
"Fourth Grade," Beatrice Lohman, Bergenfield, Chairman. 4th Grade Room.
"Fifth Grade," Mary Looss, Ridgewood, Chairman. Demonstration Room.
"Sixth Grade," Margaret Wolf, New Brunswick, Chairman. Room 107.

12:30- 1:30 Luncheon. Students' Dining Room.

1:30- 2:00 Address: Edgar F. Bunce, Supervisor of Teacher Training, Department of Public Instruction. Auditorium.

2:00- 2:30 New Jersey Hour: Geographical Distribution of Graduates. Auditorium.
NOTE: Graduates please take seats on platform.
Introduction of graduates in service to the President of Senior A Class by Miss Victoria A. Ralph.
Roll Call of Graduates—Eleanor Miccio, President of Senior A Class.
Graduates return to seats in auditorium.

2:30- 3:30 Address: W. H. Kilpatrick, Professor of Education, Teachers College, Columbia University.
NOTE: Map of New Jersey prepared by Iva Hahn.

REPORT OF EXTENSION

FOR SEMESTER BEGINNING IN SEPTEMBER, 1931

School	*Total Courses*	*Total No. Enrolled*	*No. Receiving Certificate*	*No. Finishing Course Not Receiving Cert.*
Glassboro	10	429	340	6
Jersey City	6	256	211	..
Montclair	13	688	538	23
Newark	16	772	653	26
Paterson	12	556	390	31
Trenton	13	516	377	7
Total	70	3217	2509	93

FOR SEMESTER BEGINNING IN FEBRUARY, 1932

School	*Total Courses*	*Total No. Enrolled*	*No. Receiving Certificate*	*No. Finishing Course Not Receiving Cert*
Glassboro	9	381	300	3
Jersey City	7	275	215	7
Montclair	17	865	602	..
Newark	13	484	444	6
Paterson	11	462	358	25
Trenton	14	484	317	10
Total	71	2951	2236	51

FOR YEAR 1931-1932

School	*Total Courses*	*Total No. Enrolled*	*No. Receiving Certificate*	*No. Finishing Course Not Receiving Cert.*
Glassboro	19	810	640	9
Jersey City	13	531	426	7
Montclair	30	1553	1140	23
Newark	29	1256	1097	32
Paterson	23	1018	748	56
Trenton	27	1000	694	17
Total	141	6168	4745	144

ANNUAL REPORT OF THE DIRECTOR OF PHYSICAL AND HEALTH EDUCATION

SCHOOL YEAR 1931-1932

Dr. Charles H. Elliott,
Commissioner of Education,
Trenton, New Jersey.

DEAR DR. ELLIOTT—In compliance with your request, I herewith submit the annual report of the Division of Physical and Health Education which reviews the work of the Division for the year ending June 30, 1932.

REPORT OF ACTIVITIES AND ACCOMPLISHMENTS

I. SCOPE OF THE FIELD

A. Professional Phases

The work of the Division embraces the following major or professional fields which, taken together, constitute the program in Health, Safety, and Physical Education:

Health education
Safety education
Health supervision and service
Safety supervision
Dental supervision and service
Physical education
Interscholastic athletics
School sanitation
Hygiene applied to school organization
Prevention and control of communicable disease
Hygiene applied to the teaching processes
Mental hygiene
Health in relation to guidance
Nutrition and the school lunch
Handicapped children and special classes.

B. Relation to **Persons**

The above list of professional phases translated into terms of contacts and relations reveals that the work of the Division reaches many persons, as illustrated by the following:

County superintendents and helping teachers
City superintendents
Supervising principals
High school principals
Elementary school principals
Normal school and teachers colleges—principals, instructors, physicians, and nurses
Physical education supervisors and teachers
Athletic coaches
School dentists
School physicians
School public health nurses
Special class teachers
Classroom teachers
Janitors and helpers
Related groups such as tuberculosis and public health associations, parent-teacher associations, safety councils, police departments, and so forth.

II. Principal Activities

A. When indexed by key titles the principal activities of the Division may be tabulated as follows:

Office routine and correspondence
Legislation—recommending, revision, interpreting, rulings
State policies—formulating and interpreting
Professional material—assembling; classifying, filing, distributing
Certification—recommending standards
Teacher preparation—consultation and committee service, organizing and conducting Summer courses, promoting extension service
State programs—preparing, distributing, interpreting, assisting with introduction
Local programs—preparing upon request, assisting with introduction
School visitation—observing and reporting, problem-solving
Surveys—by Division staff alone or in cooperation with the Department
Conferences—departmental and inter-departmental, individual and group, office or field
Institutes—organizing and conducting; State, county and local
Meetings—school and non-school
Conventions—planning and conducting annual programs for physicians and nurses
Research—statistical, professional material, expert opinion, program evaluation

Publicity and propaganda—using all available channels
Records and reports—devising essential forms, evaluating, recommending
Construction and equipment—planning, assisting locally, listing essentials, inspecting and reporting, demonstrating
Facilities—inspecting sanitary features, reporting, condemning
Demonstrations—conducting in connection with field service, assisting with plans for local public exhibitions, testing and examination, new equipment
Inter-departmental projects—conferences, committee studies, public meetings, policies, programs, publicity, problem-solving, personnel supervision
Personnel—assisting new members, recommending expansion, establishing qualifications, standards for administration
Pupil organizations—promoting and establishing standards for safety councils and patrols, health clubs, leaders' corps
Committee projects—initiating and guiding
Affiliations—State and national, cooperative work with related organizations
Special cases—investigating and advising special case problems.

B. State Committees

Another view of the Division's scope of activities is seen in the contacts that have been established through State and national committee work—one or more members of the staff served as follows:

State Committees

1. Member of New Jersey Child Health Day Committee
2. Member of Board of Directors of the New Jersey Tuberculosis League
3. Member of Board of Directors of the Mercer County Health Association
4. Member of Advisory Health Committee of the State Board of Children's Guardians
5. Chairman of Medical Service Section of the New Jersey Conference on Child Health and Protection, and member of the Continuation Committee of the Conference
6. Member of Health Committee of the Monmouth County Organization for Social Service
7. Member of the Executive Committee of the New Jersey State High School Athletic Association
8. Member of committee of county superintendents to prepare a safety code for school bus transportation
9. Chairman of School Nurses' Section of the State Organization for Public Health Nursing
10. Member of committee on character education of the New Jersey Council of Education
11. Member of safety education committee of the New Jersey Department, American Legion.

C. National Committees

The Director continued the following service obligations during the year:

1. Member of a committee of the American Association of School Physicians to study physical standards for athletic competition
2. Member of the Constitution Revision Committee of the American Physical Education Association
3. Chairman of the Honor Awards Committee of the American Physical Education Association
4. Associate editor of the Journal of Health and Physical Education
5. Member of a national committee to devise and promote National Physical Achievement Standards
6. Member of a committee of the American Physical Education Association to study physical education programs for secondary school boys
7. Member of steering committee for the New York University study of safety in physical education.

III. Major Projects

In addition to the usual promotional work and field service, the following projects of major scope were carried on during the year:

1. The study and promotion of the school physician's program by the Division and the school physicians' committee of the New Jersey State Medical Society working cooperatively
2. The study of school dental services in New Jersey; the promotion of new dental clinics; and the completion of a program of standards, carried on jointly by the Division and the Mouth Hygiene Committee of the New Jersey State Dental Society
3. As Chairman for Health the Director continued to serve the New Jersey Congress of Parents and Teachers in developing policies and programs for child health in home and school
4. Several major programs of significance to the State school health program were prepared for publication
5. A study of tuberculosis in children, leading to standards in prevention applicable to schools, was initiated by the Director with the cooperation of a committee of specialists appointed by the New Jersey Tuberculosis League
6. The first State Conference on Safety Education and Supervision was called by the Department and attended by delegates from nearly all State departments and organizations concerned with the safety of children
7. A State Conference for directors and supervisors of physical education was called by the Department for the purpose of reviewing the present status of physical education and of presenting new standards and policies recommended by the Division
8. Through a series of conferences the joint program of the Division and the Bureau of Safety Education of the New Jersey State Police for the promotion of school safety patrols was clarified by agreement on a code of general policies and standards

9. A platform of policies and activities was evolved jointly by the Division and the Bureau of Child Hygiene of the State Department of Health to clarify the relationship between the two departments and the work of the child hygiene nurse in the schools
10. Two codes of fundamental criteria and principles, one on physical education and one on health and safety education, were developed
11. Institutes for school nurses were held twice in each county during the year
12. Through the cooperation of the State Medical Society the Division had the services of the field secretary of the Society for approximately eight months of the school year. This person engages in public health education by means of lectures.
13. The Division was active in the promotion of extension courses
14. Courses in health education for teachers and nurses, courses in school nursing for beginning and experienced nurses, and new courses in physical education were conducted by the Division at the Ocean City Summer School.

IV. Publications

A. Programs Completed

1. Publications of the Division now available for distribution are as follows:
   "A Physical Ability Test"
   "A School Health Program for the Nurse"
   "Standards for the Prevention and Control of Communicable Disease in Public Schools"
   "Gymnasium Planning and Construction"
   "A School Health Program for the Teacher"
   "Self-Testing Activities for Grades I-IV"
   "Self-Testing Activities for Grades IV-VIII"
   "Play Days."

2. Publications completed in manuscript and submitted for printing were as follows:
   "A School Health Program for the Physician"
   "School Dental Service"
   "Standards in Health and Safety Education"
   "Standards in Physical Education"
   "School Safety Organizations."

B. Programs in Preparation

The following bulletins, programs, and courses of study to be submitted later for publication, were in process of preparation throughout the year:

"Records and Report Forms for Health, Safety, and Physical Education"
"Hygiene and Sanitation of School Buildings"
"The School Lunch"

"A Course of Study in Physical Education for Rural Schools"
"The Organization and Administration of Health, Safety, and Physical Education"
"Standards for the Detection and Prevention of Tuberculosis in Public Schools."

C. Bulletin Letters

This means of circularizing informational material and practical aids was used extensively, for the most part in response to inquiries and specific demands. It offers a convenient vehicle for conveying suggestions and reports from the field.

1. Regular issues.

At approximately regular intervals, these letters of three to five pages go to the following:

a. School nurses—a five-page bulletin issued monthly during the school year.
b. Superintendents and supervising principals—a five-page compilation of notes, projects, and useful material issued about six times a year.
c. High school principals—like the above, issued about five times a year.

2. Irregular issues.

a. To physical education teachers.
b. To school physicians.
c. To county superintendents and helping teachers.
d. To normal school principals and physical and health education staff.
e. To county councils of parent-teacher associations.

D. Contributions to Contemporary Publications

Each issue of the Education Bulletin contained one or more articles on health, safety, and physical education, prepared by the Division staff. Much of the material given out in this way consisted of completed sections of programs in preparation.

"The School Health Department," a special page in the Journal of the State Medical Society edited by the director, was continued. The page was prepared for each monthly issue. It was used for reporting health projects, timely items of health news, and sections of programs. That the page is fulfilling its purpose is evident from the comments received.

Another publication to receive a monthly page composed by the Division staff was "The Beanstalk," a health bulletin for teachers issued by the New Jersey Tuberculosis League. The same material was used by "Health News," the monthly journal of the Bergen County Tuberculosis and Health Association.

National professional periodicals such as "The Public Health Nurse," "Safety Education," and "The Journal of Health and Physical Education" were supplied with articles and notes, or they carried items originally published by the Division in other periodicals or bulletins. Since these journals are widely read in New Jersey they constitute a valuable medium for conveying State policies and programs.

E. The Public Press

On several occasions special articles were written for the newspapers and frequently in connection with meetings and surveys reports of addresses were carried.

F. Mimeographs

In order to meet the large number and variety of requests for information, the Division prepares digests and notes for distribution in mimeographed form. These cover a wide range of topics and an effort is made to adapt the recommendations to average school conditions. Similarly, games, dances, health and safety plays, bibliography, equipment lists, and sources of moving picture films are made available.

V. Report of Field Service

The following summary is for the period covered by the report. During the year practically all requests for assistance were granted and all invitations to address meetings were accepted.

A. Visitation of Schools

Visitation at the request of school executives and boards of education constitutes the bulk of the field service. The assistance needed covers all phases of the combined program and involves an infinite number and variety of problems. Probably no activity of the Division is more important. This service is well received and it seems to be productive of good, to an extent at least that compensates for the time and expense it requires. There is nothing comparable to it, for like results would be impossible through correspondence or programs. First-hand observation and the opportunity to question permits a ready grasp of the situation and a detailed interpretation of the recommendations made.

The steadily increasing demands upon the time of the Division staff for field service is becoming a serious problem. With only three members available for part-time work in the field, the service must be curtailed either by refusing some of the invitations or by effecting short-cut methods, a course to be avoided if possible since it invariably means inefficient work and unsatisfactory results. The cause is apparent in the expanding program. Everywhere there is evidence of greater interest and more sincere concern. Child health and safety occupy the center of the educational stage while physical education continues to need interpretation. Such major phases of the program as the school lunch, the health service activities of the physician, dental clinics, and mental hygiene are before administrators with ever-enlarging emphasis. It is indeed a growing concern, and, being relatively new, there is little that is common knowledge. As a result, the pressure is felt at the State office where local officials look for guidance and inspiration.

The report on school visits is as follows:

High Schools	69
Elementary Schools	135
Rural Schools	54
Special Classes	12

B. Individual Conferences

Total recorded for the year, 782.

These conferences were with members of boards of education, superintendents of schools, supervising principals, elementary school principals, high school principals, helping teachers, physical education teachers and supervisors, athletic coaches, nurses, physicians, dentists, classroom teachers, normal school principals and instructors, health education supervisors, and special class teachers.

The actual number of conferences would greatly exceed the figure recorded. No attempt is made to record conferences held at the Division office.

C. Group Conferences

Total recorded for the year, 108.

These are informal meetings of a practical nature attended by school administrators, physicians, dentists, nurses, physical education teachers, and other persons involved in the conduct of the health, safety, and physical education program.

D. Meetings

The number and type of groups addressed by the staff were as follows:

Classroom Teachers, Local	18
Classroom Teachers, County	3
Physical Education Teachers, Local	5
Physical Education Teachers, County	19
Physical Education Teachers, State	3
School Nurses, Local	5
School Nurses, County	19
School Nurses, State	7
School Physicians, State	1
Other Special Teachers, County	1
County Health Organizations	8
State Health Organizations	7
Local Parent-Teacher Associations	19
County Parent-Teacher Associations	2
State Parent-Teacher Associations	1
Other Clubs and Organizations	5
Students Class	1

E. Demonstrations

The staff conducted demonstrations as follows:

Gymnasium	3
Classroom (Physical Education)	18

In addition, unrecorded demonstrations were given at local and county meetings as follows: vision testing; special vision test equipment; hearing testing; audiometer; and use of the foot-candle meter in determining the degree of lighting in classrooms.

F. Surveys

In addition to the problem solving service incident to routine visiting, surveys are made by the Division upon special request. These surveys are comprehensive in character, involving thorough investigation, analysis of the facts found, and a complete report of recommendations.

Surveys were made in Rutherford, Teaneck, Rahway, and Hamilton Township. Special or minor surveys were conducted in Camden and Perth Amboy.

VI. Extra-Departmental Relations and Committee Work

The nature of child health work involving as it does the home, the public interest, and the work of several governmental departments and philanthropic organizations, quite naturally necessitates cooperative endeavor on the part of all concerned. Programs overlap at several points and there is an interdependency that must be accepted if the best results are to be attained. Consequently, the work of the Division brings about a wide range of external relations of more than a little importance.

A. Relations Within the State

1. The State Medical Society has been cited elsewhere for the cooperative stand it has taken and the constructive help it has always so readily given. A committee of the Society was appointed to serve the Division in whatever capacity it may. As an advisory council in considering the medical aspects of the school health service, it should prove invaluable. The Society contributed again this year a page of its official Journal for the "School Health Department" conducted by the Director.

2. The excellent service rendered by the State Dental Society has already been described in this report. In addition to the program prepared by a committee of the Society and the field work it undertook for the State Department, there will be many professional problems arising that can only be solved by dentists.

3. Close working relations with the State Department of Health were continued and extended during the year. The Bureau of Communicable Disease Control was called upon on many occasions for rulings in connection with local school situations. The Bureau of Child Hygiene and this Division conferred frequently on mutual problems and, as a result, evolved a plan that promises to strengthen the school nursing situation in the State.

4. As a member of the board of directors of the New Jersey Tuberculosis League and of several committees, the Director was able to serve the League in its work with school children and, in turn, his program was benefited by this affiliation.

5. Reappointment as State Chairman for Child Health was accepted by the Director from the New Jersey Congress of Parents and Teachers. On several occasions it proved to be a most profitable contact. Many opportunities arose for interpreting school health needs and purposes and for advancing the provisions of the State program.

6. Relations were continued with the Department of State Police in connection with their safety patrol program.

7. As a member of the Council of the New Jersey Physical Education Association, the Director aided in furthering the purposes and professional program of the Association.

VII. Principal Accomplishments

As recorded elsewhere in this report the enlarged scope of the Division's relations with the State Medical Society, the State Dental Society, the New Jersey Tuberculosis League, and the New Jersey Congress of Parents and Teachers, constitutes a most significant accomplishment. The associations with these bodies have been stimulating and instructive. They have enabled the Division to extend its influence indirectly to many schools and to a large number of teachers and administrators that would not otherwise be reached. It is felt too that the coordination of policies and activities has contributed materially to all-round effectiveness.

The several professional programs completed during the year deserve mention here because they represent the first of their kind published by the Department and because the need for them has been generally acknowledged for several years.

The year was marked by a great increase in the number of requests for assistance in planning gymnasiums and accessory rooms. Although special efforts were made by the Division to bring about this result, the outcome was more profitable than anticipated. It was regarded as one of the notable achievements of the year. Heretofore, the staff has not been inspecting plans before the blueprint stage. Consequently there was little constructive help to be given for the cost entailed in making the changes recommended would be prohibitive, with the result that the suggestions were not needed. In attempting to meet this obstacle, an offer of consultation services during the stage of preliminary planning was announced. It was immediately effective, to such an extent that one member of the staff devoted a large part of his time to this activity. It has proved to be a popular form of field service.

This topic refers to the continued relations with the State Medical Society and chiefly the activities of the Society that are concerned with the education of the public in health and medical subjects. For practically the entire school year, the field secretary of the Society was used by the Division as a speaker for institutes, public meetings, teachers' conferences, parent-teacher association meetings, and school assemblies.

Another aspect of public health education already reported is represented by the health articles distributed to the press and the child health bulletins made available to parents through the cooperation of the Milk Research Council and the Health News Service, Incorporated.

Special efforts directed toward the improvement of institute program for nurses were markedly successful. Two institutes were held in each county during the year. They were exceptionally well attended and apparently popular. A policy of presenting practical features was followed. The meetings were also used for the exchange of problems and suggestions, as well as for creating a feeling of organized endeavor and oneness of purpose regardless of affiliation.

Respectfully submitted,

ALLEN G. IRELAND,
Director.

PART III

REPORTS OF STATE TEACHERS COLLEGES AND STATE NORMAL SCHOOLS

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STATE TEACHERS COLLEGE AND STATE NORMAL SCHOOL AT TRENTON

Dr. Charles H. Elliott,
Commissioner of Education,
Trenton, New Jersey

DEAR SIR—I hereby submit my report as President of the State Teachers College and State Normal School at Trenton for the year 1931-32.

The opening of the year 1931-32 marked the beginning of the transfer of the Trenton Teachers College from its old building on North Clinton Avenue to its new site at Hillwood Lakes. The freshmen women in the three-year elementary, three-year kindergarten-primary, and four-year secondary curricula were accommodated in the Hillwood buildings. In September the James M. Green Hall, consisting of the administrative offices and classrooms for various departments, and the three residence houses were ready for occupancy. Two hundred twenty-five students began work in these buildings, of whom approximately one hundred forty were resident students.

In March, 1932, the library was finished and put to use. In June the auditorium-music building, named Calvin N. Kendall Hall in honor of the man who was the first Commissioner of Education for the State (1911-1921), was used for the Bicentennial Play, "Washington, the Man Who Made Us," by Percy MacKaye, and for commencement. At commencement dedicatory exercises for this building were carried out. During the year construction was begun on the health and physical education building, which will be ready for occupancy in the fall of 1932.

Unfortunately, the Legislature of 1931 provided no money for equipment for Calvin N. Kendall Hall or for the physical education building. Consequently, it will not be possible to use these buildings to any extent for the year 1932-33. In fact, the number of students who can be assigned to the Hillwood buildings in the fall of 1932 will not be larger than the number so assigned in 1931, although the capacity of the educational buildings finished will be sufficient for the entire college. No additional students can be moved to Hillwood until further facilities for residence and for eating are provided. From both an educational and a financial point of view these facilities should be provided as soon as possible. Considerable money is being wasted by the operation of buildings on two locations and in addition there is great educational waste because of the division of the school and because of the impossibility of utilizing the fine facilities which the new buildings provide.

Mention should be made here of the theory which underlies the planning of the living arrangements at Hillwood. It is becoming apparent that the education of a teacher depends not only upon the classroom opportunities of an

institution, but also upon the so-called extra-curricular activities and the living arrangements. In its extra-curricular activities, such as musical clubs, athletic contests, special interest clubs, its newspaper, its dramatics, its social organizations, the Trenton Teachers College offers large opportunities for the development of interest and a well-proportioned life.

The residence houses at Hillwood have been constructed to facilitate fine living. The first group of three houses is administered by an assistant dean of women, who devotes full time to the social and educational activities of the houses. The assistant dean lives in the center house and is assisted by two resident instructors who live in the end houses. Each house accommodates approximately fifty students, so that by means of this organization it is possible for a faculty member to be in close touch with a fairly small number of students, while at the same time a person trained in personnel work is organizing and directing the activities of the entire group. Future plans call for the construction of six more houses for women, divided into two administrative units, and three such houses for men.

The year's experience demonstrated that friendly, natural contact between students and faculty members can be developed in this kind of an organization and that the houses themselves with their rooms for various kinds of social and educational activities are a stimulus to the students and an invitation for the development of social poise and fitness.

The Hillwood students were brought to Trenton twice a week to participate in the general assembly exercises of the school and the Hillwood facilities, especially those offered by the Inn, were used innumerable times during the year by North Clinton Avenue students, especially for social functions.

The class entering in September, 1931, consisted of 309 students, of whom 188 were enrolled in four-year curricula. The choices indicated for the entrance examinations given on May 31, 1932, indicated an even larger proportion for the four-year curricula. During the year the State Board of Education authorized the addition of a fourth year to the practical arts curriculum, so that the only remaining curricula of less than four years are the three-year elementary and the three-year kindergarten-primary.

It is my recommendation that beginning with the class entering in September, 1933, all curricula be made four years in length. At a time when there is a surplus of teachers such a step, involving not more than eighty students in each class, can be made without in any way injuring the interests of the students affected. In fact, it is entirely possible that in 1937 there will be distinct demand in the State for a certain number of teachers who have received a four-year training in the elementary and kindergarten-primary curricula. The number of graduates of the former two-year curricula who are now by means of extension and summer courses working to secure a bachelor's degree indicates that teachers themselves are desirous of securing the education which a four-year-course implies.

During the year an opportunity was offered for the comparison of the students entering the Trenton Teachers College with those entering other teachers colleges and liberal arts colleges throughout the country. It has been obvious that one of the most important means of improving the preparation of prospective teachers is to improve the methods of selection. That the require-

ments for entrance to New Jersey teachers colleges and normal schools have been producing an improvement in this matter was evidenced by the results of tests given to our freshman class. These tests consisted of the American Council Psychological Examination, achievement tests in history, nature study, civic information, geography, and arithmetic, and English tests in vocabulary, reading, and literature. The tests were given by a rather large number of teachers colleges on the same day. Among thirty-eight teachers colleges distributed widely over the United States, the Trenton Teachers College had the following ranks:

Examination	*Rank*
Psychology	3
Elementary section	1
English section	3
Elementary and English composite	2
Separate Tests of Elementary Section	
History	2
Nature study	7
Civic information	3
Geography	4
Arithmetic	1
Separate Tests of English Section	
Vocabulary	5
Reading	6
Literature	3

The psychology examination was also given to freshmen in twenty-five standard liberal arts colleges in the country. The median score of the Trenton Teachers College was ten points above the median score in the twenty-five colleges and universities where the test was given.

These results are extremely gratifying and indicate that we are receiving a type of student who by intelligence and previous academic accomplishment represents desirable material for a teacher training curriculum.

In connection with the professional courses offered mention should be made of the beginning of a cooperative arrangement with the Township of Ewing. In September of 1931 two demonstration classes were opened in the Lanning School, which is situated about one-fourth of a mile from the Hillwood site. These classes consisted of a first grade and a fifth grade. The entire control of instruction, including the selection and remuneration of teaching, was under the college, whereas the township will provide the building, the custodial service, the equipment, books, and supplies. It is planned to open a kindergarten and a sixth grade in this building under a like arrangement in September of 1932 and to abolish the kindergarten and sixth grade in the Training School at North Clinton Avenue. In time the entire building should be taken over as a demonstration elementary school.

The school will be used particularly for observation in connection with the courses which are given to freshmen in "Introduction to Teaching" and also in various other professional courses offered. It is not planned to use these rooms for practice teaching, as it is our theory that it is more important that prospective teachers have an opportunity to see "master" teaching in operation than that they have an opportunity to do their practice teaching in a school directly connected with the college. Up to date about one-fourth of the practice teaching has been done in the Training School and other three-fourths in cooperating schools in various districts of the State. The new plan will eventually provide for nearly all of the practice teaching in these cooperating schools. Thus, the demonstration school will provide opportunities for participation in the study of children, for observing excellent teaching, and for limited participation. Cooperating school systems will provide the opportunity for student teaching, which will, of course, be carefully supervised by the college. Student teaching will be done under actual classroom conditions as they exist in the school systems of the State and the demonstration school will be a laboratory school for comparison, study, and research.

At some future date a junior-senior high school should be erected on the Hillwood campus, so that opportunities for such observation may exist from the kindergarten through the twelfth grade. The junior-senior high school will be particularly necessary because of the number of students now enrolled in the secondary curricula and because the Trenton institution is the only one in the State offering training in music, physical education, and commercial education.

The following resignations of faculty members took effect July 1, 1931: Edgar F. Bunce, vice-principal and head of the department of education; Mrs. Elizabeth W. Crowell, head of the department of fine arts; Miss Caroline E. McIntyre, supervisor of practice; Miss Dorothy A. Upham, instructor in fine arts, and Mrs. Julia Weigele Miller, instructor in physical education. Miss Grace F. Wilson was on leave of absence during the year.

The following appointments were made, to take effect September 1, 1931: Fred O. Armstrong, instructor in practical arts; Mrs. Beatrice L. Barker, instructor in modern languages; Miss Madge J. Burgard, instructor in fine and industrial arts; Mrs. Rosalind W. Croman, instructor in training school, sixth grade; Miss Verna E. Humphreys, instructor in music; Forrest A. Irwin, vice-principal and head of the department of education; Miss Bertha M. McCollum, instructor in first grade of Lanning Demonstration School; Miss Marion M. Martin, instructor in physical education; Miss Leda L. Merselis, instructor in training school, fifth grade; Harlan H. Miller, assistant professor of education; Miss Edith L. Spencer, assistant dean of women; Miss Flora M. Staple, instructor in fifth grade of Lanning Demonstration School; Dr. Shirley M. Troxel, instructor in science; Miss Camilla L. Wills, instructor in health education; Miss Theodora W. Woods, cataloguer and reference librarian. Miss Carolyn R. Hammond and Miss Virginia M. Currier, who had been absent on leave during the year 1930-31, returned in September, 1931.

Statistics concerning enrollment, number of diplomas issued, and expenditures are herewith appended.

Very respectfully submitted,

ROSCOE L. WEST,
Principal

ENROLLMENT BY CURRICULA, 1931-32

Three-year Elementary	209
Four-year B. S. Secondary	312
Three-year Kindergarten-Primary	55
Three-year Rural	51
Four-year Commercial	71
Four-year Health and Physical Education	89
Four-year Music	45
Three-year Practical Arts	29
Total	861

ENROLLMENT BY COUNTIES, 1931-32

Atlantic	28
Bergen	32
Burlington	72
Camden	11
Cape May	15
Cumberland	16
Essex	23
Gloucester	8
Hudson	18
Hunterdon	45
Mercer	260
Middlesex	60
Monmouth	69
Morris	24
Ocean	19
Passaic	21
Salem	19
Somerset	18
Sussex	10
Union	51
Warren	36
Other States	6
Total	861

ENTRANCE CLASS BY CURRICULA, SEPTEMBER, 1931

General Elementary (three-year)	86	
Kindergarten-Primary (three-year)	27	
Practical Arts (three-year)	9	
		122
General Junior and Senior High (four-year)	128	
Commercial (four-year)	31	
Health and Physical Education (four-year)	27	
Music (four-year)	11	
		197
Total		319

GRADUATES BY CURRICULA, JUNE, 1932

Four-year Secondary	30
Four-year Commercial	5
Four-year Music	7
Four-year Health and Physical Education	16
Three-year General Elementary	84
Three-year Kindergarten-Primary	10
Three-year Practical Arts	6
Total	158

EXTENSION COURSES, 1931-32

First Semester

Courses Offered	*Enrollment*
Arithmetic for Elementary Grades	35
Arithmetic for Elementary Grades	56
Comparative Government	42
Music Education: Elementary Methods and Plans	37
Principles and Practices of Modern Elementary Schools	38
Problems of Primary Reading	37
Problems of Primary Reading	40
Problems in Social Studies in Primary Grades	44
Problems of Teaching Science in Elementary Grades	34
Problems of Teaching Science in Elementary Grades	32
Psychology of Elementary School Subjects	44
Teaching English in Grades 5 to 9	55
Teaching and Supervising Junior High School Mathematics	22
Total	516

Second Semester

Economics 302	45
Education 302 (Principles and Practices of Modern Elementary Education)	26
Education 306 (Educational Tests and Measurements)	16
Education 313 (Principles and Practices of Modern Secondary Education)	42
Education 408 (Principles of Mental Hygiene)	23
English 302 (Contemporary Literature)	45
English 303 (Problems of Teaching English in Elementary Grades)	56
Geography 304 (Geography of Europe)	34
Industrial Arts 201 (Industrial Arts for Teachers of Elementary Grades)	24
Industrial Arts 213 (Industrial Arts for Teachers of Upper Elementary Grades and Junior High School)	23
Music 212 (Child Voice and Children's Song Material)	45
Psychology of Elementary School Subjects	40
Science 202 (Science for Teachers in the Elementary School)	25
Science 207 (Educational Biology)	40
Total	484

AMOUNT EXPENDED, 1931-32

Salaries and Wages	$274,812.00
Materials and Supplies	63,020.97
Repairs and Replacements	12,985.33
Miscellaneous Expenses	6,327.11
Practice Teaching—Salaries	10,037.00
Practice Teaching—Travel	1,757.57
Practice Teaching——Instructors to Assist in Supervision	6,825.00
Total for Current Maintenance	$375,764.98
Insurance	9,992.94
Equipment:	
Hillwood Inn	5,000.00
Motor Bus	3,490.00
Library	24,998.81
Total	$33,488.81
New Buildings (Physical Education Building)	$239,731.72
Grand Total	$658,978.45

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

To the Commissioner of Education:

I have the honor to present the following brief report of the work of the State Teachers College at Montclair for the year 1931-1932.

I. *General Development*

The effects of the recent financial crisis were not felt seriously until the year 1931-1932. During the past year decreases in practically all budget items have been effected. It therefore became our purpose in this period of retrenchment to take as strong a stand as possible for the maintenance of standards which have been in the process of development during the past four years. I should refer particularly to standards of selection, standards of academic scholarship, standards of professional training, and standards of general efficiency on the part of graduates.

In meeting the present situation, careful appraisals of the value of all present activities have been made through the cooperative efforts of administrative officers, the administrative council and staff members. Expenditures have been curtailed and progressive efforts have been made to integrate and articulate, and thereby unify and strengthen, our whole program of work.

A few additions and improvements have been made during the year, which will be enumerated as a matter of record.

1. The college has endeavored to cooperate with the Unemployment Relief Bureau by engaging unskilled and skilled labor in connection with the development of additional rooms in the College Hall, development of an additional parking space to the west of the College Hall and the clearing and grading of a small tract of land bordering on Valley Road and near the front entrance.

2. On June 4, 1932, the State Board of Education passed resolutions authorizing the State Teachers College at Montclair to offer courses on the graduate level, to grant a Master of Arts degree, and to charge such tuition fees as might be necessary in order that all graduate courses be made self-supporting. The main purpose in passing such resolutions was to afford high school teachers in service the opportunity of taking extension and summer session courses in secondary education at Montclair with graduate credit. The great majority of the high school teachers throughout the State hold bachelors' degrees, and, therefore, as students in our extension and summer session courses, they have repeatedly petitioned for courses on the graduate level. If these had not been authorized, the program of work for the in-service teachers would have been greatly handicapped. By the authorization of courses on the graduate level, the State has made it possible for its teachers college to assist in improving the professional scholarship and professional techniques of the teachers now in service, and has opened a way for raising the standards of high school certification.

3. Because of the rapidly increasing number of candidates who have applied for admission to the freshman class and upper classes, and because of the con-

viction that health and social adjustments of all students are productive of higher standards of work and more suitable teaching personalities, a personnel department has been established during the past year. This is a new department; however, it represents little more than a coordination and centralization of all college departments and activities which have been rendering definite services in this special field.

4. As a matter of record it should be stated that the State appropriation for a new building designed to provide auditorium, cafeteria, and classroom facilities was rescinded on December 30, or shortly after the opening of contractors' bids. Bids showed considerable reduction in building costs, and the plans and specifications showed that the building was for three major and necessary purposes.

5. In the spring of 1932 the State Appropriations Committee included in its budget recommendation the following statement which received legislative approval: "A tuition fee of fifty dollars per year shall be paid by every normal school student . . . commencing in September, 1932."

II. *Recommendations*

1. Continued attention should be given to the problem of student selection and admittance. Since we have twice to three times as many candidates making application for admittance as may be received, it thereby becomes the privilege of the State to select, train, and graduate students of marked scholastic ability and personal fitness for the teaching profession. The more valid and thorough our system of selection becomes, the greater will be our service to the secondary schools of the State and the greater will be our possibilities of avoiding what seems to be needless and wasteful expenditure.

2. During the past year we have held several conferences relative to frequent requests for two new major fields of instruction: first, Mental Hygiene and Guidance; second, Secondary School Supervision and Administration. Because of the facilities already established and the insistent demand for such work, I should recommend that graduate courses be offered in each of the above fields and, upon the approval of the State Department of Education, the programs of work set up lead to a master's degree.

3. It should be kept in mind that as soon as money may become available, building facilities for the college library, college assemblies, cafeteria, regular and special classrooms for English and science, and housing of young men students should be furnished.

This building program calls for: (1) auditorium, cafeteria, and classrooms in one building, thereby releasing a room in the College Hall for library facilities; (2) a comparatively small building to accommodate science laboratories and classrooms; and (3) one dormitory to accommodate fifty young men.

III. *Faculty changes*

1. Withdrawals from June, 1931, to June, 1932—

Betty Bernard
N. Eldred Bingham
Pierre J. Charliat
Esther Cooper
Claiborn Hill
Grant W. Leman
Earl E. Leslie
Phyllis A. Peacock
E. Hilma Saterlee
Florence E. Stryker
Velma Tisdale
Alice Woodruff

2. New appointments from June, 1931, to June, 1932—

Pierre J. Charliat	Robert W. McLachlan
Phil D. Collins	Robert H. Morrison
E. Lois Cooper	Frank M. Pelton
David R. Davis	Theodor Rabeler
Marjorie H. Grundy	Helen E. Ware
Claiborn Hill	John E. Warriner
Grant W. Leman	Elizabeth D. Young

IV. Enrollment for the year 1931-1932—

1. Total by curricula

Curricula for secondary school teachers	703

2. Total by counties

Atlantic	11
Bergen	79
Burlington	8
Camden	9
Cape May	2
Cumberland	4
Essex	229
Gloucester	3
Hudson	89
Hunterdon	6
Mercer	2
Middlesex	2
Monmouth	22
Morris	27
Ocean	5
Passaic	127
Salem	1
Somerset	12
Sussex	19
Union	37
Warren	4
Out of State (foreign exchange students)	5
	703

3. Average enrollment for the year 688.3

4. Entering class—September, 1931 ..... 159.

5. Graduates—June, 1932 ..... 162.

Respectfully submitted,

H. A. SPRAGUE,
Principal

STATE NORMAL SCHOOL AT NEWARK

July 1, 1932

Dr. Charles H. Elliott,
State Commissioner of Education,
Department of Public Instruction,
Trenton, New Jersey.

MY DEAR DR. ELLIOTT—I have the honor to submit herewith my annual report as Principal of the New Jersey State Normal School at Newark, for the year 1931-1932.

I. *General Administration*

A. *The Curriculum*

The completion of the first full application of the three-year curricula in the general elementary, kindergarten-primary and industrial arts fields served this year to confirm the opinion that real improvement in teacher-preparation results from the added year. It is, however, evident that even with the added year important omissions of needed subject matter are still present. Particularly is this true in the field of educational biology, educational sociology, modern world history, mental hygiene, and health. It is apparent also that certain readjustments in the present offering might well be studied under the direction of the Commissioner and the Supervisor of Teacher Training.

The conduct of a state and national survey of the status of the industrial arts curriculum conducted over a period of three years made it apparent that this curriculum should be extended to four years, in view of the fact that a majority of graduates of this curriculum were in service on the junior high school or senior high school level, and further that technical offerings necessary for sound preparation allowed the three-year curriculum insufficient time to give attention to needed background and general cultural offerings. Accordingly, the recommendation of a four-year, degree granting curriculum was made during the year, with proper supporting evidence, resulting in the approval of the curriculum on a four-year basis, effective next academic year.

Recommendations were made last year as to the need of a curriculum offering in the field of fine arts. A study was conducted resulting in the recommendation of a four-year fine arts curriculum by the staff. Approval of the fine arts curriculum as a three-year curriculum was authorized, effective next academic year, for not more than twenty entrants per year. Subsequently, this number has been enrolled for 1932-1933.

The curriculum offerings may be subjected to the general criticism that too many clock hours per week for class attendance are required. This condition is further complicated by the fact that the State Normal School at Newark is laboring under the disadvantage of its inability to provide dormitory residence for that very considerable number of students who live at a great distance from the school.

B. *Accreditation and Status*

For the second year, the institution has received a first-class rating by the American Association of Teachers Colleges.

It is worthy of mention that in a nation-wide testing program entered into by teachers colleges and liberal arts colleges, the general ability of the freshman students ranked *fourth* in forty teachers colleges investigated. In another, the status of the sophomore (second year) group, as compared with sophomores in liberal arts colleges and teachers colleges in the American Council of Education National College Sophomore Testing program, made a very creditable showing, being above the median accomplishments in spite of the fact that the test material was designed to fit liberal arts sophomores rather than teachers college or normal school sophomores.

It is evident from these two opportunities to compare our students and their instruction with nation-wide standards, that our methods of selection and instruction are worthy of commendation.

Under departmental comments below, will be found reports of special endeavors in the several subject fields to improve instruction.

C. *The Staff and Departmental Work*

1. It is gratifying to report the following items relative to the academic status of the faculty:

a. Six earned the degree of Master of Arts by continued study during the year.

b. One earned the degree of Bachelor of Arts during the year.

c. Four are matriculated candidates for the degree of Doctor of Philosophy.

d. Eight additional members not included above added to prior training by pursuing study at recognized universities.

e. The principal obtained the degree of Doctor of Philosophy upon the completion of the dissertation on "The Administration of Student Personnel Services in Teacher-Training Institutions in the United States," published by Teachers College, Columbia University.

2. The following staff members worked on active state curriculum projects: Martha Downs, John Dickey, Jane Plenty, Grace Engels, Evelyn Bowman, Wildy Singer, Dorothy Dutton, Marjorie Flaacke. Others continued investigations not especially stressed. The principal acted as adviser to state curriculum committees on courses in education.

3. The staff representation on important national or regional programs included: Lois A. Meredith, Bertha R. Kain, Vera Brooks, Dr. Bruce B. Robinson, John J. Hatch, Martha Downs, and the principal.

4. It is noteworthy that Vera Brooks, health counselor, was offered a fellowship at Teachers College, Columbia University, for the coming year on an important health research program, but declined the offer because of interest in our program. Lois Meredith, Psychiatric Social Worker, was offered the directorship of visiting teachers and child guidance work in the city of New York but also declined in order to remain with the institution.

5. *Faculty Committees.* This year marked the deliberate increase in faculty cooperation with the administration through the work of standing committees. Especial comment is due the work of the following committees:

Committee on Faculty Meetings
Committee on Publicity
Committee on Personnel
Committee on Research
Committee on Academic Status
Committee on Faculty Publications
Committee on the Library Service.

The work accomplished and the spirit shown by these committees, particularly, is a striking illustration of the high morale of the staff and their willingness to spare neither time nor pains in the development of the school program.

6. *Department and Special Functions.* The State Normal School at Newark is traditionally too greatly departmentalized, but by reduction of some departments and amalgamation and coordination through standing committees, the traditional barriers evident a few years ago are being broken down. Comments given below are selected from full reports on file with the principal:

a. *The Department of Education and Student Teaching.* Particular attention has this year been given to the experimental follow-up of a limited number of recent graduates, and the organization of a more effective follow-up procedure. Improvement in the establishment of joint action of the department with academic departments in student-teaching supervision was a major task. A great improvement of the system and use of records in placement and the establishment of a better placement service was accomplished this year.

b. *Kindergarten-Primary Curriculum.* In this curriculum chief emphasis was made on the experimental application of the new courses in education, comments and criticisms on which are on file with the principal.

c. *English.* The outstanding accomplishment, outside of instruction, was in the field of college English testing, wherein the cooperation of the research committee and the tests and measurements department were largely used. It is hoped a later monograph may be prepared, particularly as relates to the national aspects of the study.

d. *The Handwriting* instructor cooperated with other instructors in the State in making a survey of the status of handwriting instruction in the schools of the State.

e. *The Geography* staff is making a plea for added social science time allotments.

f. *Health and Physical Instruction.* On the instructional level a definite program was developed, designed to insure a sound recreational life to students, after graduation. To this end archery, golf, riflery, tennis, volleyball, universal participation in basketball, aesthetic and social dancing are definitely taught in curriculum. This is really part of the Personnel Plan.

g. The outstanding contributions in *History* were:

(1) Commemoration in class and throughout the institution of the Bi-Centennial of Washington's Birth, with the head of the department as faculty chairman.

(2) The especially able teaching of John French as an instructor of freshmen in history.

(3) The experimental try-out of third year electives.

h. *The Industrial Arts Curriculum* staff did exceptional work in preparing the report on curriculum extension to four years in fine and industrial arts. Mr. Page, a new instructor of recognized high ability, made important contributions to the freshman orientation courses of majors in industrial arts.

i. *The Library.* Statistics of increased use of the library are convincing arguments in favor of the decision to keep the library open evenings:

	1930-31	1931-32
Total Books Circulated	17,744	28,743
Total Magazines Circulated	317	875
Grand Total Circulation	18,061	29,618

Doubled use of books on reserve, by actual count.

An outstanding feature of instruction in each department has been a scheduled day with each class for library use instruction, conducted jointly by instructors and librarians.

j. *The Mathematics Department* continues to be a great producing department, both for the school and the State. Important curriculum contributions have been made and the instruction is on a high level, under the able leadership of Martha Downs. Important and pointed recommendations come from this department for curriculum changes in the State.

k. *The Music Department* has not only done an outstanding piece of instruction, but has served the school in its extra-curriculum life by organizing more fully the musical clubs for students and by bringing outstanding artists to our school.

l. *The Psychology Department* has made no particular contribution of note, as a department.

m. *The Science Department* has the following contributions specifically noted:

(1) Preparation of a section of the National Research Test in freshman science.

(2) Distribution of 1500 "Washington" trees.

(3) Trips to institutions, museums, sky-study trips, and weekly trips to Branch Brook Park for science observation and to establish general familiarity with sources of material and knowledge.

n. *Student Personnel Services.* The student personnel services are a distinctive feature of the program of teacher-preparation in the State Normal School at Newark. On account of the principal's own interest in the field, prob-

ably an extra amount of effort is made to develop this phase of teacher-preparation somewhat fully. The more subtle function of teacher training rests in this attention to the personal conditioning of the student for successful participation in college and in later professional work.

Summarized briefly the outstanding achievements in personnel services this year have been:

(1) Development under the direction of an able physician, Dr. Grace M. Kahrs, and an equally able health counselor, Vera Brooks, of the first really satisfactory and thoroughgoing health service ever given to the students of the Newark institution.

(2) Much better coordination of advisory services to individual students, through the work of Dean Bertha L. Kain as coordinating officer.

(3) Participation nationally and in intra-mural work, in extensive and highly significant research in several phases of personnel, namely:

(a) Attitude and conduct measurement
(b) Scholastic measurement
(c) Establishment of norms in personality-ranking techniques
(d) Studying and validating entrance techniques.

(4) The inauguration of a highly successful student general organization for cooperative effort in unifying student life.

(5) The great improvement of record keeping in personnel, particularly in the cumulative record designed by the principal, working with the Rockefeller Foundation, the American Council on Education, the Remington Rand Business Service, and the Teachers College Personnel Association.

(6) Appointment of the principal to the National Advisory Committee on Mental Hygiene in Education.

(7) The development of a dependable placement service resulting in placement of more than one-third of this year's graduates (1931-1932) before July 1.

(8) Experimental administration, under controlled conditions, of new interview techniques.

(9) The development of a definite orientation program for freshmen.

(10) Introduction of mental hygiene into the instructional program as a unit of health instruction, under the competent teaching charge of Lois A. Meredith.

D. *Extension.*

As is indicated by supporting data in the report on extension services, 1169 persons were enrolled in extension classes for the year. Several hundred of these students are regularly matriculated for advanced diplomas. Three completed requirements for the three-year diploma this year and were graduated in June. Extension is entering a new phase in Newark, now being definitely linked to the regular curriculum offerings of the full-time institution, and operated in selected centers which provide continuity of course offerings and allow for long-term planning on the part of the extension students.

E. *Buildings and Grounds.*

No especial alterations have been made to the building or grounds this year, with the exception of the provision of a clay surface to the tennis court and minor treatment to trees needing attention.

II. *Recommendations.*

A. As has already been recommended in past reports, there should be early consideration of the fact that although the State Normal School at Newark is the largest institution in the State in the preparation of elementary school teachers, and although it serves that portion of the State where normally more demand is present for elementary teachers with degrees, than in other areas, no provision is made for a four-year degree granting course for elementary teachers. Our statistics show that a very considerable proportion of our graduates go either to Rutgers, New York University, or Columbia University to complete degree requirements, early in their career. Superintendents and boards of education in the metropolitan area are asking for elementary teachers with the advantage of four years of professional training. I therefore recommend that for a limited number, not more than 30 per year at first, the State Normal School at Newark offer a four-year degree granting curriculum to selected elementary majors, the selection of such students to be made at the end of the freshman year, to insure the selection of the most able and promising candidates; and that this practice be continued experimentally until such time as all elementary majors shall be required to pursue the four-year course. I further recommend that the State Normal School at Newark be empowered, through its principal, to make initial arrangements for the administration of this procedure during the academic year 1932-1933 through curriculum study, and that in June, 1933, a selection of not over thirty students be made from a limited eligibility list of those whose promise for the freshman year warrants such consideration.

B. The fine arts course, originally designed as a four-year course, should at as early a time as possible be so administered. With a considerable number of the original registrants already possessing three years of art school training beyond high school, the value of this course to the person and to the State would be considerably enhanced by the broader training which should be admittedly comparable to that of a music major.

C. I recommend that in conformity to this recommendation, the State Commissioner of Education and the State Board of Education confer the degree-granting power upon our institution as follows:

1. For Industrial Arts Majors, four years, (already established) the B. S. degree
2. For General Four-Year Elementary Majors, the B. S. degree
3. For Fine Arts Four-Year Majors, the B. S. degree.

In recommending this it must be borne in mind that whereas the State Normal School at Newark already has been authorized to give four years of undergraduate work in industrial arts, it is placed in the anomalous position of not being able to guarantee its graduates the degree, although its position as the leading school in the State for this curriculum is conceded and although the major students in the State Teachers College at Trenton in this field are entitled

to the degree. This condition should be adjusted, in the opinion of the writer.

D. As has already been reported, in previous annual reports, the present building and grounds of the State Normal School at Newark are seriously inadequate. With students from 18 out of 21 counties enrolled, no provisions are made for dormitories. Newark in the vicinity of the school is rapidly changing in character and escape from totally unwholesome environment is impossible. Noise and confusion is constant from the two main traffic arteries running past the building. Proper personnel depends upon the campus life so obviously lacking. No office space is available for faculty members except for four inadequate spaces which are in two instances remodelled closets. In 1932-1933, with added enrollments and new curricula, the problem of classroom space will become greatly aggravated. Shops, laboratories and studios, demanded by the curricula offered are very inadequate. No place at all is afforded for student activity rooms; the cafeteria is always overcrowded and inconveniently arranged and inaccessible. One hundred twenty men students and a good number of men on the staff have access to two totally inadequate toilet batteries built in when few men went to Normal School. Six small, dark, artificially lighted showers are available for *alternate* use of *men and women students*. The one kindergarten room offers the only campus laboratory school facility. It is obvious that no immediate steps can be made to mitigate these evils. But the recommendation is still offered that some definite consideration be given the problem since the institution is called upon to render service of an exacting character, with no very adequate material equipment at hand.

In conclusion, I wish to express my personal appreciation of the wholehearted and sacrificial spirit of the faculty and other staff members in this most trying year of 1931-1932, when, because of conditions of economic insecurity and professional uncertainty so prevalent throughout the nation, they might have been tempted to lessen their zeal and consecration in the cause of teacher preparation. In the face of all these difficulties, it is my firm conviction that the State Normal School at Newark had its most successful year of the present administration in 1931-1932.

It is a matter of extreme happiness to me to have the privilege of working with so splendid a man as Mr. Edgar F. Bunce, as Supervisor of Teacher Training. His patience, insight, and rare personal charm have already endeared him greatly to the men and women of the several staffs.

Finally, I wish to express to you my appreciation for your great leadership and unfailing support in the profoundly significent year just passed. It is my desire and intention to do all in my power intelligently to further the programs you have sponsored or may hereafter undertake in the advancement of education in this great State.

Respectfully submitted,

M. ERNEST TOWNSEND,
Principal

NEW JERSEY STATE NORMAL SCHOOL, NEWARK

ENROLLMENT STATISTICS FOR THE YEAR 1931-1932

Total by Curricula—	*Sept.*, 1931	*Feb.*, 1932	*Total*
General	415	5	420
Kindergarten	56	2	58
Industrial Arts	74	..	74
	545	7	552

Total by Counties—	*Sept.*, 1931	*Feb.*, 1932	*Total*
Atlantic	1	..	1
Bergen	28	..	28
Cape May	1	..	1
Cumberland	4	..	4
Essex	275	5	280
Gloucester	3	..	3
Hudson	30	1	31
Hunterdon	1	..	1
Middlesex	38	..	38
Monmouth	14	..	14
Morris	33	..	33
Passaic	34	1	35
Somerset	8	..	8
Sussex	4	..	4
Union	63	..	63
Warren	7	..	7
Non-resident (N. Y.)	1	..	1
	545	7	552

Average Enrollment for the year 1931-1932—	
Men	91
Women	439
Total	530

Entering Classes by Curricula—	*Sept.*, 1931	*Feb.*, 1932	*Total*
General	131	..	131
Kindergarten	10	..	10
Industrial Arts	30	..	30
	171	..	171

Graduates by Curricula—	*Jan.*, 1932	*June*, 1932	*Total*
General (2-year)	1	..	1
General (3-year)	6	95	101
Kindergarten (3-year)	..	15	15
Industrial Arts (3-year)	..	20	20
	7	130	137

STATE NORMAL SCHOOL AT GLASSBORO

The Three-Year Course

The graduation of a class which has completed a full three-year course in June, 1932, was the outstanding event of the school year. With the increasing complexity of modern life, the constantly increasing demands upon graduates of our public schools by business executives and higher institutions of learning, and the constantly decreasing opportunities in the home for gaining vital experiences, the school must provide opportunities for developing initiative, adaptability, and industry in a school environment, and through school exercises which approach the problems of real life. The chief factor in providing these vital experiences through the school is the teacher. In order that she may lead children through experiences which extend personality she must be a woman who understands child nature, and she must have the qualities of mind and heart which inspire her pupils to appreciate and to strive for the worthwhile things of life.

The addition of a year to the course of study was a great forward step, but another year should be added at once, making the minimum requirement for teaching in the elementary school a B. S. Degree in Education. With students entering the normal school at the immature age of seventeen; with a training that is largely bookish; with the limited experience due to conditions in the modern home; and without the qualities which lead to an easy and confident assumption of responsibility, time must be provided for maturing, for acquiring scholarship and scholarly habits, and for developing an appreciation of the meaning and significance of human life through contact with instructors and fellow students in the classroom and other activities of the school. Our schools will not meet the expectations of the patrons and the needs of the children without the most thorough and painstaking training of teachers. Four years is none too long a period to prepare high school graduates to cope with problems that confront the modern teacher.

The effect of the additional year of training was so evident in all the activities in which senior students engaged that it was a matter of common remark not only by the members of the faculty but also by parents and school officials. The added development of the students resulting in the poise and the confidence which comes through maturity; a comprehensive grasp of teaching problems; a better understanding of the factors which underlie the making of a good school; and an appreciation of the school as an instrument for promoting social welfare, are some of the general outcomes of the lengthening of the course.

Development of the Personality of Students

The school, since its inception, has endeavored to foster the development of the personality of its students in an especial manner, individually, by stimulating students to strive for proficiency in various phases of human endeavor, and collectively, through the Student Council composed of all the elective officers of the school. This Council provides opportunity for service through coopera-

tive effort in four principal fields—care and improvement of property, hospitality, school welfare, and scholarship. The members of the Council (125-150) feel keenly the responsibility for the development of a spirit in the school which prompts students to put forth effort to advance the four important phases of school life.

A special effort was made from the very beginning of the school to provide opportunities for participation by entering students and to develop a desire to make their contribution in promoting school life. Annually each junior student is assigned to write to one of the entering students, as soon as the results of the entrance examinations are known for the purpose of giving such student a preview of school life. This usually develops into correspondence, meetings of the junior and freshman, and a thorough understanding of the privileges and responsibilities of students. The entering student is assured of a welcome and looks forward with joy and confidence to entering the school.

In order to fit the juniors to advise and guide the freshman students during the first year special training seemed necessary. Consequently at the beginning of the year each faculty member was assigned the task of sponsoring a small group of five to seven juniors for the purpose of preparing them to minister to the needs of the incoming students. Regular meetings were held by these groups with the faculty members every two weeks. Careful consideration was given to the development of procedures in leading students to appreciate, understand, and strive for vital experiences in the realm in which youth lives.

In addition to preparing the juniors for the guidance of the students for whose general well-being and development they were responsible, these conferences also helped them to understand more fully the meaning and significance of institutional life. This training made possible the direction of enthusiasm and energy, usually well-meaning but misdirected, into channels for the development of traits, qualities and characteristics found in a wholesome and efficient personality.

Extension Instruction

The demand for extension courses, as in preceding years, exceeded the number of instructors available for this service. These courses ministered to students whose preparation varied from that of teachers who secured their certificates by examination to those who are college graduates. At each extension center the work offered was on a level above the courses offered in the Normal School. Particular attention was given by the instructors to their own methods of teaching so that the student teachers pursuing the courses might have an opportunity to study approved methods.

The action of the State Department of Education in consolidating all the courses offered for teachers in summer school, extension, and normal school by equating the same work done in the different departments as of equal value for certification will induce many teachers holding elementary certificates to pursue courses leading to the three-year normal school diploma.

Following is a schedule of the courses offered and the number of students attending at each center:

Center	*Course*	*Instructor*	*Number of Students Receiving Certificates*
Blackwood	Education 302, Principles of Teaching and School Management.	Eda Willard	28
Blackwood	Education 303, Kindergarten-Primary Curriculum	Alice C. Sies	33
Bridgeton	Education 303, Kindergarten-Primary Curriculum	Alice C. Sies	16
Bridgeton	Education 301, General Problems of Teaching	Alice C. Sies	13
Cape May Court House	Advanced Reading, Primary Grades	Marion Little	17
Delaware Township	Science 202, Problems of Teaching Science	John B. Sangree	31
Glassboro	Observation and Practice	Clella Finster	23
Glassboro	Fine Arts 302, Art Appreciation	Parthenia Van der Mark	38
Millville	Education 301, General Problems of Teaching	Seymour G. Winans	46
Mt. Holly	English 302, Contemporary Literature	Marion Emory	39
Mullica Hill	Observation and Practice	Seymour G. Winans	44
National Park	Observation and Practice	Seymour G. Winans	41
Salem	English 301, Problems in Teaching English	Dora McElwain	31
Salem	Mathematics 301, Arithmetic for the Elementary Grades	Seymour G. Winans	52
Woodbine	Mathematics 301, Arithmetic for the Elementary Grades	Seymour G. Winans	47
Woodbury	Education 302, Principles of Teaching and School Management.	Alice C. Sies	21
Woodbury	Art 302, Art for Primary Grades	Parthenia Van der Mark	39
Woodbury	Art 302, Art for Upper Grades	Parthenia Van der Mark	25
Woodstown	Education 302, Principles of Teaching and School Management.	Kjersten Nielsen	39
Vineland	English 302, Contemporary Literature	Dora McElwain	44

Special Extension Courses

To guard against the inevitable losses which occur during the time beginning teachers become adjusted to their work, the usual follow-up procedure was carried on during the year with satisfactory results. In addition, a type of extension work somewhat in the nature of follow-up for groups of experienced graduates who were interested in special phases of work, or who were confronted by unusual problems was offered by the supervisors of student teaching.

Miss Anna Kate Garretson offered a course in Salem county to a group of teachers who were especially interested in developing insight and skill in teaching arithmetic.

Miss Ethel Orr guided a group of teachers in Landis Township, Cumberland county, who were confronted with the difficulty of teaching English and reading to the children in the schools, who come from homes in which the English language is not generally spoken.

Miss Clella Finster offered a course in Haddon Township, Camden County, for teachers who were making special effort to develop skill in diagnostic and remedial work in reading.

Mrs. Elizabeth T. Cordery supervised the work of a group of teachers who were especially interested in developing procedures to carry on an activity program intelligently.

The procedure in these courses consisted of visits to the classrooms of individual teachers by the supervisors of student-teaching, demonstration lessons taught by them or members of the group, conferences, and professional reading. Various phases of this type of work had been done in the past, but no courses had ever been so definitely planned, executed, and the results measured. A similar procedure followed by a group of public school teachers indicates that this is an efficient method to promote the growth of teachers intellectually and professionally.

Improving the Supervision of Student Teaching

The conferences at the Normal School conducted for the purpose of providing experiences which lead to a better understanding of the privileges and responsibilities of the "field critics" have developed into an effective agency for strengthening the work of these supervisors of student teaching. In addition they provide an opportunity for the exchange of opinion on methods of teaching and other educational procedure for teachers and supervisors who are not critics.

To these conferences are invited superintendents, supervising principals, and supervisors of schools in the district which the Normal School serves. The response to these invitations has been generous and a number of supervisory officials attend each conference and participate in the discussion. Usually some topic which receives special emphasis during the year is discussed and illustrated by actual demonstration teaching. Some authority from the outside brings an inspiring message, but all present, especially the "field critics," make a contribution.

Practically all "field critics" attend the conference without any special urging and all are agreed that they are highly influential in developing interest and insight in the supervision of student teaching. Following is a typical program:

CONFERENCE OF STATE TRAINING TEACHERS, TUESDAY, NOVEMBER 10, 1931

9:00– 9:30 Points of Emphasis 1931-1932
Miss Ethel M. Orr

9:30–10:10 Symposium—Activity Program
Dr. J. J. Savitz

10:10–11:00 Value of Poetry in the Schools
Dr. Jean Betzner, Assistant Professor of Elementary Education, Teachers College, Columbia University

11:00–11:45 Assembly

12:00– 1:00 Luncheon

1:00– 2:15 Discussion—How May Teachers Use Poetry
Leader—Dr. Jean Betzner
Short talks by
Miss Mary Kirby, Collingswood
Miss Mabel Castle, Atlantic City
and others

2:30– 3:30 Discussion of practical student teaching problems
How I initiate a student teacher into her work
Miss Edyth Bateman, Atlantic City
Miss Margaret Davis, Atlantic City
How I direct a student in her observations
Miss Bertha Smith, Atlantic City
Miss Dorothy Bowker, Collingswood
How I help a student to do more effective planning
Miss Mary Kimble, Collingswood
Miss Anna Jenkins, Bridgeton
How I help a student teacher to evaluate her own teaching
Miss Hannah Smulling, Haddon Heights
Miss Elsie Stratton, Wenonah

FINAL EXAMINATIONS OF SENIORS

In order to test the growth and development of our students, final examinations in all the major fields of school activity for the entire three years were given to the senior class towards the close of the school year. The purpose of these examinations was not merely to test the retentive and comparative power of the students, but also more particularly to test their ability to organize the facts learned and the ideas experienced to maintain a thesis, or to solve a problem.

Furthermore it was hoped that the test would reveal the ability of students to attack and to analyze problems, to interpret situations, and to suggest new procedures. Such an examination, even though there are no standards for grading the results, should reveal to instructors and students alike intellectual strength and weakness.

The papers were read by the instructors and the twenty best and twenty poorest ones in each test were submitted to the principal for study. Conferences will be held the coming year for the purpose of ascertaining the probable reasons for good and poor results. A careful study of the papers should lead to tentative standards for judging such papers and to experimental work for the purpose of improving the methods of teaching of the normal school instructors.

The problems submitted in these tests were of the most practical nature and were so carefully set up that their solution required a comprehensive grasp of the work covered in the school. The results in no way affected the standing of the students so far as the actual records were concerned, but they proved very helpful in recommending graduates for positions. A knowledge that these examinations are to be given in the future will, without doubt, influence the teaching and studying. Very particularly will this result in emphasizing fundamental principles and the method of procedure in leading students through experiences which develop the power to comprehend them.

The reaction of the students to an announcement that such tests covering the three years' work were to be given proved interesting. No intimation of the character of the examinations nor of their sequence was given. While the students were surprised there was no protest and their attack was most gratifying. A vote as to whether the examinations should be continued after about sixty per cent were given resulted practically unanimously in favor of their continuance.

The Washington Anniversary

The school celebrated the two hundred and fiftieth anniversary of the birth of George Washington by a series of plays and other events commemorative of his life and services, throughout the year. The climax of the celebrations, however, was the beginning of "The Washington Planting," which occurred on February 24, 1932. Under the auspices of the Outdoor Club, the grounds were laid out for a series of plantings during the spring which included more than five hundred trees and flowering shrubs, prominent among which was the hawthorn, Washington's favorite tree. The program, which lasted during the greater part of the morning, began with addresses in the auditorium and was concluded by the planting on the campus. Following is the order of the exercises:

Washington Arbor Day, February 24, 1932

Processional—"Glorious Name of Washington"
Introduction of Speakers—Carmela Miller
"Washington Plantings"—J. J. Savitz
Song, "Hail Thou Auspicious Day"

Plantings—

Red Pine	Art Club
Snowberry	Dramatic Club
Persian Lilac	Glee Club
Forsythia	History Club
Flowering Dogwood	Home Economics Club
Washington Hawthorn	Music Club
Norway Spruce	Nu Lambda Sigma
Double-flowering Dogwood	Omega Delta
Double-flowering Dogwood	Outdoor Club
Black Spruce	Psychology Club
Red Pine	Rho Sigma Nu
Flowering Cherry	Sei Yu Kai
Forsythia	Sigma Phi Kappa
Flowering Dogwood	Tau Phi
Flowering Dogwood	Woloka

Song, "Welcome, Mighty Chief"

Course of Special Entertainments

During the year the school and community cooperated in supporting a number of special entertainments and celebrations, two of which deserve special notice. The music department of the school sponsored a series of four musical entertainments which were attended by all the students of the school and many of the music lovers of this and neighboring counties. Through the support of the public it was possible to admit the students free of charge. Four entertainments were given by:

The Brahms Quartet	January 11, 1932
The "Roxy" Male Quartet	January 29, 1932
Manhattan String Quartet	February 17, 1932
The American Vocal Quartet	April 6, 1932

The school cooperated in the first annual celebration of the Gloucester County Blossom Time Festival, held during the last week in April and attended by thousands of people from all sections of the county. The Glee Club presented the operetta, "Ceres and Proserpine," and added a delightful program of songs and dances appropriate to the occasion. The corridors and auditorium were beautifully decorated with apple blossoms. The entertainment, which presented a splendid opportunity for cooperation with the community, will long be remembered by the large audience which was present to witness it.

An Unique Commencement

Efforts were made from the very beginning of the school to make all the extra-curricular activities, even the classroom work, dependent on student initiative, activity, and industry. Frequently we have allowed possible fields of activity to lie fallow until students themselves discovered the possibilities. This policy has frequently resulted in such worthwhile experiences and outcomes as to surprise both faculty and students alike.

One of the problems the school set for itself the first year was to transform the stereotyped commencement exercises consisting of undigested and high sounding essays because of a lack of experience, into real exercises in which students really expressed ideas which they and their classmates experienced. The students selected the participants who were to represent them on the commencement programs without any suggestion by the faculty or principal; they chose some phase of school activity or evolution of an idea to be portrayed before their parents; and they cooperatively worked out their own ideas. At the beginning of the year, the seniors proposed a commencement in which the entire school could participate. Their plans matured slowly, but it gradually became evident that they could not present their program in the limited space which the large gymnasium-stage provided and an outdoor commencement was the result. The whole school cooperated, every student participated, and felt the responsibility for performing her part well.

The exercises were witnessed by an audience which doubled the capacity of the auditorium. Both students and onlookers were equally interested and the growth that came to the class through conceiving, planning, and executing cannot be overestimated. Each student felt the consciousness of having a part in the expression of an idea to an eager, enthusiastic and appreciative audience. It was worth ten years of continuous effort to achieve such a presentation. Following is a brief synopsis of the commencement program:

The Apotheosis of Youth

The combined forces of heredity, environment, and education converged toward the culmination, the presentation of the Senior Class of 1932, pledging service to the whole world.

A chorus of juniors and freshmen entered singing "Praises Unto God." They were followed by the principal and the faculty embodying the State's guardianship of the Lamp of Knowledge. The seniors, swelling the chorus of song, advanced bearing garlands typifying loyalty, courage, and faith. The chant, "Gloria Patri," expressing allegiance to the Divine Being, followed.

The entire student body in "The Triumph Song of Life" voiced its admiration, as the seniors separated into groups portraying the departments of history, science, fine arts, music, home arts, English, health, and leadership.

Each group in turn, led by the "Keeper of the Symbol," presented an offering to the Guardian of the Shrine of Wisdom. The singing of "The Creed," manifesting the philosophy of life, and service, "to look up, and lift, and laugh, and love," completed this part of the ceremony.

A quick transition from the thoughtful to a lighter vein was characterized by the symbolic mood, to the lilt of nature's voice, "Oh! mortals all rejoice, the glad new song rings far and wide. Hear fair nature's voice, through the welkin ring."

A trilogy of song emphasizing the influences of beauty and of friends, the loving spirit of home, preceded the presentation of the class gift.

The faculty arose as the seniors received their flowers and remained standing while Colonel D. Stewart Craven, President of the State Board of Education, presented the diplomas.

With dignified mien the seniors proceeded through the columns of achievement, surmounted by the vestal fires, while the juniors and freshmen paused on the threshold and watched the triumphal march of those who had been graduated.

"Go forth, have faith,
Tho' cup be not filled;
Gather the courage that
The Gods us have willed."

In tribute to "Alma Mater" and the friendships formed within its fair walls "Fair Normal" and "Auld Lang Syne" were sung in the hush of the dusk.

J. J. SAVITZ,
Principal

ENROLLMENT STATISTICS 1931-1932

Enrollment by Curricula:

During first semester:	
General	346
Kindergarten-Primary	51
Total	397
Additional enrollments during second semester:	
General	38
Kindergarten-Primary	2
Total for year	437

Enrollment of Entering Classes–

September, 1931:	
General	112
Kindergarten-Primary	15
General (Admitted with advanced standing)	5
Kindergarten-Primary (Admitted with advanced standing)	3
Total	135
February, 1932:	
General	33
General (Admitted with advanced standing)	7
Kindergarten-Primary (Admitted with advanced standing)	2

Enrollment by Counties 1931-1932

County	First Semester			Second Semester			Grand Totals		
	M	*W*	*Total*	*M*	*W*	*Total*	*M*	*W*	*Total*
Atlantic	7	66	73	1	2	3	8	68	76
Bergen	0	2	2	0	0	0	0	2	2
Burlington	0	13	13	0	0	0	0	13	13
Camden	3	90	93	1	15	16	4	105	109
Cape May	0	17	17	0	1	1	0	18	18
Cumberland	0	58	58	0	4	4	0	62	62
Essex	0	5	5	0	0	0	0	5	5
Gloucester	7	82	89	4	4	8	11	86	97
Hudson	0	1	1	0	0	0	0	1	1
Hunterdon	0	1	1	0	0	0	0	1	1
Mercer	0	0	0	0	0	0	0	0	0
Middlesex	0	4	4	0	0	0	0	4	4
Monmouth	0	5	5	1	0	1	1	5	6
Morris	0	2	2	0	0	0	0	2	2
Ocean	1	2	3	1	3	4	2	5	7
Passaic	0	0	0	0	0	0	0	0	0
Salem	0	18	18	0	2	2	0	20	20
Somerset	0	2	2	0	0	0	0	2	2
Sussex	0	2	2	0	0	0	0	2	2
Union	0	6	6	0	1	1	0	7	7
Warren	0	1	1	0	0	0	0	1	1
Out of State	0	2	2	0	0	0	0	2	2
Totals	18	379	397	8	32	40	26	411	437

Average Enrollment 1931-1932

First Semester	388
Second Semester	419

Graduates 1931-1932

	M	*W*	*Total*
General (2-year)	0	8	8
General (3-year)	2	86	88
Kindergarten-Primary (3-year)	0	17	17
Upper Grades (2-year)	0	1	1
	2	112	114

Expenditures

Salaries and Wages	$128,209.40
Materials and Supplies	25,083.33
Current Repairs	4,994.40
Miscellaneous Expenses	9,549.63
Spraying Trees	1,000.00
Repairing and Renewing Electrical Wiring	1,175.30
Total	$170,012.06

STATE NORMAL SCHOOL AT PATERSON

Hon. Charles H. Elliott
Commissioner of Education
Trenton, New Jersey

MY DEAR DR. ELLIOTT:

I respectfully submit to you my seventh annual report of the State Normal School at Paterson, New Jersey, for the year ending June 30, 1932.

GENERAL DEVELOPMENT OF THE SCHOOL

The year just ending has been filled with disappointments. This normal school is housed in an elementary school building, which is owned by the board of education of the city of Paterson. The city of Paterson furnishes the heat, light, power, and fuel, as well as the janitor service for the building. The State Board of Education furnishes the school with the instructional expenses. The Legislature at its session in 1931 appropriated the sum of $400,000 for the first unit of a new normal school. On account of the existing financial situation, the Legislature cancelled this appropriation at a special session late in 1931. The State of New Jersey owns a beautiful site for a state normal school. It consists of 121.07 acres of land situated most advantageously. For the good of the public schools in the northern part of the State, I urge that as soon as the financial condition of the State will permit, a normal school be built on this site. The teacher training program is largely one of teaching to a person with more than average ability certain habits which will serve as an example to the boys and girls of the classes which she teaches. It is difficult to build up a background for teachers when the school lacks the necessary laboratory or the essential room or equipment.

There is at this school only one curriculum, the aim of which is the training of teachers for grades one through the eighth of the elementary school. There are two large divisions of teacher training: one consists of academic training, which is imparted by the method of professionalized subject matter; the other, the student teaching division by which skills and habits are taught by actual classroom experience. All of this work is being done as thoroughly as our facilities permit. Reports which come from school districts which employ our students as teachers indicate that our teacher training program is successful. The members of the faculty of our school are cooperating. Most of them are doing some kind of work, which will improve their teaching. Since we live quite near several large universities, which promote their training program by evening and Saturday classes, it is possible for teachers to continue their study along the lines of academic and professional training.

There is no accurate manner of appraising the preparedness of teachers, except in terms of academic achievement. The following are the ratings of the faculty of this school:

Doctor of Philosophy	1
Masters of Art	13
Baccalaureate Degree	6
Normal School Graduate	1

The State Department of Education, of which you are the leader, has made much progress in the selection of students from whom the teachers of the State are selected. Most of the improvement in the selection of students has been made along academic lines. The boards of education use further criteria for the selection of teachers. This means that they frequently seek teachers from outside the State while each normal school has a long list of capable teachers, if judged by their academic ability. I would suggest the limiting of the number of students who reside in the larger centers of population. The people of the large cities and the people of the smaller towns differ in what boards of education term cultural aspects. The present normal school population come largely from densely populated districts.

Two procedures were emphasized last year from which we expect that the teacher will be better prepared. (1) We follow up our graduates as closely as possible. We discovered that some of these graduates, who had recently accepted positions, were perplexed over certain problems in teaching. Consequently, we invited all of those who were appointed to positions in September to spend a day at the normal school. We sent out to their positions capable substitutes. Those who came back for the day observed several lessons that were taught by good teachers. After each lesson, discussion was entered into by our recent graduates. Several of the normal school instructors conducted round table discussions at which the problems of the teacher were discussed. (2) The third year curriculum of each State normal school calls for several elective types of history. The textbooks that are used for these courses were found to be too expensive for use at a time when money was held up by an economic depression. Finally, it was decided to use a group method for the study of history, and the class was instructed how to proceed. The result has been far-reaching. Students enjoyed the task and the amount of time placed on the study of history seems to have repaid us, as a school, for our efforts. The ultimate result has been that a history of "Paterson, and Its Relations with the World" has been written. The history of Paterson as compiled will speak for itself.

Faculty Changes

At the end of the school year, Dr. Adolph W. Aleck, instructor of psychology, resigned to accept a position at New York University. His instructorship has been filled by transferring Miss Edith Jackson from the field of principles of education. Miss Jackson has for some time been doing advanced study in the subject of psychology. I feel that the subject is being well taught.

It is hoped that next year sufficient money will be appropriated that an additional instructor may be added to our force. The instructors are now carrying very heavy instructional loads.

Extension Teaching

The program of extension teaching of the State Department of Education, a part of which has been conducted by us, is meeting the needs of the teacher in service. Many graduates of the two-year normal school course of instruction are by extension, completing the third year of the three-year course. The detailed account of courses, instructors, and the number of persons taking the courses, follow.

EXTENSION PROGRAM

For Semester Beginning in September, 1931

Title of Course	*Instructor*	*Location*	*Total Number enrolled*	*Number receiving certificates*	*Number finishing course but not receiving certificates*
The Teaching of Health	M. Josselyn	Hasbrouck Heights	24	20	1
Professional Ethics & the Teaching Personality	E. L. Jackson	Boonton	65	33	3
Industrial Art No. 1	M. B. Tiffany	Teaneck School No. 2	49	33	0
Teaching of Elementary Science	J. H. Fox	Lyndhurst	25	10	0
Tests and Measurements	C. S. Wightman	Hackensack	59	47	8
Teaching of Arithmetic	G. E. Matthews	Clifton	68	53	15
Problems in the Teaching of English	C. Jeffries	Central H. S., Paterson	19	14	0
Literature of the Elementary Grades	E. M. Gill	Central H. S., Paterson	62	40	0
Mental Hygiene for Teachers	A. W. Aleck	Hawthorne	61	50	3
The Modern Drama	E. M. Gill	Paramus	33	23	0
Research in the Elementary School	R. L. Shaffer	Little Falls	18	17	0
Teaching Reading in the Grammar Grades	M. L. Hatcher	Clifton	73	50	1
			556	390	31

EXTENSION PROGRAM

For Semester Beginning in February, 1932

Title of Course	*Instructor*	*Location*	*Total Number enrolled*	*Number receiving certificates*	*Number finishing course but not receiving certificates*
The Teaching of Arithmetic	G. E. Matthews	School No. 12, Clifton	60	52	8
Industrial Art	M. B. Tiffany	School No. 1, Boonton	31	24	0
Professional Ethics and Teaching Personality	E. L. Jackson	Central H. S., Paterson	31	21	2
The Technique of Teaching	M. L. Hatcher	Central H. S., Paterson	59	52	7
The Teaching of Elementary Science	J. H. Fox	Franklin School, Lyndhurst	22	15	2
Tests and Measurements	C. S. Wightman	School No. 1, Little Falls	63	55	0
American Economic History	E. M. Gill	Paramus	40	31	0
Research in the Elementary School	R. L. Shaffer	State St. School, Hackensack	25	14	0
The Teaching of Health	M. Josselyn	School No. 1, Haledon	39	36	3
Mental Hygiene for Teachers	A. W. Aleck	River Edge	36	31	0
Contemporary English	C. Jeffries	School No. 2, Teaneck	56	27	3
			462	**358**	**25**

RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF THE SCHOOL

The State normal school will continue to improve its instructional processes. In the meanwhile, we urgently request that the Commissioner of Education will use every effort to the end that conditions at this school will be such that we can meet the standards as set up by the boards of education that employ our graduates.

STATISTICS

I. Enrollment for the year.

A. Total by curricula:

General elementary	372

B. Total by counties:

Bergen	86
Essex	5
Hudson	1
Monmouth	3
Morris	8
Passaic	268
Sussex	1
	372

C. Average enrollment for the year 322

D. Entering classes:

September, 1931	90
February, 1932	53

E. Number of graduates:

January, 1932	0
June, 1932	73

II. Expenditures:

A. Salaries and wages	$97,245.42
B. Materials and supplies	10,295.30
C. Current repairs	.....
D. Miscellaneous expenses	3,527.00
E. Plans and architects' fees	.....
	$111,067.72

Respectfully submitted,

ROY L. SHAFFER,
Principal.

STATE NORMAL SCHOOL AT JERSEY CITY

The enrollment of the State Normal School at Jersey City for the year 1931-1932 was as follows:

NORMAL SCHOOL

	First Semester			*Second Semester*		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*
Fr. B	9	117	126	9	41	50
Fr. A	2	36	38	7	101	108
Jr. B	0	72	72	1	35	36
Jr. B K-P	0	14	14	0	0	0
Jr. A	0	30	30	0	69	69
Jr. A K-P	0	6	6	0	12	12
Sr. B	2	50	52	0	30	30
Sr. B K-P	0	14	14	0	5	5
Sr. A	0	0	0	2	48	50
Sr. A K-P	0	0	0	0	12	12
Totals	13	339	352	19	353	372

DEMONSTRATION SCHOOL

	Boys	*Girls*	*Total*
Kindergarten A. M.	9	10	19
Kindergarten P. M.	7	16	23
First Grade	16	19	35
Second Grade	20	11	31
Third Grade	13	21	34
Fourth Grade	11	12	23
Totals	76	89	165

Fifty-five students withdrew or were dismissed from the school for the reasons stated below:

Withdrawals:	*Men*	*Women*	*Total*
Illness	0	8	8
Lack of funds	3	1	4
To another institution	0	7	7
Other reasons	0	19	19
Dismissals:			
Poor scholarship	4	13	17
Totals	7	48	**55**

Faculty

The school sustained a great loss through the deaths of two members of the faculty—Miss Margaret Ethel Daly, supervisor of student teaching, and Miss Fallie Felker McKinley, head of the music department.

New appointments:

Miss Jettie J. Denmark was appointed temporary instructor in the Department of Music for the fall term; February 1, 1932, she was succeeded by Miss Maude Estelle Garnett, who completed the year, as a substitute instructor.

Miss Clara Carroll, part-time instructor in the Department of Education, Tests and Measurements, resigned to enter a similar position in Yale University and was succeeded by Dr. Edna Emme Lamson, who completed the year as a substitute instructor.

Instructor in History and Mathematics—Eber W. Jeffery, Ph. D., New York University. Dr. Jeffery's experience includes service as principal and superintendent of schools in Indiana and professor at Ball State Teachers College, Muncie, Ind.

Demonstration Instructor, Fourth Grade—Elsie Mabee, A. B., Colorado State Teachers' College; Pd. M., University of Chicago. Miss Mabee's work has been as demonstration teacher and training supervisor in the Cleveland School of Education and the Paw Paw training unit of Western State Teachers College.

The degree of M. A. was conferred on Maurine Allard, Irene E. Hoyt and Amy Walker.

The degree of Ph. D. was conferred on Eber W. Jeffery.

Miss Alice Hubbard, first grade teacher in the Demonstration School, in collaboration with Miss Adeline Babbitt, compiled a book of poetry entitled "The Golden Flute."

The management of the cafeteria was transferred to the Department of Home Economics, dispensing with the services of Mrs. Gertrude Britten.

The division of speech instruction, English Department, was abolished, eliminating the need for the services of Miss Ruth B. Manser.

Other Employees

Mr. William Henry resigned from the position of cleaner and helper and was replaced by Mr. Thomas Hines of Jersey City.

General Development of School

On June 25, 1932, the first class of the three-year curriculum was graduated. There were 46 in the general-elementary course and 11 in the kindergarten-primary course.

Follow-Up

The State policy of having supervisors from the normal school give assistance to graduates of the school in service has been carried out by at least two visits of each graduate and a conference of all graduates in service, held at the normal school. Seniors of the school were assigned as substitutes for the young teachers on the conference day, making it possible for them to return for the meeting.

Personnel Work

All personnel work is centered in the Personnel Committee, consisting of the head of the psychology department as chairman, the instructor in introduction to teaching, and the assistant principal of the school. Frequent meetings on policy and plans for the normal development of the student body have been held. Emphasis is placed on the living of happy, wholesome and useful lives in the school group. This committee works with the Student Organization on plans for freshman orientation and other school welfare activities.

Each candidate for admission in September, 1932, was given three personal interviews by: (1) the principal or the vice-principal, (2) the head of the psychology department, and (3) the instructor in speech. Seven students were advised not to take the entrance examinations.

Demonstration School

In order to include more of the children who were waiting for admittance to the kindergarten, and to give to the school a more effective program, the kindergarten class was organized in two sections. This plan gave more opportunity for observations by the theory classes.

A new fourth grade class was organized in September, 1931. Miss Elsie Mabee, formerly the fourth grade demonstration teacher in Western State Teachers' College, Kalamazoo, Michigan, was appointed as teacher of this group. The program for this class included both a morning and an afternoon session, thus affording more observation periods for theory classes making heavy demands on the demonstration school.

There was a total registration of 165 children in the kindergarten, and first, second, third and fourth grades. During the year seven children were transferred to out-of-town schools.

Early in the year the Mother's Club officially became members of the county, State and national parent-teachers' associations.

Meetings of the faculty of the demonstration with the director were held weekly, and through these conferences a core of desirable programs of work, policies regarding reports, techniques, procedures and testing programs were formed.

Students in the kindergarten-primary courses were given opportunities for participation in all of the classes of the demonstration school. Some students received practice teaching with the teachers of the demonstration school as critics. In excess of 430 observations were made during the year, by classes from the theory department.

Broadening of Vision

In connection with the course for the senior class on the principles of teaching, an attempt has been made to broaden the vision of the young teachers by having speakers from various countries give talks on education. These speakers have been obtained from International House, New York City, and have represented China, England, France, and Germany.

Contacts with High Schools

Contacts with high schools of the State were arranged by the Student Organization Committee, with the purpose of informing various high schools regarding the teaching profession and the work of the normal school. During the year 1931-32, the Kearny, Hackensack, Englewood, Fort Lee, and Teaneck High Schools were visited in each case by one member of the faculty and two members of the Student Organization, who spoke to groups varying in size from 15 to 600. The principal addressed more than 3,000 during the year.

A group of junior high school students from New Milford visited the normal school for a morning. These contacts are part of the policy to foster relationship between the normal school and the sources of its student body. A plan is under way for a High School Day to be held at the normal school early in the fall.

School Gardens

In front of the State Normal School at Jersey City there are eight flower beds ranging from twenty to forty feet square. One hundred different perennials are planted in the four larger beds and are so arranged that there will always be some flowers in bloom during the growing season. In the other four beds the students plant tulips each fall. In the spring after the tulips are through blooming, annual flowers which the students themselves have started in the growing room are planted to bloom during the summer.

Back of the school we have a plot of ground one hundred and fifty feet square. Each student, taking science, has two plots of ground. Early vegetables were planted and harvested before school closed. In May there were planted corn, beans, tomatoes and pumpkins, which will mature in September. More than two hundred students, in addition to the pupils of the Demonstration School, have planted and reaped their harvests of vegetables. At the same time we have grown small plots of wheat, rye, broom corn, buckwheat, peanuts and cotton, for the purpose of studying their growth and habits.

Extension

The policy of giving extension courses for the benefit of teachers in service has been continued. Courses have been given including work in:

Art Application and its Relation to Classroom Methods
Contemporary English
Kindergarten Education
Nature Study and Elementary Science
Research in Arithmetic
United States History Since the Civil War
Health Education
Mental Hygiene of Normal and Atypical Children
Methods of Teaching Arithmetic in the Elementary Grades
Problems in Classroom Teaching
Voice and Speech for Teachers
Contemporary Civilization

The greatest step forward in the usefulness of these courses has been in the providing of facilities for reference work made possible by having the library open on Saturdays.

REPORT ON EXTENSION COURSES, 1931-32

Course	Instructor	Location	Total Number Enrolled	Total Number Receiving Certificate	Number Finishing Course Not Receiving Certificate
		September, 1931			
Art Application and Its Relation to Classroom Needs	Estella E. Baker	SNS-JC	32	28	..
Contemporary English	Clara J. Ince	"	70	56	..
Kindergarten Education, Course I	Stella R. Laing	"	40	34	..
Nature Study and Elementary Science	John Rosengren	"	49	40	..
Research Course in the Study of Arithmetic	F. E. Grossnickle	"	10	9	..
The United States Since the Civil War	Charles A. Titus	"	55	44	..
		February, 1932			
Health Education	Dr. Grace M. Kahrs	SNS-JC	44	44	..
Kindergarten Education, Course II	Myrtle Carnes	"	44	43	..
Mental Hygiene of Normal and Atypical Children	Dr. Grace Taylor	"	50	26	..
Methods of Teaching Arithmetic in Elementary Grades	Dr. F. E. Grossnickle	Teaneck, N. J.	44	35	..
Problems in Classroom Teaching	Adele Cazin	SNS-JC	40	27	7
Voice and Speech for Teachers	Ruth B. Manser	"	33	22	..
Contemporary Civilization	Charles A. Titus	"	20	19	..
		Totals	531	427	7

Library

At present there are approximately 15,000 volumes in our library, in addition to many bulletins, pamphlets, society publications, etc.

Our service to the extension students, the Mothers' Club, and the friends of the normal school in Jersey City, has made necessary keeping the library open on Saturday mornings and for a longer period each day. The machinery of organization is complete, our equipment is all that could be desired, and we feel that our interest and enthusiasm will make possible our giving an enriched service to all our readers.

Washington Bicentennial Celebration

The birth of Washington has been appropriately commemorated in our school. The celebration was begun by a patriotic address by Judge Robert Carey, of Hudson County. Mr. A. G. Balcom, Supervisor of Visual Education in the Newark Public Schools, was secured to make a showing of the new Eastman film, "The Life of Washington." On the evening of March 30 the Student Organization of the school presented a pageant of the life of Washington, which was witnessed by approximately 1,000 parents and friends of the student body. Our annual field trip this year included a visit to Washington's Headquarters and the scene of the American encampment at Morristown during the winter of 1779-1780. About 300 students went on this trip.

Assembly

Two assembly periods weekly have been devoted largely to conferences and lectures by distinguished speakers. Appreciation has been furthered by the presentation of musical numbers of high standard.

Nineteen conferences were held, as follows:

Student Teachers	10
Superintendents, H. S. Principals and Guidance Directors	4
Hudson County H. S. Teachers' Institute	1
Mass Meeting, N. J. State Branch, Woman's International League for Peace	1
Art Supervisors of Northern N. J.	1
Graduates in service	1
Hudson County Parent-Teachers' Association	1
	19

Health Education and Service

Summary of Program

1. Improvement of physical status of each student to assure attainment of desirable standards, by:
    a. Physical examination to determine health condition
    b. Follow-up examinations and personal conferences
    c. Classroom instruction in those subjects suitable for group discussion

2. Treatment of emergency conditions for students and teachers
3. Physical examinations of Demonstration School pupils and health conferences with their parents
4. Examination for exclusion and readmission after illness
5. Supervision of health and sanitary conditions of school.

Student Loan Fund

The senior class through the appointment of a committee to undertake the task of forming a student loan fund and through the gift of one hundred dollars has launched a project for assisting needly students. Four hundred and twenty dollars has been contributed to the fund by the faculty. The Alumni Association and the Parent-Teachers' Association have also made contributions.

Alumni Association

The alumni has formed an organization with duly elected officers and has been active in various ways Besides the annual meeting several social meetings have been held. The Alumni Association is evincing interest in the newly established student loan fund and has already given financial assistance.

Student Organization and Various Activities of Student Body

The Student Organization has been very active along many lines. Visits to other normal schools of the State have been arranged by various groups. Various new clubs have been formed so that at the present time every member of the student body is interested in some organization. Among other achievements is the issuing of a handbook. The organization has sponsored several social activities and is actively engaged at the present time in assisting the newly established student loan fund.

Integration of Departments

The department of education has furthered the integration of the various departments of the school, and has resulted in bringing together various departments. For example, the head of the psychology department has worked with all other departments to the end that what students learn in psychology shall function in all other departments. At present the department of education is undertaking a study of the marking of students, with a view to improving upon the present procedure.

Grounds and Building

The Legislature of 1931 granted in the Supplementary Appropriation Bill a sum of $15,000 for grading and improving grounds and a sum of $4,472.00 for the installation of a Sanacoustic Tile Ceiling in our main cafeteria.

The ceiling was installed early in July, 1931, by the Acoustical Construction Co. of New York, and has contributed much to the usefulness of our cafeteria.

ENROLLMENT STATISTICS, 1931-32

1. Total enrollment for the year 1931-32
   - General curriculum 348
   - Kindergarten-Primary curriculum 54

   402
2. Average enrollment for the year 1931-32 362
3. Number of students entering in September, 1931
   - General three-year curriculum 111
   - Kindergarten-Primary three-year curriculum 15

   126
4. Number of students entering in February, 1932
   - General three-year curriculum 45
   - Kindergarten-Primary three-year curriculum 5

   50
5. Number of graduates January, 1932 ..... None
6. Number of graduates June, 1932—
   - General three-year curriculum 45
   - Kindergarten-Primary three-year curriculum 11

   56
7. Total by Counties—

County	*Men*	*Women*	*Total*
Bergen	3	59	62
Essex	2	9	11
Hudson	14	291	305
Middlesex	1	4	5
Passaic	1	3	4
Union	0	14	14
Out of State	1	0	1
Totals	22	380	402

FINANCIAL REPORT, YEAR ENDING JUNE 30, 1932

Expenditures

Salaries and Wages—		
Principal's Salary	$7,500.00	
Teachers' Salaries	104,933.75	
Practice Teaching	17,450.22	
Other Employees	22,455.10	
		$152,339.07

Materials and Supplies—		
Fuel, Light and Power	$5,194.48	
Education, Recreational and Library Supplies	16,607.58	
Stationery and Office Supplies	1,314.34	
Other Materials and Supplies	2,347.05	
Grounds	473.07	
Janitor's Supplies	1,457.35	
		27,393.87
Current Repairs		1,821.09
Miscellaneous—		
Traveling Expenses	$595.15	
Postage	499.28	
Telephone and Telegraph	643.95	
Extension Service—Traveling Expenses	997.44	
Practice Teaching—Traveling Expenses	1,073.84	
Freight, Express and Cartage	184.28	
Insurance	2,020.15	
Other Miscellaneous Expenses	794.91	
Printing	700.45	
		7,509.45
Total Expenditures		$189,063.48

The contract for grading and improving our grounds was awarded to W. E. Williams, Inc., under the supervision of Brinley and Holbrook, landscape architects. This contract covered the building of a large athletic field, laying out a plot of ground one hundred and fifty feet square for use as a school garden in connection with the science department and the cultivation and seeding of an area covering about two acres in the rear of the school building. During the year approximately 2200 perennials have been planted in our gardens and about 45 trees distributed on our ten-acre plot. All of these have proven of great value in the work of our science department as well as adding much to the beauty of our grounds.

By the erection of a tile partition between our demonstration kindergarten and first grade, we are able now to use both the kindergarten and first grade every hour of the day for observation, thus increasing our daily demonstrations one hundred per cent.

The class of January, 1931, presented the school with a large fountain which has been placed in the center of the sunken garden, adding much to the beauty of our front grounds.

At a cost of approximately $400, the windows of our cafeteria and kitchen have been furnished with aluminum wire screens, making these rooms more healthful and pleasant.

RECOMMENDATIONS

1. The greatest need is the construction on the campus of a demonstration school of seven grades solely under State control. The normal school building is not properly equipped for children, and the constant and large demand for enrollment makes this demonstration school building an important necessity.
2. Steps from the main entrance walk to the kindergarten and first grade rooms. The present appearance looks incomplete and the doors from these rooms to the outside are not used.
3. Completion of the grading of the grounds.
4. An iron fence entirely surrounding the school grounds.
5. Raise the standards of admission.
6. Interviews at entrance for all cases of speech defects which would interfere with success in teaching. These interviews to be given by:
   (a) the speech instructor,
   (b) the principal or vice-principal,
   (c) three members of the faculty;
   final decision recommended by majority and this decision referred to the State Commissioner of Education for final action.
7. A general revision of the curriculum.
8. Two types of certificates issued:
   (a) From kindergarten through fourth year only.
   (b) From fourth year through eighth year only.
9. Special provision in curriculum for health service.
10. All candidates recommended for entrance to be in the first quartile of their high school graduating classes.
11. All conditional acceptances recommended by the normal school physician to be finally passed upon by a special committee appointed by the State Commissioner of Education.

WILLIAM A. MESSLER,
Principal

PART IV

REPORTS OF OTHER EDUCATIONAL INSTITUTIONS

For Year Ending June 30, 1932

Report of—	PAGE
New Jersey School for the Deaf, Alvin E. Pope, Superintendent	367
Manual Training and Industrial School for Colored Youth at Bordentown, William R. Valentine, Principal	370
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NEW JERSEY SCHOOL FOR THE DEAF

Academic Department

Primary: The use of tests was continued. The validity of the intelligence tests used is still doubtful, but those in reading and arithmetic proved very much worthwhile.

A small library was started and proved successful in spite of great handicaps of room and shelf space.

A rhythm band was organized, practicing once each week after supper.

The art work was more closely correlated with classroom activities and classroom language than in previous years.

A second special class was formed for deafened and hard of hearing children, and the one started the previous year continued. These classes are taught by modern progressive methods with special attention to speech and speech reading.

Intermediate and Advanced: The greatest improvement in the intermediate and advanced department was the appointment of a supervising teacher for the intermediate grades to assist the principal, which was recommended in the report of the Survey Committee. This resulted in greater classroom activity in these grades. A second check-up by the Survey Committee showed an improvement in the accomplishments achieved by the pupils.

The library was catalogued and reorganized, resulting in a greater use made of its facilities by the pupils.

Ten pupils graduated from the grammar grades, nine of whom returned in September, seven to continue with their vocational training, and two to prepare for Gallaudet College.

A check-up by the committee engaged in the survey of the school two years previously revealed considerable improvement in classroom achievement.

Industrial Department

Boys: Good progress was made in all the departments in the boys' shops during the term. The pupils showed a growing interest in and an appreciation of the opportunities offered them in the trades. In the photo-engraving department we added a complete equipment for professional photography so that we are now able to give instruction and practice in this subject to those who have an aptitude for it and who may be able to profit by it vocationally. The only handicap is lack of space. Unfortunately, in order to balance the budget, the Legislature found it necessary to cancel the appropriation made for a wing to the industrial building.

Girls: The course of study was adjusted to units and projects and a system of careful check-ups was introduced which gives students and teachers constant information in regard to individual progress made. A regular weekly conference period between the principal and the teachers was also established.

The Orthopedic Hospital and the Red Cross were added to the source of supply for practice work in the power machine shop.

The fine-laundry course and a filing course were established to meet the needs of individual girls.

Household Department

The porches on the dormitories were enclosed affording more living space, and at crowded times more bedroom space. A laundry was organized in the basement of the girls' dormitory for the personal use of the girls, relieving the work in the laundry and teaching the girls this special activity.

The extra-school life of the children was greatly enriched, more opportunity being afforded for social life, club activities, etc. Thus the general morale of the children was bettered.

Health Department

An epidemic of influenza made the work of the hospital particularly heavy last year. In all there were 222 cases of influenza, all of whom recovered.

Other communicable cases treated were—

Scarlet Fever (sent to Municipal Hospital)	1
Whooping Cough	3
Scabies	6
Mumps	3
Pneumonia	5

Tests, Vaccinations and Operations—

Wassermans	75
Vaccinations	46
T. A. T.	83
Tonsil removals	22

Other Treatments—

Ear cases with drainage	2
Acute Arthritis	1
Acute heart and kidney (died at home)	1
Severe Cellulitis	1
Severe heel infections	4
Severe hand infections	3
Skull laceration	1
Amputation of finger (employee)	1
Fractured elbow bone	2
Lacerations of face and head	7

Dental Work—

Examinations	388
Extractions	187
Fillings	219
Lancing	6
Medications	11

In all there were 1,414 hospital days for ordinary cases and 1,415 days for influenza, making a total of 2,829 hospital days, with a total of 26,105 individual treatments.

FINANCIAL STATEMENT

Expenditures

Salaries and Wages	$188,494.68	
Materials and Supplies	99,528.89	
Current Repairs	8,226.54	
Miscellaneous	9,921.12	
Total Current Maintenance		$306,171.23
Additions and Improvements		19,157.59
Total		$325,328.82

Respectfully submitted,

ALVIN E. POPE,
Superintendent

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH, BORDENTOWN

December 15, 1932

Dr. Charles H. Elliott, Commissioner,
Dept. of Public Instruction,
State House, Trenton, N. J.

DEAR SIR: I am submitting the annual report of the Manual Training and Industrial School at Bordentown for the year 1931-1932, as follows:

The enrollment for the year increased from 434 to 444. The enrollment has increased steadily from year to year. Thirty-one more of the old students returned than last year. This shows that the turnover of the student body is decreasing. The median length of time a student remains in school is now slightly less than two and one-half years. Among other encouraging tendencies may be mentioned the better quality of students. The ability of the students to do both trade and academic work show gradual improvement. A larger number of pupils were promoted at the end of the year than usual. As to academic and trade grades, some of the highest that our records show were made during the past year.

During the past year we had the largest number of graduates that we have had since the school was made an accredited four-year high school. Last June we issued diplomas to 29 graduates and trade certificates to 67 students who completed trade courses as follows:

Domestic Science	20
Plain Sewing	12
Beauty Culture	7
Auto Mechanics	6
General Woodworking	5
Dressmaking	5
Vocational Band Music	3
General Agriculture	2
Painting	2
Printing	2
Boiler Operating	2
Electrical Work	1

BOYS' TRADES

The boys' trades were organized as a unit and all trades were moved into a new trades building except the auto mechanics, which took over the old trades building as a garage for real automotive practice.

The general mechanics department operated the mechanical equipment with the exception of the farm machinery. This department operated also the two-ton refrigerating plant and the sewage disposal plant. The department operated the steam laundry machinery averaging 4,000 pieces of flat work and body clothes and operated high pressure boilers aggregating 150 horsepower.

Students majoring in electrical work, besides maintaining the electrical appliances, operated the school's moving picture machine. One of the achievements was the substantial reduction of water bills due to the inspection and repair of plumbing fixtures. This department also sponsored the economy campaign whereby substantial savings were recorded on the use of fuel, light, power and gas consumption. The commercial value of the labor of this department amounted to $7,200.

The auto mechanics department, in their enlarged quarters, did 42 complete overhaul jobs. They did 129 minor repair jobs and lubrications and 57 Simoniz jobs. This department serviced periodically 16 passenger cars, 3 trucks, 2 tractors and 1 bus as regular maintenance work for the school, besides furnishing drivers for school transportation. The value of the work done by students in this department amounted to about $2,000.

The printing department did all the printing for the school, including the catalog, bulletins, blank forms used by different departments, stationery and posters.

The school band won the State Band Concert in Class B at New Brunswick in May, 1932.

The masonry department which functioned as part of the building construction and repair department, repaired cement and tile floors, laid concrete ramps and walks, repaired chimneys and plastering. This department constructed piers for two school cottages, rebuilt a chimney on girls' dormitory annex, laid concrete foundation for a truck scales, rebuilt a garage door, plastered a room set aside for telephone equipment and built a brick wall partition in the basement of one of the girls' dormitories. As a shop project, this department built concrete lawn benches for use on school campus.

The prevocational shop was a new department for boys under sixteen years of age. Some of the projects completed were taborettes, shoeshining stands, pier cases, bookcases, wrought iron floor lamps, step shoe scrapers, garage oil racks, metal table lamps, match box holders, ash trays, bed tables, sewing tables, tea services, end tables, wastepaper baskets, magazine racks, dust pans, footstools, wall book shelves, hall trees, flowerstands, checker tables and necktie racks.

The carpentry department was responsible for all major and minor repairs on twenty buildings, four barns, three silos, chicken houses and other farm buildings, wood fences and repairs to a root cellar. The upkeep of these buildings included glazing, painting, screening, and exterior and interior millwork. This department built a new cow barn and bull pen.

These operations were a part of the instruction in trade or occupational processes and furnished the variety needed to give the student a spread of industrial experience.

The agricultural department won the following prizes:

TRENTON STATE FAIR

APPLES

Plate Display	6 firsts
Plate Display	4 seconds
Plate Display	1 third
Diamond Display	5 firsts
Diamond Display	4 seconds
Tray Display	2 firsts
Tray Display	2 seconds
Sweepstakes	First Prize

CATTLE

Holsteins	1 second
Holsteins	1 third
Holsteins	1 fourth
Holsteins	1 fifth
Holsteins	1 seventh
Guernseys	1 fifth
Guernseys	2 sixths
Guernseys	1 seventh
Guernseys	1 eighth

STATE HORTICULTURAL SOCIETY ANNUAL EXHIBIT, ATLANTIC CITY

APPLES

Best 25 apples—any variety in Burlington County	1st prize
Best 25 apples—any variety in Burlington and Camden Counties	2nd prize
Best Fancy Basket of Delicious	2nd prize
Best Fancy Basket of Grimes	1st prize
Best Fancy Basket of R. I. Greenings	2nd prize
Best Plate of 5 Grimes	4th prize
Best Plate of 5 Jonathans	1st prize
Best Plate of 5 McIntosh	3rd prize
Best Plate of 5 Paragons	3rd prize
Best Plate of 5 R. I. Greenings	1st prize
Best Plate of 5 Smokehouse	2nd prize
Best Plate of 5 biggest and best other varieties	3rd prize

GRADUATES

From September to June the extension worker followed a planned program of visiting graduates and old students in their homes or at their places of employment. In all, 107, namely, graduates and old students were reached. In these visits three main purposes were held, to get information about their work and the conditions of their work, to give encouragement or advice where it was needed, and to refresh their interest in the school and its activities. Two

"alumni bulletins" were sent out during the year to all the old students and graduates on the mailing list. These bulletins gave news of the campus, news of graduates themselves, and advice from the principal. About 175 graduates and old students visited the school on Alumni Day and Old Students' Day, held respectively October 31, 1931, and May 6, 1932.

It is a matter of definite encouragement to the school to note the increasing prominence of its graduates in the economic and social life of New Jersey and surrounding communities. Thus, during his visits the extension worker noted that Homer Parker, '24, has opened a garage on 141st Street, New York City; Edwin Patrick, '30, has opened a steam laundry in Wildwood; Kenneth Clark. '25, has gone into the business of painting and housecleaning contractor in East Orange; John Rumble, '24, has begun publication of the Jersey Express, a local weekly printed at his printing shop in Montclair; Alonzo Robinson, '25, was appointed boys' work secretary of the Oakwood Avenue Branch Y. M. C. A. in Orange; Walter Pettey, '23, completed his second year as physical director of the Center Avenue Branch Y. M. C. A. in Pittsburgh; George Watkins, '19, began his medical interneship at Freedmen's Hospital, Washington, D. C.; Leonard Coleman, '26, was appointed senior salesman at the first Standard Oil Service Station operated by Negroes in New Jersey, at Newark.

Appointment of colored operators at this service station on the corner of 13th Avenue and Wickliffe Street, Newark, came directly from efforts of the extension worker. A period of seven months was spent in interviews and correspondence with the officials of the Standard Oil Company of New Jersey, and finally upon recommendation of the chairman of the sales department, the experiment was instituted of manning the station with a force of four colored men. Four Bordentown graduates and ten other men were submitted to the Standard Oil Company personnel department for examination. Of those men selected, one was a graduate of Cornell University, one of Cheyney State Teachers' College, one of Newark Technical School, and one of Bordentown. The Cornell graduate was appointed manager, and the Bordentown graduate senior salesman. It is expected that other stations will be opened in Newark and Atlantic City if the present experiment continues to be successful.

At the present time a group of graduates in northern New Jersey are being advised in the formation of a company for odd jobs of various kinds about the house. Plans are still in the tentative state, but if successful will provide work for about twenty men and women.

Concerts

Four major concerts were given. These were held in Newark, Jersey City, Englewood, and Philadelphia. A total audience of 2,600 persons attended these four programs, smaller than in recent years, but proportionate to other audiences which extreme economic conditions produced in those communities. The glee club alone was presented to the Atlantic City audience, a silver offering being substituted for the usual entrance charge, and drew 750 persons.

Visitors' Days

As chairman of the committees on Old Students' Day and Teachers' Day, and as a member of the choir committee with Mr. Work, director of music, the extension worker assumed a large part of the responsibility for direction of these three occasions. The choir contest packed the auditorium as usual with as many as could be gotten in. Six choirs actually competed out of an entry list of nine. Winning choirs were Bethel A. M. E. of Woodbury in Class A and Mt. Moriah A. M. E. of Mt. Holly in Class B. Teachers' Day was the occasion of the annual meeting of the N. J. Organization of Teachers of Colored Children. Close to 200 colored teachers of the State assembled at the school during the day and were so well pleased with the program that they voted to return next year.

Unemployment Relief

The extension worker was requested to make an investigation of the economic conditions of colored families in Bordentown Township and reported his findings. Out of 24 colored families in the township, it was found that the heads of eleven were unemployed and with no means of support. The most needy and those with the largest number of children were indicated. This report furnished the basis for the township relief program initiated by the faculty. The faculty of the school voluntarily donated $700.00 to give relief to the needy families.

Buildings

The boys' new dormitory was completed in the early spring and was occupied at that time. It houses about 100 boys and six instructors. It cost approximately $150,000, including furniture and furnishings. This building stands east of Gregory Hall. Thinning out the population of the other dormitory has made a great difference in the problems of discipline.

The girls' old dormitory was originally built in 1901 and modelled to include four large open rooms, each housing about 26 girls. About 1917 these open dormitories were divided into beaver board cubicles so as to allow some degree of privacy to students. This last year the Legislature appropriated $45,000 for the remodelling of this old building—not including the annex which was built in 1918. This building was completed this last spring and occupied by the girls below the high school grades. It was made into a beautiful building, modern in every respect and homelike.

Respectfully submitted,

W. R. Valentine,
Principal

THE SCHOOL OF INDUSTRIAL ARTS OF THE CITY OF TRENTON

June 4, 1932

To the State Board of Education,
State House, Trenton, N. J.

GENTLEMEN: I herewith submit annual report on The School of Industrial Arts of the City of Trenton for the school year 1931-1932.

Student Enrollment:		
Males	812	
Females	367	
		1,179
Attending evening only	705	
Attending day only	412	
Attending both day and evening	62	
		1,179
Enrolled in the following Courses:		
Architectural	53	
Ceramic	8	
Chemistry	25	
Saturday Classes for Children	327	
Dressmaking	127	
Show Card Writing and Sign Painting	41	
Electrical	59	
Fine Arts	232	
Evening Technical	114	
Technical	59	
Trade:		
Automobile Mechanics	57	
Cabinet Making	29	
Electric Wiring and Radio	12	
Machine Shop Practice	44	
Welding	28	
		1,215
Enrolled in more than one course		36
		1,179

This year, in addition to the evening classes in electricity, a full-time instructor has conducted classes in this subject in the Technical Course, the day school for boys of high school age.

Respectfully submitted,

FRANK F. FREDERICK,
Director School of Industrial Arts
of the City of Trenton, N. J.

SCHOOL OF INDUSTRIAL ARTS OF TRENTON, NEW JERSEY

Financial Report of Board of Trustees of Schools for Industrial Education of Trenton for Year Ending June 30, 1932

Receipts

City Appropriation	$47,700.00
State Appropriation	30,000.00
Tuition Fees	8,276.82
Materials Sold to Pupils	4,571.30
Prizes	167.50
Miscellaneous	26.66
Income, H. C. Kelsey Legacy	400.00
Interest on Deposits	282.70
	$91,424.98
Balance on Hand July 1, 1931	13,717.41
	$105,142.39

Disbursements

Teachers' Salaries	$61,394.07
General Salaries	5,849.92
Janitors' Salaries	5,355.50
Fuel	1,684.14
Light and Power	1,594.76
Furniture and Equipment	2,462.70
Operating Equipment	3,051.46
Materials	3,104.38
Printing	752.50
Repairs	6,266.43
Advertising	491.03
Insurance	319.94
Models	632.50
Library	270.76
Prizes	160.00
Miscellaneous Expenses	699.11
	$94,089.20
Balance on Hand June 30, 1932	11,053.19
	$105,142.39

ROBERT C. BELVILLE,
Secretary, Board of Trustees

BOARD OF TRUSTEES, NEW JERSEY INDUSTRIAL EDUCATION, CITY OF HOBOKEN

FINANCIAL STATEMENT

Year 1931-1932

RECEIPTS

Balance on hand, July 1, 1931		$2,423.93
Appropriation—State	$10,000.00	
Appropriation—City	10,000.00	
Registration fees	420.00	
Interest on bank balances	37.45	
Sale of old machine	5.00	
Petty cash fund returned	50.00	
Total receipts for year		20,512.45
Total receipts and balance on hand		$22,936.38

DISBURSEMENTS

Day School

Salaries—		
Teachers	$9,839.96	
Secretary	900.00	
Maintenance—		
Repairs	1,268.03	
Janitor expenses	104.89	
Light	224.63	
Water	8.70	
Other expenses—		
Telephone service	56.82	
Stationery	39.00	
Petty cash fund	50.00	
Office expenses	15.00	
Registration fees returned	166.00	
Equipment—		
Classrooms	698.75	
Total expenses Day School		$13,371.78

Evening School

Salaries—		
Teachers	$5,746.50	
Janitor service	372.00	
Supplies and Material—		
All classes	742.30	
Total expenses Evening School		$6,860.80
Total expenses Day and Evening School		$20,232.58
Balance of fund on hand June 30, 1932		2,703.80
Total disbursements and balance on hand		$22,936.38

RECONCILEMENT

Balance Jefferson Trust Co., June 30, 1931		$4,339.94
Check stamps charged in error,		.14
		$4,340.08
Less—checks outstanding—		
Old	$3.50	
June 30, 1932— Nos. 9667-74	898.33	
9675-79	328.25	
9681-85	406.20	
		1,636.28
Balance as shown above		$2,703.80
Jefferson Trust Co.—		
Current account	$2,283.80	
*Trust account	420.00	
		2,703.80

Respectfully submitted,

BERNARD VEZZETTI,
Treasurer

*Held against return of registration fees.

REPORT OF THE BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION OF NEWARK, NEW JERSEY

In the narrative report rendered for the year ending June 30, 1931, I tried to show that in order to keep to our ideals as a public institution touching the poorer boys of this community, it was absolutely necessary to keep our tuition fees low in order that the young men hereabouts might enjoy this type of technical education irrespective of their financial status.

This general proposition, of course, has been tested very severely during the course of the year 1931-1932. During this year our college fees increased but our evening school fees dropped off quite considerably, which would seem to be entirely natural as the young men who come in at night are not able to meet even nominal fees unless they have some work to do. Our night school last year dropped from somewhere around 1,800 students to 1,400, and we look forward to a drop of about the same amount this year.

This has seriously curtailed our income and will probably curtail it even more in the next year. When I appeared before the Appropriations Committee last year to put forward the arguments of this institution, I said that, provided they were willing to turn out the students who could not pay immediately all fees in full, our financial problems would disappear for the reason that we could always arrange our instruction to fit our student body, provided we were absolutely ruthless not only in denying them admission but in refusing further education to those who could not pay.

Our policy this year has been to be careful in the selection of our freshmen, careful not only concerning their capacity and their intelligence, but also concerning their ability to meet our nominal fees. But, on the other hand, we have strained every nerve and effort to provide education to those young men who have proved their fitness and who, we believe, could richly profit by the work of this institution. We have never in any sense given these men their fees but have brought every pressure to bear upon them to pay as much as they seemed able to pay, covering any unpaid balances by notes given to the school. During the year I should estimate that about 60 per cent of our night students were unemployed, and almost 40 per cent of them were not able to pay their fees wholly or in part. This condition will be perhaps more aggravated in the coming year.

The same general condition held in the college if we were to count only those young men who were already in residence before the opening of this year. This year we were fortunate in having a great many young men come in who, under normal conditions, would have gone away to college. Finding here at home a technical institution whose work was academically sound, many parents decided to embrace this opportunity rather than to pay a considerably higher fee far away from home. This gave us a very good class of boys and was very helpful in stabilizing our finances.

In January of this year a close study and analysis of our financial situation brought to light the fact that, in order to balance the budget for the year 1932-1933, it would be necessary to immediately and drastically cut many of our expenditures. On the first of February, therefore, we cut our maintenance

to a minimum, our repairs and renewals and other fixed charges were slashed, a total of some 12 instructors were dropped and the load on others increased, and cuts in salaries were made.

It is my belief now that the money saved throughout the 18 months will be sufficient to balance the budget of the institution for the year 1932-1933, whereas savings through the 12 months of 1931-1932 would not have been sufficient to do this. In other words, we will next year borrow from this year in order to proceed.

It would seem that in this time of tremendous stress and an altogether proper time of public economy, educational institutions have perhaps suffered more than their just share of the economy. Irrespective of the merits of the economy, it is, we believe, absolutely incumbent upon us to cut our costs and increase our efficiency to the utmost limit. This we believe we have done, and provided our fees hold up to the estimated amount for next year, we should be able to continue our educational program without a vital loss provided both the State of New Jersey and the City of Newark keep up their grants to us.

Unless this is done we face an almost impossible situation. The only answer to that would be an increase in fees, which we hesitate very much to enter upon just at this time for two reasons: first, because an increase in fees would undoubtedly now defeat the very object for which it is intended, and instead of a great many students coming in and paying a lower fee, a few will come in at the higher level; second, more fundamental and in our opinion very much more important is the fact that it will preclude the possibility of our giving an education which is in any sense democratic and which is truly available to those young men who have the capacity, the aptitude and desire, but lack the necessary funds.

The question has arisen, as I suppose it has with all other institutions giving specific professional training, as to why with so many engineers out of work we should persist in training more. The answer to you, as Commissioner of Education, I think is obvious, but it would seem to be less obvious to the public. I have tried to point out that in times of stress, the ablest men retain positions, that if the situation becomes worse instead of better only the more able men will be able to hold on, and as the unemployment in engineers becomes greater, those men who hold jobs must possess progressively more and more ability coupled with more and more training.

I remember that Professor Swain of the Massachusetts Institute of Technology used to say, "that the able man well trained should welcome hard times because then only good men can get good jobs." It is certainly true that as the figures for unemployment go up, those who remain are the ones of most direct value to their employer. It goes without saying that, in the main, these are the men of more marked ability and sounder training. Therefore, no matter which way the pendulum swings in the next year or two, there is certainly not the slightest excuse for letting up on the training of engineers.

In production, of course, the problem becomes a practical one rather than an academic one, but given a boy the aptitude and desire for engineering work, it would seem to me very much better, provided these young men could not get a job, to have them in school securing the necessary training which, as I have pointed out, would be more necessary with unemployment than formerly,

and which would provide the best unemployment insurance possible rather than turn them out upon the street with not a chance in the world to find anything to do.

Perhaps the best criterion would be that of our own boy or our own brothers, and I am quite sure that most of us feel that, if the boy did not have a job and could not get a job, it would be very wise for him to go to school. There is still another factor which I think should be mentioned and which is quite important. After all, these young men whom we were training did not make this depression. We can certainly in no proper sense charge it to them. It is our own fault, broadly speaking. We are looking to them to take us out of this depression, and further to make impossible a repetition of a crisis of this character. Who shall say that the proper way to do this is to deny education and sound training to boys! The proponents to curtail educational activities, it would seem to me, therefore, are cutting at the most vital part of the whole structure of civilization.

I noticed the President of the United States in a speech last week made the rather significant statement that education was the first charge upon government. Several years ago I might have doubted that, but seeing the young men thrown out of positions in the last two years and watching the trained men retain theirs long after the untrained are thrown out, I certainly should advocate for my own son or that of my neighbor sound training in addition to whatever native ability is possessed by the young man.

This report may seem more in the nature of a narrative than is desirable in a formal report from myself to the Commissioner of Education, but it would seem to me just at this time to examine our ideals and our criteria in the light of a serious and a new situation. You will, therefore, pardon me if I have deviated somewhat from the formal procedure in this report. It seems to me that the cause is worthy and my personal feeling is certainly strong.

I am attaching a statement of revenues and disbursements for the fiscal year ending June 30, 1932.

Respectfully submitted,

ALLAN R. CULLIMORE,
Secretary to the Board of Trustees of Schools for Industrial Education of Newark, New Jersey

NEWARK TECHNICAL SCHOOL AND COLLEGE OF ENGINEERING

Schedule of Revenues for the Fiscal Year Ended June 30, 1932

REVENUES

Appropriations—		
State of New Jersey—		
Technical School	$30,000.00	
College—State Board of Regents	28,610.00	
City of Newark	75,000.00	
Total Appropriations		$133,610.00
Educational Revenues—		
Tuition—		
College—Students' Fees	$73,321.82	
Ruesch Scholarships	380.00	
Individual Scholarships	1,800.00	
Total College	$75,501.82	
Evening School—Students' Fees	$70.099.00	
Ruesch Scholarships	.....	
Individual Scholarships	95.00	
Total Evening School	$70,194.00	
Total Tuition Revenue	$145,695.82	
Supplies sold (gross profit)	2,576.95	
Total Educational Revenues		$148,272.77
Other Revenues—		
Interest on Bank Balances	$401.78	
Interest on Savings Accounts	2,522.18	
Interest on General Funds Investments	281.87	
Laundry Inspection Service (net)	670.08	
Miscellaneous	1,164.48	
Total Other Revenues		5,040.39
Total Revenues for the period		$286,923.16

NEWARK TECHNICAL SCHOOL AND COLLEGE OF ENGINEERING

Schedule of Expenditures for the Fiscal Year Ended June 30, 1932

EXPENDITURES		
Educational—		
Salaries—		
College	$119,270.44	
Evening School	50,817.90	
Total Salaries	$170,088.34	
Supplies	230.37	
Laboratory	3,630.08	
Library (net)	361.45	
Rental of Classroom	55.00	
Total Educational Expenditures		$174,365.24
Maintenance and Operation—		
Janitors—		
Salaries	$19,944.32	
Supplies	1,505.10	
Total Expense Janitors	$21,449.42	
Light	2,557.43	
Heat	2,685.59	
Power	506.15	
Water	252.03	
Insurance	1,437.12	
Repairs and Renewals	2,110.74	
Total Maintenance and Operation		30,998.48
Administrative Expenditures—		
Salaries	$35,073.99	
Stationery and Office Supplies	2,395.35	
Advertising	2,273.01	
Postage	793.14	
Telephone (net)	746.14	
Graduation	1,091.88	
President's Expenses	392.58	
Auditing	250.00	
Miscellaneous General	219.16	
Total Administrative Expenditures		43,235.25
Educational Equipment		8,078.70
Fiscal—		
Interest on Mortgage Loan		11,458.34
Principal of Mortgage Loan		10,000.00
Total Expenditures for the period		$278,136.01

THE BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION OF NEWARK, NEW JERSEY

Administering the

NEWARK TECHNICAL SCHOOL AND COLLEGE OF ENGINEERING

Trial Balance June 30, 1932

	Debit	*Credit*
Cash	$15,276.20	
Savings Accounts	67,522.18	
Office Fund	88.72	
Academic Building	68,732.50	
Recitation Hall—Extension	104,487.70	
Real Estate—Land	55,000.00	
Laboratory Building	80,000.00	
Educational Equipment	127,287.70	
General Equipment	23,675.55	
Recitation Hall	135,357.64	
Real Estate Improvements	5,474.00	
School Appropriation Fund	32,443.61	
Martin Endowment Fund	5,000.00	
Ruesch Scholarship Fund	5,000.00	
Insurance	2,491.87	
Fuel Inventory, July 1, 1931	594.70	
Supplies Inventory, July 1, 1931	1,441.21	
Mortgage on Land and Buildings		$230,000.00
Paid on Account of Mortgage	10,000.00	
Fund Reserves		10,000.00
Students' Deposits		2,875.75
Interest Accrued on Mortgage		958.33
Working Capital		44,696.64
Capital Investment		361,936.39
Appropriations Accrued		65,000.00
Purchases—Supplies	27,437.72	
Salaries—Administrative and Clerical	35,091.99	
" College Instruction	119,262.74	
" Evening	45,319.90	
" Janitors	19,944.32	
Interest on Mortgage	11,500.00	
Library Expense	423.62	
Laboratory Expense	6,153.92	
Repairs and Renewals	2,110.74	
Stationery and Office Supplies	2,395.35	
Postage	793.14	
Telephone	746.14	
Printing	2,273.01	
Light	2,557.43	

	Debit	*Credit*
Heat	2,757.79	
Power	506.15	
Water	252.03	
Janitors' Supplies	1,505.10	
Incidental Expense	916.74	
Graduation Expense	208.94	
Salaries—Prep	5,498.00	
Tuition Refund	580.00	
Revenue—Tuition—Prep		14,089.00
Appropriations—Nominal		133,610.00
Revenue—Tuition—Evening		56,220.00
Revenue—Tuition—College		73,681.82
Sales—Supplies		28,398.60
Interest on Bank Balances		399.89
Interest on Investments		2,819.17
Scholarships—Individuals		1,950.00
Funds Income—Ruesch		558.75
Funds Income—Martin		47.05
Miscellaneous Income		184.88
Library Fines		12.00
Laundry Inspection Service		670.08
	$1,028,108.35	$1,028,108.35

PART V

SECTION A
FINANCIAL AND OTHER STATISTICS BY COUNTIES

For Year Ending June 30, 1932

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TABLE 1

DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1932

COUNTIES	Current Expenses	Repairs and Replacements	Land Building Equipment	Library	Manual Training	Vocational	Continuation
Atlantic	$1,260,562.48	$26,044.00	$2,875.00	$1,160.00	[illegible]	[illegible]	$800.00
Bergen	6,452,131.76	277,763.27	93,585.00	21,435.00	[illegible]	[illegible]	5,525.00
Burlington	1,013,251.02	49,685.00	7,271.83	855.00	[illegible]	[illegible]	1,200.00
Camden	3,027,281.87	104,407.00	2,000.00	6,445.00	[illegible]	[illegible]	28,872.50
Cape May	352,246.00	21,315.00	2,500.00	500.00	[illegible]	[illegible]	.....
Cumberland	674,632.50	26,980.00	4,400.00	2,920.00	[illegible]	[illegible]	5,808.50
Essex	13,352,126.36	617,179.35	163,328.00	44,530.00	[illegible]	[illegible]	89,197.00
Gloucester	775,023.25	28,400.00	7,784.00	1,050.00	[illegible]	[illegible]	.....
Hudson	10,075,708.67	231,042.50	13,195.00	14,250.00	[illegible]	[illegible]	88,595.00
Hunterdon	291,721.00	14,325.00	1,200.00	540.00	[illegible]	[illegible]	.....
Mercer	2,406,412.37	95,882.78	5,300.00	13,953.97	[illegible]	[illegible]	19,088.79
Middlesex	2,969,931.88	119,956.13	9,740.00	13,693.25	[illegible]	2,050.00	15,920.00
Monmouth	2,020,281.99	99,506.45	18,501.13	3,540.00	[illegible]	[illegible]	.....
Morris	1,691,958.11	64,575.00	13,850.00	3,910.00	[illegible]	[illegible]	.....
Ocean	424,141.32	24,965.37	1,225.00	.....	[illegible]	.....	.....
Passaic	4,290,177.70	121,175.00	23,100.00	50.00	[illegible]	[illegible]	54,500.00
Salem	325,119.00	15,750.00	500.00	370.00	[illegible]	[illegible]	.....
Somerset	740,743.25	35,206.00	13,114.94	500.00	[illegible]	.....	.....
Sussex	342,275.85	15,177.00	3,450.00	500.00	[illegible]	[illegible]	.....
Union	4,493,938.89	194,060.24	21,877.75	8,855.00	279,039.11	51,317.13	27,318.00
Warren	508,749.72	29,442.96	770.00	100.00	20,100.00	1,000.00	2,175.00
Total	$57,488,420.99	$2,222,838.05	$409,587.65	$139,157.22	$2,094,104.18	$547,998.24	$338,999.79

TABLE 1—*Continued*

DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1932

COUNTIES	Evening School for Foreign-Born Residents	Redemption of Bonds, Authorized Notes and Interest	Sinking Fund Requirements	Total Amount of Taxes Ordered Raised	Net Valuation Taxable	Rate per $100 Local District School Tax	Amounts Fixed by Board of School Estimate and Notes Authorized by Vote of the District Between March 1 and June 30, 1932
Atlantic	$2,000.00	$545,375.50	$3,400.01	$1,942,683.49	$339,444,233.00	$.5723	$2,300.00
Bergen	3,850.00	1,973,041.18	53,178.39	9,056,669.60	503,137,681.00	1.8000	.....
Burlington	.....	215,146.88	.....	1,307,015.98	66,992,390.00	1.9510	.....
Camden	.....	571,984.35	9,851.98	3,902,641.86	338,776,884.00	1.1520	.....
Cape May	.....	33,075.34	.....	427,791.34	89,619,596.00	4.773	61,500.00
Cumberland	320.00	189,205.62	4,900.97	941,107.59	52,305,150.00	1.7992	20,500.00
Essex	.....	3,692,115.93	197,591.06	18,723,362.70	1,639,686,864.00	1.1419	75,000.00
Gloucester	.....	279,803.83	364.09	1,115,879.88	68,019,605.00	1.6902	.....
Hudson	14,180.00	2,779,148.94	117,867.15	13,932,087.26	1,247,[illegible]	1.1168	600,000.00
Hunterdon	.....	46,277.63	394.68	365,558.31	28,[illegible]	1.2651	.....
Mercer	1,170.20	882,109.07	30,512.81	3,592,913.35	285,[illegible]	1.2679	.....
Middlesex	2,700.00	573,960.41	8,441.23	3,803,981.15	2[illegible]	1.8131	.....
Monmouth	361,594.15	373,875.42	.....	2,934,013.14	227,[illegible]	1.2922	.....
Morris	150.00	488,100.03	2,431.02	2,313,314.16	115,[illegible]	2.0047	.....
Ocean	.....	151,012.66	381.62	614,175.97	52,[illegible]	1.1719	.....
Passaic	1,700.00	221,491.15	121.73	4,925,407.03	417,126,981.00	1.1808	22,500.00
Salem	.....	53,127.22	.....	404,091.22	34,594,102.00	1.1681	.....
Somerset	.....	198,996.00	1,047.68	1,008,822.87	69,179,171.00	1.4582	.....
Sussex	.....	71,869.65	.....	449,711.00	33,551,185.00	1.3402	.....
Union	1,715.00	674,760.42	13,854.73	5,766,736.27	465,991,234.00	1.1697	.....
Warren	.....	73,122.00	.....	635,459.68	45,585,561.00	1.3929	.....
Total	$390,379.35	$14,087,599.23	$444,339.15	$78,163,423.85	$6,353,428,825.00	$1.2303	$781,800.00

TABLE 2.

RECEIPTS FOR CURRENT EXPENSE FROM STATE AND COUNTY FUNDS

COUNTIES.	State School Fund Appropriation	90% State School Tax	10% STATE SCHOOL TAX RESERVE FUND			Apportioned for Special State Aid for Crippled Children	Interest on Surplus Revenue	Reapportioned Balances	Railroad Tax
			Apportioned by County Superintendent	1% Emergency Fund	Pupils Residing in Charitable Institutions				
Atlantic	$17,352.54	$345,954.01	$18.51	.....	.....	$1,989.98	.....	.....	$128,142.49
Bergen	58,152.87	1,101,545.22	9,975.50	$12,500.00	$5,940.00	4,060.18	.....	$1,148.84	140,426.70
Burlington	14,486.07	176,948.68	241,995.57	15,267.49	4,500.00	92.00	$4,363.96	.....	21,044.56
Camden	35,159.84	806,702.93	.....	4,950.00	6,525.00	4,261.03	1,122.00	.....	104,010.75
Cape May	4,661.47	50,302.07	.....	.....	.....	.....	543.47	.....	30,496.42
Cumberland	11,045.36	132,255.59	119,862.09	3,000.00	4,140.00	.....	.....	.....	15,729.28
Essex	121,280.59	3,984,115.83	.....	.....	35,955.00	12,551.77	1,685.57	165.46	478,000.86
Gloucester	12,431.62	169,851.44	170,379.75	.....	1,980.00	662.50	1,811.50	300.00	20,200.59
Hudson	92,622.77	3,143,870.04	.....	.....	30,195.00	11,348.17	544.07	.....	373,903.18
Hunterdon	5,528.76	75,977.11	123,091.74	1,500.00	2,385.00	75.00	.....	.....	9,036.02
Mercer	25,529.49	730,320.72	.....	.....	7,920.00	2,886.06	427.15	199.21	86,857.67
Middlesex	33,174.93	521,016.35	119,041.77	.....	6,705.00	89.69	.....	.....	61,964.93
Monmouth	21,886.23	398,830.86	.....	.....	.....	475.02	1,150.56	766.00	69,618.11
Morris	15,857.89	286,053.33	150,999.89	.....	1,755.00	854.50	2,488.76	.....	34,020.58
Ocean	4,895.88	55,826.53	1,468.30	.....	.....	185.13	904.10	.....	15,423.01
Passaic	47,486.76	1,177,376.39	.....	2,000.00	5,985.00	637.47	856.97	.....	140,026.39
Salem	6,379.12	90,256.16	86,220.71	1,500.00	9,405.00	20.00	2,099.46	140.00	10,734.24
Somerset	10,579.51	168,017.03	96,828.19	.....	4,815.00	394.63	2,869.09	.....	19,982.41
Sussex	4,914.23	82,996.21	84,634.84	.....	540.00	26.85	2,321.34	.....	9,870.81
Union	46,267.00	1,208,463.77	.....	500.00	5,760.00	4,999.85	.....	.....	143,723.64
Warren	8,167.53	112,735.69	99,186.80	820.00	450.00	.....	.....	715.00	13,407.75
Total	$597,860.46	$14,819,415.96	$1,303,703.66	$42,037.49	$134,955.00	$45,609.83	$23,188.00	$3,434.51	$1,926,620.39

TABLE 2—*Continued*

RECEIPTS FOR CURRENT EXPENSE FROM DISTRICT TAXES AND OTHER SOURCES

COUNTIES	District Taxes—Also From County for County Superintendent's Expenses and Secretary's Salary	Notes Authorized by Vote of the District and Additional Appropriation by Board of School Estimate	FROM OTHER SOURCES				Total Receipts for the year
			Interest on Deposits	Sale of Books	Tuition Fees	Other Sources	
Atlantic	$1,279,891.40	$81,322.06	$4,314.54	$299.99	$71,164.08	$3,802.58	$1,934,252.18
Bergen	5,936,417.15	6,100.00	6,926.65	2,504.96	594,020.31	22,366.15	7,902,084.53
Burlington	1,034,071.40	31,947.75	1,406.07	518.52	224,956.25	17,799.85	1,789,398.17
Camden	2,896,329.50	.....	4,668.68	3,484.03	193,914.90	5,021.61	4,066,150.27
Cape May	386,613.49	61,500.00	346.36	50.95	18,375.93	621.76	553,511.92
Cumberland	647,580.65	19,100.00	80.04	256.96	68,257.30	975.95	1,022,283.22
Essex	13,721,993.09	.....	11,531.05	8,165.65	161,117.58	66,034.68	18,602,597.13
Gloucester	763,658.81	10,700.00	1,383.75	302.37	175,754.76	1,332.83	1,330,749.92
Hudson	9,159,198.24	840,371.68	4,720.04	1,128.62	199,998.23	13,827.54	13,871,727.58
Hunterdon	300,974.84	3,960.01	700.64	23.61	126,714.94	1,807.19	651,774.86
Mercer	2,480,748.42	.....	5,342.13	194.47	145,026.00	9,706.71	3,495,158.03
Middlesex	3,139,009.99	4,556.00	2,233.07	949.52	206,510.12	7,056.70	4,102,308.07
Monmouth	1,879,184.05	112,388.01	1,654.81	1,393.27	278,939.49	3,438.50	2,769,724.91
Morris	1,598,149.44	2,000.00	4,370.83	701.34	273,667.50	16,410.87	2,387,329.93
Ocean	433,212.61	25,450.00	533.69	211.80	89,000.64	4,643.86	631,755.55
Passaic	4,291,894.65	.....	5,568.49	5,440.79	191,852.14	10,310.09	5,879,435.14
Salem	324,390.09	.....	1,013.47	1,999.23	48,821.25	5,207.06	588,185.79
Somerset	802,857.42	.....	2,869.02	431.05	211,169.74	1,099.64	1,321,912.73
Sussex	366,115.15	2,835.00	696.42	222.62	72,970.00	3,299.95	631,443.42
Union	4,656,540.50	.....	11,318.27	1,533.26	100,289.34	12,559.94	6,191,955.57
Warren	505,529.74	.....	87.28	147.79	101,126.40	3,046.74	845,420.72
Total	$56,604,360.63	$1,202,230.51	$71,765.30	$29,960.80	$3,553,646.90	$210,370.20	$80,569,159.64

TABLE 2—*Continued*

COUNTIES	RECEIPTS FOR CURRENT EXPENSE		EXPENDITURES FOR CURRENT EXPENSE			
	Balance on Hand Beginning of Year	Grand Total of Receipts and Balance on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$240,459.53	$2,174,711.71	$2,507,930.26	*$333,218.55	$2,782,500.27	*$607,788.56
Bergen	760,713.98	8,662,798.51	8,427,808.48	234,990.03	8,578,593.83	84,204.68
Burlington	129,459.95	1,918,858.12	1,806,260.51	112,597.61	1,813,097.31	105,760.81
Camden	185,532.05	4,251,682.32	4,222,400.03	29,282.29	4,386,967.88	*135,285.56
Cape May	68,711.58	622,223.50	642,648.40	*20,424.90	735,074.56	*112,851.06
Cumberland	76,535.85	1,098,839.07	1,096,007.61	2,831.46	1,096,061.61	2,777.46
Essex	639,325.58	19,241,922.71	18,536,452.91	765,169.80	18,760,581.68	481,341.03
Gloucester	87,016.76	1,417,766.68	1,412,062.41	5,704.27	1,458,037.76	*40,271.08
Hudson	243,559.96	14,115,287.54	14,008,754.29	106,533.25	14,063,086.40	52,201.14
Hunterdon	94,089.49	745,864.35	669,129.08	76,735.27	673,599.74	72,264.61
Mercer	300,157.82	3,795,315.85	3,588,715.64	206,600.21	3,631,250.14	164,065.71
Middlesex	268,830.14	4,371,138.21	4,156,902.51	214,235.70	4,183,031.28	188,106.93
Monmouth	277,648.58	3,047,373.49	3,059,602.07	*12,228.58	3,208,079.64	*160,706.15
Morris	221,218.46	2,608,548.39	2,464,322.20	144,226.19	2,477,718.96	130,829.43
Ocean	71,035.81	702,791.36	744,609.67	*41,818.31	780,269.18	*77,477.82
Passaic	378,172.06	6,257,607.20	6,191,993.65	65,613.55	6,240,104.54	17,502.66
Salem	108,841.30	697,027.09	627,784.37	69,242.72	632,183.12	64,843.97
Somerset	188,600.17	1,510,512.90	1,297,018.92	213,493.98	1,299,820.32	210,692.58
Sussex	55,188.32	686,631.74	632,132.20	54,499.54	632,132.20	54,499.54
Union	430,659.72	6,622,615.29	6,087,879.19	534,736.10	6,123,304.17	499,311.12
Warren	85,273.15	930,693.87	866,279.14	64,414.73	876,440.76	54,253.11
Total	$4,911,050.26	$85,480,209.90	$83,046,693.54	$2,433,516.36	$84,431,935.35	$1,048,274.55

* Deficit.

TABLE 3

COUNTIES	RECEIPTS FOR REPAIRS AND REPLACEMENTS						
	District Taxes	Notes Authorized by Vote of the District and Additional Funds by Board of Estimate	Sale of Buildings and Land	Sale of Furniture and Equipment	1% Emergency Fund	From Other Sources	Total Receipts
Atlantic	$115,11[illegible]		$[illegible]8.20	[illegible]		$547.65	$115,999.90
Bergen	[illegible]	$10,0[illegible]		1,2[illegible]		21,2[illegible]	420,057.25
Burlington	[illegible]	[illegible]	$[illegible]		$7,782.51	834.10	68,896.35
Camden	[illegible]		[illegible]	[illegible]		1,280.1[illegible]	165,261.57
Cape May	[illegible]		15[illegible]			100.[illegible]	30,296.58
Cumberland	[illegible]		[illegible]	[illegible]		110.30	40,915.87
Essex	[illegible]		1,[illegible]	2,1[illegible]		14,674.[illegible]	757,873.95
Gloucester	[illegible]		2[illegible]	[illegible]		[illegible]74	44,505.67
Hudson	[illegible]			[illegible]		4,201.63	302,473.89
Hunterdon	[illegible]	1,775.[illegible]	[illegible]	[illegible]		279.00	32,700.37
Mercer	[illegible]		1,260.[illegible]	[illegible]		621.02	130,376.32
Middlesex	[illegible]	[illegible]	1,015.[illegible]	[illegible]		356.55	180,454.21
Monmouth	[illegible]	[illegible]	925.[illegible]	[illegible]		1,[illegible]	147,[illegible]61.62
Morris	[illegible]	[illegible]	16.00	[illegible]		[illegible]	116,[illegible]09.10
Ocean	[illegible]	[illegible]		[illegible]		[illegible]	28,412.26
Passaic	[illegible]	[illegible]	4,625.[illegible]	[illegible]		[illegible]	191,585.59
Salem	[illegible]	[illegible]	458.00	1,[illegible]		1,[illegible]	37,288.23
Somerset	[illegible]	[illegible]	[illegible]	[illegible]		2.[illegible]	60,198.40
Sussex	[illegible]	[illegible]	560.[illegible]	1,[illegible]		[illegible]	23,773.85
Union	253,186.[illegible]	[illegible]	[illegible]	[illegible]		1,[illegible]	254,[illegible]94.73
Warren	[illegible]	[illegible]	1,617.[illegible]	[illegible]	680.[illegible]	1,[illegible]	50,985.90
Total	$3,093,[illegible]	$30,[illegible]	$13,[illegible]	$7,[illegible]	$4,[illegible]	$61,197.24	$3,208,921.70

TABLE 3—*Continued*

COUNTIES.	RECEIPTS FOR REPAIRS AND REPLACEMENTS		EXPENDITURES FOR REPAIRS AND REPLACEMENTS			
	Balances on Hand Beginning of Year	Total Receipts and Balances on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$39,449.11	$155,449.01	$104,270.72	$51,178.29	$104,491.89	$50,957.12
Bergen	109,904.49	529,961.74	450,705.88	79,255.86	468,833.88	61,127.86
Burlington	5,852.07	74,248.42	65,050.45	9,197.97	65,096.85	9,151.57
Camden	8,096.10	173,357.67	168,064.94	5,292.73	168,205.83	5,151.84
Cape May	9,584.71	39,881.29	27,188.40	12,692.89	29,486.94	10,394.35
Cumberland	6,648.26	56,564.13	46,546.80	10,017.33	46,546.80	10,017.33
Essex	78,649.74	836,523.69	690,309.82	146,213.87	692,833.75	143,689.94
Gloucester	12,775.81	57,281.48	31,729.47	25,552.01	32,055.96	25,225.52
Hudson	73,621.92	376,095.81	351,557.00	24,538.81	354,420.82	21,674.99
Hunterdon	5,994.10	38,694.47	29,227.13	9,467.34	29,227.13	9,467.34
Mercer	21,224.09	151,600.41	137,331.09	14,269.32	136,582.92	15,017.49
Middlesex	27,163.39	207,617.60	169,968.55	37,649.05	170,131.22	37,486.38
Monmouth	23,699.60	171,661.22	137,712.45	33,948.77	138,865.37	32,795.85
Morris	40,904.87	156,913.97	132,517.83	24,396.14	133,015.54	23,898.43
Ocean	7,387.85	35,800.11	31,437.48	4,362.63	32,241.23	3,558.88
Passaic	21,511.01	213,096.60	166,865.76	46,230.84	166,870.76	46,225.84
Salem	11,728.13	49,016.36	34,137.56	14,878.80	34,137.56	14,878.80
Somerset	18,180.72	78,379.21	51,994.64	26,384.57	51,994.64	26,384.57
Sussex	11,552.28	35,326.13	20,707.27	14,618.86	20,707.27	14,618.86
Union	111,504.43	365,899.16	303,016.97	62,882.19	315,422.78	50,476.38
Warren	14,298.20	65,284.10	46,962.38	18,321.72	46,962.38	18,321.72
Total	$659,730.88	$3,868,652.58	$3,197,302.59	$671,349.99	$3,238,131.52	$630,521.06

TABLE 4

COUNTIES	RECEIPTS FOR LAND, BUILDINGS, EQUIPMENT						
	Sale of Bonds or Notes for Purchase of Land	District Tax for Purchase of Land	Sale of Bonds or Notes to Erect, Enlarge and Furnish School Buildings	District Tax to Erect, Enlarge and Furnish School Buildings	From Other Sources	Total Receipts	Balance on Hand Beginning of Year
Atlantic	.....	.....	.....	$7,521.87	$732.50	$8,254.37	$28,371.32
Bergen	$76,800.00	$25,369.71	$1,148,116.09	99,604.85	4,202.65	1,354,093.30	599,835.31
Burlington	.....	876.11	3,000.00	9,339.19	.....	13,215.30	*7,569.30
Camden	.....	.....	44,000.00	16,426.60	550.43	60,977.03	65,234.23
Cape May	.....	.....	.....	4,207.00	.....	4,207.00	670.05
Cumberland	.....	.....	1,500.00	7,874.39	672.44	10,046.83	20,684.34
Essex	73,000.00	31,767.28	2,547,095.52	295,380.07	1,216.39	2,948,459.26	1,664,169.03
Gloucester	185,000.00	2,826.00	25,000.00	19,705.35	13.50	232,544.85	16,557.54
Hudson	420,200.00	195.00	730,270.91	72,287.69	117.61	1,223,071.21	979,766.53
Hunterdon	150.00	.....	7,350.00	3,700.00	2,265.00	13,465.00	816.58
Mercer	.....	23,500.00	507,510.50	17,000.00	55.00	548,065.50	63,920.15
Middlesex	.....	8,750.00	219,959.00	25,847.00	.....	254,556.00	123,481.76
Monmouth	.....	10,795.00	418,594.82	61,986.69	342.00	491,718.51	141,778.23
Morris	8,900.00	1,000.00	254,800.00	42,558.65	2,822.95	310,081.60	439,271.25
Ocean	.....	.....	15,400.00	5,850.00	8,945.63	30,195.63	41,547.17
Passaic	91,360.70	.....	520,850.75	463.07	1,009.20	613,683.72	345,490.90
Salem	.....	.....	.....	1,500.00	.....	1,500.00	14,287.06
Somerset	4,009.00	.....	83,741.00	15,743.00	43.46	103,536.46	36,271.61
Sussex	25,000.00	.....	105,000.00	2,058.00	511.08	132,569.08	321.11
Union	176,500.00	.....	383,000.00	51,516.77	3,030.68	614,047.45	332,351.23
Warren	.....	6,300.00	48,953.97	.....	1,025.00	56,278.97	181,788.11
Total	$1,060,919.70	$111,379.10	$7,064,142.56	$760,570.19	$27,555.52	$9,024,567.07	$5,089,044.21

*Deficit.

TABLE 4—*Continued*

COUNTIES	RECEIPTS FOR REPAIRS AND REPLACEMENTS	EXPENDITURES FOR LAND, BUILDINGS, EQUIPMENT			
	Total Receipts and Balances on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$36,625.69	$22,831.86	$13,795.83	$22,867.99	$13,757.70
Bergen	1,953,928.61	1,683,564.08	270,364.53	1,690,348.54	263,580.07
Burlington	5,646.00	10,433.51	*4,787.51	10,433.51	*4,787.51
Camden	126,211.26	111,617.65	14,593.61	111,617.65	14,593.61
Cape May	1,877.05	4,128.27	*748.78	5,686.82	*809.77
Cumberland	30,731.17	25,488.17	5,243.00	25,488.17	5,243.00
Essex	4,612,628.29	2,587,495.37	2,025,132.92	3,308,289.64	1,304,338.65
Gloucester	249,102.39	229,323.73	19,778.66	231,090.52	18,011.87
Hudson	2,202,837.74	1,788,048.37	414,789.37	1,868,506.69	334,331.05
Hunterdon	11,281.58	13,253.70	*1,972.88	13,253.70	1,027.88
Mercer	611,985.65	504,514.21	107,471.44	505,551.14	106,434.51
Middlesex	378,037.76	335,577.97	42,459.79	335,577.97	42,459.79
Monmouth	633,496.74	608,512.52	24,984.22	608,512.52	24,984.22
Morris	749,352.85	534,569.20	214,783.65	535,617.82	213,735.03
Ocean	71,742.89	48,750.85	22,992.04	48,450.25	23,292.64
Passaic	959,174.62	724,241.65	234,932.97	728,853.25	230,321.37
Salem	15,787.06	16,058.35	*271.29	16,058.35	*271.29
Somerset	139,808.07	126,720.24	13,087.83	126,720.24	13,087.83
Sussex	132,890.19	120,036.49	12,853.70	177,604.03	*44,713.84
Union	946,398.68	823,934.25	122,464.43	927,451.45	18,947.23
Warren	238,067.08	218,886.77	19,180.31	218,886.77	19,180.31
Total	$14,113,611.28	$10,537,987.21	$3,575,624.07	$11,516,355.02	$2,597,256.26

* Deficit

TABLE 5

COUNTIES.	RECEIPTS FOR LIBRARY						EXPENDITURES FOR LIBRARY			
	State Library Commission	District Tax	Other Sources	Total Receipts	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$200.00	$510.00	$166.88	$876.88	$3,012.53	$3,889.41	$1,418.28	$2,471.13	$1,418.28	$2,471.13
Bergen	670.00	32,631.99	600.85	33,902.84	6,368.02	40,270.86	32,580.07	7,690.79	32,716.95	7,553.91
Burlington	180.00	3,867.00	5.50	4,052.50	33.81	4,086.31	3,773.07	313.24	3,773.07	313.24
Camden	230.00	6,930.00	278.72	7,438.72	839.23	8,277.95	6,852.36	1,425.59	6,852.36	1,425.59
Cape May	.....	1,000.00	.....	1,000.00	419.52	1,419.52	610.81	808.71	610.81	808.71
Cumberland	370.00	2,970.00	318.49	3,658.49	905.81	4,564.30	3,467.09	1,097.21	3,467.09	1,097.21
Essex	780.00	58,326.16	255.89	59,362.05	4,514.83	63,876.88	55,429.21	8,447.67	56,369.36	7,507.52
Gloucester	320.00	1,691.20	397.11	2,408.31	1,286.02	3,694.33	1,784.00	2,010.33	1,716.51	1,978.42
Hudson	270.00	18,605.00	83.41	18,958.41	2,052.20	21,010.61	16,480.15	4,530.46	16,492.64	4,517.97
Hunterdon	30.00	540.00	11.65	581.65	155.76	737.41	423.66	313.75	423.66	313.75
Mercer	40.00	16,959.38	.....	16,999.38	10,360.97	27,360.35	22,413.57	4,946.78	22,413.57	4,946.78
Middlesex	210.00	16,698.84	205.45	17,114.29	4,067.54	21,181.83	17,027.03	4,154.80	17,067.48	4,114.35
Monmouth	430.00	6,483.00	2,700.00	9,613.00	2,928.76	12,541.76	8,572.05	3,969.71	8,800.87	3,740.89
Morris	190.00	4,560.00	114.79	4,864.79	730.60	5,595.39	4,512.40	1,082.99	4,512.40	1,082.99
Ocean	70.00	2,845.00	10.00	2,925.00	683.57	3,608.57	2,689.10	928.47	2,767.20	841.37
Passaic	50.00	550.00	1,160.19	1,760.19	577.96	2,338.15	1,289.98	1,048.17	1,289.98	1,048.17
Salem	140.00	750.00	35.00	925.00	1,086.61	2,011.61	807.32	1,204.29	807.32	1,204.29
Somerset	60.00	700.00	86.56	846.56	710.77	1,557.33	665.95	891.38	665.95	891.38
Sussex	.....	2,650.00	7.30	2,657.30	539.89	3,197.19	2,146.72	750.47	2,446.72	750.47
Union	830.00	28,185.00	588.63	29,603.63	1,525.44	31,129.07	29,370.10	1,758.97	29,903.68	1,225.39
Warren	30.00	1,110.00	45.00	1,185.00	1,019.95	2,204.95	979.01	1,225.94	979.01	1,225.94
Total	$5,100.00	$208,562.57	$7,071.42	$220,733.99	$43,820.39	$264,554.38	$213,483.53	$51,070.85	$215,494.91	$49,059.47

TABLE 6

COUNTIES	RECEIPTS FOR MANUAL TRAINING						
	State Appropriation	Federal Funds	District Taxes	Subscriptions, Entertainments, Etc	Sale of Materials and Products	Other Sources	Total Receipts
Atlantic	$24,962.50	.....	$65,812.50	.....	$173.90	$8,563.70	$99,512.60
Bergen	124,690.95	.....	213,342.63	.....	3,710.03	260.56	342,004.17
Burlington	25,142.50	.....	23,142.50	$78.18	824.35	18.87	49,206.40
Camden	38,160.00	.....	126,810.00	.....	670.95	.95	165,641.90
Cape May	18,255.00	.....	19,225.00	.....	116.44	.....	37,596.44
Cumberland	17,000.00	.....	22,109.20	.....	1,036.99	.....	40,146.19
Essex	70,725.00	.....	385,206.68	.....	10,047.04	14.07	465,992.79
Gloucester	27,516.56	.....	26,525.00	.....	1,183.64	1,045.00	56,270.20
Hudson	48,000.00	.....	512,234.03	.....	54.58	57.48	560,346.09
Hunterdon	7,625.00	.....	7,625.00	.....	.....	.....	15,250.00
Mercer	19,300.00	.....	182,675.22	.....	846.16	15.00	202,836.38
Middlesex	42,940.00	.....	111,254.34	.....	1,316.21	.....	155,510.55
Monmouth	36,400.00	.....	49,100.00	.....	582.36	11,313.35	97,395.71
Morris	33,220.00	.....	50,010.00	.....	695.43	204.35	84,129.78
Ocean	19,800.00	.....	13,300.00	.....	169.97	.....	33,269.97
Passaic	30,700.00	.....	187,700.00	.....	4,509.02	5.00	222,914.02
Salem	9,600.00	.....	11,175.00	.....	123.50	.....	20,898.50
Somerset	20,460.37	.....	20,300.00	.....	838.78	.....	41,599.15
Sussex	10,900.00	.....	12,700.00	.....	1,384.95	2.55	24,987.50
Union	60,600.00	.....	269,107.00	.....	1,548.25	498.32	331,753.57
Warren	8,000.00	.....	16,075.00	.....	138.34	356.21	24,569.55
Total	$693,997.88	.....	$2,325,429.10	$78.18	$29,970.89	$22,355.41	$3,071,831.46

TABLE 6—*Continued*

COUNTIES	RECEIPTS FOR MANUAL TRAINING		EXPENDITURES FOR MANUAL TRAINING			
	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$37,201.72	$136,774.32	$90,442.45	$46,331.87	$92,039.99	$44,734.33
Bergen	59,352.69	401,356.86	330,406.77	70,950.09	332,145.60	69,211.26
Burlington	13,310.78	62,517.18	47,470.10	15,047.08	47,470.10	15,047.08
Camden	26,193.04	191,834.94	168,142.49	23,692.45	168,539.42	23,295.52
Cape May	10,726.05	48,322.49	32,243.34	16,079.15	35,870.62	12,451.87
Cumberland	8,018.88	48,165.07	39,564.71	8,600.36	39,564.71	8,600.36
Essex	51,850.00	517,842.79	456,522.54	61,320.25	463,422.03	52,420.76
Gloucester	22,965.46	79,235.66	53,952.70	25,282.96	55,132.51	24,103.15
Hudson	25,209.40	585,555.49	557,410.00	28,145.49	559,523.61	26,031.88
Hunterdon	6,520.90	21,770.90	17,050.02	4,720.88	17,050.02	4,720.88
Mercer	19,202.92	222,039.30	193,786.56	28,252.74	193,857.23	28,182.07
Middlesex	19,332.01	174,842.56	143,809.88	31,032.68	143,851.04	30,991.52
Monmouth	19,272.12	116,667.83	96,918.46	19,749.37	101,063.66	15,604.17
Morris	17,702.52	101,832.30	77,722.75	24,109.55	77,846.18	23,986.12
Ocean	15,643.46	48,913.43	40,812.59	8,100.84	40,849.74	8,063.69
Passaic	26,433.33	249,347.35	219,883.70	29,463.65	219,893.83	29,453.52
Salem	6,854.22	27,752.72	22,571.56	5,181.16	22,571.56	5,181.16
Somerset	15,964.49	57,563.64	42,644.32	14,919.32	42,678.60	14,885.04
Sussex	6,313.22	31,300.72	23,723.68	7,577.04	23,723.68	7,577.04
Union	25,307.59	357,061.16	323,833.80	33,227.36	327,028.74	30,032.42
Warren	2,075.58	26,645.13	22,268.25	4,376.88	22,268.25	4,376.88
Total	$435,510.38	$3,507,341.84	$3,001,180.67	$506,161.17	$3,028,391.12	$478,950.72

TABLE 7

COUNTIES	RECEIPTS FOR VOCATIONAL							EXPENDITURES FOR VOCATIONAL			
	State Appropriation	Federal Appropriation	District Taxes, Also County Taxes for County Schools	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balance on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$33,787.38	$22,423.19	$99,204.00	$3,526.11	$158,940.68	$57,[illegible]	$216,[illegible]	$191,[illegible]	$25,944.82	$19,[illegible]	$[illegible]
Bergen	.....	90.00	250.00	.....	340.00	[illegible]	[illegible]	[illegible]	2,435.93	[illegible]	2,435.93
Burlington	2,402.21	1,711.99	1,875.00	.....	5,989.20	[illegible]	[illegible]	[illegible]	1,459.02	[illegible]	1,459.02
Camden	20,000.00	8,108.87	93,753.17	3,162.89	125,024.93	[illegible]	149,127.10	119,[illegible]	17,725.52	[illegible]	17,725.52
Cape May	2,200.00	1,715.24	.....	47.69	3,962.93	[illegible]	[illegible]	[illegible]	1,717.87	[illegible]	1,717.87
Cumberland	3,930.69	5,876.83	6,100.00	.....	15,907.52	39,[illegible]	[illegible]	11,[illegible]	11,035.86	[illegible]	11,035.86
Essex	102,802.35	34,570.15	611,468.96	22,981.40	771,822.86	[illegible]	[illegible]	701,[illegible]	123,715.77	[illegible]	119,243.91
Gloucester	2,650.00	3,081.18	2,650.00	.....	8,381.18	[illegible]	[illegible]	[illegible]	4,161.79	[illegible]	4,161.64
Hudson	97,239.90	14,382.84	176,505.68	85.00	288,213.42	[illegible]	[illegible]	[illegible]	35,181.[illegible]	[illegible]	31,397.13
Hunterdon	3,154.00	3,003.92	2,154.00	.....	9,211.92	[illegible]	[illegible]	[illegible]	1,270.[illegible]	[illegible]	1,270.40
Mercer	.....	648.00	293.07	.....	941.07	[illegible]	[illegible]	[illegible]	1,808.52	[illegible]	1,898.52
Middlesex	28,306.90	9,738.96	119,110.16	1,818.67	158,974.69	[illegible]	[illegible]	[illegible]	5,065.22	150,[illegible]	5,066.22
Monmouth	3,775.00	2,858.74	3,775.00	156.50	10,565.24	[illegible]	[illegible]	[illegible]	5,173.17	[illegible]	5,173.17
Morris	1,000.00	1,634.59	2,000.00	.....	4,634.59	[illegible]	[illegible]	[illegible]	2,799.36	[illegible]	2,799.36
Ocean	450.00	850.00	.....	.....	1,300.00	[illegible]	[illegible]	[illegible]	520.00	[illegible]	520.00
Passaic	32,015.00	17,033.61	32,266.45	18,276.03	99,591.09	[illegible]	[illegible]	[illegible]	63,074.33	[illegible]	63,074.33
Salem	1,825.00	2,481.72	1,825.00	.....	6,131.72	[illegible]	[illegible]	[illegible]	6,967.32	5,57[illegible]	6,967.32
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	3,298.90	4,561.65	3,500.00	10.35	11,373.90	[illegible]	[illegible]	[illegible]	1,493.46	10,[illegible]	1,493.46
Union	29,412.99	7,574.38	67,081.50	2,842.50	106,911.37	40,[illegible]	[illegible]	107,[illegible]	37,720.22	111,[illegible]	35,899.36
Warren	879.57	1,240.86	1,000.00	.....	3,120.43	[illegible]	[illegible]	2,806.53	666.11	2,806.53	666.11
Total	$369,129.80	$144,483.72	$1,224,811.99	$52,907.14	$1,791,332.74	$[illegible]	$2,[illegible]	$1,802,937.76	$341,061.31	$1,809,314.97	$334,684.10

* Deficit.

TABLE 8

COUNTIES	RECEIPTS FOR CONTINUATION								EXPENDITURES FOR CONTINUATION			
	State Appropriation	Federal Appropriation	District Taxes	From County for Continuation Classes in County Vocational Schools	Other Sources	Total Receipts	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	.....	$2,130.73	$4,280.00	.....	.....	$6,410.73	$5,971.80	$12,382.53	$8,033.07	$4,349.46	$8,288.67	$4,093.86
Bergen	.....	3,845.66	11,215.00	.....	.....	15,060.66	6,773.45	21,834.11	14,634.58	7,199.53	14,634.58	7,199.53
Burlington	.....	1,448.07	2,676.03	.....	.....	4,124.10	1,130.26	5,254.36	1,038.00	1,216.36	4,038.00	1,216.36
Camden	.....	1,996.27	23,818.30	.....	.....	25,814.57	9,218.22	35,032.79	30,582.01	4,450.78	30,674.51	4,358.28
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	1,882.49	5,308.50	.....	.....	7,190.99	2,359.00	9,549.99	6,127.21	3,422.78	6,127.21	3,422.78
Essex	$2,600.00	.....	95,348.00	$9,809.18	$4,999.48	112,156.66	1,949.50	114,106.16	111,504.34	2,601.82	111,779.72	2,326.44
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	7,964.39	79,727.26	.....	.....	87,691.65	32,312.71	120,004.36	101,378.07	18,626.29	101,388.03	18,616.33
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	1,820.43	31,910.47	.....	36.60	33,767.50	8,770.40	42,537.90	25,975.24	16,562.66	25,975.24	16,562.66
Middlesex	2,053.96	4,654.51	20,045.00	12,069.84	209.29	39,032.60	10,763.55	49,796.15	41,595.31	8,200.84	41,597.91	8,198.24
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	1,043.81	1,043.81	.....	1,043.81	.....	1,043.81
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	4,178.72	78,683.00	.....	127.65	82,989.37	11,259.62	94,248.99	69,546.61	24,702.38	69,546.61	24,702.38
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	4,344.21	31,154.29	.....	90.86	35,589.36	7,490.56	43,079.92	37,272.27	5,807.65	37,335.51	5,744.41
Warren	.....	703.35	2,375.00	.....	.....	3,078.35	688.26	3,766.61	2,677.51	1,089.10	2,677.51	1,089.10
Total	$4,653.96	$34,968.83	$386,540.85	$21,879.02	$5,463.88	$452,906.54	$99,731.14	$552,637.68	$453,364.22	$99,273.46	$454,063.50	$98,574.18

TABLE 9

COUNTIES	RECEIPTS FOR EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS.						EXPENDITURES FOR EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS			
	State Appropriation	District Taxes	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balances on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$2,650.00	$2,969.00	$5.76	$4,305.76	$972.15	$1,978.25	$3,891.50	$1,086.75	$3,891.50	$1,086.75
Bergen	9,927.00	11,777.00	1,738.41	23,442.41	9,114.99	32,857.40	19,617.17	13,240.26	19,617.17	13,240.26
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	500.00	500.00	.....	1,000.00	1,303.34	2,303.34	886.83	1,416.51	886.83	1,416.51
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	320.00	320.00	.....	640.00	132.31	772.31	576.00	196.31	576.00	196.31
Essex	3,026.15	4,009.51	265.25	7,300.91	10,145.91	17,446.82	5,488.53	11,958.29	5,488.53	11,958.29
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	11,145.00	17,138.00	296.60	28,579.60	2,792.23	31,371.83	21,872.19	9,499.64	21,872.19	9,499.64
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	3,120.00	3,563.26	.....	6,683.26	2,718.57	9,401.83	6,485.12	2,916.71	6,730.89	2,670.94
Middlesex	6,375.00	6,825.00	52.00	13,252.00	12,845.84	26,097.84	11,834.95	14,262.89	11,834.95	14,262.89
Monmouth	792.32	942.00	148.30	1,882.62	921.23	2,803.85	2,894.12	*90.27	2,932.52	*128.67
Morris	300.00	300.00	.....	600.00	433.09	1,033.09	304.00	729.09	304.00	729.09
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	1,750.00	1,750.00	30.00	3,530.00	1,064.77	4,594.77	3,876.91	717.86	3,876.91	717.86
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	474.04	474.04	.....	(74.04	.....	474.04
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	8,762.00	11,062.00	96.00	19,920.00	10,640.48	30,560.48	12,841.44	17,719.04	12,841.44	17,719.04
Warren	500.00	500.00	.....	1,000.00	.....	1,000.00	654.87	345.13	654.87	345.13
Total	$48,517.47	$60,686.77	$2,632.35	$111,836.59	$53,859.32	$165,695.91	$91,223.63	$74,472.28	$91,507.80	$74,188.11

* Deficit.

TABLE 10

COUNTIES	RECEIPTS FOR REDEMPTION OF BONDS, AUTHORIZED NOTES AND INTEREST ON SAME					RECEIPTS FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME			
	District Taxes to Redeem Serial Bonds	District Taxes to Pay Interest on Bonds	District Taxes to Redeem Authorized Notes	District Taxes to Pay Interest on Authorized Notes	District Taxes for Sinking Fund Requirements	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balance on Hand Beginning of Year
Atlantic	$220,885.00	$325,055.75	$14,125.00	$417.21	$1,351.12	$1,000.00	$566,154.08	$7,259.44	$573,393.52
Bergen	855,020.27	1,054,747.35	27,400.00	12,315.99	37,137.13	5,128.42	2,011,749.16	37,760.37	2,049,509.53
Burlington	122,200.00	116,014.07	31,047.50	5,120.57	3,773.99	1,630.15	279,456.29	9,405.91	288,462.20
Camden	396,252.74	524,195.36	8,509.16	14,611.96	28,813.15	1,057.57	976,440.24	1,788.72	974,651.52
Cape May	68,700.00	84,442.77	.....	.....	3,743.15	.....	156,885.92	2,039.53	158,925.45
Cumberland	58,050.00	75,265.25	7,430.35	270.15	4,924.81	.....	145,880.56	2,468.54	148,349.10
Essex	1,465,175.00	2,443,597.98	44,557.60	8,182.57	204,008.81	1,694.36	4,167,216.32	98,161.74	4,265,378.06
Gloucester	143,816.63	146,871.94	6,000.00	95.69	1,630.38	6,273.41	304,088.08	12,482.48	316,570.56
Hudson	1,005,400.00	1,595,741.18	20,000.00	80,801.31	105,724.33	.....	2,807,666.82	.....	2,807,666.82
Hunterdon	27,650.00	28,247.50	8,850.00	6,177.54	282.18	580.00	71,707.22	1,627.93	73,335.15
Mercer	305,150.00	535,083.26	1,353.91	8,704.90	32,151.61	2,986.93	885,430.71	8,391.53	893,822.24
Middlesex	405,755.98	485,951.78	5,447.89	512.39	20,761.98	3,198.52	921,588.54	27,749.73	949,258.27
Monmouth	234,776.11	332,582.06	29,533.00	5,579.45	14,972.56	2,321.55	619,767.67	23,142.35	642,910.02
Morris	216,908.50	225,639.48	14,327.00	776.66	2,648.18	8,883.59	469,183.41	5,582.23	474,765.64
Ocean	47,389.65	52,086.42	8,892.50	1,083.50	381.62	5,302.69	115,186.38	39,473.13	154,659.51
Passaic	416,100.00	657,653.75	350.00	20,763.76	12,721.19	3,572.38	1,111,161.08	12,765.78	1,123,926.86
Salem	44,722.50	28,444.56	.....	.....	.....	.....	73,167.06	2,110.95	75,278.01
Somerset	91,200.00	82,473.87	13,400.00	1,845.00	1,347.30	.....	190,266.17	3,779.47	194,045.64
Sussex	37,400.00	22,824.64	10,000.00	.....	.....	1,656.39	71,881.03	9,862.31	81,743.34
Union	649,000.00	949,257.25	15,925.96	6,150.00	29,864.42	251.49	1,650,449.12	45,785.51	1,696,234.63
Warren	52,900.00	75,736.66	8,000.00	774.80	1,628.69	100.00	139,140.15	3,778.02	142,918.17
Total	$6,864,432.41	$9,841,852.98	$275,449.87	$174,463.45	$530,266.84	$47,360.46	$17,734,396.01	$351,408.23	$18,085,804.24

* Deficit.

TABLE 10—*Continued*

COUNTIES.	EXPENDITURES FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME			
	Cash Expenditures	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$584,568.94	*$11,175.42	$594,393.94	*$21,000.42
Bergen	2,052,943.71	*3,434.18	2,052,943.71	*3,434.18
Burlington	289,236.15	*773.95	289,236.15	*773.95
Camden	966,903.69	7,747.83	1,014,772.55	*40,121.03
Cape May	146,428.64	12,496.81	158,792.39	133.06
Cumberland	146,956.24	1,392.86	146,956.24	1,392.86
Essex	4,215,360.74	50,017.32	4,215,360.74	50,017.32
Gloucester	306,992.93	9,577.63	334,863.51	*18,292.95
Hudson	2,807,666.82	.....	2,807,666.82	.....
Hunterdon	71,604.23	1,730.92	71,604.23	1,730.92
Mercer	885,158.29	8,663.95	885,158.29	8,663.95
Middlesex	939,230.31	10,027.96	939,357.81	9,900.46
Monmouth	596,769.35	46,140.67	616,002.66	26,907.36
Morris	478,344.42	*3,578.78	478,344.42	*3,578.78
Ocean	147,607.87	7,051.04	157,095.37	*2,435.86
Passaic	1,121,342.59	2,584.27	1,121,342.59	2,584.27
Salem	74,442.15	835.86	74,442.15	835.86
Somerset	193,363.89	681.75	193,363.89	681.75
Sussex	74,140.94	7,602.40	74,140.94	7,602.40
Union	1,669,000.35	27,234.28	1,669,000.35	27,234.28
Warren	141,571.14	1,347.03	141,571.14	1,347.03
Total	$17,909,633.39	$176,170.85	$18,036,409.89	$49,394.35

* Deficit.

TABLE 11

COUNTIES	SUMMARY OF RECEIPTS, EXPENDITURES, CASH BALANCES					CONTRACTUAL ORDERS—FREE BALANCES.	
	Totals of Receipts During the Year	Totals of Free Balances Beginning of Year	Totals of All Cash Receipts During Year and Free Balances on Hand Beginning of Year	Totals of All Cash Expenditures During Year	Totals of All Cash Balances at Close of Year	Totals of All Contractual Orders During the Year	Totals of All Free Balances at Close of Year
Atlantic	$2,894,387.18	$420,239.43	$3,314,626.61	$3,514,864.94	*$200,238.33	$3,801,370.39	*$486,743.78
Bergen	12,102,734.35	1,592,259.23	13,694,993.58	13,012,600.74	682,392.84	13,190,174.26	504,819.32
Burlington	2,213,838.31	153,476.77	2,367,315.08	2,233,074.26	134,240.82	2,239,957.46	127,357.62
Camden	5,593,749.23	329,729.66	5,923,478.89	5,818,051.58	105,427.31	6,031,118.61	*107,639.72
Cape May	787,460.79	95,922.72	883,383.51	859,264.20	24,119.31	971,538.48	*88,154.97
Cumberland	1,295,663.67	127,777.62	1,423,441.29	1,379,604.09	43,837.20	1,379,658.09	43,783.20
Essex	27,892,781.93	2,601,701.69	30,494,483.62	27,359,605.91	3,134,877.71	28,320,939.76	2,173,543.86
Gloucester	1,978,948.21	157,219.92	2,136,168.13	2,044,100.63	92,067.50	2,121,251.56	14,916.57
Hudson	19,188,728.67	1,396,951.14	20,585,679.81	19,943,835.08	641,844.73	20,084,409.68	501,270.13
Hunterdon	794,691.62	111,110.15	905,801.17	810,534.73	95,266.44	815,005.39	90,795.78
Mercer	5,320,258.15	440,202.91	5,760,461.06	5,365,968.73	394,492.33	5,409,108.43	351,352.63
Middlesex	5,842,740.95	497,002.35	6,339,743.30	5,972,653.37	367,089.93	5,999,156.52	340,586.78
Monmouth	4,148,629.28	481,993.41	4,630,622.69	4,519,321.97	111,300.72	4,692,598.19	*61,975.50
Morris	3,376,833.20	728,764.83	4,105,598.03	3,696,605.83	409,592.20	3,710,072.55	395,525.48
Ocean	843,044.79	175,890.99	1,018,935.78	1,016,798.56	2,137.22	1,063,060.97	*44,125.19
Passaic	8,206,659.20	891,649.52	9,098,299.72	8,629,931.70	468,368.02	8,682,669.32	415,630.40
Salem	728,096.30	151,321.56	879,417.86	781,379.00	98,038.86	785,777.75	93,640.11
Somerset	1,718,359.56	263,981.27	1,982,340.83	1,712,407.96	269,932.87	1,715,243.64	267,097.19
Sussex	898,686.08	84,312.79	982,998.87	883,603.40	99,395.47	941,170.94	41,827.93
Union	9,234,624.80	1,006,039.70	10,240,664.50	9,397,114.26	843,550.24	9,554,074.87	686,589.63
Warren	1,124,779.07	289,273.48	1,414,052.55	1,303,085.60	110,966.95	1,313,247.22	100,805.33
Total	$116,185,685.74	$11,996,821.14	$128,182,506.88	$120,253,806.54	$7,928,700.34	$122,821,604.08	$5,360,902.80

* Deficit.

TABLE 12

COUNTIES	RECEIPTS AND EXPENDITURES—NON-REVENUE SOURCES			RESERVE TO PAY OUTSTANDING ORDERS			GRAND TOTALS	
	From Sinking Fund Commission to Pay Term Bonds	From Temporary Loans	From Sale of Permanent Bonds to Pay Temporary Loan Bonds	Receipts—Balance on Hand, July 1, 1931 and Reserve for Orders of Previous Year	Expenditures—Payment During the Year of Previous Year's Orders	Cash Balance in Reserve at Close of Year	Receipts During the Year and Balance on Hand Beginning Year, Including Receipts from Non-Revenue Sources and Reserve	Expenditures During the Year, Including Amounts from Non-Revenue Sources and Reserve
Atlantic	$2,500.00	.....	.....	$1,106.08	$461.08	$645.00	$3,318,282.69	$3,517,826.02
Bergen	92,500.00	$139,700.00	$1,973.53	24,549.93	20,256.44	4,293.49	13,953,717.04	13,267,030.71
Burlington	.....	15,035.50	.....	.....	.....	.....	2,382,350.58	2,248,109.76
Camden	16,300.00	529,800.00	.....	22,646.20	15,450.78	7,195.42	6,492,225.09	6,379,602.36
Cape May	1,000.00	.....	.....	1,323.91	1,295.25	28.66	885,707.42	861,559.45
Cumberland	500.00	23,000.00	.....	1,572.62	1,572.62	.....	1,448,513.91	1,404,676.71
Essex	196,950.00	15,000.00	40,000.00	742,917.65	669,175.45	73,742.20	31,489,351.27	28,280,731.36
Gloucester	1,500.00	53,350.00	5,000.00	.....	.....	.....	2,196,018.13	2,103,950.63
Hudson	83,900.00	300,000.00	699,000.00	73,297.27	51,597.57	21,699.70	21,741,877.08	21,078,332.65
Hunterdon	.....	1,500.00	.....	.....	.....	.....	907,301.17	812,034.73
Mercer	32,200.00	.....	390,700.00	12,095.75	12,095.75	.....	6,195,456.81	5,860,964.48
Middlesex	15,500.00	53,350.00	172,250.00	1,357.60	1,310.57	47.03	6,582,200.90	6,215,063.94
Monmouth	4,000.00	8,974.85	2,000.00	10,747.13	10,747.13	.....	4,650,353.67	4,545,052.95
Morris	3,000.00	25,898.61	.....	.....	.....	.....	4,134,496.64	3,724,904.44
Ocean	.....	6,704.00	.....	1,083.26	822.50	860.76	1,027,323.04	1,024,325.06
Passaic	9,500.00	.....	210,000.00	2,476.67	2,474.02	2.65	9,320,276.39	8,851,905.72
Salem	.....	.....	.....	.....	.....	.....	879,417.86	781,379.00
Somerset	12,000.00	476.00	.....	12.00	12.00	.....	1,994,828.83	1,724,895.96
Sussex	.....	.....	.....	.....	.....	.....	982,998.87	883,603.40
Union	30,600.00	.....	22,500.00	478,448.68	476,462.46	1,986.22	10,772,213.18	9,926,676.72
Warren	10,000.00	4,600.00	.....	.....	.....	.....	1,428,652.55	1,317,685.60
Total	$511,950.00	$1,177,388.96	$1,543,432.53	$1,374,234.75	$1,263,733.62	$110,501.13	$132,789,513.12	$124,750,311.65

TABLE 13-A
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	School Elections	Expenses Board of Education Members	Salary Secretary or District Clerk	Traveling Expenses Secretary or District Clerk	Salary Assistant Secretary	Secretary's or District Clerk's Office Clerk Hire	Secretary's or District Clerk's Office Expenses	Salary of Custodian	Legal Services Salary and Expenses	Administration of Co-Ordinate Activities, Salary
Atlantic	$278.68	$708.92	$22,320.00	$85.93	$304.85	$8,700.00	$1,671.57	$3,882.50	$5,119.74	$2,100.00
Bergen	7,358.38	5,686.00	74,523.82	319.05	4,350.04	9,701.31	9,692.63	17,422.96	6,759.65	.....
Burlington	1,901.68	1,026.59	13,881.10	111.00	.....	730.00	1,701.70	4,470.00	4,497.00	$0.00
Camden	1,320.41	2,994.87	26,657.03	269.55	.....	5,672.52	3,819.55	5,300.56	4,076.99	.....
Cape May	171.61	556.01	7,703.33	.....	.....	.....	1,272.82	1,860.00	627.57	.....
Cumberland	605.64	814.38	6,879.98	66.05	25.00	2,099.92	695.30	1,590.80	1,795.47	.....
Essex	1,002.79	1,871.12	65,063.11	325.30	10,299.92	67,170.99	13,026.41	7,284.89	11,952.96	160.00
Gloucester	838.38	721.32	11,799.96	281.89	230.00	135.00	1,737.88	3,165.00	840.32	.....
Hudson	52.75	3,594.33	41,892.57	127.87	10,727.95	52,988.58	6,272.00	10,516.57	17,577.66	14,871.37
Hunterdon	408.82	575.29	5,407.00	17.20	.....	.....	825.65	1,492.92	178.50	.....
Mercer	571.85	444.90	15,960.00	158.08	.....	13,072.35	3,299.09	3,626.20	1,196.55	9,552.42
Middlesex	2,164.97	2,593.58	26,995.00	844.95	1,496.76	6,797.96	2,568.29	8,622.72	4,496.31	2,450.00
Monmouth	1,041.37	2,751.37	33,138.47	567.76	1,400.00	5,320.04	2,307.00	6,395.00	3,212.28	.....
Morris	1,481.06	797.50	21,612.48	356.19	.....	1,535.00	2,775.50	6,740.00	2,721.05	.....
Ocean	464.94	1,192.24	8,379.46	23.09	.....	41.00	814.87	2,376.50	782.33	.....
Passaic	902.45	1,170.24	19,099.89	147.86	10,496.00	14,422.23	9,217.85	4,058.32	5,750.00	.....
Salem	325.76	231.38	5,645.98	3.92	.....	60.00	533.52	1,453.75	136.80	.....
Somerset	820.49	612.11	13,775.89	187.55	.....	.....	991.45	3,612.50	143.38	.....
Sussex	333.47	985.46	6,325.00	62.42	.....	.....	741.81	2,032.11	298.40	.....
Union	1,161.55	976.95	36,298.11	384.76	4,983.06	20,614.14	6,913.12	6,803.51	6,944.52	484.00
Warren	359.24	650.05	8,046.04	99.12	.....	1,100.00	961.91	1,893.22	401.64	.....
Total	$22,666.29	$30,954.61	$471,404.25	$4,439.54	$44,313.58	$210,141.04	$71,839.92	$104,600.03	$79,509.12	$29,637.79

TABLE 13-A—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Administration of Co-Ordinate Activities. Expenses	Census	Salary Business Manager	Traveling Expenses Business Manager	Business Manager's Clerk Hire	Business Manager's Office Expenses	Salary Purchasing Agent	Traveling Expenses Purchasing Agent	Purchasing Agent's Office Clerk Hire	Purchasing Agent's Office Expenses
Atlantic	$1,036.98	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	23.00	$420.82	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	85.00	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	328.00	.....	.....	.....	.....	$2,850.00	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	2.35	487.10	$13,000.00	.....	$22,061.31	$3,944.52	7,000.00	.....	$31,080.49	$2,343.48
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	2,398.49	.....	7,240.50	$28.97	2,592.50	23.50	.....	.....	.....	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	575.44	364.65	.....	.....	.....	.....	3,999.84	.....	4,260.20	1,202.76
Middlesex	529.25	475.00	2,992.80	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	50.00	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	8,000.04	318.70	20.00	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	58.91	4,500.00	35.00	5,094.67	854.52	3,500.00	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$4,565.51	$2,269.48	$35,733.34	$382.67	$31,568.51	$4,822.54	$17,349.84	.....	$35,340.69	$3,546.24

TABLE 13-A —*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Store House Salaries	Store House Other Expense	SUPERVISOR OF BUILDINGS AND EQUIPMENT			SUPERVISOR OF JANITORIAL SERVICE		School Architect and Engineer Salary and Expenses	Operation and Maintenance Administration Buildings and Equipment	Autos and Trucks Purchase Cost
			Salary	Expenses	Clerk Hire	Salary	Expenses			
Atlantic	$1,955.00	$16.88	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	$2,000.00	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	1,800.00	$95.54	.....	.....	.....	.....	.....	.....
Camden	3,647.40	.....	3,324.96	.....	$1,170.00	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	27,625.15	842.02	11,950.00	18.15	.....	$1,500.00	.....	.....	$3,374.36	.....
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	16,544.65	928.50	18,009.98	280.04	8,321.03	2,984.05	$3,029.70	$2,500.00	47,806.13	$3,898.92
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,543.80	332.64	3,499.92	393.80	4,651.30	.....	.....	3,499.92	18,084.40	506.00
Middlesex	1,276.00	2.14	.....	.....	.....	.....	.....	.....	2,365.38	495.00
Monmouth	.....	.....	2,884.35	480.00	38.00	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	4,400.00	358.25	.....	.....	.....	1,321.71	975.00
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	2,725.00	.....	.....	2,299.92	300.00	6,119.94	5,405.80	1,200.00
Warren	.....	.....	1,200.00	.....	.....	.....	.....	.....	.....	.....
Total	$56,592.00	$2,122.18	$50,394.21	$5,667.53	$14,538.58	$6,783.97	$3,329.70	$12,119.86	$78,357.78	$7,075.52

TABLE 13-A—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Autos and Trucks—Salaries	Autos and Trucks—Supplies	Autos and Trucks—Maintenance	Teacherages	Other Expense of Business Offices	Superintendent's Salary	Superintendent's Traveling Expenses
Atlantic	.....	$289.60	$1,239.50	.....	$1,352.90	$16,730.85	$33.79
Bergen	$2,230.00	1,000.15	1,500.00	.....	7,173.51	9,500.00	650.60
Burlington	.....	.....	.....	.....	1,597.78	3,750.00	25.00
Camden	.....	1,137.45	1,071.00	.....	980.89	11,973.16	266.23
Cape May	.....	.....	.....	.....	76.73	8,607.11	55.36
Cumberland	.....	.....	.....	.....	1,837.26	8,800.00	279.90
Essex	16,614.71	2,720.15	10,101.41	$521.40	16,889.91	66,124.84	1,370.56
Gloucester	.....	.....	.....	.....	443.85	.....	.....
Hudson	13,850.16	4,233.99	18,205.62	.....	16,572.49	68,152.30	673.58
Hunterdon	.....	.....	.....	.....	258.99	.....	.....
Mercer	4,940.00	413.14	775.48	.....	1,699.66	8,892.04	25.00
Middlesex	.....	280.78	785.77	.....	11,378.71	18,893.42	384.35
Monmouth	300.00	542.94	294.96	.....	1,369.16	13,113.46	80.37
Morris	.....	.....	.....	.....	4,141.20	.....	.....
Ocean	.....	.....	.....	.....	144.22	.....	.....
Passaic	.....	309.22	153.21	542.08	651.92	28,000.12	339.44
Salem	.....	.....	.....	.....	169.93	2,999.66	113.49
Somerset	.....	.....	.....	.....	310.12	.....	.....
Sussex	.....	.....	.....	1,039.74	781.19	.....	.....
Union	1,013.14	1,320.17	1,287.41	.....	2,742.44	30,500.00	993.47
Warren	.....	.....	.....	.....	191.30	4,683.26	86.93
Total	$38,948.31	$12,247.59	$35,414.36	$2,103.22	$70,564.46	$300,720.22	$5,378.07

TABLE 15-A—Continued

DISTRIBUTION OF DAY SCHOOL COSTS

ADMINISTRATION

COUNTIES	Asst. Supt's Salary	Asst. Supt's Traveling Expenses	Superintendent's and Asst. Supt's Office Clerk Hire	Superintendent's and Asst. Supt's Office Expenses	Vocational Relations	Research Activities	Other Expenses	County Supt's Expenses and Secretary's Salary	Totals for Administration
Atlantic	$4,000.00	.....	$9,360.00	$506.21	.....	.....	$431.47	$2,657.97	$87,783.34
Bergen	.....	.....	2,500.00	158.21	.....	.....	.....	4,669.92	167,640.05
Burlington	.....	.....	500.00	461.24	.....	.....	.....	3,400.00	39,216.63
Camden	.....	.....	7,337.00	875.59	.....	.....	7.50	3,200.00	88,260.66
Cape May	.....	.....	1,300.00	383.93	.....	.....	.....	2,700.00	25,314.47
Cumberland	.....	.....	2,449.84	204.13	.....	.....	48.28	2,515.14	30,707.09
Essex	54,783.60	$323.33	99,483.38	10,622.18	.....	$25,007.83	940.42	4,861.02	617,591.19
Gloucester	.....	.....	.....	.....	.....	.....	.....	2,049.29	22,242.89
Hudson	48,107.33	112.48	47,331.19	6,251.53	$5,003.37	7,928.37	14,104.45	3,600.00	529,335.77
Hunterdon	.....	.....	.....	.....	.....	.....	.....	2,500.00	11,664.37
Mercer	4,000.00	66.37	8,900.90	1,119.99	1,560.00	9,487.83	951.36	2,905.06	137,533.54
Middlesex	.....	.....	8,845.20	353.31	.....	.....	253.12	6,000.00	114,340.77
Monmouth	.....	.....	3,414.59	758.65	.....	.....	124.10	2,922.94	82,457.11
Morris	.....	.....	.....	.....	.....	.....	.....	2,373.21	44,583.19
Ocean	.....	.....	.....	.....	.....	.....	.....	3,326.48	17,545.13
Passaic	.....	.....	17,615.20	608.79	.....	309.49	.....	2,600.00	131,788.01
Salem	.....	.....	1,219.60	597.75	.....	.....	.....	1,845.67	15,537.21
Somerset	.....	.....	.....	.....	.....	.....	.....	2,389.42	22,842.91
Sussex	.....	.....	.....	.....	.....	.....	.....	2,400.60	14,799.60
Union	.....	.....	10,378.00	1,272.36	1,590.13	.....	829.10	3,900.00	174,383.73
Warren	.....	.....	1,300.00	571.17	.....	.....	.....	2,475.41	24,019.29
Total	$110,890.93	$502.18	$221,934.90	$24,748.04	$8,153.50	$42,733.52	$17,689.80	$65,291.53	$2,399,386.95

TABLE 13-B
DISTRIBUTION OF DAY SCHOOL COSTS
INSTRUCTION, SUPERVISORY

COUNTIES	Salary of Supervisors—County Supervisors of Child Study—Helping Teachers	Supervisors' Clerk Hire	Expenses of Supervisors—County Supervisors of Child Study—Helping Teachers	Supervisors' Office Expenses	Non-teaching Principal's Salary	Non-teaching Principals' Clerk Hire	Non-teaching Principals' Expenses	Non-teaching Principals' Office Expenses	Manual Training		Sub-Total Supervisory
									Supervisor's Salary	Supervisors' Expenses	
Atlantic	$53,550.00	$6,074.00	$1,295.00	$882.35	$101,100.00	$33,795.10	$220.87	$2,403.30	$7,300.00	$43.99	$206,664.61
Bergen	281,018.33	45,007.62	7,355.31	4,459.68	314,951.33	45,473.24	494.95	3,181.99	8,800.00	.....	713,742.45
Burlington	58,587.36	13,195.25	3,371.78	537.11	25,950.00	900.00	131.97	101.61	.....	.....	102,775.08
Camden	101,342.52	14,679.90	3,182.66	483.96	137,874.26	23,916.02	32.30	210.00	6,100.00	.....	287,821.62
Cape May	21,421.81	1,758.37	1,720.36	76.42	17,150.00	850.00	4.00	300.51	.....	.....	43,281.47
Cumberland	40,171.50	2,145.00	2,376.57	435.89	30,584.25	4,047.88	222.76	129.39	2,900.00	30.00	83,343.24
Essex	375,573.65	30,030.40	4,080.57	4,350.33	711,727.10	318,463.46	1,957.34	24,800.48	18,185.00	100.00	1,489,268.33
Gloucester	45,634.65	6,068.50	2,014.18	1,023.52	.....	.....	.....	.....	.....	.....	55,640.85
Hudson	261,572.40	11,370.65	1,022.68	1,853.24	607,267.83	212,390.61	1,143.93	5,036.84	28,182.18	5,318.65	1,135,159.01
Hunterdon	18,399.96	2,069.54	1,815.87	356.76	.....	.....	.....	.....	.....	.....	22,642.13
Mercer	82,070.00	12,073.56	1,652.55	1,355.37	143,641.90	41,326.06	245.17	4,097.23	12,000.00	387.88	298,858.72
Middlesex	101,954.05	22,511.23	1,749.04	4,668.97	163,801.91	21,780.53	38.25	230.50	10,195.20	.....	329,029.68
Monmouth	120,371.61	9,639.53	4,107.42	1,449.72	86,048.00	10,472.46	540.08	1,351.68	3,340.00	183.80	237,507.27
Morris	91,523.02	12,111.80	3,563.97	1,172.92	67,398.63	11,312.09	314.19	650.50	.....	.....	188,047.33
Ocean	29,366.48	2,165.75	3,574.08	423.23	12,341.40	1,073.33	.....	7.63	.....	.....	48,951.90
Passaic	131,929.99	3,200.00	1,697.71	198.11	301,525.59	51,897.85	59.43	196.27	2,361.08	666.67	493,733.00
Salem	17,750.00	852.60	1,568.05	139.06	.....	400.00	.....	5.75	.....	.....	20,714.86
Somerset	45,658.12	8,242.99	2,979.24	948.12	29,060.80	4,466.44	33.70	217.51	.....	.....	91,606.92
Sussex	16,725.62	3,922.50	1,392.76	334.17	13,600.00	.....	25.86	.....	.....	.....	36,025.85
Union	120,654.88	16,347.22	3,062.21	2,443.71	292,520.00	84,856.15	1,022.91	3,842.02	12,555.63	918.65	538,223.38
Warren	29,175.52	2,726.00	1,683.41	192.48	10,774.90	1,900.00	50.00	399.71	.....	.....	46,902.02
Total	$2,046,851.50	$226,191.81	$56,165.42	$27,785.42	$3,067,317.90	$872,321.07	$6,537.95	$47,190.92	$111,928.09	$7,649.64	$6,469,939.72

TABLE 13-B—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
INSTRUCTION, PROPER

COUNTIES	Teacher's Salary	Textbooks for Pupils	Textbooks, Pupils' and Teachers' Reference	Supplies	Other Expense	Manual Training			Sub-Total Instruction Proper	Total Instruction Costs All Day Schools
						Teachers' Salaries	Supplies	Other Expense		
Atlantic	$1,613,802.74	$85,052.10	$1,645.24	$48,085.99	$7,159.95	$67,369.95	$12,338.44	$214.31	$1,785,668.72	$1,992,333.33
Bergen	5,054,322.44	148,902.52	4,549.86	206,225.18	9,893.48	254,055.88	60,521.61	2,014.61	5,740,485.88	6,454,228.33
Burlington	979,001.94	36,423.91	3,007.57	40,975.09	1,982.13	31,988.96	11,093.65	71.85	1,104,545.10	1,207,320.18
Camden	2,727,318.31	77,663.90	2,787.68	106,598.60	2,774.12	142,916.24	19,047.89	121.77	3,079,228.51	3,367,050.13
Cape May	392,114.31	15,839.94	476.16	18,302.84	1,045.80	27,051.63	7,057.50	196.28	462,084.46	505,365.93
Cumberland	622,789.09	19,608.93	147.75	24,455.82	1,603.39	26,533.00	9,812.60	43.24	704,993.82	788,337.06
Essex	12,546,464.93	250,826.13	4,319.95	331,389.33	24,837.85	377,330.82	60,423.86	170.61	13,595,763.48	15,085,031.81
Gloucester	780,825.03	30,952.96	741.26	38,681.28	1,051.17	40,331.10	13,007.13	7.65	905,597.88	961,238.73
Hudson	9,153,428.84	192,593.69	5,447.90	202,868.68	12,823.08	429,807.06	72,331.42	927.21	10,070,227.79	11,205,386.80
Hunterdon	319,587.92	12,082.19	163.61	15,370.85	569.71	12,342.50	3,167.14	1,292.65	364,575.97	387,218.10
Mercer	2,213,468.26	51,870.74	3,547.04	64,026.18	3,909.06	150,186.45	21,349.61	182.69	2,508,840.03	2,807,698.75
Middlesex	2,530,026.47	67,629.58	3,518.02	85,872.15	4,357.04	111,829.81	18,341.89	1,137.61	2,822,713.17	3,151,742.85
Monmouth	1,751,357.79	53,932.97	975.32	75,778.15	7,259.76	82,026.89	11,107.97	1,793.38	1,984,232.23	2,221,739.50
Morris	1,317,714.57	48,635.94	5,576.43	68,786.86	2,673.23	61,834.10	11,029.16	439.15	1,516,689.44	1,704,736.77
Ocean	380,714.46	13,320.02	737.37	18,972.08	659.08	22,390.25	5,225.33	648.66	441,767.25	490,719.15
Passaic	4,223,685.89	88,385.88	5,330.51	97,959.60	2,505.41	193,271.14	21,282.03	165.77	4,632,586.23	5,126,319.23
Salem	337,737.25	21,402.30	563.35	16,860.13	888.30	11,700.00	4,099.64	6,771.92	400,022.89	420,737.75
Somerset	711,223.88	22,461.15	419.99	29,250.04	2,148.02	30,150.00	9,197.36	1,016.05	805,866.49	897,473.41
Sussex	308,453.20	13,470.00	181.67	16,010.95	806.08	19,412.59	4,233.09	9.50	362,667.08	398,692.93
Union	4,019,835.38	112,150.47	4,111.71	156,798.51	7,805.66	268,211.42	36,274.81	1,717.47	4,606,905.43	5,145,128.81
Warren	479,599.80	17,656.10	274.80	21,688.16	1,098.57	18,722.30	3,221.01	120.02	542,380.76	589,282.78
Total	$52,463,472.50	$1,330,861.33	$48,522.59	$1,684,056.77	$97,941.49	$2,379,462.39	$414,163.14	$19,362.40	$58,437,842.61	$64,907,782.33

TABLE 13-C
DISTRIBUTION OF DAY SCHOOL COSTS
OPERATION

COUNTIES	Janitors' and Engineers' Salaries	Other Employees' Wages	Janitors' and Engineers' Supplies	Fuel	Light, Water and Power	Telegraph, Telephone	Other Expense	Total Operation Costs All Day Schools
Atlantic	$166,819.77	$10,181.43	$12,698.10	$52,487.76	$57,488.59	$8,284.31	$3,699.65	$291,980.94
Bergen	629,912.08	17,287.46	59,610.30	179,258.31	133,635.10	33,739.62	1,594.21	1,055,067.98
Burlington	83,205.84	8,725.61	9,012.59	33,458.33	19,376.51	3,616.31	164.27	157,559.47
Camden	299,287.32	2,655.41	20,134.69	82,988.46	53,771.21	9,896.17	3,271.37	471,917.63
Cape May	50,144.22	510.01	3,830.30	22,845.95	10,572.57	1,205.03	1,101.77	90,209.88
Cumberland	56,752.20	2,850.91	7,982.29	30,447.08	12,964.09	2,103.19	322.76	113,422.52
Essex	1,156,450.56	51,991.04	76,981.00	199,385.04	218,610.26	27,871.37	15,581.22	1,746,870.49
Gloucester	81,813.83	5,548.06	9,561.71	36,372.04	15,063.68	2,891.99	.....	151,851.31
Hudson	1,135,305.54	60,724.13	56,985.78	252,906.65	141,972.66	25,825.56	1,663.56	1,675,383.88
Hunterdon	20,359.41	1,662.09	2,337.58	15,843.74	4,156.25	553.71	312.70	45,225.48
Mercer	251,575.74	5,061.86	21,475.92	61,032.58	40,057.51	3,715.78	.....	383,818.49
Middlesex	255,604.72	6,604.65	23,139.91	71,075.97	40,525.42	9,530.68	26.50	406,507.85
Monmouth	187,001.71	7,921.19	21,395.42	67,743.94	46,389.36	6,446.94	301.06	337,119.62
Morris	153,225.95	6,605.48	15,636.27	47,059.01	28,744.39	7,101.03	134.60	258,476.73
Ocean	39,728.32	2,074.54	6,013.04	16,968.95	11,007.87	1,096.14	110.60	76,999.46
Passaic	427,133.51	28,355.73	22,906.03	72,395.25	71,903.15	5,621.10	.....	628,315.67
Salem	26,347.61	1,329.04	2,363.38	13,438.36	4,145.43	882.84	32.38	48,539.04
Somerset	68,771.76	4,132.30	8,163.03	28,426.32	13,650.39	2,367.25	75.09	125,886.14
Sussex	22,913.40	958.01	3,228.93	14,246.80	4,014.88	636.50	610.15	46,608.67
Union	439,364.32	18,129.17	37,905.22	106,613.24	111,150.98	15,989.38	1,308.82	733,461.13
Warren	42,270.66	1,495.84	5,186.58	18,003.35	10,694.37	1,053.86	75.58	78,090.24
Total	$5,594,009.47	$245,103.99	$426,878.67	$1,422,997.11	$1,033,598.30	$160,338.79	$30,386.29	$8,913,312.62

TABLE 13-D
DISTRIBUTION OF DAY SCHOOL COSTS
MAINTENANCE

COUNTIES	Grounds, Walks, Fences	Buildings	Janitors' and Engineers' Equipment	Educational Equipment	Office and Other Equipment	Manual Training—Equipment	Out Houses	Other Expenses	Total Maintenance Costs All Day Schools
Atlantic	$5,151.70	$89,835.60	$563.44	$7,118.88	$1,712.17	$251.90	.....	$110.10	$104,843.79
Bergen	67,983.64	332,871.68	6,415.25	47,891.95	12,810.49	4,078.89	$256.84	604.63	472,912.77
Burlington	6,615.69	48,845.56	912.33	8,216.56	407.91	2,821.94	.....	38.80	68,921.79
Camden	22,828.88	129,957.15	1,037.09	13,528.21	590.38	253.52	32.75	231.37	168,559.35
Cape May	8,227.17	17,194.67	525.95	3,422.68	78.97	1,565.21	37.50	.....	31,052.15
Cumberland	5,496.36	31,289.25	2,307.94	5,374.20	1,404.57	245.87	565.28	9.20	46,792.67
Essex	61,767.88	521,656.81	7,028.79	97,561.72	914.28	6,976.47	.....	904.27	699,810.22
Gloucester	3,592.91	25,466.83	357.81	1,432.96	132.15	94.81	1,073.30	.....	32,150.80
Hudson	26,695.01	281,940.74	2,223.10	31,762.01	11,591.34	16,258.86	.....	208.62	370,679.68
Hunterdon	1,886.78	24,244.29	81.99	2,169.90	292.03	32.52	527.11	25.00	29,259.71
Mercer	11,681.94	85,602.09	4,674.12	31,250.52	124.03	3,605.72	.....	187.20	139,588.64
Middlesex	14,475.41	136,907.03	945.84	15,758.28	696.62	1,259.29	1,226.80	121.24	171,390.51
Monmouth	20,855.12	93,678.59	2,020.13	19,958.46	1,242.98	2,310.37	297.90	812.19	141,175.74
Morris	17,707.87	92,511.19	5,406.01	14,607.84	1,438.84	861.29	1,175.80	137.99	133,876.83
Ocean	5,558.93	19,742.37	547.79	5,696.27	659.52	1,212.85	30.00	5.75	33,484.12
Passaic	23,774.42	115,397.76	2,442.55	14,603.53	10,399.78	2,147.11	251.16	1.56	169,017.90
Salem	1,152.32	25,083.36	190.18	6,909.93	774.47	.....	27.30	.....	34,137.56
Somerset	5,481.54	37,351.11	1,168.49	7,561.50	272.15	1,005.83	54.63	99.22	53,000.47
Sussex	1,499.81	15,352.65	165.46	3,348.79	308.21	68.50	22.10	10.25	20,775.77
Union	21,948.38	244,598.06	5,021.87	41,489.98	2,219.66	6,298.56	78.00	66.83	321,721.34
Warren	9,177.06	27,621.74	1,354.94	7,675.09	1,074.45	204.02	59.10	.....	47,167.30
Total	$349,564.82	$2,397,340.93	$45,391.07	$387,339.26	$49,205.02	$52,187.59	$5,716.20	$3,574.22	$3,290,319.11

TABLE 13-E
DISTRIBUTION OF DAY SCHOOL COSTS
Co-ordinate Activities

COUNTIES	Attendance Officer—Salary	Attendance Officer—Expenses	Medical Inspector—Salary	Medical Inspector—Expenses	Dental Inspector—Salary	Dental Inspector—Expenses	Nurse Service—Salary	Nurse Service—Expenses	Other Health Activities—Salary	Other Health Activities—Expenses	Total Co-ordinate Activities Cost All Day Schools
Atlantic	$15,186.00	$79.00	$19,311.00	$1,105.22	$15,392.80	$1,690.17	$29,783.13	$735.93	$4,074.00	$631.28	$87,988.53
Bergen	35,651.29	387.41	41,220.86	3,196.77	8,141.00	677.02	75,588.95	4,095.74	2,340.00	2,145.90	173,444.94
Burlington	7,066.50	787.00	12,407.00	337.42	1,816.50	144.16	14,702.92	601.63	450.00	636.99	38,950.12
Camden	20,143.92	2,628.55	23,865.31	3,775.73	4,012.44	775.96	29,161.96	748.70	.....	99.73	85,152.30
Cape May	3,846.98	.....	5,105.98	53.20	2,125.40	143.27	8,767.58	37.03	155.00	280.50	20,514.94
Cumberland	3,082.13	629.64	5,933.01	550.00	1,933.60	459.51	8,171.66	651.35	.....	293.04	21,703.97
Essex	124,695.51	4,719.16	79,357.33	3,155.47	24,542.70	1,690.42	157,324.93	1,419.59	120,203.24	16,272.11	533,380.46
Gloucester	5,561.00	275.84	12,220.70	196.38	483.53	.....	10,949.53	1,062.64	25.00	463.90	31,238.52
Hudson	137,593.95	12,450.84	72,564.01	12,902.55	35,186.71	12,362.24	158,668.96	11,404.63	9,733.04	1,312.99	464,179.92
Hunterdon	864.61	.....	1,450.00	52.77	330.00	13.65	2,190.01	55.45	20.75	159.09	5,136.36
Mercer	16,754.30	930.64	10,592.00	340.30	9,290.84	871.43	32,566.49	2,133.59	87.12	358.72	73,934.43
Middlesex	16,789.35	502.22	19,367.75	1,261.21	5,840.00	2,426.60	36,774.54	2,909.42	300.00	625.26	86,787.35
Monmouth	15,239.52	1,385.49	15,641.60	787.55	9,467.30	659.56	28,023.61	1,948.92	513.55	654.46	74,331.59
Morris	7,116.50	120.78	16,956.20	815.66	850.00	102.17	21,174.09	1,162.69	50.00	66.03	48,414.42
Ocean	2,288.30	16.00	4,461.00	633.00	.....	.....	8,045.99	476.27	5.75	158.57	16,083.89
Passaic	42,993.11	3,801.83	17,194.03	1,822.49	18,531.76	1,290.38	45,674.04	852.31	1,800.00	54.05	134,014.00
Salem	1,300.00	.....	2,696.09	18.10	.....	.....	3,800.00	239.66	.....	7.11	8,120.87
Somerset	4,163.77	.50	7,260.00	104.83	1,170.00	619.81	8,440.08	1,067.29	.....	220.70	23,046.98
Sussex	2,055.00	24.00	3,575.00	31.10	620.00	16.01	3,200.00	134.16	.....	441.43	10,196.64
Union	31,464.22	3,441.72	21,950.21	2,782.02	16,531.25	1,507.87	47,621.19	3,044.69	4,745.00	1,201.34	134,289.51
Warren	2,108.90	437.12	5,047.50	26.05	.....	.....	5,554.18	98.05	.....	50.34	13,322.14
Total	$496,015.86	$32,617.74	$398,116.49	$33,947.82	$156,274.83	$25,450.26	$736,292.91	$34,879.98	$144,502.45	$26,133.54	$2,084,231.88

TABLE 13-F
DISTRIBUTION OF DAY SCHOOL COSTS
AUXILIARY AGENCIES

COUNTIES.	Library—Librarian's Salary	Library—Library Books	Library—Apparatus	Library—Educational Works of Art	Magazines and Periodicals	Public Lectures	Public Lunches and Lunch Room Deficits	Community Centers
Atlantic	$465.50	$925.22	$27.56	.....	$639.79	.....	$248.74	$318.50
Bergen	11,665.70	19,262.64	970.43	$818.18	1,691.53	$1,457.22	8,603.85	3,509.38
Burlington	2,597.00	889.66	35.95	450.46	482.74	454.93	2,252.86	2,300.00
Camden	3,688.41	2,940.63	223.32	.....	537.69	1,023.44	145.35	.....
Cape May	610.81	.....	.....	.....	21.28	37.92	.....	.....
Cumberland	1,500.00	1,967.09	.....	.....	484.55	.....	1,081.12	.....
Essex	25,467.05	25,941.82	4,956.54	3.50	2,544.45	19,242.15	8,051.74	18,334.05
Gloucester	.....	1,485.31	231.20	.....	202.69	242.00	59.85	.....
Hudson	12,506.65	2,330.07	1,256.32	399.60	1,901.75	916.46	23,211.69	16,514.92
Hunterdon	.....	415.86	7.80	.....	272.06	153.50	.....	.....
Mercer	17,371.00	4,823.71	183.17	35.69	756.71	161.65	1,800.85	1,921.56
Middlesex	11,264.68	5,685.95	88.10	28.75	785.24	408.00	659.43	.....
Monmouth	5,652.00	2,780.94	129.93	238.00	514.41	265.90	7,766.97	209.00
Morris	2,400.00	2,005.57	64.33	42.50	881.69	808.22	565.32	.....
Ocean	1,500.00	1,255.76	11.44	.....	490.96	177.40	625.63	12.50
Passaic	.....	10.00	.....	1,279.98	21.95	74.07	5,579.18	.....
Salem	.....	733.12	74.20	.....	29.85	35.00	.....	.....
Somerset	.....	606.90	59.05	.....	585.51	.....	367.97	.....
Sussex	1,750.00	696.72	.....	.....	165.34	115.00	394.83	.....
Union	20,909.48	8,596.13	373.07	25.00	1,806.46	573.30	10,930.52	1,341.70
Warren	650.00	321.95	7.06	.....	140.95	125.00	308.04	.....
Total	$119,798.73	$83,675.05	$8,699.47	$3,321.66	$15,047.60	$26,271.16	$72,651.94	$44,461.61

TABLE 13-F—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
AUXILIARY AGENCIES

COUNTIES	Operation of Playgrounds	School Athletics	School Gardens	School Savings Banks	Transportation to Other Districts	Transportation Within the District	Other Expense	Total Auxiliary Agencies Cost All Day Schools
Atlantic	.....	$4,744.60	.....	.....	$63,606.73	$57,620.33	$5,483.37	$134,110.34
Bergen	$14,278.90	15,769.61	$54.90	.....	83,973.68	50,341.34	421.09	212,818.45
Burlington	972.84	3,706.35	.....	.....	66,995.69	88,802.30	361.88	170,102.66
Camden	1,556.08	3,714.17	5.00	.....	76,853.61	54,912.31	316.42	145,946.43
Cape May	37.00	3,105.28	.....	.....	26,930.60	33,639.37	1,562.54	65,944.80
Cumberland	740.44	176.22	.....	$510.00	24,488.44	81,202.91	158.75	112,309.52
Essex	212,606.79	15,738.08	.....	323.27	33,583.25	82,651.70	17,928.15	467,372.99
Gloucester	.....	2,232.26	.....	.....	49,810.76	76,365.27	40.75	130,730.09
Hudson	27,610.81	20,146.29	.....	18.75	17,074.26	55,432.44	2,000.04	181,320.05
Hunterdon	.....	1,093.48	.....	.....	67,876.90	23,681.62	267.07	93,768.20
Mercer	91.41	7,077.49	55.00	.....	38,591.51	114,054.21	2,763.22	189,687.18
Middlesex	4,299.00	5,621.18	.....	.....	84,490.48	114,164.80	.....	227,495.61
Monmouth	5,263.43	9,166.78	96.85	.....	74,860.11	121,377.08	1,320.63	229,642.03
Morris	257.16	8,258.60	.....	.....	75,790.49	104,184.57	183.52	195,441.97
Ocean	.....	1,389.54	.....	.....	45,807.88	39,198.63	82.35	90,552.09
Passaic	3,593.80	2,137.72	.....	.....	32,651.48	50,818.78	12.00	96,178.96
Salem	1,001.46	1,497.28	.....	36.50	26,802.69	42,024.96	.....	72,235.06
Somerset	434.54	1,947.54	.....	.....	39,139.16	55,982.18	.....	99,120.85
Sussex	36.50	1,653.88	.....	45.75	60,635.20	29,821.37	21.25	95,335.84
Union	6,520.15	13,592.76	2,372.72	.....	16,439.81	32,165.69	12.00	115,658.79
Warren	20.00	2,107.82	.....	.....	38,757.01	49,098.78	284.81	91,821.42
Total	$279,320.31	$124,876.93	$2,584.47	$934.27	$1,045,159.74	$1,357,540.64	$33,249.84	$3,217,593.42

TABLE 13-G
DISTRIBUTION OF DAY SCHOOL COSTS
Fixed Charges

COUNTIES	Tuition	Pensions	Rent	Insurance	Workmen's Compensation	Other Expense	Total Fixed Charges Cost All Day Schools	Grand Total Costs All Day Schools Less Tuition
Atlantic	$243,534.66	.....	$2,661.64	$20,225.29	$5,878.73	$1,075.62	$273,378.94	$2,728,884.55
Bergen	775,418.07	.....	3,705.40	67,410.47	8,806.41	679.70	856,020.05	8,606,714.50
Burlington	231,051.82	.....	1,243.76	10,548.93	2,755.65	1,275.62	246,875.78	1,697,894.81
Camden	339,009.78	$641.22	815.00	28,202.24	6,424.35	18,859.60	393,952.19	4,381,828.91
Cape May	56,189.09	.....	282.00	4,313.65	983.85	115.17	61,883.76	744,096.84
Cumberland	61,617.10	.....	350.00	7,917.14	729.09	14.05	70,627.38	1,122,283.11
Essex	82,262.24	15,796.76	2,995.00	58,710.57	13,841.88	5,534.98	179,141.43	19,246,936.35
Gloucester	189,364.00	.....	2,218.31	17,510.98	2,595.39	1,735.23	213,423.91	1,353,512.25
Hudson	197,533.45	10,559.75	4,414.68	69,588.59	4,616.54	.....	286,713.01	14,515,465.66
Hunterdon	141,413.74	.....	519.85	5,518.57	300.04	60.89	147,813.09	578,671.66
Mercer	161,481.50	.....	2,759.00	14,576.44	6,314.44	.50	185,131.88	3,755,911.41
Middlesex	315,678.89	.....	350.00	27,994.44	2,592.18	201.84	346,817.35	4,189,403.40
Monmouth	330,881.10	1,899.84	2,375.00	31,627.30	3,043.14	216.32	370,042.70	3,125,627.19
Morris	275,316.58	.....	6,068.29	19,041.58	2,028.94	681.30	303,136.69	2,413,350.02
Ocean	113,432.66	.....	703.00	3,579.58	216.53	769.13	118,700.90	730,652.08
Passaic	249,701.71	.....	6,250.00	28,839.18	4,083.20	1,053.33	289,927.72	6,325,859.78
Salem	79,393.45	.....	5,980.00	3,631.12	1,587.50	.....	90,592.07	610,306.11
Somerset	159,915.56	.....	600.00	10,213.90	1,174.93	.....	171,904.39	1,233,359.59
Sussex	88,013.69	.....	60.00	3,961.74	551.91	10.08	92,600.42	590,996.18
Union	84,473.49	.....	4,000.00	33,336.89	5,604.03	.....	127,414.41	6,667,584.23
Warren	93,904.86	.....	.....	6,291.12	2,482.75	30.50	102,709.23	852,507.54
Total	$4,269,587.44	$28,897.57	$48,353.93	$473,043.62	$76,611.48	$32,313.86	$4,928,807.30	$85,471,846.17

TABLE 14
COST OF EDUCATION PER PUPIL
DAY SCHOOLS ONLY

COUNTIES	Average Enrollment in the District	Average Daily Attendance of Pupils Attending School in the District	Cost of Education per Pupil Based on Average Enrollment	Cost of Education per Pupil Based on Average Daily Attendance	Total Number of Pupils Enrolled in the District, Plus Those Living in the District, But Attending School in Other Districts	Amount of Unpaid Bills or Orders June 30, 1932
Atlantic	21,835	20,211	$124.98	$135.02	26,015	$286,505.45
Bergen	73,740	69,084	116.72	124.58	86,061	177,573.52
Burlington	18,725	17,421	90.68	97.46	22,902	6,883.20
Camden	45,432	42,564	96.45	102.95	54,487	.....
Cape May	6,122	5,693	121.54	130.70	7,546	112,274.28
Cumberland	13,934	12,959	80.54	86.60	15,899	54.00
Essex	143,155	132,895	134.45	144.83	157,803	.....
Gloucester	16,386	15,203	82.60	89.03	19,962	84,730.45
Hudson	107,806	101,122	134.64	143.54	121,281	130,985.86
Hunterdon	7,120	6,604	81.27	87.62	9,624	4,470.66
Mercer	32,154	29,739	116.81	126.30	36,351	43,998.81
Middlesex	41,248	38,936	101.57	107.60	47,605	27,553.02
Monmouth	28,306	26,389	110.42	118.44	35,731	173,276.22
Morris	20,941	19,668	115.25	122.70	25,188	14,654.11
Ocean	6,812	6,226	107.26	117.35	8,740	.....
Passaic	54,738	51,692	115.57	122.38	61,899	52,737.62
Salem	8,106	7,488	75.29	81.50	9,832	4,398.75
Somerset	13,385	12,573	92.14	98.10	16,086	.....
Sussex	6,278	5,893	94.14	100.29	8,292	.....
Union	58,032	54,203	114.89	123.01	64,104	.....
Warren	10,200	9,599	83.57	88.80	12,011	.....
Total	734,455	686,162	$116.37	$124.57	847,419	$1,120,095.95

TABLE 15
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
SUMMER SCHOOLS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Summer Schools
Atlantic	.....	.....	.....	.....	$758.32	.....	.....	.....	$758.32
Bergen	$750.00	.....	.....	.....	12,986.00	.....	$50.00	.....	13,786.00
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	200.00	.....	.....	.....	2,685.00	.....	16.00	.....	2,901.00
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	1,740.00	.....	.....	.....	1,740.00
Essex	26,038.55	$9,174.00	.....	$379.15	322,633.30	$31.50	5,732.01	$2,181.17	366,169.68
Gloucester	.....	.....	.....	.....	2,375.00	.....	.....	.....	2,375.00
Hudson	4,038.00	100.00	.....	90.00	57,890.37	131.10	823.17	591.12	63,663.76
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,611.00	.....	$14.00	13.10	12,101.00	.....	346.59	535.00	14,623.69
Middlesex	.....	.....	.....	.....	3,925.00	.....	.....	.....	3,925.00
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	1,050.00	360.00	.....	.....	12,461.05	28.57	137.47	419.98	14,457.07
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,930.00	686.24	12.00	.....	17,032.75	.....	5.23	4,640.92	24,307.14
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$35,620.55	$10,320.24	$26.00	$482.25	$446,587.79	$191.17	$7,110.47	$8,368.19	$508,706.66

TABLE 16.
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS.
Evening Schools.

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Evening Schools
Atlantic	$427.50	$180.00	.....	.....	$2,069.00	.....	.....	$175.00	$2,851.50
Bergen	1,047.00	.....	.....	.....	11,683.18	$51.58	$210.32	705.00	13,697.08
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	6,090.00	.....	120.30	615.50	6,825.80
Cape May	.....	.....	.....	.....	757.00	.....	.....	.....	757.00
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	14,640.60	6,626.38	.....	$30.12	160,476.00	1,048.74	3,117.42	13,259.15	199,198.41
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3,182.00	675.75	.....	.....	38,436.00	1,379.85	629.64	5,979.04	50,282.28
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	826.54	.....	$14.00	37.34	5,415.75	29.99	130.80	4,138.71	10,593.13
Middlesex	192.00	.....	.....	.....	3,723.25	.....	71.24	.....	3,986.49
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	744.00	.....	.....	.....	744.00
Ocean	.....	.....	.....	.....	500.00	.....	.....	200.00	700.00
Passaic	3,570.00	384.00	.....	15.56	28,962.00	745.02	1,118.47	3,345.50	38,140.55
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	525.00	.....	.....	50.00	575.00
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,973.22	478.04	11.32	35.75	12,350.00	458.02	365.65	2,570.31	18,242.31
Warren	.....	.....	.....	.....	238.00	.....	.....	.....	238.00
Total	$25,858.86	$8,344.17	$25.32	$118.77	$271,969.18	$3,713.20	$5,763.84	$31,038.21	$346,831.55

TABLE 16—*Continued*
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
Accredited Evening High Schools

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Evening Schools
Atlantic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	$1,900.00	$2,646.00	.....	$176.29	$70,781.50	$2,513.07	$11.47	$376.54	$78,404.87
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	8,506.49	5,995.01	.....	165.99	139,301.73	2,130.02	1,252.71	2,528.14	159,880.09
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,196.00	573.00	$14.00	23.45	21,800.25	951.30	490.03	9,010.22	35,058.25
Middlesex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$12,602.49	$9,214.01	$14.00	$365.73	$231,883.48	$5,594.39	$1,754.21	$11,914.90	$273,343.21

TABLE 17
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL DAY SCHOOLS

COUNTIES	County Administration—Salary Director and Asst	County Administration—Traveling Expenses	County Administration—Salary Secretary and Business Manager	County Administration—Other Expenses	County Administration—Equipment for Administrative Offices	County Administration—Salary Clerks	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Supervisors and Non-Teaching Principals—Salary Clerks
Atlantic	$2,750.00	$596.55	$500.00	$507.84	.....	$1,309.00	$8,800.00	$37.96	$219.59	$6,560.00
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	4,400.00	49.55	4,480.00	400.00	.....	1,800.00	.....	.....	.....	.....
Cape May	.....	.....	.....	179.46	.....	300.00	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	275.00	.....	.....
Essex	12,150.00	915.10	5,050.00	3,212.68	$447.80	9,764.43	27,465.00	403.72	1,237.34	15,458.50
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	6,498.36	394.17	49.50	2,696.81
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	5,275.40	196.80	973.93	4,708.33	.....	3,343.74	7,466.68	78.91	250.03	3,120.00
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	7,021.33	21.09	.....	1,858.35
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	6,575.00	48.06	527.00	1,522.50
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$24,575.40	$1,758.00	$11,003.93	$9,008.31	$447.80	$16,508.17	$63,826.37	$1,258.91	$2,283.46	$31,216.16

TABLE 17--*Continued*
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL EVENING SCHOOLS

COUNTIES	County Administration—Salary Director and Asst.	County Administration—Traveling Expenses	County Administration—Salary Secretary and Business Manager.	County Administration—Other Expenses	County Administration—Equipment for Administrative Offices	County Administration—Salary Clerks.	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Travelling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Supervisors and Non-Teaching Principals—Salary Clerks
Atlantic	.....	.....	.....	.....	.....	.....	$982.50	.....	.....	$606.00
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	$1,820.00	$12.39	.....	.....	.....	$780.00	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	4,050.00	305.04	$1,683.33	$1,070.89	$149.26	3,254.81	6,644.90	$100.94	$755.31	6,821.62
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	2,863.98	.....	12.12	785.00
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	1,224.60	45.66	226.07	1,093.03	.....	776.22	1,206.00	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	1,120.00	.....	.....	196.00
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	1,991.33	9.34	29.73	532.83
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$7,094.60	$363.09	$1,909.40	$2,163.92	$149.26	$4,811.03	$14,808.71	$110.28	$797.16	$8,941.45

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES.	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies	Instruction Proper—Other Expense	Operation—Janitors' Salary	Operation—Janitor's Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages
Atlantic	$123,032.53	$1,209.56	$6,352.40	$4,397.62	$11,409.00	8410.15	$2,522.72	$3,365.74	$52.20	.....
Bergen	340.00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	6,599.86	.....	84.19	126.42	.....	.....	.....	.....	.....	.....
Camden	77,240.00	682.38	8,676.56	.....	1,875.00	914.69	3,675.00	3,514.30	351.39	$7,748.63
Cape May	3,489.00	55.47	198.18	1,641.13	.....	.....	.....	.....	50.00	.....
Cumberland	11,564.77	332.62	492.96	.....	.....	.....	.....	.....	509.09	.....
Essex	314,885.50	1,457.05	24,988.73	132.57	71,180.94	3,557.04	9,525.25	6,753.74	1,965.18	1,024.68
Gloucester	6,716.68	10.00	361.83	131.74	550.00	.....	34.37	228.17	.....	.....
Hudson	141,910.14	1,378.42	23,963.82	135.64	7,010.66	767.56	2,379.55	5,651.74	297.17	110.00
Hunterdon	9,092.00	182.71	338.20	143.57	.....	.....	.....	.....	76.68	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	78,261.68	59.59	11,114.97	46.20	8,239.17	1,239.29	3,023.36	2,089.77	805.51	.....
Monmouth	6,269.40	53.21	548.64	285.50	.....	50.00	360.00	50.00	.....	.....
Morris	3,204.00	70.26	2.17	436.80	.....	.....	.....	.....	.....	.....
Ocean	900.00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	76,491.81	1,335.57	4,574.93	837.69	8,599.92	430.51	747.15	2,427.41	54.85	.....
Salem	4,900.00	105.58	225.91	346.20	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	8,949.96	331.77	498.22	636.15	.....	.....	.....	.....	.....	.....
Union	56,935.83	806.23	4,541.57	1,236.98	4,943.27	346.28	1,596.89	2,019.63	277.87	369.55
Warren	2,749.82	2.00	17.71	37.00	.....	.....	.....	.....	.....	.....
Total	$933,532.98	$8,072.42	$86,980.99	$10,571.21	$113,807.96	$7,715.52	$23,864.29	$26,100.50	$4,439.94	$9,252.86

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies	Instruction Proper—Other Expense	Operation—Janitors' Salary	Operation—Janitors' Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages
Atlantic	$7,250.50	.....	$79.37	$19.32	$1,038.17	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	8,411.50	$85.03	2,668.97	8,333.21	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	71,840.00	470.33	7,431.56	3,561.88	7,940.86	$2,277.12	$4,688.22	$5,935.07	$1,762.11	$256.17
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	26,480.60	603.99	4,910.69	41.40	2,041.00	.....	.....	.....	.....	247.50
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,260.00	.....	52.27	.....	.....	.....	148.00	110.24	.....	.....
Middlesex	8,740.00	.....	1,617.68	.....	645.00	.....	150.00	1,159.04	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	14,634.25	205.71	2,778.71	.....	1,790.68	35.26	823.92	353.09	39.00	194.50
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	9,644.50	213.27	1,960.35	690.34	528.98	553.53	297.59	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$148,261.35	$1,578.33	$21,499.60	$12,646.15	$13,984.69	$2,865.91	$6,107.73	$7,557.44	$1,801.11	$698.17

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES.	Maintenance—Repairs and Replacements Buildings and Grounds	Maintenance—Repairs and Replacements Furniture and Equipment	Auxiliary Agencies—Attendance Officer's Salary and Expenses	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books	Auxiliary Agencies—Transportation	Auxiliary Agencies—Junior Employment—County Schools—Salaries Supervisor
Atlantic	$4,533.10	$373.67	.....	.....	$138.55	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	$2,400.00	.....	.....	.....
Cape May	.....	103.10	.....	.....	.....	.....	.....
Cumberland	346.50	215.97	.....	.....	.....	$1,003.30	.....
Essex	9,831.54	4,616.42	.....	12,568.50	5,333.99	275.00	$10,899.99
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	7,719.00	47,625.14	.....	2,019.56	1,064.84	948.65	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	.....	1,785.62	.....	677.10	248.46	.....	3,500.04
Monmouth	724.20	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	2,770.54	1,048.55	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	7,804.41	1,658.34	$7.54	33.12	265.82	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....
Total	$33,729.32	$57,426.81	$7.54	$17,698.28	$7,051.66	$2,226.95	$14,400.03

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Maintenance—Repairs and Replacements Buildings and Grounds	Maintenance—Repairs and Replacements Furniture and Equipment	Auxiliary Agencies—Attendance Officer's Salary and Expenses	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books	Auxiliary Agencies—Transportation	Auxiliary Agencies—Junior Employment—County Schools—Salaries Supervisor
Atlantic	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....
Essex	$1,593.25	$3,497.81	.....	.....	$1,424.36	.....	.....
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	845.47	.....	.....	.....	.....	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	18.50	.....	.....	.....	.....	.....	.....
Middlesex	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	143.28	116.75	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	986.37	5.77	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....
Total	$2,741.40	$4,465.80	.....	.....	$1,424.36	.....	.....

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES	Auxiliary Agencies—Junior Employment—County Schools—Salaries Clerks	Auxiliary Agencies—Junior Employment—County Schools—Traveling Expenses	Auxiliary Agencies—Junior Employment—County Schools—Office Expenses	Auxiliary Agencies—Other Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Day Schools
Atlantic	.....	.....	.....	.....	.....	$994.50	$180,063.68
Bergen	.....	.....	.....	.....	.....	.....	340.00
Burlington	.....	.....	.....	.....	.....	.....	6,810.47
Camden	.....	.....	.....	.....	$2,282.98	.....	120,490.48
Cape May	.....	.....	.....	.....	.....	.....	6,016.34
Cumberland	.....	.....	.....	$130.05	.....	.....	14,870.26
Essex	$6,000.00	$1,134.40	$781.30	275.62	3,600.72	.....	566,892.73
Gloucester	.....	.....	.....	.....	.....	.....	8,032.79
Hudson	.....	.....	.....	.....	.....	.....	252,620.73
Hunterdon	.....	.....	.....	.....	.....	.....	9,833.16
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	1,020.00	84.58	116.20	336.04	1,762.16	.....	139,823.56
Monmouth	.....	.....	.....	.....	.....	.....	8,340.95
Morris	.....	.....	.....	.....	.....	.....	3,713.23
Ocean	.....	.....	.....	.....	.....	.....	900.00
Passaic	.....	.....	.....	.....	240.00	.....	108,459.70
Salem	.....	.....	.....	.....	.....	.....	5,577.69
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	10,416.10
Union	.....	.....	.....	.....	742.02	.....	92,257.94
Warren	.....	.....	.....	.....	.....	.....	2,806.53
Total	$7,020.00	$1,218.98	$897.50	$741.71	$8,627.88	$994.50	$1,538,266.34

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Auxiliary Agencies—Junior Employment—County Schools—Salaries Clerks	Auxiliary Agencies—Junior Employment—County Schools—Traveling Expenses	Auxiliary Agencies—Junior Employment—County Schools—Office Expenses	Auxiliary Agencies—Other Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Evening Schools
Atlantic	.....	.....	.....	.....	.....	.....	$9,975.86
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	22,111.10
Cape May	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....
Essex	.....	.....	.....	.....	.....	$205.00	137,719.84
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	38,831.75
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	1,589.01
Middlesex	.....	.....	.....	.....	.....	.....	16,883.30
Monmouth	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	22,431.15
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	17,443.93
Warren	.....	.....	.....	.....	.....	.....	.....
Total	.....	.....	.....	.....	.....	$205.00	$266,985.94

TABLE 18
DISTRIBUTION OF COSTS—SPECIALS
CONTINUATION

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Expenses	Teachers' Salaries	Textbooks	Supplies	Janitors' Salary	Janitors' Supplies	Other Expense	Total Cost Continuation Schools
Atlantic	.....	.....	.....	$8,020.25	.....	$219.06	.....	.....	$49.36	$8,288.67
Bergen	$3,300.00	.....	$68.00	10,367.51	$84.65	814.42	.....	.....	.....	14,634.58
Burlington	.....	.....	.....	3,938.00	50.00	50.00	.....	.....	.....	4,038.00
Camden	2,600.00	.....	.....	25,450.99	110.79	949.24	$1,563.49	.....	.....	30,674.51
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	5,869.03	44.32	148.05	.....	$25.18	40.63	6,127.21
Essex	8,900.00	$6,293.00	133.04	63,032.75	101.75	3,952.52	12,603.69	552.12	16,210.85	111,779.72
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	6,387.70	778.53	10.00	69,273.95	623.88	13,930.71	8,157.59	1,754.38	471.29	101,388.03
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,114.92	120.00	42.00	18,396.13	39.43	735.69	2,205.50	112.27	2,209.30	25,975.24
Middlesex	3,883.36	250.00	.....	29,072.32	7.00	3,038.44	1,499.60	211.25	3,635.94	41,597.91
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	5,984.48	1,783.34	.....	48,773.86	680.51	1,536.03	5,511.56	224.25	5,052.78	69,546.61
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2,535.00	1,967.50	144.00	28,045.52	395.21	3,550.37	280.00	20.00	397.91	37,335.51
Warren	.....	.....	.....	2,600.00	.....	77.51	.....	.....	.....	2,677.51
Total	$35,705.46	$11,192.37	$397.04	$312,840.31	$2,137.34	$29,002.04	$31,821.43	$2,899.45	$28,068.06	$454,063.50

TABLE 19

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

MANUAL TRAINING EVENING SCHOOLS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Expenses	Teachers' Salaries	Textbooks	Supplies	Other Expense	Repairs and Replacements	Total Cost Manual Training Evening Schools
Atlantic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	.....	.....	.....	.....	.....	$1,258.39	.....	.....	$1,258.39
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	$768.00	.....	.....	.....	.....	768.00
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	$842.26	$29.00	.....	4,203.00	.....	737.97	.....	.....	5,812.23
Middlesex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$842.26	$29.00	.....	$4,971.00	.....	$1,996.36	.....	.....	$7,838.62

TABLE 20

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Teachers' Salaries	Textbooks	Supplies	Janitors' Salary	Other Expense	Total Cost Evening Schools Foreign-Born Residents
Atlantic	$540.00	$183.00	$2,988.50	.....	.....	$180.00	.....	$3,891.50
Bergen	3,615.00	1,600.00	9,475.00	$559.69	$1,515.16	1,132.09	$1,720.23	19,617.17
Burlington	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	768.00	.....	118.83	.....	.....	886.83
Cape May	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	576.00	.....	.....	.....	.....	576.00
Essex	.....	.....	4,811.50	240.31	16.22	420.50	.....	5,488.53
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3,387.00	9.00	12,228.00	122.50	203.45	3,599.40	2,322.84	21,872.19
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	842.20	36.50	3,730.50	17.01	4.11	396.17	1,704.40	6,730.89
Middlesex	1,376.00	.....	7,291.54	11.57	94.89	1,081.25	1,979.70	11,834.95
Monmouth	.....	.....	2,240.00	41.61	50.73	352.00	248.18	2,932.52
Morris	.....	.....	224.00	.....	.....	80.00	.....	304.00
Ocean	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	500.00	.....	2,086.00	.....	82.91	508.00	700.00	3,876.91
Salem	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,491.45	409.63	7,323.00	20.14	51.53	1,208.00	2,337.69	12,841.44
Warren	.....	.....	238.00	.....	.....	68.00	348.87	654.87
Total	$11,751.65	$2,238.13	$53,980.04	$1,012.83	$2,137.83	$9,025.41	$11,361.91	$91,507.80

TABLE 21

DISTRIBUTION OF COSTS

DEBT SERVICE

COUNTIES	Redemption of Serial Bonds	Interest on Serial, Term and Temporary Loan Bonds	Authorized Notes	Interest on Authorized Notes	Sinking Fund Requirements	Total Cost Redemption of Bonds, Notes and Interest
Atlantic	$228,300.00	$339,304.90	$21,675.00	$762.92	$4,351.12	$594,393.94
Bergen	863,840.00	1,085,551.68	33,900.00	12,432.39	57,219.64	2,052,943.71
Burlington	127,400.00	118,495.57	34,291.54	5,275.05	3,773.99	289,236.15
Camden	398,800.00	570,669.58	14,556.66	1,932.86	28,813.45	1,014,772.55
Cape May	68,700.00	85,689.24	.....	660.00	3,743.15	158,792.39
Cumberland	46,700.00	89,791.28	4,750.00	790.15	4,924.81	146,956.24
Essex	1,488,300.00	2,469,564.77	44,557.60	8,929.56	204,008.81	4,215,360.74
Gloucester	163,783.33	163,480.88	6,000.00	568.92	1,030.38	334,863.51
Hudson	1,005,400.00	1,600,987.84	20,000.00	75,554.65	105,724.33	2,807,666.82
Hunterdon	28,850.00	28,848.70	12,628.68	994.67	282.18	71,604.23
Mercer	303,650.00	539,060.30	2,200.00	8,996.39	32,151.60	885,158.29
Middlesex	413,800.00	498,812.27	5,447.89	535.67	20,761.98	939,357.81
Monmouth	230,800.00	329,599.78	33,536.70	7,093.68	14,972.50	616,002.66
Morris	214,901.00	245,643.87	14,327.00	1,011.53	2,431.02	478,344.42
Ocean	66,250.00	78,864.56	9,892.50	1,706.69	381.62	157,095.37
Passaic	416,100.00	668,974.99	3,562.50	3,278.79	29,426.31	1,121,342.59
Salem	44,550.00	29,892.15	.....	.....	.....	74,442.15
Somerset	90,700.00	86,246.59	13,400.00	1,670.00	1,347.30	193,363.89
Sussex	38,400.00	24,650.94	11,000.00	90.00	.....	74,140.94
Union	644,500.00	967,046.50	18,000.00	9,589.43	29,864.42	1,669,000.35
Warren	54,900.00	75,584.16	8,000.00	1,458.29	1,628.69	141,571.14
Total	$6,938,624.33	$10,096,760.55	$311,726.07	$142,461.64	$546,837.30	$18,036,409.89

TABLE 22
DISTRIBUTION OF COSTS
CAPITAL OUTLAY

COUNTIES	New Sites	Improvement to Sites	Walks, Fences, Drives	NEW BUILDINGS			
				Construction	Architects' and Engineers' Fees	Landscaping and Playgrounds	Furniture and Equipment
Atlantic	.....	$455.01	$969.03	$6,139.32	$683.62	.....	$805.25
Bergen	$66,406.39	18,748.21	2,774.10	1,255,455.60	81,143.78	$27,619.84	69,406.04
Burlington	.....	310.00	811.93	2,986.88	113.12	.....	4.95
Camden	28.07	470.12	411.48	46,374.43	24,037.38	6,823.62	3,603.66
Cape May	.....	.....	.....	277.91	3.00	.....	.....
Cumberland	70.00	2,550.68	307.40	14,594.18	1,019.22	2,636.88	3,205.83
Essex	183,828.41	19,867.96	4,290.11	2,367,649.56	139,722.56	126,915.48	247,970.70
Gloucester	826.00	10,823.58	2,139.08	157,197.43	9,494.88	4,808.35	13,326.02
Hudson	418,271.45	.....	5,937.60	603,178.49	77,655.28	2,555.65	83,536.91
Hunterdon	91.00	2,704.80	2,415.25	6,108.24	335.70	.....	671.75
Mercer	7,500.00	2,530.76	641.01	74,333.16	2,245.61	31,082.82	333,026.26
Middlesex	26,725.00	74.00	175.00	229,449.86	10,721.98	1,211.76	24,438.96
Monmouth	8,239.50	1,062.05	3,875.45	409,081.71	8,172.99	14,363.52	16,226.97
Morris	11,076.20	6,475.05	5,255.03	409,174.08	31,202.57	5,296.07	32,832.19
Ocean	903.61	258.90	5.85	31,225.11	743.03	.....	2,315.06
Passaic	89,974.67	931.04	8,347.68	534,921.55	25,535.30	2,991.59	50,292.42
Salem	.....	.....	.....	13,841.06	1,000.00	.....	.....
Somerset	4,150.00	96.85	846.66	66,919.72	6,990.58	5,855.18	4,218.34
Sussex	25,000.00	423.50	79.84	140,519.56	8,353.59	47.75	1,983.90
Union	172,819.69	275.75	20,839.90	500,982.83	32,287.14	8,945.57	59,241.85
Warren	6,300.00	.....	317.63	189,686.57	7,004.78	579.00	14,998.79
Total	$1,022,209.99	$68,058.26	$60,440.03	$7,060,097.25	$468,466.11	$241,733.08	$962,105.85

DISTRIBUTION OF COSTS

CAPITAL OUTLAY

COUNTIES	OLD BUILDINGS				Administration Offices Equipment	Manual Training—New Equipment	Vocational—New Equipment	Outhouses	Total Cost Land, Buildings and Equipment
	Alterations	Architects' and Engineers' Fees	Landscaping and Playgrounds	Furniture and Equipment					
Atlantic	$9,933.33	.....	$102.25	$3,525.68	$254.50	$4,421.40	$1,438.32	.....	$28,727.71
Bergen	103,127.00	$23,588.99	13,666.59	27,599.93	812.07	2,674.61	.....	.....	1,693,023.15
Burlington	197.82	.....	196.00	5,812.81	.....	490.70	2.00	.....	10,926.21
Camden	21,047.62	953.37	63.95	6,064.54	1,739.41	.....	.....	.....	111,617.65
Cape May	1,633.75	.....	446.06	3,326.10	.....	.....	.....	.....	5,686.82
Cumberland	161.78	.....	.....	942.20	.....	.....	.....	.....	25,488.17
Essex	119,373.72	7,458.78	4,583.65	75,362.01	2,089.84	976.88	9,378.60	.....	*3,309,468.26
Gloucester	24,877.46	1,915.42	16.97	5,616.33	49.00	1,691.49	322.00	.....	233,104.01
Hudson	565,798.39	4,102.27	1,539.87	104,278.71	1,652.07	5,930.23	.....	.....	1,874,436.92
Hunterdon	.....	.....	221.22	705.74	.....	215.15	13.75	.....	13,482.60
Mercer	5,878.52	4,277.47	22,121.95	19,874.67	2,038.91	623.65	.....	.....	506,174.79
Middlesex	34,884.45	.....	34.08	7,687.13	175.75	1,087.24	.....	.....	336,665.21
Monmouth	123,898.31	6,067.46	1,665.76	13,266.92	591.88	301.25	.....	.....	608,813.77
Morris	12,496.62	471.85	6,283.66	13,264.89	774.61	3,682.48	.....	$15.00	538,300.30
Ocean	8,933.17	.....	400.00	4,153.52	.....	11,342.61	.....	.....	60,280.86
Passaic	11,260.48	593.68	1,980.00	1,569.09	455.75	.....	.....	.....	728,853.25
Salem	309.92	.....	.....	907.37	.....	.....	.....	.....	16,058.35
Somerset	26,413.30	2,066.42	4,086.14	4,912.05	165.00	1,309.36	.....	.....	128,029.60
Sussex	578.29	.....	.....	617.60	.....	.....	.....	.....	177,604.03
Union	100,155.64	5,725.28	2,130.93	23,304.17	742.70	1,052.20	2,084.88	.....	930,588.53
Warren	.....	.....	.....	.....	.....	.....	.....	.....	218,886.77
Total	$1,172,959.57	$57,220.99	$59,539.08	$322,791.46	$11,541.49	$35,799.25	$13,239.55	$15.00	$11,556,216.96

* $9,176.86 already included in contractual orders for land.

TABLE 23-A

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

ADMINISTRATION

COUNTIES	Special Classes—Blind, Deaf, Crippled, Cardiac, Anaemic, Sub-normal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$1,126.01	$4,389.44	$68,161.95	$14,105.94	.....	.....	.....	$87,783.34
Bergen	1,830.68	8,701.51	92,007.15	22,316.83	$20,508.94	$13,546.43	$8,728.51	167,640.05
Burlington	280.03	259.32	28,987.90	9,689.38	.....	.....	.....	39,216.63
Camden	364.63	251.51	28,269.76	5,929.37	39,336.15	8,530.67	5,578.57	88,260.66
Cape May	.....	346.22	12,202.31	4,445.04	3,888.48	2,316.18	2,116.24	25,314.47
Cumberland	391.35	.....	23,006.76	7,308.98	.....	.....	.....	30,707.09
Essex	22,425.20	30,043.71	367,359.42	104,302.65	45,901.82	28,440.23	19,118.15	617,591.19
Gloucester	51.44	18.91	18,459.59	3,709.95	.....	.....	.....	22,242.89
Hudson	9,416.20	11,787.53	354,027.27	82,760.06	29,568.24	31,858.01	9,918.46	529,335.77
Hunterdon	.....	47.44	9,208.49	1,412.30	385.17	278.92	332.05	11,664.37
Mercer	3,735.76	7,235.00	19,852.86	3,353.57	56,311.91	31,807.75	15,236.69	137,533.54
Middlesex	832.05	3,532.43	51,732.08	10,398.11	25,153.87	12,654.52	10,037.77	114,340.77
Monmouth	768.64	2,212.47	46,627.08	14,729.73	8,668.18	5,147.28	4,303.73	82,457.11
Morris	311.27	873.48	31,698.38	8,304.29	2,894.72	501.05	.....	44,583.19
Ocean	12.30	89.07	13,360.04	4,083.72	.....	.....	.....	17,545.13
Passaic	2,718.41	4,857.48	96,998.40	25,799.81	996.92	416.99	.....	131,788.01
Salem	.....	279.90	10,602.16	4,455.15	.....	.....	.....	15,337.21
Somerset	84.17	778.17	17,340.58	4,639.99	.....	.....	.....	22,842.91
Sussex	101.75	253.16	11,196.80	1,066.04	1,198.82	719.29	263.74	14,799.60
Union	2,813.51	9,111.28	59,305.52	16,914.93	44,947.89	23,142.13	18,148.47	174,383.73
Warren	.....	.....	18,481.07	5,538.22	.....	.....	.....	24,019.29
Total	$47,266.40	$85,068.03	$1,378,885.57	$355,264.06	$279,761.06	$159,359.45	$93,782.38	$2,399,386.95

TABLE 23-B

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

INSTRUCTION, SUPERVISORY

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc.	Kindergarten	Grades 1 to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, 1 to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$1,109.33	$3,100.66	$165,633.36	$36,821.26	.....	.....	.....	$206,664.61
Bergen	5,370.42	39,960.81	366,889.55	87,526.37	$106,757.39	$59,546.85	$47,691.06	713,742.45
Burlington	538.43	1,216.69	80,082.85	20,937.11	.....	.....	.....	102,775.08
Camden	724.83	718.51	60,589.88	19,029.11	136,301.02	37,837.30	32,620.97	287,821.62
Cape May	.....	27.00	27,068.50	6,562.09	4,673.00	2,623.97	2,326.91	43,281.47
Cumberland	280.08	.....	64,935.54	18,127.62	.....	.....	.....	83,343.24
Essex	28,753.23	111,039.76	819,172.51	191,378.91	173,130.65	89,619.43	76,173.84	1,489,268.33
Gloucester	140.76	110.16	41,303.88	14,086.05	.....	.....	.....	55,640.85
Hudson	29,354.22	38,710.65	772,070.53	183,538.84	48,565.19	51,977.12	10,922.46	1,135,159.01
Hunterdon	.....	.....	12,644.59	3,436.69	2,536.86	1,837.04	2,186.95	22,642.13
Mercer	9,857.16	14,077.25	46,500.10	9,613.69	123,924.74	60,302.23	34,583.55	298,858.72
Middlesex	1,024.14	11,014.91	187,783.92	37,730.50	49,963.89	30,611.76	10,900.56	329,029.68
Monmouth	1,385.55	3,585.56	132,322.92	40,336.59	27,884.75	17,178.44	14,813.46	237,507.27
Morris	1,563.10	4,536.63	119,441.02	47,276.56	10,165.64	5,064.38	.....	188,047.33
Ocean	.....	311.83	26,723.13	21,916.94	.....	.....	.....	48,951.90
Passaic	12,539.93	16,543.01	391,210.28	67,111.68	4,685.28	1,642.82	.....	493,733.00
Salem	.....	395.09	17,178.52	3,141.25	.....	.....	.....	20,714.86
Somerset	544.70	3,910.05	61,215.56	25,936.61	.....	.....	.....	91,606.92
Sussex	602.34	1,506.94	17,035.77	4,110.66	7,016.56	4,209.94	1,543.64	36,025.85
Union	4,586.99	24,506.22	192,383.86	57,482.04	136,087.19	72,036.09	51,140.99	538,223.38
Warren	.....	.....	25,901.25	21,000.77	.....	.....	.....	46,902.02
Total	$98,375.21	$275,271.73	$3,628,087.52	$917,121.34	$831,692.16	$434,487.37	$284,904.39	$6,469,939.72

TABLE 23-B—*Continued*

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

INSTRUCTION PROPER

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$28,589.78	$76,016.66	$1,243,096.90	$437,965.38	.....	.....	.....	$1,785,668.72
Bergen	52,607.24	243,873.83	2,978,028.73	869,045.42	$741,191.56	$453,497.04	$401,942.06	5,740,485.88
Burlington	6,461.92	7,938.16	802,234.69	287,910.33	.....	.....	.....	1,104,545.10
Camden	37,334.78	46,603.45	813,202.46	207,194.83	1,274,043.32	385,149.20	315,700.47	3,079,228.51
Cape May	.....	3,350.87	260,982.34	97,470.06	42,112.06	26,139.15	32,029.98	462,084.46
Cumberland	12,248.58	.....	493,725.50	199,019.74	.....	.....	.....	704,993.82
Essex	282,767.28	1,039,419.70	7,747,133.79	2,272,715.92	949,090.21	737,417.22	566,319.36	13,595,763.48
Gloucester	3,366.75	4,575.00	673,142.72	224,513.41	.....	.....	.....	905,597.88
Hudson	257,804.25	248,647.62	5,893,341.09	2,077,217.11	553,322.00	750,955.95	288,939.77	10,070,227.79
Hunterdon	.....	268.12	236,226.02	66,258.66	13,131.53	22,139.05	26,552.59	364,575.97
Mercer	57,749.09	86,634.41	611,803.45	152,295.56	735,058.31	521,698.19	343,601.02	2,508,840.03
Middlesex	18,424.70	82,346.18	1,596,640.25	356,119.10	356,942.14	248,866.69	163,374.11	2,822,713.17
Monmouth	28,111.12	36,432.58	1,059,542.50	404,184.05	191,674.28	138,530.20	125,757.50	1,984,232.23
Morris	15,616.75	27,479.25	907,581.34	419,878.14	124,367.13	21,766.83	.....	1,516,689.44
Ocean	.....	4,901.49	240,106.88	196,758.88	.....	.....	.....	441,767.25
Passaic	122,767.02	192,313.44	3,100,158.48	1,127,882.08	61,881.55	27,583.66	.....	4,632,586.23
Salem	.....	8,087.25	302,292.47	89,643.17	.....	.....	.....	400,022.89
Somerset	4,524.57	26,915.14	575,417.97	199,008.81	.....	.....	.....	805,866.49
Sussex	4,174.46	10,744.07	213,691.33	51,023.04	45,623.18	27,373.90	10,037.10	362,667.08
Union	66,068.21	193,415.56	1,557,034.77	610,244.74	1,036,024.96	696,436.25	447,680.94	4,606,905.43
Warren	3,675.00	.....	388,665.37	150,040.39	.....	.....	.....	542,380.76
Total	$1,002,291.50	$2,339,962.78	$31,694,049.05	$10,496,388.82	$6,125,662.23	$4,057,553.33	$2,721,934.90	$58,437,842.61

TABLE 25-C

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

OPERATION

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anemic, Sub-Normal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$3,620.80	$13,627.47	$216,058.40	$58,674.27	.....	.....	.....	$291,980.94
Bergen	6,842.38	47,958.28	567,258.89	130,717.02	$153,165.78	$89,656.61	$49,469.02	1,045,067.98
Burlington	783.97	1,160.98	121,260.90	34,353.62	.....	.....	.....	157,559.47
Camden	9,945.05	795.51	149,106.76	34,164.41	173,138.36	65,408.23	39,359.31	471,917.63
Cape May	.....	472.96	52,116.28	13,879.70	9,226.96	7,699.92	6,814.06	90,209.88
Cumberland	1,807.21	.....	86,238.39	25,376.92	.....	.....	.....	113,422.52
Essex	33,696.36	127,284.64	974,639.41	264,104.04	170,714.98	107,455.86	68,975.20	1,746,870.49
Gloucester	257.23	260.31	118,936.51	32,397.26	.....	.....	.....	151,851.31
Hudson	21,724.03	22,307.60	1,120,594.41	270,806.87	92,248.50	124,726.96	22,975.45	1,675,383.88
Hunterdon	.....	198.14	27,394.88	8,677.30	3,349.23	2,355.21	3,250.72	45,225.48
Mercer	6,957.93	15,693.82	106,524.60	23,365.27	112,123.28	68,371.81	50,781.78	383,818.49
Middlesex	1,418.12	12,963.59	264,633.50	46,690.50	44,284.37	25,867.33	10,650.44	406,507.85
Monmouth	2,213.19	6,065.85	203,904.00	60,475.69	34,770.25	14,875.50	14,815.14	337,119.62
Morris	1,160.29	5,708.10	172,081.30	53,778.54	23,700.36	2,048.14	.....	258,476.73
Ocean	.....	492.40	47,764.24	28,742.82	.....	.....	.....	76,999.46
Passaic	13,259.96	27,313.70	471,257.85	105,559.01	7,883.43	3,041.72	.....	628,315.67
Salem	.....	771.21	41,870.04	5,897.79	.....	.....	.....	48,539.04
Somerset	867.95	6,085.82	93,949.17	24,983.20	.....	.....	.....	125,886.14
Sussex	509.29	1,339.95	28,494.65	6,664.27	5,275.01	3,165.00	1,160.50	46,608.67
Union	6,960.24	36,272.57	267,107.54	84,561.26	189,234.46	88,658.13	60,666.93	733,461.13
Warren	.....	.....	61,542.87	16,547.37	.....	.....	.....	78,090.24
Total	$112,024.60	$326,772.90	$5,192,734.59	$1,330,417.13	$1,019,115.03	$603,330.42	$328,918.55	$8,913,312.62

TABLE 23-D

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

MAINTENANCE

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$1,329.30	$5,058.01	$80,823.51	$17,632.97	.....	.....	.....	$104,843.79
Bergen	2,696.81	19,444.28	249,886.33	57,422.43	$69,066.26	$40,556.69	$32,939.97	472,912.77
Burlington	156.69	754.55	46,768.17	21,242.38	.....	.....	.....	68,921.79
Camden	1,363.18	351.17	38,732.57	15,396.29	97,450.59	8,671.71	6,593.84	168,559.35
Cape May	.....	135.76	18,845.43	3,379.03	2,811.22	3,116.77	2,763.94	31,052.15
Cumberland	901.02	.....	32,669.33	13,222.32	.....	.....	.....	46,792.67
Essex	13,240.98	54,268.05	393,895.33	95,822.96	75,357.92	40,457.83	26,767.15	699,810.22
Gloucester	64.20	13.10	25,775.29	6,298.21	.....	.....	.....	32,150.80
Hudson	3,694.94	4,397.74	215,522.32	59,722.08	49,457.15	32,940.42	4,945.03	370,679.68
Hunterdon	.....	337.67	19,727.63	5,969.59	1,206.08	848.13	1,170.61	29,259.71
Mercer	3,518.49	7,323.05	30,576.54	2,733.43	55,050.41	31,065.77	9,320.95	139,588.64
Middlesex	221.58	2,546.93	109,670.55	15,922.29	25,688.90	12,560.53	4,779.73	171,390.51
Monmouth	3,744.86	2,707.11	84,068.76	23,374.94	15,945.97	5,363.49	5,970.61	141,175.74
Morris	637.13	4,850.08	97,992.18	25,024.20	4,933.86	439.38	.....	133,876.83
Ocean	.....	167.75	20,362.66	12,953.71	.....	.....	.....	33,484.12
Passaic	3,573.17	4,704.85	133,890.87	22,903.91	2,803.99	1,141.11	.....	169,017.90
Salem	.....	476.37	28,977.47	4,683.72	.....	.....	.....	34,137.56
Somerset	322.99	1,651.14	41,522.94	9,503.40	.....	.....	.....	53,000.47
Sussex	173.15	492.53	14,742.58	2,776.46	1,423.66	854.19	313.20	20,775.77
Union	2,754.57	17,540.13	74,383.53	47,029.99	107,104.13	44,845.61	28,063.38	321,721.34
Warren	.....	.....	32,761.06	14,406.24	.....	.....	.....	47,167.30
Total	$38,393.06	$127,220.27	$1,791,595.05	$477,420.55	$509,200.14	$222,861.63	$123,628.41	$3,290,319.11

TABLE 23-E

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

CO-ORDINATE ACTIVITIES

COUNTIES	Special Classes—Blind, Deaf Crippled, Anaemic, Subnormal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$858.43	$507.84	$76,217.29	$10,404.97	.....	.....	.....	$87,988.53
Bergen	1,273.62	7,885.65	101,648.85	19,023.89	$22,949.00	$12,128.87	$8,535.06	173,444.94
Burlington	131.38	611.12	30,862.73	7,344.89	.....	.....	.....	38,950.12
Camden	175.21	43.55	24,854.92	3,643.32	42,037.22	8,688.53	5,709.55	85,152.30
Cape May	.....	31.15	13,566.05	3,678.61	1,433.03	954.43	851.67	20,514.94
Cumberland	158.58	.....	17,777.04	3,768.35	.....	.....	.....	21,703.97
Essex	12,092.83	6,444.86	378,861.49	77,339.50	31,512.20	16,079.28	11,050.30	533,380.46
Gloucester	39.66	37.16	27,742.84	3,418.86	.....	.....	.....	31,238.52
Hudson	5,355.22	505.12	302,449.95	88,431.03	36,101.98	27,583.68	3,752.94	464,179.92
Hunterdon	.....	26.48	2,962.37	718.61	457.25	485.82	485.83	5,136.36
Mercer	927.31	308.84	17,834.64	1,365.09	31,695.69	13,713.69	8,089.17	73,934.43
Middlesex	283.86	2,454.09	56,626.83	8,079.61	10,791.58	5,821.78	2,729.60	86,787.35
Monmouth	388.83	647.51	50,261.58	10,667.15	7,590.62	2,613.80	2,167.10	74,331.59
Morris	220.45	992.51	34,935.12	8,895.98	3,062.66	307.70	.....	48,414.42
Ocean	.....	25.00	11,869.70	4,189.19	.....	.....	.....	16,083.89
Passaic	1,531.72	5,057.10	109,979.49	11,338.75	4,326.59	1,780.35	.....	134,014.00
Salem	.....	225.46	5,678.25	2,217.16	.....	.....	.....	8,120.87
Somerset	90.73	500.77	18,109.88	4,345.60	.....	.....	.....	23,046.98
Sussex	144.64	368.64	5,545.45	1,194.78	1,617.11	970.26	355.76	10,196.64
Union	971.62	3,372.26	55,128.47	12,190.47	38,986.04	14,949.11	8,691.54	134,289.51
Warren	.....	.....	10,911.24	2,410.90	.....	.....	.....	13,322.14
Total	$24,639.09	$30,045.11	$1,353,824.18	$284,866.71	$232,560.97	$106,077.30	$52,418.52	$2,084,231.88

TABLE 23-F

COST OF EDUCATION BY TYPES OF SCHOOLS

Day Schools Only

AUXILIARY AGENCIES

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Subnormal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$600.00	$1,321.84	$63,590.83	$68,597.67	.....	.....	.....	$134,110.34
Bergen	3,560.23	5,390.06	70,874.41	85,242.89	$14,537.35	$15,670.14	$17,543.37	212,818.45
Burlington	175.38	402.17	98,352.93	71,172.18	.....	.....	.....	170,102.66
Camden	14.02	.....	46,353.17	79,662.76	772.93	8,517.34	10,626.21	145,946.43
Cape May	.....	.....	26,900.74	35,054.84	833.86	1,053.64	2,101.72	65,944.80
Cumberland	173.60	.....	71,802.63	40,243.29	.....	.....	.....	112,309.52
Essex	10,882.74	3,841.26	310,777.00	85,910.16	22,185.29	18,863.88	14,912.66	467,372.99
Gloucester	14.61	.....	79,457.65	51,257.83	.....	.....	.....	130,730.09
Hudson	43,297.78	.....	56,807.67	52,186.04	9,920.31	15,201.81	3,906.44	181,320.05
Hunterdon	.....	3.50	35,038.88	57,573.83	368.67	391.70	391.71	93,768.29
Mercer	52.41	1,549.60	120,031.65	36,559.70	5,484.08	17,824.22	8,185.52	189,687.18
Middlesex	140.80	760.13	119,411.99	79,921.37	10,047.59	8,300.01	8,913.72	227,495.61
Monmouth	169.69	476.45	109,565.87	111,937.39	2,232.35	1,709.17	3,551.11	229,642.03
Morris	110.00	27.12	91,356.59	73,088.46	19,220.31	2,448.36	9,191.13	195,441.97
Ocean	.....	30.00	45,508.73	45,013.36	.....	.....	.....	90,552.09
Passaic	6,792.50	2,252.67	51,898.46	28,729.22	1,117.13	913.38	4,475.60	96,178.96
Salem	.....	444.92	41,674.97	30,115.17	.....	.....	.....	72,235.06
Somerset	69.82	425.16	56,058.25	42,567.62	.....	.....	.....	99,120.85
Sussex	114.75	273.41	41,142.66	51,123.26	1,473.49	884.10	324.17	95,335.84
Union	3,269.07	2,816.37	41,227.68	19,772.74	5,655.29	20,963.95	21,953.69	115,658.79
Warren	.....	.....	48,673.52	43,147.90	.....	.....	.....	91,821.42
Total	$69,437.40	$20,014.66	$1,626,596.28	$1,188,877.68	$93,848.65	$112,741.70	$106,077.03	$3,217,593.42

TABLE 25-C

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

FIXED CHARGES

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anemic, Subnormal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$184.90	$1,520.53	$32,612.27	$239,061.24	.....	.....	.....	$273,378.94
Bergen	1,992.81	7,262.80	85,152.78	626,188.63	$11,223.84	$7,998.87	$110,200.32	856,020.05
Burlington	102.65	57.82	42,145.55	204,569.76	.....	.....	.....	246,875.78
Camden	74.57	145.10	30,988.68	272,088.61	32,655.82	3,122.47	54,876.94	393,952.19
Cape May	.....	38.59	7,125.24	54,149.21	308.35	100.77	161.60	61,883.76
Cumberland	72.11	.....	7,837.09	62,718.15	.....	.....	.....	70,627.38
Essex	2,274.88	4,189.76	111,548.43	40,049.09	12,566.99	4,978.10	3,534.18	179,141.43
Gloucester	589.31	.....	27,427.90	185,406.70	.....	.....	.....	213,423.91
Hudson	2,437.32	1,336.73	60,440.61	209,740.82	6,650.53	4,516.35	1,590.65	286,713.01
Hunterdon	.....	6.40	43,597.41	103,713.96	158.50	168.41	168.41	147,813.09
Mercer	303.12	1,397.31	160,736.53	681.42	15,537.60	1,179.57	2,296.33	185,131.88
Middlesex	103.62	746.37	47,018.85	236,021.87	2,571.17	7,432.99	52,922.48	346,817.35
Monmouth	209.10	1,069.81	68,467.49	295,542.45	2,610.42	1,208.31	935.12	370,042.70
Morris	128.33	1,529.18	36,044.25	220,223.28	2,170.67	36.98	43,004.00	303,136.69
Ocean	.....	510.32	30,264.72	87,925.86	.....	.....	.....	118,700.90
Passaic	236.50	779.66	28,367.09	240,865.36	2,379.24	898.12	16,401.75	289,927.72
Salem	.....	112.04	11,988.95	78,491.08	.....	.....	.....	90,592.07
Somerset	63.04	239.37	27,672.21	143,929.77	.....	.....	.....	171,904.39
Sussex	62.02	148.12	24,860.09	66,087.30	792.80	275.68	174.41	92,600.42
Union	1,042.68	2,289.87	19,711.03	50,246.55	11,108.41	8,919.18	34,096.69	127,414.41
Warren	.....	.....	13,102.06	89,607.17	.....	.....	.....	102,709.23
Total	$12,876.99	$23,379.78	$917,109.23	$3,507,308.28	$103,734.34	$44,035.80	$320,362.88	$4,928,807.30

TABLE 24

STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	AMOUNT OF INDEBTEDNESS					SINKING		
	Outstanding July 1st, 1931	Issued During Year	Redeemed During the Year from District Taxes	Redeemed During the Year from Sinking Funds	Outstanding at the Close of School Year	Amount of Money in Sinking Fund on June 30th, 1931	District Taxes for Sinking Fund Requirements	Receipts from Interest and Other Sources
Atlantic	$7,341,475.00	$82,322.06	$249,975.00	$2,500.00	$7,171,322.06	$60,546.23	$4,351.12	$3,661.48
Bergen	22,645,170.27	1,241,016.09	897,740.00	92,500.00	22,895,946.36	1,063,925.49	57,219.64	45,931.19
Burlington	2,610,951.00	35,030.85	161,691.54	.....	2,484,290.31	68,880.07	3,773.99	3,766.52
Camden	11,369,607.71	44,000.00	413,356.66	16,300.00	10,983,951.05	781,477.07	28,813.45	69,493.55
Cape May	1,661,600.00	61,500.00	68,700.00	1,000.00	1,653,400.00	67,247.34	3,745.15	1,656.22
Cumberland	2,166,950.00	20,600.00	51,450.00	500.00	2,135,600.00	115,077.03	4,924.81	4,025.80
Essex	55,980,050.89	2,629,095.52	1,532,857.60	196,950.00	56,870,338.81	6,013,046.74	204,008.81	245,203.84
Gloucester	3,227,633.33	218,700.00	169,783.33	1,500.00	3,275,050.00	32,203.67	1,050.38	931.56
Hudson	35,075,710.44	1,150,470.91	1,025,400.00	83,900.00	35,116,881.35	3,442,923.34	105,724.33	146,212.89
Hunterdon	656,278.68	13,735.01	41,478.68	.....	628,535.01	7,645.60	282.18	252.77
Mercer	12,064,250.00	507,510.50	305,850.00	32,200.00	12,233,710.50	931,449.81	32,151.60	47,576.64
Middlesex	10,230,847.89	228,506.00	419,247.89	15,500.00	10,024,606.00	442,020.89	20,761.98	19,399.64
Monmouth	7,253,417.48	556,817.83	264,336.70	4,000.00	7,541,898.61	297,892.32	14,972.50	16,920.63
Morris	5,267,128.00	269,576.27	229,228.00	3,000.00	5,304,476.27	73,016.60	2,431.02	2,606.97
Ocean	1,689,052.50	46,200.00	76,142.50	.....	1,659,110.00	7,421.35	381.62	271.47
Passaic	14,863,250.00	615,773.95	419,662.50	9,500.00	15,049,861.45	1,328,257.45	29,426.31	63,879.63
Salem	627,050.00	.....	44,550.00	.....	582,500.00	.....	.....	.....
Somerset	1,948,600.00	87,750.00	104,100.00	12,000.00	1,920,250.00	47,791.27	1,347.30	1,658.05
Sussex	502,700.00	134,491.39	49,400.00	.....	587,791.39	9,561.67	.....	250.53
Union	21,517,750.00	559,500.00	662,500.00	30,600.00	21,384,150.00	863,100.25	29,864.42	61,970.92
Warren	1,677,746.03	48,953.97	62,900.00	10,000.00	1,653,800.00	25,986.57	1,628.69	7,840.06
Total	$220,377,222.22	$8,542,550.35	$7,250,350.40	$511,950.00	$221,157,472.17	$15,679,470.76	$546,857.30	$743,510.36

TABLE 24—*Continued*

STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	FUNDS				ORIGINAL COST OF PROPERTY			
	Total Sinking Fund Receipts, Including Amount in Fund June 30, 1931	Bonds Redeemed During the Year from Sinking Fund	Paid for Premium on Investments, Etc.	Amount of Money in Sinking Fund on June 30, 1932	Land	Buildings	Equipment	Total Cost
Atlantic	$68,558.83	$2,500.00	.....	$66,058.83	$1,468,778.61	$8,530,064.52	$779,764.19	$10,778,607.32
Bergen	1,167,076.32	92,500.00	$1,420.05	1,073,156.27	3,405,340.13	29,020,582.57	2,177,614.83	34,612,537.53
Burlington	76,420.58	.....	.....	76,420.58	291,162.47	4,434,293.83	484,724.38	5,210,180.68
Camden	879,784.07	16,500.00	10,166.42	853,317.65	1,760,246.04	16,352,532.29	1,299,991.24	19,612,769.57
Cape May	72,646.71	1,000.00	.....	71,646.71	226,950.00	2,165,201.00	197,590.00	2,589,741.00
Cumberland	124,027.64	500.00	.....	123,527.64	261,252.03	3,056,261.45	291,563.05	3,549,079.53
Essex	6,462,259.39	196,950.00	434.45	6,264,874.94	9,593,708.73	56,395,496.48	4,456,760.39	70,445,965.60
Gloucester	34,165.61	1,500.00	.....	32,665.61	351,341.85	4,772,411.22	457,425.64	5,584,178.71
Hudson	3,694,860.56	83,900.00	325.00	3,610,635.56	9,128,766.61	39,507,402.53	3,698,708.64	52,334,817.78
Hunterdon	8,180.55	.....	.....	8,180.55	48,350.00	1,144,069.84	120,665.17	1,313,085.01
Mercer	1,011,178.05	32,200.00	32.65	978,945.40	1,002,204.00	12,524,497.00	1,130,270.00	14,656,971.00
Middlesex	482,182.51	15,500.00	.....	466,682.51	1,394,692.29	14,114,123.73	964,273.43	16,473,089.45
Monmouth	329,785.45	4,000.00	.....	325,785.45	1,040,731.24	9,694,314.73	813,388.83	11,548,434.80
Morris	78,054.59	3,000.00	.....	75,054.59	682,079.71	7,728,406.84	599,420.77	9,009,907.32
Ocean	8,074.44	.....	.....	8,074.44	256,996.92	2,272,914.74	203,737.96	2,733,649.62
Passaic	1,421,563.39	9,500.00	.....	1,412,063.39	2,069,279.62	18,256,966.60	1,651,026.40	21,977,263.62
Salem	.....	.....	.....	.....	93,515.00	1,156,493.68	124,883.00	1,374,891.68
Somerset	50,796.62	12,000.00	.45	38,796.17	339,575.00	3,479,924.37	303,242.75	4,122,742.12
Sussex	9,812.20	.....	.....	9,812.20	82,500.00	1,492,800.00	135,300.00	1,710,600.00
Union	954,935.59	30,600.00	128.45	924,207.14	2,169,941.88	24,365,683.04	1,906,014.52	28,381,639.44
Warren	35,455.32	10,000.00	.....	25,455.32	178,162.06	2,499,951.32	238,347.68	2,916,761.06
Total	$16,969,818.42	$511,950.00	$12,507.47	$16,445,360.95	$35,728,895.19	$263,173,394.78	$22,034,128.87	$320,937,002.84

TABLE 25
REPORT ON SCHOOL BUILDINGS OWNED AND RENTED
BUILDINGS

COUNTIES	Number Buildings Completed During Current Year.	Number Enlarged During Current Year	Number Remodeled During Year	Number of New Class Rooms Added During Year	Number Abandoned During Year	Number of rooms in buildings abandoned during year	OWNED BY THE DISTRICTS INCLUDING PORTABLES: 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	Number of Rooms Used in Rented Buildings	Number of Portable Buildings	Number of Rooms Used in Portable Buildings	Number of Regular Class Rooms Used	Number of Manual Training and Domestic Science Rooms Used	Number of Laboratories and Other Special Rooms Used	Total rooms used	Total Number of Rooms Not Used	Total Number of Pupils' Seats. (Double Desks Count Two.)	Number of Basement Rooms Used for Class Room Purposes *	Is Flag Displayed Daily?
Atlantic	...	...	...	2	1	1	16	13	4	17	45	95	5	9	...	4	776	47	19	842	26	26,948	5	Yes
Bergen	4	9	2	84	3	19	10	13	3	12	171	209	7	8	...	...	2,176	169	148	2,493	63	82,774	44	Yes
Burlington	...	...	...	...	...	...	6	13	11	17	42	89	5	13	1	2	615	39	27	681	21	23,638	8	Yes
Camden	...	1	...	10	2	5	12	18	4	41	93	170	3	3	...	...	1,461	65	31	1,577	78	55,522	22	Yes
Cape May	...	...	...	...	...	...	10	14	2	4	19	49	1	1	...	...	243	25	15	283	14	8,647	3	Yes
Cumberland ...	1	...	...	...	4	7	18	17	3	11	30	79	1	1	...	...	410	28	32	470	30	16,950	4	Yes
Essex	2	4	...	48	4	20	1	4	2	5	219	231	1	3	3	3	3,984	294	331	4,609	118	160,558	106	Yes
Gloucester	...	...	...	4	...	3	16	13	3	26	38	96	5	8	1	3	511	57	38	606	35	20,356	9	Yes
Hudson	1	1	...	26	...	1	...	2	...	1	115	118	2	15	...	...	2,980	188	93	3,261	40	121,237	10	Yes
Hunterdon	1	...	...	...	3	3	58	10	1	6	10	85	1	1	...	...	230	8	10	248	4	8,346	6	Yes
Mercer	1	...	...	72	1	27	10	4	...	13	62	89	1	1	31	34	871	105	171	1,147	43	38,217	7	Yes
Middlesex	1	1	2	5	1	2	11	23	3	16	82	135	3	2	12	26	1,274	59	32	1,365	28	47,810	11	Yes
Monmouth	2	3	1	26	1	1	28	17	3	22	70	140	5	8	2	2	905	51	51	1,007	30	34,969	15	Yes
Morris	2	1	1	27	1	5	18	23	...	22	52	115	5	15	2	4	692	42	35	769	45	24,051	16	Yes
Ocean	2	2	1	8	5	6	18	18	4	3	17	60	1	1	...	...	231	14	14	259	30	8,424	10	Yes
Passaic	1	...	1	24	8	27	5	8	...	3	79	95	...	1	...	...	1,702	90	170	1,962	9	61,849	13	Yes
Salem	...	1	...	2	3	7	23	6	2	4	19	54	4	29	...	...	256	7	7	270	4	9,676	12	Yes
Somerset	1	1	...	11	2	...	21	15	1	6	29	72	1	1	3	3	402	21	19	442	6	15,856	3	Yes
Sussex	...	1	...	...	...	...	49	10	4	2	9	74	3	5	2	5	218	12	3	233	7	7,328	6	Yes
Union	5	2	1	67	1	4	5	3	...	3	120	131	1	5	16	20	1,755	157	135	2,047	29	66,592	31	Yes
Warren	2	...	...	16	7	7	18	15	4	5	22	64	...	...	...	...	301	7	17	325	15	11,705	2	Yes
Total ..	26	29	15	432	47	145	353	259	54	239	1345	2250	55	130	85	125	21,993	1,485	1,418	24,896	675	851,453	343	Yes

TABLE 26

SCHOOLS BY TYPES

COUNTIES	Kindergarten	Elementary	Four Year High or Less	APPROVED JUNIOR HIGH PLAN		Special	Vocational	Totals
				Junior High	Senior High			
Atlantic	23	78	5	....	....	5	2	113
Bergen	89	175	18	16	6	15	....	319
Burlington	4	78	8	....	....	1	....	91
Camden	34	144	4	6	3	15	2	208
Cape May	2	38	4	1	1	1	....	47
Cumberland	....	69	4	....	....	2	1	76
Essex	141	161	19	12	5	52	1	391
Gloucester	3	79	6	....	....	....	....	88
Hudson	66	104	9	6	1	48	6	240
Hunterdon	3	80	5	1	1	....	....	90
Mercer	31	74	3	5	2	14	....	129
Middlesex	31	107	6	4	2	5	2	157
Monmouth	15	120	11	4	2	....	2	154
Morris	14	94	11	2	....	5	1	127
Ocean	3	39	4	1	1	....	1	49
Passaic	62	81	4	2	....	3	2	154
Salem	4	50	3	....	....	....	2	59
Somerset	7	66	4	....	....	3	....	80
Sussex	4	62	....	1	4	....	....	71
Union	81	103	8	10	6	18	2	228
Warren	....	56	5	....	....	1	....	62
Total	617	1,858	141	71	34	188	24	2,933

TABLE 27

REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

COUNTIES	Total Number of Days Transported.	Number of High School Pupils Transported Within the District for Whom Transportation is Paid by the District	Number of Pupils Below High School Transported Within the District for Whom Transportation is Paid by the District	Number of High School Pupils Transported from Other Districts for Whom Transportation is Paid for by Other Districts	Number of Pupils Below High School Transported from Other Districts for Whom Transportation is Paid by Other Districts	Total Number Transported
Atlantic	385,949	80	1,741	728	54	2,603
Bergen	936,476½	243	2,818	3,289	212	6,562
Burlington	879,296½	343	3,795	1,534	285	5,957
Camden	639,334	536	2,792	1,199	137	4,664
Cape May	224,920½	139	958	382	64	1,543
Cumberland	570,328	344	2,411	961	16	3,732
Essex	567,669½	1,120	2,722	590	26	4,458
Gloucester	727,634½	123	3,342	1,618	33	5,116
Hudson	267,425½	219	1,033	755	14	2,021
Hunterdon	267,119½	...	546	799	268	1,613
Mercer	593,783	860	2,044	851	83	3,838
Middlesex	670,091	604	3,181	624	141	4,550
Monmouth	872,590½	620	3,120	1,983	386	6,109
Morris	706,785	233	2,778	1,653	60	4,724
Ocean	383,074	223	1,523	613	294	2,653
Passaic	392,974½	414	1,783	2,397	13	4,607
Salem	364,648	148	1,758	466	163	2,535
Somerset	495,373	156	1,588	1,340	59	3,143
Sussex	222,276	...	451	514	454	1,419
Union	384,173½	665	1,396	536	46	2,643
Warren	318,686½	35	1,198	749	64	2,046
Total	10,870,608	7,105	42,978	23,581	2,872	76,536

TABLE 27—*Continued*

REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

COUNTIES	TRANSPORTATION TO OTHER DISTRICTS				
	Number of High School Pupils Transported to Other Districts	Amount Paid for Transporting All High School Pupils to Other Districts	Number of Pupils Below High School Transported to Other Districts	Amount Paid for Transporting All Pupils Below High School to Other Districts	Number of Pupils Transported to Summer, Evening, Vocational or Other Special Schools
Atlantic	783	$51,490.06	46	$2,502.44	149
Bergen	3,902	75,851.21	113	3,705.55	68
Burlington	1,486	57,440.33	403	9,362.72	1
Camden	1,628	61,581.50	38	1,898.70	258
Cape May	382	24,784.56	64	2,146.04	....
Cumberland	558	23,538.44	18	950.00	....
Essex	403	19,303.60	19	514.88	798
Gloucester	1,456	48,684.96	21	990.00	11
Hudson	1,131	16,529.26	7	523.82	5
Hunterdon	872	54,160.61	306	13,716.20	....
Mercer	699	29,189.36	127	9,384.55	2
Middlesex	1,715	63,984.83	159	5,476.32	322
Monmouth	1,802	67,654.22	312	7,205.89	....
Morris	1,433	71,790.89	88	3,999.60	....
Ocean	575	35,437.32	268	10,370.56	....
Passaic	1,418	32,098.16	2	136.02	18
Salem	642	26,030.19	21	772.50	....
Somerset	760	35,203.69	84	3,935.47	....
Sussex	595	44,461.49	403	16,173.71	....
Union	498	14,320.91	43	2,100.00	1
Warren	704	37,355.83	27	1,401.18	....
Total	23,442	$890,891.42	2,569	$97,266.24	1,633

TABLE 27—*Continued*

REPORT OF TRANSPORTATION FOR DAY SCHOOL S, IN ALL DISTRICTS

COUNTIES	TRANSPORTATION TO OTHER DISTRICTS			TRANSPORTATION WITHIN THE DISTRICT		
	Amount Paid for Transporting Pupils to Summer, Evening, Vocational or Other Special Schools	Total Amount Paid for Transportation to Other Districts	Number of Transportation Routes	Amount Paid for Transportation of Pupils Attending High Schools Within the District	Amount Paid for Transportation of Pupils Attending Schools Below High School Within the District	Total Amount Paid for Transportation of Pupils Within the District
Atlantic	$9,614.23	$63,606.73	83	$2,482.28	$55,138.05	$57,620.33
Bergen	4,416.92	83,973.68	126	3,313.60	47,027.74	50,341.34
Burlington	192.64	66,995.69	121	3,838.54	84,963.76	88,802.30
Camden	13,373.41	76,853.61	86	1,653.15	53,259.16	54,912.31
Cape May	.....	26,930.60	41	12,933 88	20,705.49	33,639.37
Cumberland	.....	24,488.44	72	14,821.56	66,381.35	81,202.91
Essex	13,764.77	33,583.25	38	23,431.51	59,220.19	82,651.70
Gloucester	135.80	49,810.76	89	5,578.07	70,787.20	76,365.27
Hudson	21.18	17,074.26	16	.....	55,432.44	55,432.44
Hunterdon	.....	67,876.90	65	200.00	23,481.62	23,681.62
Mercer	17.60	38,591.51	85	33,368.36	80,685.85	114,054.21
Middlesex	15,029.33	84,490.48	109	9,943.91	104,220.89	114,164.80
Monmouth	.....	74,860.11	114	27,952.74	93,424.34	121,377.08
Morris	.....	75,790.49	129	4,582.06	99,602.51	104,184.57
Ocean	.....	45,807.88	86	5,341.72	33,856.91	39,198.63
Passaic	417.30	32,651.48	56	6,680.00	44,138.78	50,818.78
Salem	.....	26,802.69	55	1,836.73	40,188.23	42,024.96
Somerset	.....	39,139.16	64	4,759.35	51,222.83	55,982.18
Sussex	.....	60,635.20	90	.....	29,821.37	29,821.37
Union	18.90	16,439.81	20	6,662.64	25,503.05	32,165.69
Warren	.....	38,757.01	65	1,374.10	47,724.68	49,098.78
Total	$57,002.08	$1,045,159.74	1,610	$170,754.20	$1,186,786.44	$1,357,540.64

TABLE 28
TUITION

COUNTIES	PUPILS SENT AND TUITION PAID					
	Number of Pupils Attending Approved or Registered High Schools in other Districts for whom the Tuition is paid by your District	Total Cost of Tuition for Pupils in High School, including amounts not yet paid	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District	Total Cost of Tuition for Pupils Below High School, Including Amounts Not Yet Paid	Number of Pupils Attending Summer, Evening, Vocational or Other Special Schools	Total Cost of Tuition for Pupils Attending Summer, Evening, Vocational or Other Special Schools
Atlantic	1,109	$197,549.36	171	$8,677.50	230	$37,307.80
Bergen	4,920	762,325.80	167	21,401.83	261	17,805.42
Burlington	1,697	202,741.00	461	28,548.82	1	100.00
Camden	2,406	317,017.28	310	21,375.50	599	75.00
Cape May	476	53,107.05	67	3,082.04	....	.....
Cumberland	560	60,513.60	32	1,103.50	....	.....
Essex	406	65,468.63	50	5,647.50	588	16,241.11
Gloucester	1,470	171,959.50	99	7,236.25	3	300.00
Hudson	1,945	195,040.50	18	1,987.71	243	572.00
Hunterdon	901	101,938.01	815	39,372.50	....	.....
Mercer	809	123,677.75	419	35,858.75	88	1,945.00
Middlesex	2,135	290,954.62	460	24,474.27	270	250.00
Monmouth	2,402	286,390.80	635	43,082.80	....	.....
Morris	1,786	245,184.01	216	14,492.50	6	104.50
Ocean	689	84,059.57	358	26,998.97	....	.....
Passaic	1,622	243,600.43	12	1,282.50	50	4,759.78
Salem	632	65,760.45	159	7,465.00	....	.....
Somerset	1,119	141,370.87	334	19,173.53	53	376.00
Sussex	650	62,679.44	520	25,334.25	....	.....
Union	505	75,210.57	70	8,196.50	49	1,066.42
Warren	734	87,720.40	182	6,344.46	....	.....
Total	28,973	$3,834,269.64	5,555	$351,136.68	2,441	$80,903.03

TABLE 28—*Continued*
TUITION

COUNTIES.	PUPILS AND TUITION RECEIVED					
	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Other Districts	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Parents or Others	Tuition Income Received for High School Pupils for Year 1931-1932 Only.	Tuition Income Still to be Received for High School Pupils for Year 1931-1932 Only	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Parents or Others
Atlantic	1,123	2	$66,939.08	$129,376.33	153	4
Bergen	3,971	89	542,346.52	81,563.72	165	85
Burlington	1,738	3	183,152.50	38,962.00	491	23
Camden	1,785	8	135,955.95	96,181.93	615	26
Cape May	476	....	11,643.08	42,258.54	68	3
Cumberland	958	2	63,329.68	37,696.50	16	7
Essex	519	94	90,038.63	4,364.88	147	820
Gloucester	1,621	2	160,789.21	29,774.72	94	9
Hudson	1,856	94	120,135.50	119,692.50	25	80
Hunterdon	866	24	88,974.20	4,598.00	771	43
Mercer	812	21	104,201.75	28,325.00	478	42
Middlesex	1,474	9	176,166.87	41,642.50	371	15
Monmouth	2,551	45	218,463.14	76,680.66	720	133
Morris	2,139	16	253,673.00	18,125.00	236	34
Ocean	722	2	49,306.38	24,107.62	370	15
Passaic	1,560	3	181,759.00	59,031.25	162	18
Salem	449	3	30,936.25	5,032.50	153	42
Somerset	1,614	3	181,888.62	8,439.00	314	89
Sussex	537	2	47,112.25	5,014.00	496	49
Union	581	17	81,428.84	8,992.50	110	31
Warren	842	4	87,454.44	12,632.56	278	25
Total	28,194	443	$2,875,694.89	$872,491.72	6,233	1,593

	PUPILS AND TUITION RECEIVED					
	Tuition Income Received for Pupils Below High School for Year 1931-1932 Only	Tuition Income Still to be Received for Pupils Below High School for Year 1931-1932 Only	Tuition Income Received for All Other Pupils Not Included in Numbers 22 and 26 for School Year 1931-1932 Only	Tuition Income Still to be Received for All Other Pupils Not Included in Numbers 23 and 27 for School Year 1931-1932 Only	Total Tuition Income Received on Account of Previous Year or Years	Tuition Income Still to Be Received on Account of Previous Year or Years
Atlantic	$2,725.00	$5,767.50	$2,275.00	$34,876.10	$2,025.00	..... **
Bergen	23,693.65	2,159.65	9,330.39	18.75	18,649.75	$1,188.50
Burlington	23,927.00	3,265.00	255.00	.....	17,621.75	3,880.00
Camden	40,083.45	8,997.37	1,428.00	378.50	16,447.50	967.50
Cape May	1,179.37	2,069.42	.....	.....	5,553.48	1,478.03
Cumberland	371.22	.....	.....	.....	4,556.40	.....
Essex	57,328.40	1,334.25	6,661.55	.....	7,089.00	1,026.48
Gloucester	6,392.25	1,381.25	1,160.00	.....	7,413.30	675.00
Hudson	3,025.50	.....	2,961.73	.....	73,875.50	10,182.50
Hunterdon	32,375.81	6,613.33	100.00	.....	5,264.93	95.00
Mercer	32,496.00	23,128.25	7,025.75	100.00	1,302.50	983.50
Middlesex	20,853.75	4,361.00	207.50	.....	9,282.00	35.00
Monmouth	54,352.85	1,512.25	60.00	890.00	6,063.50	709.50
Morris	15,953.50	2,215.00	101.00	200.00	3,940.00	333.75
Ocean	22,948.31	6,205.66	.....	.....	16,745.95	430.00
Passaic	7,983.24	7,278.50	17,938.50	304.20	2,069.90	..... ***
Salem	7,875.00	2,030.00	.....	.....	10,010.00	.....
Somerset	19,822.50	824.25	.....	.....	9,458.00	355.00
Sussex	14,360.25	12,111.50	187.50	.....	11,310.00	105.00
Union	15,208.00	123.50	5,606.50	.....	643.50	241.50 *
Warren	10,767.46	902.00	.....	.....	2,904.50	625.07
Total	$413,722.51	$92,279.68	$55,298.42	$36,767.55	$232,227.08	$23,311.33

* Difference, $2,597.50 in vocational sewing.
** Difference, $2,800.00 in vocational school.
*** Difference, $17,898.50 in vocational school.

TABLE 29

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID

COUNTIES	SUPERINTENDENTS			ASSISTANT SUPERINTENDENTS								
	Men	Women	Annual Salary	Men	Women	Total						
Atlantic	3	..	$16,000.00	1	..	1	$4,000.00					
Bergen	1	..	9,500.00	..	..	..						
Burlington	1	..	3,750.00	..	..	..						
Camden	2	..	11,000.00	..	..	..						
Cape May	2	..	8,300.00	..	..	..						
Cumberland	2	..	8,800.00	..	..	..						
Essex	6	..	65,750.00	6	..	6	14,750.00					
Gloucester	..	..		..	..	..						
Hudson	7	..	68,680.00	4	2	6	27,200.00	*$6,500.00	*$13,000.00			
Hunterdon	..	..		..	..	..						
Mercer	1	..	8,500.00	4	1	5	6,000.00	4,700.00	4,500.00	$4,700.00	*$4,500.00	
Middlesex	3	..	19,000.00	..	..	..						
Monmouth	2	..	13,500.00	..	..	..						
Morris	..	..		..	..	..						
Ocean	..	..		..	..	..						
Passaic	3	..	28,000.00	..	..	..						
Salem	1	..	3,250.00	..	..	..						
Somerset	..	..		..	..	..						
Sussex	..	..		..	..	..						
Union	4	..	30,000.00	..	..	..						
Warren	1	..	4,700.00	..	..	..						
Total	39	..	$298,730.00	15	3	18						

* Denotes Women Teachers.

	DIRECTORS OF COUNTY VOC. SCHOOLS			ASSISTANT DIRECTORS								
Atlantic	1	..	$3,300.00	..	..	..						
Camden	1	..	5,500.00	1	..	1	$3,600.00					
Cape May	..	..		..	..	..						
Essex	1	..	10,500.00	1	..	1	5,700.00					
Middlesex	1	..	5,800.00	..	..	..						

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID

SUPERVISING PRINCIPALS

COUNTIES	APPROVED			UNAPPROVED		
	Men	Women	Annual Salary	Men	Women	Annual Salary
Atlantic	5	..	$19,500.00	..	..	.....
Bergen	33	1	174,870.00	8	..	$28,290.00
Burlington	6	1	32,612.50	2	2	12,350.00
Camden	10	1	50,141.86	..	..	.....
Cape May	3	..	10,000.00	1	..	2,800.00
Cumberland	1	..	4,800.00	..	1	1,890.00
Essex	9	..	62,250.00	..	..	.....
Gloucester	6	..	24,600.00	1	2	8,500.00
Hudson	3	1	19,500.00	..	..	.....
Hunterdon	2	..	7,600.00	4	..	12,700.00
Mercer	4	1	23,450.00	..	2	6,300.00
Middlesex	11	1	51,000.00	5	..	18,675.00
Monmouth	9	.	41,100.00	3	..	10,400.00
Morris	8 19/25	..	39,503.00	11	..	45,700.00
Ocean	2	..	12,500.00	3	..	8,650.00
Passaic	2	..	11,800.00	2	..	7,000.00
Salem	3	..	9,750.00	..	..	.....
Somerset	6	1	35,100.00	2	..	5,600.00
Sussex	9/25	..	3,050.00	2	..	10,200.00
Union	9	1	58,250.00	4	..	12,400.00
Warren	2	..	7,225.00	2	..	5,000.00
Total	135	8	$698,602.36	50	7	$196,455.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

NON-TEACHING PRINCIPALS

COUNTIES	ELEMENTARY SCHOOLS				APPROVED JUNIOR HIGH SCHOOL PLAN							
					JUNIOR HIGH SCHOOLS				SENIOR HIGH SCHOOLS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	12	13	$42,600.00	$40,700.00	..	..	.....	.....	..	..	.....	.....
Bergen	28½	45	90,350.00	130,300.00	7	2	$27,457.50	$7,400.00	4	..	$18,150.00	.....
Burlington	3	9 9/10	6,800.00	22,245.00	..	..	.....	.....	..	..	.....	.....
Camden	12	23	35,800.00	64,450.00	3	3	12,100.00	9,300.00	2	1	8,800.00	$5,300.00
Cape May	½	5	1,450.00	10,100.00	½	..	1,900.00	.....	½	..	1,900.00	.....
Cumberland	2	7	5,650.00	15,350.00	..	..	.....	.....	..	..	.....	.....
Essex	83	37	659,739.00	138,088.00	8	1	42,500.00	4,500.00	5	..	29,700.00	.....
Gloucester	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Hudson	63	44	302,680.00	206,026.00	4	..	23,500.00	.....	1	..	6,500.00	.....
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	4	18	16,050.00	62,607.50	3	1	16,250.00	6,000.00	4	1	21,700.00	4,000.00
Middlesex	15	33	49,925.00	97,300.00	3	..	11,100.00	.....	1	..	4,500.00	.....
Monmouth	13	6	45,034.00	16,650.00	2	..	8,700.00	.....	2	..	7,825.00	.....
Morris	4	10	11,880.00	29,385.00	1	..	3,200.00	.....	..	..	.....	.....
Ocean	1	2	3,575.00	5,350.00	..	..	.....	.....	..	..	.....	.....
Passaic	32	39	141,525.00	145,150.00	..	..	.....	.....	..	..	.....	.....
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	4	.....	10,950.00	..	..	.....	.....	..	..	.....	.....
Sussex	1	2	2,900.00	4,800.00	1	..	3,000.00	.....	..	..	.....	.....
Union	26	33	93,650.00	101,275.00	7	..	32,000.00	.....	3	..	25,900.00	.....
Warren	2	..	4,175.00	.....	..	..	.....	.....	..	..	.....	.....
Total	302	330 9/10	$1,513,783.00	$1,100,726.50	39½	7	$181,707.50	$27,200.00	24½	2	$124,975.00	$9,300.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

NON-TEACHING PRINCIPALS

COUNTIES	REGULAR FOUR YEAR HIGH SCHOOLS OR LESS				SPECIAL SCHOOLS				TOTAL NON-TEACHING PRINCIPALS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	4	..	$17,700.00	.....	..	..	.....	.....	16	13	$60,300.00	$40,700.00
Bergen	8½	1	36,550.00	$3,700.00	..	..	.....	.....	48	48	172,507.50	141,400.00
Burlington	..	3 1/10	.....	9,030.00	..	..	.....	.....	3	13	6,800.00	31,275.00
Camden	2	1	6,500.00	3,300.00	2	..	$6,600.00	.....	21	28	69,800.00	82,350.00
Cape May	1	..	3,000.00	.....	..	..	.....	.....	2½	5	8,250.00	10,100.00
Cumberland	2	1	6,600.00	3,000.00	..	..	.....	.....	4	8	12,250.00	18,350.00
Essex	13	..	75,850.00	.....	6	3	23,625.00	$14,450.00	115	41	831,414.00	157,038.00
Gloucester	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Hudson	9	1	49,960.00	3,950.00	1	1	5,500.00	5,000.00	78	46	388,140.00	214,976.00
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	1	..	3,500.00	.....	..	..	.....	.....	12	20	57,500.00	72,607.50
Middlesex	3	1	14,100.00	3,350.00	..	..	.....	.....	22	34	79,625.00	100,650.00
Monmouth	3	1	13,300.00	2,900.00	..	..	.....	.....	20	7	74,859.00	19,550.00
Morris	5	..	21,050.00	.....	..	..	.....	.....	10	10	36,130.00	29,385.00
Ocean	1	..	3,700.00	.....	..	..	.....	.....	2	2	7,275.00	5,350.00
Passaic	5	1	29,950.00	4,700.00	..	..	.....	.....	37	40	171,475.00	149,850.00
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	4	..	15,200.00	.....	..	..	.....	.....	4	4	15,200.00	10,950.00
Sussex	1	..	2,900.00	.....	..	..	.....	.....	3	2	8,800.00	4,800.00
Union	6	2	26,100.00	8,200.00	..	..	.....	.....	44	35	177,650.00	109,475.00
Warren	2	..	6,600.00	.....	..	..	.....	.....	4	..	10,775.00	.....
Total	70½	12 1/10	$332,560.00	$42,130.00	9	4	$35,725.00	$19,450.00	445½	356	$2,188,750.50	$1,198,806.50

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SUPERVISORS

COUNTIES	KINDERGARTEN			ELEMENTARY SCHOOL				APPROVED JUNIOR HIGH SCHOOL PLAN						
								JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL		
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Women
antic	..	1	$4,100.00	..	1	.....	$4,100.00	..	..	.....	.....	..	..	.....
gen	..	..	.....	..	3	.....	8,425.00	..	..	.....	.....	..	..	.....
lington	..	..	.....	..	1	.....	3,300.00	..	..	.....	.....	..	..	.....
den	..	1	4,000.00	..	4	.....	10,850.00	1	..	$4,600.00	.....	..	..	.....
e May	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
berland	..	..	.....	..	1	.....	2,400.00	..	..	.....	.....	..	..	.....
ex	..	1	5,000.00	..	6	.....	23,700.00	..	1	.....	$4,700.00	..	..	.....
cester	..	..	.....	..	2	.....	4,450.00	..	..	.....	.....	..	..	.....
son	..	1	3,425.00	..	32	.....	113,126.00	..	2	.....	8,600.00	..	1	$4,300.00
terdon	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
cer	..	..	.....	..	4	.....	15,650.00	1	3	2,550.00	9,875.00	..	..	.....
dlesex	..	..	.....	..	3	.....	10,250.00	..	..	.....	.....	..	..	.....
mouth	..	..	.....	..	2	.....	5,800.00	..	..	.....	.....	..	..	.....
ris	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
in	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
saic	..	..	.....	1	7	$2,200.00	22,550.00	..	..	.....	.....	..	..	.....
m	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
erset	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
ex	..	..	.....	..	..	.....	.....	1	1	2,100.00	1,750.00	..	2	3,250.00
n	..	1	2,200.00	1	6	4,000.00	16,700.00	..	..	.....	.....	..	..	.....
ren	..	..	.....	..	1	.....	2,600.00	..	..	.....	.....	..	..	.....
Total	..	5	$18,725.00	2	73	$6,200.00	$243,901.00	3	7	$9,250.00	$24,925.00	..	3	$7,550.00

TABLE *29—Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SUPERVISORS

COUNTIES	SPECIAL SCHOOLS AND CLASSES				ALL OTHERS				TOTAL SUPERVISORS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	.....	.....	1	4	$4,500.00	$15,600.00	1	6	$4,500.00	$23,800.00
Bergen	..	..	.....	.....	..	..	.....	.....	..	3	.....	8,425.00
Burlington	..	..	.....	.....	..	..	.....	.....	..	1	.....	3,300.00
Camden	..	..	.....	.....	..	..	.....	.....	1	5	4,600.00	14,850.00
Cape May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Cumberland	..	..	.....	.....	..	..	.....	.....	..	1	.....	2,400.00
Essex	..	..	.....	.....	1	..	4,500.00	.....	1	8	4,500.00	33,400.00
Gloucester	..	..	.....	.....	..	..	.....	.....	..	2	.....	4,450.00
Hudson	..	1	.....	$4,200.00	..	..	.....	.....	..	37	.....	133,651.00
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	..	1	.....	3,900.00	..	..	.....	.....	1	8	2,550.00	29,425.00
Middlesex	..	..	.....	.....	..	..	.....	.....	..	3	.....	10,250.00
Monmouth	..	..	.....	.....	..	..	.....	.....	..	2	.....	5,800.00
Morris	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Ocean	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Passaic	..	..	.....	.....	..	..	.....	.....	1	7	2,200.00	22,550.00
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Sussex	..	..	.....	.....	..	..	.....	.....	1	3	2,100.00	5,000.00
Union	..	..	.....	.....	..	3	.....	7,150.00	1	10	4,000.00	26,050.00
Warren	..	..	.....	.....	..	..	.....	.....	..	1	.....	2,600.00
Total	..	2	.....	$8,100.00	2	7	$9,000.00	$22,750.00	7	97	$24,450.00	$325,951.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL SUPERVISORS

COUNTIES	ELEMENTARY SCHOOLS				APPROVED JUNIOR HIGH SCHOOL PLAN								REGULAR FOUR-YEAR HIGH SCHOOL OR LESS			
					JUNIOR HIGH SCHOOLS				SENIOR HIGH SCHOOLS							
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
ıntic	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
gen	3 3/10	11	$10,125.00	$25,900.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
lington	3 5/10	19 8/10	6,415.00	35,500.24	..	..	.....	.....	..	..	.....	.....	2 1/10	7 7/10	$6,085.00	$12,907.26
den	3	12	8,600.00	24,750.00	1	2	$3,300.00	$6,200.00	..	..	.....	.....	..	1	.....	2,000.00
e May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
berland	1	7 6/10	2,500.00	13,300.00	..	..	.....	.....	..	..	.....	.....	..	1	.....	2,300.00
ex	11	29	58,600.00	109,589.00	..	..	.....	.....	2	..	$8,600.00	.....	1	3	3,000.00	7,650.00
icester	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
son	19	24	68,735.00	73,687.50	..	..	.....	.....	..	..	.....	.....	4	2	17,550.00	8,650.00
terdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
cer	..	5	.....	19,200.00	..	1	.....	3,550.00	..	..	.....	.....	..	..	.....	.....
llesex	1	3	3,200.00	8,900.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
mouth	1	3	2,550.00	6,650.00	..	..	.....	.....	..	..	.....	.....	..	3	.....	6,638.00
ris	..	2	.....	5,000.00	..	..	.....	.....	..	..	.....	.....	1	1	3,500.00	2,945.00
ın	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
aic	4	15	22,500.00	58,350.00	..	..	.....	.....	..	..	.....	.....	1	..	4,000.00	.....
m	..	1	.....	1,500.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
erset	..	1	.....	1,400.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
ex	..	2	.....	3,700.00	..	..	.....	.....	..	..	.....	.....	1	1	2,200.00	2,075.00
on	..	10	.....	25,500.00	1	1	2,150.00	2,100.00	..	..	.....	.....	..	..	.....	.....
ren	..	1	.....	2,400.00	..	..	.....	.....	..	..	.....	.....	2	..	4,400.00	.....
Total	46 7/10	146 4/10	$183,225.00	$415,326.74	2	4	$5,450.00	$11,850.00	2	..	$8,600.00	.....	12 1/10	19 2/10	$40,735.00	$45,165.26

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID
SPECIAL SUPERVISORS

COUNTIES	SPECIAL SCHOOLS AND CLASSES				ALL OTHERS				TOTAL OF SPECIAL SUPERVISORS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Bergen	..	..	.....	.....	2 3/10	6	$10,925.00	$13,300.00	6	17	$21,050.00	$39,200.00
Burlington	..	..	.....	.....	..	..	.....	.....	6 4/10	27	12,500.00	48,407.50
Camden	..	..	.....	.....	..	8	.....	14,800.00	4	23	11,900.00	47,750.00
Cape May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Cumberland	..	..	.....	.....	1	3	2,200.00	4,300.00	2	11 1/10	4,700.00	19,900.00
Essex	..	1	.....	$6,500.00	14	25	48,155.00	78,539.00	28	58	118,355.00	202,278.00
Gloucester	..	..	.....	.....	2	12	4,550.00	21,980.00	2	12	4,550.00	21,980.00
Hudson	..	1	.....	3,460.00	1	1	3,800.00	3,400.00	24	28	90,085.00	89,197.50
Hunterdon	..	..	.....	.....	2	8	3,200.00	12,500.00	2	8	3,200.00	12,500.00
Mercer	..	..	.....	.....	1	2	1,900.00	3,800.00	1	8	1,900.00	26,550.00
Middlesex	..	..	.....	.....	1	12	3,500.00	32,775.00	2	15	6,700.00	41,675.00
Monmouth	..	..	.....	.....	..	15	.....	31,310.00	1	21	2,550.00	44,598.00
Morris	..	..	.....	.....	..	..	.....	.....	1	3	3,500.00	7,945.00
Ocean	..	..	.....	.....	2	12	4,500.00	22,575.00	2	12	4,500.00	22,575.00
Passaic	1	..	$5,000.00	.....	1	7	2,100.00	15,400.00	7	22	33,600.00	73,750.00
Salem	..	..	.....	.....	..	..	.....	.....	..	1	.....	1,500.00
Somerset	..	..	.....	.....	5	13	12,500.00	25,700.00	5	14	12,500.00	27,100.00
Sussex	..	..	.....	.....	..	..	.....	.....	1	3	2,200.00	5,775.00
Union	..	..	.....	.....	7	7	25,300.00	23,375.00	8	18	27,450.00	50,975.00
Warren	..	..	.....	.....	..	..	.....	.....	2	1	4,400.00	2,400.00
Total	1	2	$5,000.00	$9,960.00	39 9/10	131	$122,630.00	$303,754.00	104 1/10	302 9/10	$365,640.00	$786,056.00

TABLE 30—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

DAY SCHOOLS

COUNTIES	HELPING TEACHERS					TEACHERS, RURAL SCHOOL, ONE-ROOM					TEACHERS, RURAL SCHOOL, TWO-ROOM				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
ıntic	..	2	2	.....	$5,750.00	..	8	8	.....	$9,196.00	..	16	16	.....	$19,417.00
gen	..	4	4	.....	12,000.00	..	3	3	.....	4,750.00	..	6	6	.....	8,800.00
lington	..	6	6	.....	15,950.00	..	1	1	.....	1,300.00	..	6	6	.....	7,300.00
ıden	..	5	5	.....	16,200.00	..	7	7	.....	8,180.00	1	13	14	$1,400.00	15,302.50
e May	..	3	3	.....	7,950.00	..	2	2	.....	2,000.00	..	8	8	.....	9,700.00
ıberland	..	3	3	.....	8,350.00	2	11	13	$2,025.00	11,678.00	2	22	24	2,365.00	26,967.50
ex	..	2	2	.....	6,000.00	..	..	..	.....	.....	..	..	..	.....	.....
ıcester	..	4	4	.....	9,900.00	..	11	11	.....	12,620.00	..	14	14	.....	16,020.00
ſson	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
terdon	..	3	3	.....	8,000.00	6	48	54	6,800.00	52,825.00	2	16	18	2,200.00	18,250.00
cer	..	1	1	.....	2,850.00	1	5	6	1,800.00	7,320.00	..	2	2	.....	3,200.00
dlesex	..	..	..	.....	.....	..	10	10	.....	12,500.00	..	16	16	.....	20,500.00
mouth	..	5	5	.....	12,900.00	2	19	21	3,150.00	25,350.00	2	20	22	3,000.00	28,000.00
ris	..	3	3	.....	8,200.00	..	6	6	.....	7,550.00	5	17	22	6,900.00	23,900.00
an	..	3	3	.....	8,450.00	2	6	8	3,600.00	7,400.00	2	22	24	2,800.00	27,835.00
saic	..	2	2	.....	5,300.00	1	3	4	1,250.00	4,100.00	..	12	12	.....	16,025.00
m	..	3	3	.....	8,000.00	..	17	17	.....	17,530.00	1	11	12	1,080.00	10,940.00
erset	..	3	3	.....	7,900.00	2	16	18	2,250.00	19,300.00	2	28	30	3,100.00	36,250.00
ex	..	2	2	.....	5,800.00	6	38	44	6,700.00	38,675.00	3	9	12	3,650.00	9,800.00
n	..	..	..	.....	.....	..	1	1	.....	1,200.00	..	7	7	.....	9,240.00
ren	..	3	3	.....	7,050.00	2	13	15	2,150.00	13,350.00	3	21	24	3,900.00	22,800.00
tal	..	57	57	.....	$156,550.00	24	225	249	$29,725.00	$256,824.00	23	266	289	$30,395.00	$330,247.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID
DAY SCHOOLS

COUNTIES	TEACHERS, KINDERGARTEN—Day Schools					TEACHERS, GRADES 1-8 INCLUSIVE—Day Schools					TEACHERS, GRADES 1-6 INCLUSIVE—Day Schools				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
tle	..	42	42	.....	$72,525.00	25	529	554	$46,150.00	$989,700.00	..	..	..	.....	.....
n	..	109	109	.....	190,863.50	59	1335	1394	113,750.00	2,250,044.08	6	360	366	$14,600.00	$626,766.19
ngton	..	4	4	.....	5,900.00	14	477	491	24,025.00	641,063.75	..	..	..	.....	.....
en	..	33	33	.....	54,800.00	20	910	930	32,635.00	1,462,276.29	3	138	141	5,400.00	212,050.00
May	..	2	2	.....	2,800.00	7	136	143	12,000.00	184,225.00	..	20	20	.....	33,300.00
erland	..	..	..	.....	.....	8	295 9/10	303 9/10	13,760.00	388,944.50	..	..	..	.....	.....
	..	262	262	.....	712,580.00	78	2376	2454	159,299.00	5,598,785.50	2	380	382	6,400.00	811,298.00
ester	..	3	3	.....	4,075.00	14	400	414	19,835.00	501,840.00	..	..	..	.....	.....
on	..	103	103	.....	227,444.00	15	2085	2100	29,045.00	4,679,024.36	..	310	310	.....	701,148.00
erdon	..	3	3	.....	4,475.00	5	92	97	9,900.00	118,410.00	..	..	..	.....	.....
er	..	46	46	.....	88,965.00	2	318	320	3,600.00	514,800.00	1	317	318	1,200.00	644,550.00
lesex	..	39	39	.....	72,275.00	18	767	785	30,235.00	1,271,033.00	..	152	152	.....	274,175.00
outh	..	21	21	.....	35,640.00	42	488	530	77,638.00	743,561.00	..	95	95	.....	179,000.00
s	..	15	15	.....	25,930.00	32	426	458	61,615.00	686,525.00	1	33	34	2,500.00	55,650.00
n	..	3	3	.....	4,650.00	9	136	145	15,400.00	197,395.00	..	..	..	.....	.....
nic	..	82	82	.....	183,725.00	20	1220	1240	43,750.00	2,623,050.00	..	28	28	.....	43,600.00
n	..	4	4	.....	4,875.00	8	173	181	12,900.00	217,611.00	..	..	..	.....	.....
rset	..	11	11	.....	17,550.00	10	252	262	21,500.00	382,175.00	..	..	..	.....	.....
x	..	6	6	.....	7,625.00	6	80	86	10,100.00	102,675.00	..	22	22	.....	30,700.00
n	..	107	107	.....	186,000.00	16	683	699	28,150.00	1,168,365.00	3	465	468	6,200.00	835,925.00
en	..	..	..	.....	.....	10	206	216	15,450.00	282,570.00	..	..	..	.....	.....
al	..	895	895	.....	$1,902,697.50	418	13384 6/10	13802 6/10	$780,737.00	$25,004,073.48	16	2320	2336	$36,300.00	$4,448,162.19

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

DAY SCHOOLS

COUNTIES	TEACHERS, GRADES 7 TO 9, INCLUSIVE — JUNIOR HIGH PLAN					TEACHERS, GRADES 10 TO 12, INCLUSIVE — JUNIOR HIGH PLAN					TEACHERS, GRADES 9 TO 12, INCLUSIVE				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
ntic	..	..	..	.....	.....	..	..	..	.....	.....	50	87	137	$157,675.00	$246,490.00
en	32	161	193	$64,737.50	$329,671.00	36	88	124	$90,130.00	$201,141.50	113	231	344	268,162.50	500,052.50
ington	..	..	..	.....	.....	..	..	..	.....	.....	36	86	122	66,412.50	144,025.00
len	36	118	154	73,825.00	237,075.00	47	72	119	122,350.00	166,475.00	32	46	78	67,000.00	91,825.00
May	4	4	8	8,000.00	7,900.00	5	6	11	10,650.00	12,000.00	20	18	38	38,430.00	27,950.00
berland	..	..	..	.....	.....	..	..	..	.....	.....	217/10	68	897/10	40,725.00	116,375.00
x	32	161	193	86,520.00	412,143.00	56	96	152	184,559.00	273,132.00	355	493	848	1,256,311.00	1,519,103.00
cester	..	..	..	.....	.....	..	..	..	.....	.....	28½	67	95½	55,600.00	119,225.00
son	25	180	205	62,988.00	521,826.00	16	50	66	55,070.00	159,050.00	229	372	601	775,072.00	1,186,602.00
erdon	1	4	5	1,550.00	6,200.00	5	5	10	9,600.00	8,300.00	10	22	32	17,500.00	33,975.00
er	52	113	165	120,337.00	295,063.00	57	35	92	193,105.00	109,116.00	22	35	57	48,500.00	68,050.00
lesex	15	68	83	32,550.00	147,200.00	11	36	47	30,725.00	92,300.00	63	87	150	138,400.00	193,687.00
nouth	14	34	48	32,450.00	60,125.00	14	30	44	35,400.00	71,100.00	72	89	161	155,445.00	170,745.00
ls	5	13	18	8,100.00	20,400.00	..	..	..	.....	.....	41	107	148	91,650.00	213,540.00
n	..	..	..	.....	.....	..	..	..	.....	.....	20	33	53	39,925.00	58,200.00
ic	2	10	12	5,700.00	17,900.00	..	..	..	.....	.....	101	234	335	321,100.00	658,400.00
n	..	..	..	.....	.....	..	..	..	.....	.....	12	34	46	19,850.00	53,050.00
rset	..	..	..	.....	.....	..	..	..	.....	.....	32	59	91	63,100.00	113,725.00
x	2	5	7	3,000.00	7,900.00	3	5	8	6,600.00	9,150.00	11	16	27	23,050.00	25,750.00
n	55	148	203	119,285.00	326,260.00	55	79	134	140,880.00	203,470.00	75	120	195	184,500.00	291,183.00
ren	..	..	..	.....	.....	..	..	..	.....	.....	27	41	68	52,575.00	74,575.00
Total	275	1019	1294	$619,042.50	$2,389,663.00	305	502	807	$879,069.00	$1,305,234.50	1371½/10	2345	3716⅞/10	$3,880,983.00	$5,906,527.50

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SHORT TERM TEACHERS—Day Schools					SUBSTITUTE TEACHERS—Day Schools					SPECIAL TEACHERS—Day Schools				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
ntic	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
en	3	18	21	$2,960.00	$17,850.00	2	10	12	$1,440.00	$9,510.00	1	4	5	$2,450.00	$6,975.00
ington	..	2	2	.....	1,400.00	..	..	..	.....	.....	..	..	..	.....	.....
len	..	..	..	.....	.....	..	1	1	.....	649.00	1	37	38	1,850.00	57,000.00
May	..	2	2	.....	1,980.00	..	..	..	.....	.....	..	..	..	.....	.....
berland	..	1	1	.....	1,280.00	..	..	..	.....	.....	..	..	..	.....	.....
x	3	6	9	4,050.00	7,312.00	..	..	..	.....	.....	5	13	18	13,400.00	31,063.00
cester	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
son	4	6	10	4,436.00	10,680.00	1	17	18	1,128.00	17,624.00	..	14	14	.....	40,219.00
terdon	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
er	..	3	3	.....	6,400.00	1	..	1	1,080.00	.....	..	1	1	.....	2,345.00
llesex	1	6	7	1,800.00	10,165.00	..	..	..	.....	.....	..	7	7	.....	12,025.00
mouth	3	3	6	3,000.00	3,075.00	..	4	4	.....	3,175.00	..	2	2	.....	3,620.00
is	..	..	..	.....	.....	..	..	..	.....	.....	3	1	4	7,000.00	1,825.00
n	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
aic	..	4	4	.....	9,250.00	..	5	5	.....	7,425.00	1	13	14	1,900.00	25,400.00
n	..	3	3	.....	2,100.00	..	..	..	.....	.....	..	..	..	.....	.....
erset	..	..	..	.....	.....	1	..	1	1,600.00	.....	..	..	..	.....	.....
ex	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
n	17/10	6⅕	7⅗10	2,385.00	3,960.00	3	12	15	865.00	2,230.00	2	14	16	4,100.00	29,600.00
ren	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Total	157/10	60⅕	75⅗10	$18,631.00	$75,452.00	8	49	57	$6,113.00	$40,613.00	13	106	119	$30,700.00	$210,072.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SPECIAL TEACHERS, SUB-NORMAL CLASSES—Day Schools					SPECIAL TEACHERS, DEAF CLASSES Day Schools					SPECIAL TEACHERS, BLIND CLASSES Day Schools				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
atic	1	10	11	$3,000.00	$23,000.00	..	..	..	.....	.....	..	..	..	.....	.....
en	1	14	15	2,125.00	30,420.00	..	..	..	.....	.....	..	..	..	.....	.....
ington	1	3	4	1,700.00	4,325.00	..	..	..	.....	.....	..	..	..	.....	.....
den	..	11	11	.....	20,500.00	..	..	..	.....	.....	..	1	1	.....	$2,000.00
May	..	1	1	.....	1,375.00	..	..	..	.....	.....	..	..	..	.....	.....
berland	..	7	7	.....	12,310.00	..	..	..	.....	.....	..	..	..	.....	.....
r	11	99	110	23,250.00	267,176.00	..	16	16	.....	$49,800.00	..	6	6	.....	18,850.00
cester	..	3	3	.....	4,850.00	..	..	..	.....	.....	..	..	..	.....	.....
on	2	38	40	5,975.00	106,309.00	..	6	6	.....	15,744.00	..	2	2	.....	5,928.00
erdon	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
er	..	20	20	.....	49,950.00	..	..	..	.....	.....	..	..	..	.....	.....
lesex	2	4	6	4,525.00	9,475.00	..	..	..	.....	.....	..	..	..	.....	.....
outh	1	13	14	2,200.00	25,415.00	..	..	..	.....	.....	..	..	..	.....	.....
s	..	3	3	.....	6,175.00	..	..	..	.....	.....	..	..	..	.....	.....
n	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
ic	..	26	26	.....	75,325.00	..	2	2	.....	4,600.00	..	3	3	.....	9,400.00
n	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
rset	1	2	3	1,900.00	4,250.00	..	..	..	.....	.....	..	..	..	.....	.....
x	..	3	3	.....	5,000.00	..	..	..	.....	.....	..	..	..	.....	.....
n	4	21	25	8,000.00	45,225.00	..	..	..	.....	.....	..	1	1	.....	1,600.00
en	..	2	2	.....	3,675.00	..	..	..	.....	.....	..	..	..	.....	.....
Total	24	280	304	$52,675.00	$694,755.00	..	24	24	.....	$70,144.00	..	13	13	.....	$37,778.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SPECIAL TEACHERS FOR CRIPPLED CLASSES—Day Schools					SPECIAL TEACHERS—BEDSIDE OR HOME INSTRUCTION					MANUAL TRAINING TEACHERS—Day Schools				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
antic	..	2	2	.....	$3,000.00	..	1	1	.....	$2,300.00	14⅖	16	30⅖	$36,800.00	$33,500.00
rgen	..	..	..	.....	.....	..	6	6	.....	5,562.00	59	58	117	141,318.50	121,237.00
rlington	..	..	..	.....	.....	..	1	1	.....	360.00	8	9	17	17,790.00	14,752.50
mden	..	..	..	.....	.....	..	1	1	.....	1,400.00	38	33	71	86,350.00	63,325.00
pe May	..	..	..	.....	.....	..	..	..	.....	.....	6½	6	12½	15,675.00	10,400.00
mberland	..	..	..	.....	.....	..	..	..	.....	.....	10⁵⁄₁₀	5⁸⁄₁₀	16³⁄₁₀	20,900.00	8,190.00
sex	1	19	20	$2,700.00	51,950.00	..	9	9	.....	14,769.00	110	66	176	303,947.00	161,915.00
oucester	..	..	..	.....	.....	..	1	1	.....	1,525.00	11⅕	9⅖	20⅗	24,980.00	15,525.00
dson	..	20	20	.....	59,430.00	..	7	7	.....	16,115.00	68	74	142	180,582.50	189,963.00
nterdon	..	..	..	.....	.....	..	..	..	.....	.....	3	4	7	5,500.00	6,825.00
rcer	..	1	1	.....	2,400.00	..	4	4	.....	3,828.00	31³⁄₁₀	28	59³⁄₁₀	83,875.00	66,160.00
ddlesex	..	..	..	.....	.....	..	..	..	.....	.....	25	26	51	59,475.00	54,950.00
nmouth	..	..	..	.....	.....	..	..	..	.....	.....	18	23	41	42,320.00	45,175.00
rris	..	..	..	.....	.....	..	1	1	.....	1,500.00	14	12½	26½	33,500.00	26,355.00
ean	..	..	..	.....	.....	..	1	1	.....	94.00	7	3½	10½	14,175.00	6,475.00
ssaic	..	3	3	.....	9,600.00	..	3	3	.....	4,450.00	35	25	60	86,700.00	63,550.00
em	..	..	..	.....	.....	..	..	..	.....	.....	3	4	7	6,100.00	5,600.00
nerset	..	..	..	.....	.....	..	1	1	.....	680.00	7⁷⁄₁₀	6	13⁷⁄₁₀	18,850.00	11,300.00
sex	..	..	..	.....	.....	..	..	..	.....	.....	4	4	8	9,150.00	6,050.00
lon	..	1	1	.....	1,350.00	..	4	4	.....	4,710.00	63	56	119	158,875.00	126,862.50
rren	..	..	..	.....	.....	..	..	..	.....	.....	6	4	10	12,000.00	6,750.00
Total	1	46	47	$2,700.00	$127,730.00	..	40	40	.....	$57,293.00	542⁹⁄₁₀	473²⁄₁₀	1015⁸⁄₁₀	$1,358,863.00	$1,044,860.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOLS

COUNTIES	KINDERGARTEN				ELEMENTARY SCHOOLS				JUNIOR HIGH SCHOOLS (Approved Junior High School Plan)				SENIOR HIGH SCHOOLS (Approved Junior High School Plan)			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
...ic	..	..	.....	.....	..	7 4/5	.....	$15,964.00	..	..	.....	.....	..	..	.....	.....
...n	..	..	.....	.....	2	26	$4,800.00	49,800.00	2	12	$3,700.00	$23,783.00	8	2	$20,712.50	$3,675.00
...gton	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
...n	..	..	.....	.....	3	11	5,850.00	15,950.00	2	8	5,400.00	14,900.00	..	1	.....	2,500.00
...May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
...rland	..	..	.....	.....	..	3	.....	4,860.00	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	61	273	179,250.00	645,725.00	7	26	23,026.00	58,310.00	5	10	15,476.00	26,013.00
...ster	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
...n	..	..	.....	.....	39	96	69,945.00	200,624.00	5	9	12,180.00	25,965.00	3	3	9,430.00	10,870.00
...rdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	1	13	2,175.00	28,825.00	1	2	2,260.00	5,455.00	2	1	6,025.00	2,433.00
...sex	..	..	.....	.....	2	17	4,075.00	30,975.00	1	8	2,800.00	19,100.00	3	4	9,050.00	9,450.00
...uth	..	..	.....	.....	..	7	.....	11,050.00	1	2	2,800.00	3,300.00	1	2	3,200.00	4,000.00
.....	..	..	.....	.....	2	18 3/10	4,600.00	33,655.00	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
...c	..	..	.....	.....	13	34	35,250.00	78,700.00	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
...et	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	..	3	.....	4,650.00	..	..	.....	.....	..	..	.....	.....
.....	..	..	.....	.....	5	26 3/5	9,400.00	51,910.00	13	32	31,475.00	69,075.00	10	16	26,900.00	38,500.00
...n	..	..	.....	.....	..	2	.....	2,925.00	..	..	.....	.....	..	..	.....	.....
...l	..	..	.....	.....	128	537 7/10	$315,345.00	$1,175,613.00	32	99	$83,641.00	$219,888.00	32	39	$90,793.50	$97,441.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOLS

COUNTIES	REGULAR FOUR-YEAR HIGH SCHOOL OR LESS				SPECIAL SCHOOLS AND CLASSES				ALL OTHERS NOT REPORTED IN OTHER COLUMNS				TOTAL			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
ic	..	..	.....	.....	..	..	.....	.....	7	35 1/10	$16,900.00	$65,350.00	7	42 9/10	$16,900.00	$81,314.00
a	6	9	$17,600.00	$20,750.00	..	..	.....	.....	20	51	45,450.00	108,500.00	38	100	92,262.50	206,508.00
gton	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
n	4	3	8,450.00	5,350.00	..	..	.....	.....	1	1	1,700.00	2,050.00	10	24	21,400.00	40,750.00
May	..	..	.....	.....	..	..	.....	.....	3	18	7,100.00	29,450.00	3	18	7,100.00	29,450.00
rland	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	3	.....	4,860.00
	3	5	6,550.00	11,875.00	..	34	.....	$86,000.00	19	80	50,470.00	188,048.00	95	428	274,772.00	1,015,971.00
ster	2	1	3,300.00	1,350.00	..	..	.....	.....	2	5	5,150.00	8,000.00	4	6	8,450.00	9,350.00
a	1	5	3,180.00	16,800.00	1	13	$1,400.00	38,716.00	..	19	.....	49,000.00	49	145	96,135.00	341,975.00
rdon	..	..	.....	.....	..	..	.....	.....	..	6	.....	3,500.00	..	6	.....	3,500.00
	5	2	8,100.00	3,600.00	..	..	.....	.....	7/10	..	1,260.00	.....	9 7/10	18	19,820.00	40,313.00
sex	..	..	.....	.....	..	..	.....	.....	5	26	11,050.00	47,460.00	11	55	26,975.00	106,985.00
outh	5	6	12,590.00	10,955.00	..	..	.....	.....	..	9	.....	14,950.00	7	26	18,590.00	44,255.00
	8	3	20,375.00	5,500.00	..	..	.....	.....	2	3	3,750.00	5,800.00	12	24 3/10	28,725.00	44,955.00
	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
c	3	3	10,050.00	8,200.00	..	..	.....	.....	..	3	.....	5,100.00	16	40	45,300.00	92,000.00
et	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
	..	..	.....	.....	..	..	.....	.....	..	4	.....	4,375.00	..	7	.....	9,025.00
	1	6	2,900.00	11,250.00	..	1	.....	2,000.00	14 1/5	36	32,780.00	78,675.00	43 1/5	117 3/5	103,455.00	251,410.00
a	1	1	1,550.00	1,850.00	..	..	.....	.....	..	..	.....	.....	1	3	1,550.00	4,775.00
l	39	44	$94,645.00	$97,480.00	1	48	$1,400.00	$126,716.00	73 9/10	296 1/10	$175,610.00	$610,258.00	305 9/10	1063 8/10	$761,434.50	$2,327,396.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	CONTINUATION SCHOOL TEACHERS, FULL TIME—Day School. Includes Continuation School Teachers in County Vocational Schools					CONTINUATION SCHOOL TEACHERS, PART TIME Day School. Includes Continuation School Teachers in County Vocational Schools						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Rate per Hour—Men	Average Rate per Hour—Women
Atlantic	1	2	3	$1,875.00	$4,350.00	3/5	1/2	1 1/10	$1,000.00	$800.00	$2.09	$1.50
Bergen	2	3	5	6,150.00	5,625.00	1	1	2	100.00	1,429.15	1.00	3.47
Burlington	2	..	2	3,250.00	.....	..	..	..	.....	.....	....	....
Camden	2	7	9	4,950.00	15,125.00	..	..	..	.....	.....	....	....
Cape May	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Cumberland	..	2	2	.....	3,750.00	3/10	6/10	9/10	540.00	820.00	2.02	1.53
Essex	9	11	20	24,900.00	35,000.00	5	7	12	3,753.50	4,988.00	3.50	4.45
Gloucester	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Hudson	7	12	19	16,375.00	33,515.00	3	5	8	5,150.00	4,875.05	5.09	3.11
Hunterdon	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Mercer	1	5	6	3,075.00	14,400.00	..	1	1	.....	715.00	....	1.59
Middlesex	3	9	12	8,000.00	23,750.00	..	..	..	.....	.....	....	....
Monmouth	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Morris	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Ocean	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Passaic	5	13	18	13,700.00	33,960.00	2	1	3	1,340.00	540.00	2.25	2.25
Salem	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Somerset	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Sussex	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Union	3	9	12	8,200.00	19,925.00	..	..	..	.....	.....	....	....
Warren	..	1	1	.....	1,600.00	1	..	1	1,000.00	.....	2.00	....
Total	35	74	109	$90,475.00	$191,000.00	12 9/10	16 1/10	29	$12,883.50	$14,167.20	$2.56	$2.56

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	VOCATIONAL TEACHERS—Day Schools					VOCATIONAL TEACHERS—Evening Schools						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women
Atlantic	23	23	46	$76,550.00	$50,300.00	18	21	39	$8,058.50	$7,739.00	$6.30	$5.19
Bergen	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Burlington	2	..	2	6,300.00	.....	..	..	..	.....	.....	....	....
Camden	22	5	27	65,400.00	13,700.00	30	..	30	8,406.50	.....	5.00	....
Cape May	2	..	2	3,489.00	.....	..	..	..	.....	.....	....	....
Cumberland	3 9/10	2	5 9/10	8,550.00	3,030.00	..	..	..	.....	.....	....	....
Essex	68	44	112	186,924.00	116,275.00	129	46	175	76,665.96	27,790.56	6.50	5.43
Gloucester	1½	1	2½	4,150.00	2,400.00	..	..	..	.....	.....	....	....
Hudson	25	19	44	89,406.00	80,406.00	53	14	67	24,869.00	5,561.00	4.65	4.87
Hunterdon	3	..	3	9,000.00	.....	..	..	..	.....	.....	....	....
Mercer	..	..	..	.....	.....	5	1	6	1,020.00	240.00	6.00	6.00
Middlesex	29	..	29	85,800.00	.....	22	6	28	7,489.00	1,520.00	5.00	5.00
Monmouth	2	..	2	6,400.00	.....	..	..	..	.....	.....	....	....
Morris	1	..	1	3,125.00	.....	..	..	..	.....	.....	....	....
Ocean	..	½	½	.....	900.00	..	..	..	.....	.....	....	....
Passaic	24	2	26	78,450.00	6,200.00	59	20	79	11,330.25	4,004.50	5.00	4.28
Salem	2	..	2	4,900.00	.....	..	..	..	.....	.....	....	....
Somerset	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Sussex	2	2	4	5,500.00	3,450.00	..	..	..	.....	.....	....	....
Union	16	9	25	43,460.00	20,775.00	26	16	42	7,316.50	4,286.50	5.29	4.92
Warren	1	..	1	2,750.00	.....	..	..	..	.....	.....	....	....
Total	226 8/10	107½	334 3/10	$680,154.00	$297,436.00	342	124	466	$145,155.71	$51,141.56	$5.47	$5.10

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	MANUAL TRAINING TEACHERS—Evening Schools							REGULAR EVENING SCHOOL TEACHERS						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average per Night—Men	Average per Night—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women
antic	..	..	..	.....	.....	....	....	3	3	6	$1,225.00	$1,050.00	$5.83	$5.00
gen	..	..	..	.....	.....	....	....	24	19	43	7,359.18	5,371.00	4.80	4.07
lington	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
nden	..	..	..	.....	.....	....	....	11	15	26	2,693.00	3,481.00	3.75	3.82
e May	..	..	..	.....	.....	....	....	1	4	5	80.00	677.00	1.90	4.67
nberland	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
ex	..	..	..	.....	.....	....	....	145	126	271	94,793.02	86,499.86	5.74	4.73
ucester	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
lson	1	1	2	$384.00	$378.00	$6.00	$6.00	54	65	119	21,059.50	20,085.35	4.95	4.49
nterdon	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
rcer	9	9	18	2,457.00	1,736.00	4.50	4.23	6	15	21	1,751.50	4,338.25	4.66	4.73
ddlesex	..	..	..	.....	.....	....	....	5	12	17	1,780.50	3,562.00	4.38	4.08
nmouth	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
rris	..	..	..	.....	.....	....	....	1	2	3	248.00	496.00	4.00	4.00
an	..	..	..	.....	.....	....	....	1	1	2	250.00	250.00	5.00	5.00
ssaic	..	..	..	.....	.....	....	....	37	25	62	14,123.00	7,084.00	5.96	4.02
om	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
merset	..	..	..	.....	.....	....	....	1	2	3	175.00	350.00	3.50	3.50
ssex	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
on	..	..	..	.....	.....	....	....	35	13	48	11,260.88	3,201.20	5.63	4.77
rren	..	..	..	.....	.....	....	....	1	..	1	238.00	.....	3.50	....
Total	10	10	20	$2,841.00	$2,114.00	$5.25	$5.12	325	302	627	$157,036.58	$136,445.66	$4.54	$4.38

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	ACCREDITED EVENING HIGH SCHOOL TEACHERS							TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average per Night—Men	Average Per Night—Women
ıntic	3	..	3	$1,242.00	.....	$6.00	....	1	8	9	$517.50	$2,760.00	$7.50	$5.00
gen	..	..	..	.....	.....	....	....	9	18	27	3,185.00	9,905.00	4.75	4.92
lington	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
den	..	..	..	.....	.....	....	....	1	2	3	256.00	512.00	4.00	4.00
e May	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
nberland	..	..	..	.....	.....	....	....	1	1	2	288.00	288.00	4.50	4.50
ex	34	11	45	56,914.11	$18,413.39	8.00	$8.00	11	1	12	4,381.50	430.00	4.50	5.00
ucester	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
lson	66	32	98	106,701.25	67,067.59	8.66	7.40	20	36	56	7,068.00	9,492.00	4.97	4.00
terdon	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
cer	19	..	19	23,619.75	.....	6.91	....	2	13	15	608.00	3,452.50	4.75	4.56
dlesex	..	..	..	.....	.....	....	....	14	17	31	3,462.04	3,912.75	3.56	3.88
mouth	..	..	..	.....	.....	....	....	3	5	8	738.00	1,503.00	4.01	4.61
ris	..	..	..	.....	.....	....	....	1	..	1	224.00	.....	3.50	....
an	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
saic	11	21	32	3,435.50	7,762.00	4.62	3.38	2	5	7	850.00	1,736.00	4.25	3.50
m	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
erset	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
ex	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
n	..	..	..	.....	.....	....	....	17	12	29	4,793.62	3,549.30	5.45	4.96
ren	..	..	..	.....	.....	....	....	..	1	1	.....	238.00	....	3.50
tal	133	64	197	$191,912.61	$93,242.98	$6.84	$6.26	82	119	201	$26,371.66	$37,778.55	$4.64	$4.37

TABLE 30

SUMMARY OF TEACHERS EMPLOYED

COUNTIES	Number of Day School Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training Evening, Vocational, Evening School, Continuation School Teachers and Helping Teachers			Number of Teachers Employed, Excluding Vocational Day and all Evening Teachers			Grand Total of All Teachers Employed, Day and Evening		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Atlantic	97⅖	753 9/10	851 3/10	125	777⅖	902⅖	174	832⅖	1,006⅖
Bergen	350	2,503	2,853	449	2,580	3,029	482	2,617	3,099
Burlington	59	589	648	79 4/10	639	718 4/10	81 4/10	639	720 4/10
Camden	188	1,445	1,633	228	1,514	1,742	294	1,536	1,830
Cape May	45½	223	268½	54	231	285	57	235	292
Cumberland	44 2/10	413 4/10	457 6/10	53 5/10	440 6/10	494 1/10	57 8/10	443 6/10	501 4/10
Essex	748	4,430	5,178	927	4,557	5,484	1,316	4,785	6,101
Gloucester	57 7/10	514⅖	572 1/10	66 7/10	534⅖	601 1/10	68⅕	535⅖	603⅖
Hudson	409	3,429	3,838	535	3,560	4,095	754	3,727	4,481
Hunterdon	32	200	232	40	211	251	43	211	254
Mercer	177	946	1,123	201	993	1,194	242	1,031	1,273
Middlesex	146	1,273	1,419	192	1,335	1,527	263	1,370	1,633
Monmouth	175	867	1,042	210	902	1,112	215	907	1,122
Morris	113	658⅘	771⅘	143 19/25	674⅘	818 1/25	146 19/25	676⅘	823 1/25
Ocean	40	204½	244½	49	221½	270½	50	223	273
Passaic	176	1,713	1,889	235	1,798	2,033	368	1,871	2,239
Salem	24	246	270	28	250	278	30	250	280
Somerset	55 7/10	375	430 7/10	72 7/10	397	469 7/10	73 7/10	399	472 7/10
Sussex	35	195	230	42 22/25	205	247 22/25	44 6/25	207	251 6/25
Union	320 9/10	1,842 8/10	2,163 7/10	393 9/10	1,915 8/10	2,309 7/10	487 9/10	1,965 8/10	2,453 7/10
Warren	49	290	339	61	296	357	63	297	360
Total	3,342 9/10	23,111 8/10	26,454 2/10	4,186⅕	24,032½	28,218 7/10	5,311	24,759	30,070

TABLE 31

REPORT OF TEACHERS EMPLOYED

SUB-CLASSIFICATION OF SPECIAL SUPERVISORS

	Physical Training—Men	Physical Training—Women	Music—Men	Music—Women	Drawing—Men	Drawing—Women	Penmanship—Men	Penmanship—Women	Others—Men	Others—Women	Total Number
Atlantic	..	..	..	..	..	..	..	..	..	..	..
Bergen	5	3	1	7	..	4	..	2	..	1	23
Burlington	6 4/10	6 8/10	..	11 3/10	..	7 9/10	..	1	..	..	33 4/10
Camden	3	6	1	4	..	6	..	5	..	2	27
Cape May	..	..	..	..	..	..	..	..	..	..	..
Cumberland	2	1	..	5 6/10	..	2	..	1	..	2	13 6/10
Essex	17	11	6	14	..	16	1	4	4	13	86
Gloucester	1	4	1	4	..	3	..	1	..	..	14
Hudson	9	5	5	9	1	9	..	1	9	4	52
Hunterdon	2	3	..	2	..	2	..	1	..	..	10
Mercer	1	1	..	2	..	2	..	1	..	2	9
Middlesex	..	2	1	5	..	4	..	1	1	3	17
Monmouth	..	5	1	9	..	4	..	2	..	1	22
Morris	..	..	1	1	..	2	..	..	..	..	4
Ocean	2	3	..	6	..	3	..	..	..	..	14
Passaic	3	3	1	7	..	6	..	1	3	5	29
Salem	..	..	..	1	..	..	..	..	..	..	1
Somerset	4	5	1	4	..	4	..	..	..	1	19
Sussex	1	1	..	1	..	1	..	..	..	..	4
Union	1	2	3	5	..	5	..	1	4	5	26
Warren	1	..	..	1	1	..	..	..	..	..	3
Total	58 4/10	61 8/10	22	98 9/10	2	80 9/10	1	22	21	39	407

TABLE 31—*Continued*

REPORT OF TEACHERS EMPLOYED

SUBCLASSIFICATION OF SPECIAL TEACHERS, UNCLASSIFIED—Day Schools

	Physical Training—Men	Physical Training—Women	Music—Men	Music—Women	Drawing—Men	Drawing—Women	Penmanship—Men	Penmanship—Women	Others—Men	Others—Women	Total Number
Atlantic	5	12	..	20⅖	2	7½	..	1	..	2	49⁹⁄₁₀
Bergen	31	34	7	29	..	31	..	4	..	2	138
Burlington	..	..	..	..	..	..	..	..	..	..	..
Camden	8	9	1	6	..	6	..	2	1	1	34
Cape May	2	4	1	7	..	6	..	..	..	1	21
Cumberland	..	1	..	1	..	1	..	..	..	..	3
Essex	67	61	10	46	1	72	..	10	17	239	523
Gloucester	3	2	1	1	..	3	..	..	..	..	10
Hudson	37	59	7	20	2	22	..	3	3	41	194
Hunterdon	..	..	..	5	..	1	..	..	..	..	6
Mercer	4⁷⁄₁₀	6	4	7	1	1	..	1	..	3	27⁷⁄₁₀
Middlesex	10	19	1	15	..	11	..	2	..	8	66
Monmouth	7	11	..	5	..	4	..	1	..	5	33
Morris	10	7	2	10³⁄₁₀	..	7	..	..	..	..	36³⁄₁₀
Ocean	..	..	..	..	..	..	..	..	..	..	..
Passaic	8	9	..	10	1	4	..	..	7	17	56
Salem	..	..	..	..	..	..	..	..	..	..	..
Somerset	..	..	..	..	..	..	..	..	..	..	..
Sussex	..	..	..	3	..	..	..	..	..	4	7
Union	31	39	6	30⅘	6	30⅘	..	1	⅕	16	160⅘
Warren	..	2	1	..	..	1	..	..	..	..	4
Total	223⁷⁄₁₀	275	41	216½	13	208³⁄₁₀	..	25	28⅕	339	1,369⁷⁄₁₀

TABLE 32

EXPERIENCE OF TEACHERS

LENGTH OF SERVICE OF TEACHERS IN PUBLIC DAY SCHOOLS IN NEW JERSEY

(Does Not Include Evening School Teachers)

	One Year or Less	2, 3 and 4 Years	5 to 9 Years	10 to 14 Years	15 to 19 Years	20 to 24 Years	25 to 29 Years	30 to 34 Years	35 Years and Over	Total
Atlantic	34 2/5	180 2/5	328	156 3/5	100	68	38	23	21	949 2/5
Bergen	227	884	907	517	215	123	71	42	43	3,029
Burlington	77	199	203	98 1/10	70	32	17	13	11	720 1/10
Camden	102	379	538	284	165	122	77	59	45	1,771
Cape May	27	84	89	44	23	7	4	4	5	287
Cumberland	24 8/10	119 6/10	143	92	44	24	20	13	19	499 4/10
Essex	290	1,027	1,353	946	734	517	325	240	166	5,598
Gloucester	35	206 3/10	190 3/10	64	43	28	17	10	10	603 3/5
Hudson	234	600	936	774	488	345	307	214	233	4,131*
Hunterdon	25	88	68	31	19	8	3	7	5	254
Mercer	52	193	313	213	145	114	65	50	49	1,194
Middlesex	91	400	461	259	129	83	60	36	38	1,557
Monmouth	73	246	304	213	118	68	35	20	37	1,114
Morris	75 3/10	219	225 1/2	129	66	49	23	21 19/25	11	819 14/25
Ocean	22	66	62	43	33	21	12	4	8	271
Passaic	76	334	546	385	258	186	109	86	79	2,059
Salem	20	83	82	41	17	16	7	7	7	280
Somerset	42 7/10	148	157	60	20	22	8	5	7	469 7/10
Sussex	26	67	88	39	17	5	1	5 6/25	3	251 6/25
Union	184	604 1/5	679 2/5	369 1/2	216	134	72	34	41	2,334 7/10
Warren	25	103	93	46	29	15	18	14	15	358
Total	1,763 1/10	6,231 1/10	7,762 1/10	4,804 1/2	2,949	1,987	1,289	908	853	28,551

* Eight part time continuation school teachers omitted.

TABLE 32—*Continued*

EXPERIENCE OF TEACHERS

	NEW TEACHERS — NUMBER OF NEW TEACHERS IN DISTRICT IN 1931-32					
	Number Who Did Not Teach in 1930-31—From New Jersey	Number Who Did Not Teach in 1930-31—From Other States	Number Who Taught in Other School Districts in New Jersey in 1930-31	Number Who Taught in Other States in 1930-31	Total Number of New Teachers in 1931-32	Number of New Positions Created for the School Year 1931-32
Atlantic	24	6	10	15	55	5
Bergen	141	49	54	47	291	74
Burlington	44	21	37	19	121	9
Camden	51	27	56	34	168	40
Cape May	12	10	11	9	42	4
Cumberland	19 8/10	3	15	3	40 8/10	2
Essex	159	43	114	105	421	236
Gloucester	26	9	33	9	77	8
Hudson	187	4	23	16	230	140
Hunterdon	16	7	17	5	45	3
Mercer	33	9	26	20	88	26
Middlesex	74	8	23	9	114	22
Monmouth	63	23	30	11	127	22
Morris	43 1/5	18	32 1/5	30	123 2/5	31
Ocean	13	5	13	8	39	14
Passaic	57	3	11	8	79	29
Salem	11	4	9	7	31	9
Somerset	24 7/10	15	17	23	79 7/10	17
Sussex	25	4	9	1	39	..
Union	87	26	62 4/5	52	227 4/5	88
Warren	18	8	22	5	53	11
Total	1,128 7/10	302	625	436	2,491 7/10	790

TABLE 33
TRAINING OF TEACHERS
(Does Not Include Evening School Teachers)

	Number of College Graduates	NUMBER OF NORMAL GRADUATES								All Others	Grand Total	Number of Teachers Who Attended Summer School for Six Weeks or More in the Summer of 1931	Number of Teachers Who Attended Extension Classes in 1931-32
		Trenton	Montclair	Newark	Glassboro	Paterson	Jersey City	City Training Schools	Other Normal Schools	Total Normal School Graduates				
Atlantic	243	123	37	4	105	1	..	11	279	560	146 2/5	949 2/5	147	96
Bergen	934	219	385	311	17	323	48	26	552	1,881	214	3,029	368	1,055
Burlington	179	242	6	2	52	..	..	9	84 8/10	395 8/10	145 6/10	720 4/10	99	207
Camden	488	193	22	6	363	1	2	139	267	993	290	1,771	248	572
Cape May	90	41	2	...	39	..	..	..	47	129	68	287	73	64
Cumberland	113 6/10	94 3/10	...	1	140	1	..	..	24	260 3/10	125 5/10	499 4/10	95 3/10	152
Essex	1,795	279	473	1,102	23	10	27	390	1,079	3,383	420	5,598	408	1,731
Gloucester	150 2/5	47	3	1	178	..	..	6	63	298	155 1/5	603 3/5	107	226
Hudson	976	216	236	840	2	2	16	1,107	437	2,856	299	4,131	249	1,118
Hunterdon	72	75	6	11	2	..	..	1	21	116	66	254	43	75
Mercer	386	531	5	10	2	..	..	117	67	732	76	1,194	155	312
Middlesex	501	299	46	311	2	..	1	8	180	847	209	1,557	267	359
Monmouth	345	247	88	92	15	1	2	10	166	621	148	1,114	130	282
Morris	243 21/70	85 19/25	93	113	5	21	7	8	104	436 19/25	139 1/2	819 14/25	122	366
Ocean	93	59	8	3	6	..	..	7	42	125	53	271	40	60
Passaic	462	88	261	103	4	782	5	36	204	1,483	114	2,059	152	515
Salem	70	39	3	...	57	..	..	1	33	133	77	280	42	132
Somerset	143	95	24	37	13	3	1	1	75	249	77 7/10	469 7/10	90 7/10	134 7/10
Sussex	66	28 6/25	23	10	..	10	2	6	35	114 6/25	71	251 6/25	32	36
Union	786	205 4/5	133	476	35	2	11	141	371	1,374 4/5	173 9/10	2,334 7/10	252	716
Warren	94	83	9	17	9	5	..	..	43	166	98	358	41	128
Total	8,230 21/70	3,290 1/10	1,863	3,450	1,069	1,162	122	2,024	4,173 8/10	17,153 9/10	3,166 3/10	28,551	3,161 2/10	8,337 7/10

TABLE 34

NUMBER OF TEACHING POSITIONS

DAY SCHOOLS ONLY

(Does not include superintendents, assistant superintendents, supervising principals, supervisors, non-teaching principals or helping teachers)

COUNTIES	Kindergarten—Women	Elementary Schools—Men	Elementary Schools—Women	Junior High Schools—Men	Junior High Schools—Women	Senior High Schools—Men	Senior High Schools—Women	Regular High Schools of Four Years or Less—Men	Regular High Schools of Four Years or Less—Women	Vocational Schools of Secondary Grade—Men	Vocational Schools of Secondary Grade—Women	Other Local Schools for Deaf, Blind, Delinquent, etc.—Men	Other Local Schools for Deaf, Blind, Delinquent, etc.—Women	Total—Men	Total—Women
Atlantic	42	48	614⅖	...	...	...	...	50	87	23	23	1	13	122	779⅖
Bergen	108	106½	1,818	55	196	51	101	137½	265	...	...	2	18	352	2,506*
Burlington	4	21⁴⁄₁₀	494⁴⁄₁₀	...	...	...	...	39⁶⁄₁₀	89⁶⁄₁₀	2	...	...	1	63	589
Camden	32	30	1,091	46	138	48	75	65	73	22	5	1	43	212	1,457
Cape May	2	13½	187	5	5	6	7	21	21	2	...	...	1	47½	223
Cumberland	..	16⁸⁄₁₀	338	...	...	...	...	27⁷⁄₁₀	70	3⁸⁄₁₀	2	...	8	47⁸⁄₁₀	418
Essex	262	228	3,172	55	203	73	120	375	513	68	44	26	171	825	4,485†
Gloucester	3	18⅕	429⅖	...	...	...	...	39½	82	1½	1	...	...	59⅕	515⅖
Hudson	101	127	2,629	38	200	19	55	231	373	22	7	7	100	444	3,465
Hunterdon	3	13	157	1	4	7	7	14	29	...	...	...	...	35	200
Mercer	46	15	668	68	129	63	38	31	39	1	5	...	27	178	952
Middlesex	39	35	1,005	22	88	19	46	70	93	30	2	2	9	178	1,282
Monmouth	21	56	669	21	40	16	34	82	103	2	...	...	...	177	867
Morris	15	55	512⅘	5	13	..	...	51	115	1	...	2	3	114	658⅘
Ocean	3	17⅗	166⁴⁄₁₀	...	...	...	...	22⅖	34⅖	...	½	...	1	40	205
Passaic	82	57	1,323	4	14	..	...	115	244	24	2	5	63	205	1,728
Salem	4	10	205	...	...	...	...	14	37	2	...	...	...	26	246
Somerset	11	21⁷⁄₁₀	303	...	...	...	...	34	61	...	...	...	...	55⁷⁄₁₀	375
Sussex	5	15	158	4	8	3	6	13	18	2	2	...	...	37	197
Union	107	48⅖	1,237⅘	94½	214	79	104	96	150	16	10	6	38	339⁹⁄₁₀	1,860⅘
Warren	..	21	248	...	...	...	...	29	43	1	...	...	...	51	291
Total	890	974¹⁄₁₀	17,425⁹⁄₁₀	418½	1,252	384	593	1,557⁷⁄₁₀	2,540	222⁸⁄₁₀	103½	52	496	3,609¹⁄₁₀	23,300⁴⁄₁₀

2 Part-time continuation school teachers omitted, Bergen Co.

NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW

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

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY															
	Less than $700—Men	Less than $700—Women	$700 to $799—Men	$700 to $799—Women	$800 to $899—Men	$800 to $899—Women	$900 to $999—Men	$900 to $999—Women	$1,000 to $1,099—Men	$1,000 to $1,099—Women	$1,100 to $1,199—Men	$1,100 to $1,199—Women	$1,200 to $1,299—Men	$1,200 to $1,299—Women	$1,300 to $1,399—Men	$1,300 to $1,399—Women
Atlantic	..	..	..	..	..	..	..	5	..	4	..	28	1	64	1⅖	42
Bergen	1/10	1	..	..	1	..	..	..	..	2	1	36	5	186	6	223
Burlington	..	..	..	..	..	2	..	1	..	32	..	96	3	105 1/10	3	103 3/10
Camden	..	1	..	3	1	1	..	10	..	30	2	93	3	117	..	143
Cape May	..	..	..	..	..	..	..	2	..	5	1	32	2	32	2	21
Cumberland	..	..	..	1	..	6	2	25	1	55	3	44	2	44	5	378/10
Essex	..	2	..	..	..	..	..	1	..	1	..	8	..	82	1	84
Gloucester	1	..	⅖	1	⅖	3⅖	..	4	..	89	2½	84	2 9/10	94	3	70
Hudson	1	..	..	..	..	..	..	..	1	..	..	..	2	20	3	52
Hunterdon	..	4	..	..	..	2	..	5	1	22	6	46	..	42	3	25
Mercer	1	4	..	..	..	1	..	..	1	..	..	16	2	49	..	48
Middlesex	..	..	..	..	..	..	..	..	..	23	1	63	4	88	2	108
Monmouth	..	..	..	1	..	1	..	..	..	11	..	40	..	60	2	91
Morris	⅕	1⅗	..	..	..	⅗	..	1½	..	18	..	21	4	44	1⅘	70
Ocean	..	1	..	..	..	..	..	..	..	6	..	15	3	41	1	22
Passaic	..	..	..	..	..	..	..	..	..	2	..	5	4	71	1	60
Salem	..	1	..	..	1	5	..	20	1	36	..	37	2	41	1	35
Somerset	3/10	1	4/10	..	..	..	..	..	1	9	..	39	1	36	1	51
Sussex	..	..	..	..	..	..	..	4	2	48	2	20	6	26	2	24
Union	⅕	2⅗	..	2	..	1	..	1	1	5	..	1	..	97	1	131
Warren	..	..	..	..	..	1	..	6	1	49	2	42	3	33	3	22
Total	4 1/10	19 1/5	8/10	8	3⅖	24	2	85½	10	447	20½	766	49 9/10	1,372 1/10	43 1/5	1,463

TABLE 35—*Continued*

NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW

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

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY																	
	$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 to $3,499—Men	$3,000 to $3,499—Women
antic	2	80	8	77	4	66 1/10	4	35	3	41 2/5	2	37	18	137 4/5	19	89 3/5	17	19
gen	3	207	20	213	21	203	13	178	22	196	27	180	115	655	75	210	60 9/10	50
rlington	5	74 1/10	8	59 7/10	7	38 2/10	6 2/10	34	6	29 6/10	7	13	16	31 4/10	8 2/10	7 4/10	1	9
nden	9	137	7	110	8	107	11	84	16	81	12	91	66	404	43	54	20	33
e May	3	29	..	20	7	29	1	14	1	28	5	1	13	13	11	2	4	1
nberland	3	45	2	46 3/10	1	42 9/10	4	16	3 5/10	16	1	27	9	26	10 7/10	2	2	3
ex	2	111	21	191	27	204	10	166	30	217	22	223	131	1,131	114	928	125	628
ucester	7	53	6	34	3	32	3	7	6 1/2	17	5	18	13	20	5	6	2	2
lson	20	243	16	184	14	128	5	179	9	166	12	140	60	904	70	852	80	375
nterdon	1	15	3	14	3	16	5	8	3	4	1	1	8	5	2	1	3	1
rcer	..	59	10	60	5	62	6	39	8	118	4	37	38	278	30	119	42	61
ddlesex	2	118	3	108	8	83	10	97	18	83	6	84	43	262	38	161	21	39
nmouth	3	98	11	106	21	83	8	56	15	69	12	70	59	158	30	47	23	4
rris	5	78	7	63	8	60	8	70	8	37	7	39	311 41/350	124 1/10	25	40	22	6
an	..	26	4	31	5	12	4	13	4	14	2	9	14	25	6	5	2	1
saic	2	94	3	82	5	77	3	79	6	100	8	84	29	252	22	609	50	163
m	3	29	7	17	1	11	..	3	1	5	2	1	3	3	2	2	4	1
erset	..	44	3	40	7	31	4	29	2	35	7	15	21	52	9	12	6	1
sex	1	20	1	24	1	9	2	12	4	6	1	2	11	7	5	2	1 6/25	1
on	7	119	8	153	9	133	10	117	33	139	23	111	108	631	71	183	49	46
rren	2	25	7	33	4	10	2	10	3	12	4	31	23	18	1	1	2	1
Total	80	1,704 1/10	155	1,666	169	1,437 7/10	119 2/10	1,246	202	1,414	170	1,214	829 141/350	5,137 3/10	506 9/10	3,333	536 21/25	1,445

ANNUAL CONTRACT SALARIES AS GIVEN BELOW

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

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY													Totals—Men	Totals—Women	Grand Totals
	$3,500 to $3,999—Men	$3,500 to $3,999—Women	$4,000 to $4,499—Men	$4,000 to $4,499—Women	$4,500 to $4,999—Men	$4,500 to $4,999—Women	$5,000 to $5,499—Men	$5,000 to $5,499—Women	$5,500 to $5,999—Men	$5,500 to $5,999—Women	$6,000 to $6,999—Men	$6,000 to $6,999—Women	$7,000 and Over—Men	$7,000 and Over—Women			
Atlantic	24	38	11	11	5	..	2	..	..	..	1	..	1	..	123 2/5	774 9/10	898 3/10
Bergen	26	5	11	2	8	1	10	..	6	..	9	..	1	..	441	2,548	2,989
Burlington	1	1	2	..	2	..	..	..	1	..	..	..	1	..	77 4/10	637	714 4/10
Camden	15	5	5	1	3	..	..	1	2	..	3	..	..	..	226	1,506	1,732
Cape May	2	..	1	..	1	..	..	..	..	..	..	..	..	..	54	229	283
Cumberland	1	..	1	..	2	..	..	..	..	..	..	..	..	..	53 3/10	437	490 3/10
Essex	131	367	71	91	92	75	52	18	20	..	28	4	28	..	*905	4,532	5,437
Gloucester	2	..	2	..	..	..	2	..	..	..	..	..	..	..	66 7/10	534 2/5	601 1/10
Hudson	70	157	81	80	15	19	18	16	23	1	9	3	11	1	520	3,520	4,040
Hunterdon	..	..	..	..	1	..	..	..	..	..	..	..	..	..	40	211	251
Mercer	19	16	22	10	4	5	1	..	1	1	3	1	2	..	199	984	1,183
Middlesex	11	1	10	1	5	..	..	1	3	..	2	..	1	..	188	1,320	1,508
Monmouth	6	..	9	..	1	..	2	..	..	..	..	..	5	..	207	895	1,102
Morris	35 1/14	1	3	..	1	..	6	..	1	..	1	..	1	..	1431 9/25	674 4/5	8181 4/25
Ocean	2	..	..	..	..	..	..	..	..	..	..	..	1	..	49	221	270
Passaic	26	61	31	26	19	9	2	1	9	..	3	..	5	..	228	1,775	2,003
Salem	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28	247	275
Somerset	3	2	1	..	2	..	..	..	1	..	1	..	1	..	71 7/10	397	468 7/10
Sussex	1	..	..	..	1	..	..	..	1	..	..	..	..	..	42 9/25	205	247 4/25
Union	19	10	15	4	11	2	9	..	3	..	4	..	5	..	386 1/5	1,888 3/5	2,274 4/5
Warren	2	1	..	..	1	..	..	..	..	..	..	..	..	..	60	295	355
Total	364 5/14	665	276	226	174	111	104	37	72	2	64	8	63	1	4,109 6/10	23,831 7/10	27,941 3/10

* Directors Vocational School omitted (2).
Non-teaching Principal Vocational School omitted (5).
Supervisor Vocational School omitted (1).

TABLE 36

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools (Included also under grades)			Number of Pupils Enrolled in Two-Room Rural Schools (Included also under grades)			Number of Pupils Enrolled in Kindergarten		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	78	81	159	240	206	446	727	705	1,432
Bergen	24	28	52	122	125	247	2,593	2,504	5,097
Burlington	19	18	37	187	197	384	101	96	197
Camden	111	102	213	199	186	385	834	899	1,733
Cape May	5	7	12	117	104	221	25	22	47
Cumberland	196	154	350	325	303	628	....	....	....
Essex	....	....	....	....	....	....	7,595	7,203	14,798
Gloucester	161	148	309	212	175	387	66	77	143
Hudson	....	....	....	....	....	....	2,786	2,792	5,578
Hunterdon	1,020	885	1,905	345	306	651	47	46	93
Mercer	87	66	153	44	43	87	1,021	1,104	2,125
Middlesex	170	140	310	268	236	504	946	963	1,909
Monmouth	431	407	838	418	362	780	489	500	989
Morris	94	84	178	400	349	749	242	244	486
Ocean	108	113	221	395	367	762	61	53	114
Passaic	56	42	98	197	222	419	2,573	2,415	4,988
Salem	313	267	580	221	175	396	97	86	183
Somerset	260	220	480	457	452	909	273	260	533
Sussex	702	653	1,355	211	249	460	95	91	186
Union	14	13	27	240	262	502	2,383	2,253	4,636
Warren	278	228	506	452	373	825	....	....	....
Total	4,127	3,656	7,783	5,050	4,692	9,742	22,954	22,313	45,267

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade I.			Number of Pupils Enrolled in Grade II.			Number of Pupils Enrolled in Grade III		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,584	1,419	3,003	1,246	1,137	2,383	1,229	1,136	2,365
Bergen	5,229	4,705	9,934	4,068	3,695	7,763	3,882	3,602	7,484
Burlington	1,750	1,629	3,379	1,132	978	2,110	1,064	1,000	2,064
Camden	3,631	3,370	7,001	2,774	2,557	5,331	2,761	2,573	5,334
Cape May	577	503	1,080	296	312	608	312	304	616
Cumberland	1,494	1,328	2,822	773	698	1,471	726	688	1,414
Essex	8,027	7,393	15,420	7,907	7,386	15,293	7,431	7,161	14,592
Gloucester	1,485	1,368	2,853	1,042	864	1,906	1,014	941	1,955
Hudson	7,363	6,594	13,957	5,824	5,511	11,335	5,685	5,404	11,089
Hunterdon	620	587	1,207	383	361	744	401	350	751
Mercer	2,539	2,166	4,705	1,658	1,521	3,179	1,601	1,493	3,094
Middlesex	2,993	2,713	5,706	2,311	2,094	4,405	2,260	2,031	4,291
Monmouth	2,517	2,231	4,748	1,590	1,422	3,012	1,609	1,590	3,199
Morris	1,685	1,470	3,155	1,178	1,035	2,213	1,200	1,079	2,279
Ocean	558	479	1,037	389	356	745	404	335	739
Passaic	3,429	2,882	6,311	2,848	2,768	5,616	2,973	2,668	5,641
Salem	716	616	1,332	504	467	971	497	411	908
Somerset	860	848	1,708	689	660	1,349	700	645	1,345
Sussex	607	553	1,160	354	319	673	352	355	707
Union	3,386	3,040	6,426	3,042	2,933	5,975	3,100	2,857	5,957
Warren	857	703	1,560	545	518	1,063	608	539	1,147
Total	51,907	46,597	98,504	40,553	37,592	78,145	39,809	37,162	76,971

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade IV			Number of Pupils Enrolled in Grade V			Number of Pupils Enrolled in Grade VI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,234	1,193	2,427	1,171	1,163	2,334	1,169	1,256	2,425
Bergen	3,913	3,787	7,700	4,040	3,848	7,888	3,858	3,532	7,390
Burlington	1,009	976	1,985	1,108	1,108	2,216	959	992	1,951
Camden	2,710	2,561	5,271	2,851	2,748	5,599	2,629	2,629	5,258
Cape May	350	303	653	335	328	663	315	311	626
Cumberland	752	651	1,403	758	675	1,433	697	697	1,394
Essex	7,280	6,938	14,218	7,010	6,861	13,871	6,837	6,822	13,659
Gloucester	1,067	907	1,974	982	917	1,899	903	901	1,804
Hudson	5,595	5,352	10,947	5,769	5,572	11,341	5,700	5,569	11,269
Hunterdon	396	358	754	374	384	758	367	373	740
Mercer	1,624	1,470	3,094	1,573	1,601	3,174	1,592	1,604	3,196
Middlesex	2,337	2,268	4,605	2,257	2,184	4,441	2,526	2,360	4,886
Monmouth	1,643	1,490	3,133	1,636	1,489	3,125	1,479	1,394	2,873
Morris	1,099	1,058	2,157	1,216	1,141	2,357	1,130	1,042	2,172
Ocean	394	367	761	356	348	704	347	340	687
Passaic	2,970	2,852	5,822	3,079	2,888	5,967	2,939	2,774	5,713
Salem	474	443	917	555	453	1,008	410	418	828
Somerset	684	703	1,387	833	702	1,535	699	674	1,373
Sussex	385	374	759	394	362	756	360	336	696
Union	2,917	2,830	5,747	2,892	2,878	5,770	2,694	2,646	5,340
Warren	575	521	1,096	603	548	1,151	588	589	1,177
Total	39,408	37,402	76,810	39,792	38,198	77,990	38,198	37,259	75,457

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade VII			Number of Pupils Enrolled in Grade VIII		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,085	1,082	2,167	944	957	1,901
Bergen	2,560	2,338	4,898	2,099	1,998	4,097
Burlington	824	863	1,687	720	798	1,518
Camden	1,818	1,695	3,513	800	967	1,767
Cape May	258	222	480	240	226	466
Cumberland	612	553	1,165	491	534	1,025
Essex	5,359	5,484	10,843	4,576	4,671	9,247
Gloucester	766	785	1,551	611	614	1,225
Hudson	4,230	3,991	8,221	3,544	3,510	7,054
Hunterdon	297	298	595	296	294	590
Mercer	575	530	1,105	476	493	969
Middlesex	1,696	1,545	3,241	1,309	1,246	2,555
Monmouth	1,094	1,060	2,154	907	947	1,854
Morris	892	918	1,810	751	763	1,514
Ocean	347	290	637	282	322	604
Passaic	2,472	2,441	4,913	2,039	2,147	4,186
Salem	405	413	818	339	324	663
Somerset	670	594	1,264	544	548	1,092
Sussex	198	261	459	179	200	379
Union	1,611	1,444	3,055	1,235	1,165	2,400
Warren	460	449	909	461	372	833
Total	28,229	27,256	55,485	22,843	23,096	45,939

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	APPROVED JUNIOR HIGH SCHOOLS								
	Number of Pupils Enrolled in Grade VII			Number of Pupils Enrolled in Grade VIII			Number of Pupils Enrolled In Grade IX		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	....	....	....	....	....	....
Bergen	1,053	1,068	2,121	1,067	953	2,020	866	825	1,691
Burlington	....	....	....	....	....	....	....	....	....
Camden	584	560	1,144	1,000	1,021	2,021	952	967	1,919
Cape May	54	55	109	64	46	110	81	74	155
Cumberland	....	....	....	....	....	....	....	....	....
Essex	1,029	963	1,992	979	876	1,855	1,075	1,029	2,104
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	1,013	954	1,967	975	1,077	2,052	1,183	1,246	2,429
Hunterdon	41	38	79	32	46	78	76	80	156
Mercer	881	873	1,754	853	769	1,622	890	912	1,802
Middlesex	441	486	927	426	419	845	520	496	1,016
Monmouth	266	233	499	210	214	424	270	200	560
Morris	88	83	171	69	59	128	62	47	109
Ocean	....	....	....	....	....	....	....	....	....
Passaic	71	80	151	57	66	123	50	54	104
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	81	64	145	49	47	96	47	70	117
Union	1,231	1,219	2,450	1,177	1,150	2,327	1,191	1,189	2,380
Warren	....	....	....	....	....	....	....	....	....
Total	6,833	6,676	13,509	6,958	6,743	13,701	7,263	7,279	14,542

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued.*

COUNTIES.	SENIOR HIGH SCHOOLS IN DISTRICTS MAINTAINING APPROVED JUNIOR HIGH SCHOOLS.								
	Number of Pupils Enrolled In Grade X			Number of Pupils Enrolled In Grade XI			Number of Pupils Enrolled In Grade XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	....	....	....	....	....	....
Bergen	625	577	1,202	531	445	976	435	378	813
Burlington	....	....	....	....	....	....	....	....	....
Camden	741	711	1,452	509	497	1,006	305	362	667
Cape May	62	74	136	46	48	94	40	50	90
Cumberland	....	....	....	....	....	....	....	....	....
Essex	795	817	1,612	623	580	1,203	564	517	1,081
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	440	417	857	333	325	658	239	263	502
Hunterdon	60	69	129	30	48	78	43	59	102
Mercer	421	389	810	566	525	1,091	659	588	1,247
Middlesex	282	280	562	246	198	444	226	183	409
Monmouth	257	221	478	201	183	384	165	162	327
Morris	....	....	....	....	....	....	....	....	....
Ocean	....	....	....	....	....	....	....	....	....
Passaic	....	....	....	....	....	....	....	....	....
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	31	30	61	32	33	65	18	16	34
Union	935	885	1,820	701	627	1,328	530	549	1,079
Warren	....	....	....	....	....	....	....	....	....
Total	4,649	4,470	9,119	3,818	3,500	7,327	3,224	3,127	6,351

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	IN FOUR-YEAR HIGH SCHOOLS								
	Number of Pupils Enrolled In Grade IX			Number of Pupils Enrolled In Grade X			Number of Pupils Enrolled In Grade XI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	749	705	1,454	528	550	1,078	445	431	876
Bergen	1,832	1,533	3,365	1,437	1,290	2,727	996	905	1,901
Burlington	651	658	1,309	486	514	1,000	330	370	700
Camden	432	477	909	330	370	700	251	272	523
Cape May	193	168	361	143	142	285	115	108	223
Cumberland	527	510	1,037	452	446	898	323	305	628
Essex	4,579	3,930	8,509	3,335	2,972	6,307	2,350	2,031	4,381
Gloucester	576	540	1,116	420	442	862	279	342	621
Hudson	3,863	3,694	7,557	2,721	2,548	5,269	1,692	1,454	3,146
Hunterdon	194	199	393	126	139	265	97	104	201
Mercer	290	311	601	234	227	461	138	183	321
Middlesex	959	868	1,827	644	672	1,316	412	350	762
Monmouth	842	780	1,622	609	675	1,284	468	486	954
Morris	798	763	1,561	607	648	1,255	463	467	930
Ocean	203	269	472	181	208	389	207	237	444
Passaic	1,927	1,880	3,807	1,372	1,313	2,685	953	865	1,818
Salem	254	283	537	171	200	371	109	162	271
Somerset	582	466	1,048	452	408	860	296	318	614
Sussex	127	157	284	108	110	218	77	94	171
Union	1,224	1,160	2,384	911	861	1,772	544	531	1,075
Warren	415	349	764	305	283	588	202	229	431
Total	21,217	19,700	40,917	15,572	15,018	30,590	10,747	10,244	20,991

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	In Four-Year High School Number of Pupils Enrolled In Grade XII			Number of Pupils Enrolled In Sub-Normal Classes			Number of Pupils Enrolled In Training Classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	306	319	625	118	33	151	....	....	....
Bergen	813	833	1,646	143	49	192	....	....	....
Burlington	231	278	509	27	26	53	....	....	....
Camden	169	183	352	150	48	198	....	....	....
Cape May	92	101	193	7	1	8	....	....	....
Cumberland	213	280	493	59	46	105	13	6	19
Essex	1,850	1,650	3,500	1,140	662	1,802	63	44	107
Gloucester	196	225	421	36	17	53	....	....	....
Hudson	1,195	1,031	2,226	433	181	614	....	....	....
Hunterdon	90	105	195	....	....	....	....	....	....
Mercer	107	131	238	201	102	303	....	....	....
Middlesex	298	281	579	85	37	122	....	....	....
Monmouth	411	420	831	138	57	195	....	....	....
Morris	399	404	803	27	9	36	....	....	....
Ocean	163	172	335	20	5	25	....	....	....
Passaic	824	709	1,533	232	142	374	....	....	....
Salem	100	134	234	..	....	....	....	....	....
Somerset	240	234	474	39	12	51	....	....	....
Sussex	35	71	106	37	13	50	....	....	....
Union	438	424	862	265	106	371	....	....	....
Warren	163	173	336	24	5	29	....	....	....
Total	8,333	8,158	16,491	3,181	1,551	4,732	76	50	126

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled In Anemic Classes			Number of Pupils Enrolled In Backward and Incorrigible Classes			Number of Pupils Enrolled In Blind Classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	61	....	61	....	....	....
Bergen	....	....	....	42	27	69	....	....	....
Burlington	7	6	13	19	....	19	....	....	....
Camden	....	....	....	35	18	53	....	....	....
Cape May	....	....	....	....	....	....	....	....	....
Cumberland	....	....	....	....	....	....	....	....	....
Essex	46	47	93	164	7	171	35	26	61
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	44	92	136	293	107	400	14	17	31
Hunterdon	....	....	....	....	....	....	....	....	....
Mercer	12	25	37	....	....	....	....	....	....
Middlesex	....	....	....	....	....	....	....	....	....
Monmouth	....	....	....	24	5	29	....	....	....
Morris	....	....	....	41	9	50	....	....	....
Ocean	....	....	....	....	....	....	....	....	....
Passaic	32	58	90	29	....	29	25	16	41
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	....	....	....	....	....	....	....	....	....
Union	....	....	....	235	105	340	8	4	12
Warren	....	....	....	....	....	....	....	....	....
Total	141	228	369	943	278	1,221	82	63	145

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Deaf Classes			Number of Pupils Enrolled in Crippled Classes			Number of Pupils Enrolled in Other Special Classes (Does not include Vocational)			Number of Pupils Enrolled During Year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	31	22	53	....	....	....	12,627	12,108	24,735
Bergen	....	....	....	....	....	....	....	....	....	42,082	38,892	80,974
Burlington	....	....	....	1	....	1	22	11	33	10,441	10,303	20,744
Camden	....	....	....	9	8	17	2	1	3	26,277	25,494	51,771
Cape May	....	....	....	....	....	....	....	....	....	3,605	3,398	7,003
Cumberland	....	....	....	....	....	....	....	....	....	7,890	7,417	15,307
Essex	68	38	106	261	222	483	19	20	39	80,997	76,350	157,347
Gloucester	....	....	....	....	....	....	6	4	10	9,449	8,944	18,393
Hudson	31	29	60	173	129	302	143	178	321	61,281	58,037	119,318
Hunterdon	....	....	....	....	....	....	....	....	....	3,970	3,938	7,908
Mercer	....	....	....	....	....	....	118	77	195	18,029	17,094	35,123
Middlesex	....	....	....	....	....	....	114	48	162	23,288	21,722	45,010
Monmouth	....	....	....	....	....	....	8	12	20	16,833	15,861	32,694
Morris	....	....	....	....	....	....	....	....	....	11,947	11,239	23,186
Ocean	....	....	....	....	....	....	....	....	....	3,912	3,781	7,693
Passaic	11	9	20	24	18	42	174	117	291	31,103	29,162	60,265
Salem	....	....	....	....	....	....	....	....	....	4,631	4,410	9,041
Somerset	....	....	....	....	....	....	....	....	....	7,561	7,072	14,633
Sussex	....	....	....	....	....	....	....	....	....	3,566	3,556	7,122
Union	....	....	....	6	5	11*	4	8	12	32,660	30,869	63,529
Warren	....	....	....	....	....	....	8	3	11	5,814	5,281	11,095
Total	110	76	186	505	404	909	618	479	1,097	417,963	394,928	812,891

* Open window class.

TABLE 37

REPORT OF BEDSIDE ENROLLMENT AND REGULAR ATTENDANCE

COUNTIES	NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION			Number of Pupils Receiving Bedside or Home Instruction		Is a Continuing Census Maintained (Yes or No)	DAY SCHOOL ENROLLMENT ONLY NUMBER OF PUPILS ENROLLED THAT WERE ACTUALLY IN SESSION								
	Boys	Girls	Total	Receiving Less than Five Hours per Week	Receiving Five Hours or More per Week		Fewer than 81 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 160 days	161 to 180 days	181 to 200 days	Over 200 days	Total
Atlantic	8	5	13	..	13	2 No 20 Yes 44 No	3,045	639	763	1,358	3,542	12,692	2,689	7	24,735
Bergen	20	27	47	3	44	26 Yes 34 No	7,472	3,030	2,334	3,964	13,641	44,601	5,932	....	80,974
Burlington	1	..	1	..	1	4 Yes 27 No	2,081	622	696	1,028	2,611	10,870	2,836	....	20,744
Camden	2	3	5	1	4	9 Yes 13 No	5,624	1,797	1,489	2,344	5,697	18,732	16,088	....	51,771
Cape May	..	..	..	..	..	3 Yes 10 No	948	189	228	432	1,516	3,690	....	....	7,003
Cumberland	..	..	..	..	..	4 Yes 15 No	1,358	490	385	751	1,907	5,644	4,772	....	15,307
Essex	59	51	110	7	103	5 Yes	13,979	6,040	4,203	6,723	16,912	66,474	42,900	116	157,347
Gloucester	4	..	4	4	..	.....	2,001	534	615	943	2,339	7,545	4,416	....	18,393
Hudson	54	66	120	113	7	12 No	10,130	5,835	2,627	4,111	11,354	53,557	29,704	....	119,318
Hunterdon	..	..	..	..	..	.....	810	177	254	317	785	2,887	2,678	....	7,908
Mercer	23	20	43	..	43	11 Yes 8 No	2,960	842	1,031	1,430	3,914	15,557	9,389	....	35,123
Middlesex	2	4	6	..	6	17 Yes 31 No	3,656	1,292	963	1,475	4,825	27,795	5,004	....	45,010
Monmouth	1	2	3	..	3	11 Yes	4,412	1,182	954	1,523	3,787	14,529	6,307	....	32,694

TABLE *37—Continued*

REPORT OF BEDSIDE ENROLLMENT AND REGULAR ATTENDANCE

COUNTIES	NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION			Number of Pupils Receiving Bedside or Home Instruction		Is a Continuing Census Maintained (Yes or No)	DAY SCHOOL ENROLLMENT ONLY NUMBER OF PUPILS ENROLLED THAT WERE ACTUALLY IN SESSION								
	Boys	Girls	Total	Receiving Less than Five Hours per Week	Receiving Five Hours or More per Week		Fewer than 81 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 160 days	161 to 180 days	181 to 200 days	Over 200 days	Total
Morris	7	7	14	..	14	23 No 14 Yes	2,282	619	683	912	2,069	12,917	3,104	....	23,186
Ocean	..	..	..	..	..	.....	894	256	294	526	1,490	3,817	416	....	7,693
Passaic	5	15	20	12	8	6 No 10 Yes	5,450	2,545	1,253	1,981	6,483	38,371	4,182	....	60,265
Salem	2	..	2	2	..	1 No 14 Yes	948	321	343	564	1,158	3,039	2,668	....	9,041
Somerset	2	..	2	..	2	18 No 2 Yes	1,217	336	362	531	1,205	5,479	5,503	....	14,633
Sussex	..	..	..	..	..	24 No	833	221	218	293	579	2,261	2,717	....	7,122
Union	12	17	29	1	28	15 No 4 Yes	5,510	2,121	1,623	2,748	7,845	35,168	8,514	....	63,529
Warren	..	..	..	..	..	22 Yes	915	178	264	425	967	5,361	2,985	....	11,095
Total	202	217	419	143	276	283 No 176 Yes	76,525	29,226	21,582	34,379	95,226	292,986	162,804	123	812,891

TABLE 38

MANUAL TRAINING PUPILS

REPORT ONLY PUPILS ATTENDING COURSES, APPROVED BY THE STATE BOARD OF EDUCATION

COUNTIES	Grades 5, 6, 7, 8—Boys	Grades 5, 6, 7, 8—Girls	Grades 9, 10, 11, 12—Boys	Grades 9, 10, 11, 12—Girls	Totals
Atlantic	3,189	2,587	254	353	6,383
Bergen	9,947	8,554	2,463	1,857	22,821
Burlington	1,326	1,502	463	373	3,664
Camden	5,466	5,800	3,503	2,452	17,223
Cape May	756	565	345	310	1,976
Cumberland	1,445	1,152	726	456	3,779
Essex	23,867	8,990	7,877	2,945	43,679
Gloucester	2,346	1,109	474	364	4,293
Hudson	14,905	17,259	4,633	2,606	39,403
Hunterdon	183	91	187	102	563
Mercer	5,023	4,522	1,209	832	11,586
Middlesex	3,447	3,993	1,118	1,319	9,877
Monmouth	2,191	2,380	743	791	6,105
Morris	1,603	1,459	550	483	4,095
Ocean	445	384	289	288	1,406
Passaic	7,504	6,533	1,724	1,749	17,510
Salem	487	686	185	172	1,530
Somerset	1,175	1,047	215	97	2,534
Sussex	325	282	114	124	845
Union	7,401	7,254	3,268	2,797	20,720
Warren	609	580	312	83	1,584
Total	93,640	76,729	30,654	20,553	221,576

TABLE 39.

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	Actual Number of Days Schools Were Kept Open	Number of Days Schools were Closed on Account of Legal Holidays	Number of Days Closed on Account of Institute	POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT		
				Boys	Girls	Total	Boys	Girls	Total
Atlantic	182	11	1	2,020,632	1,944,000½	3,964,632½	1,870,773	1,798,760	3,669,533
Bergen	177	9	1	6,765,818½	6,254,337½	13,020,156	6,349,492½	5,849,972½	12,199,465
Burlington	182	9	1	1,720,211	1,679,048	3,399,259	1,601,052	1,561,388½	3,162,440½
Camden	187	11	1	4,308,085½	4,184,559½	8,492,645	4,038,941	3,921,445½	7,960,386½
Cape May	175	10	2	551,465	517,615½	1,069,080½	512,524	482,202	994,726
Cumberland	184	8	1	1,321,193½	1,245,575	2,566,768½	1,227,678	1,159,839½	2,387,517½
Essex	186	10	1	13,738,302	12,942,945½	26,681,247½	12,776,829½	11,990,062½	24,766,902
Gloucester	183	8	1	1,546,269	1,458,513	3,004,782	1,433,281	1,355,204	2,788,485
Hudson	185	10	1	10,221,261½	9,703,698	19,924,959½	9,593,282½	9,099,388	18,692,670½
Hunterdon	187	10	1	664,479½	665,447	1,329,926½	614,913	618,666	1,233,579
Mercer	185½	7	1	3,057,374	2,907,964½	5,965,338½	2,830,138½	2,687,411	5,517,549½
Middlesex	181	9	1	3,856,493½	3,591,732½	7,448,226	3,644,589	3,385,500	7,030,089
Monmouth	183	10	1	2,671,860	2,509,331	5,181,191	2,494,080½	2,336,714½	4,830,795
Morris	181	9	1	1,943,855½	1,842,982½	3,786,838	1,826,796½	1,730,411½	3,557,208
Ocean	179	9	1	619,402	598,122½	1,217,524½	566,382	546,018½	1,112,400½
Passaic	180	10	1	5,098,192	4,773,305½	9,871,497½	4,819,311½	4,502,669	9,321,983½
Salem	184	8	1	759,808½	730,992½	1,490,801	699,487	677,848	1,377,335
Somerset	186	7	1	1,287,879	1,206,129	2,494,008	1,211,621	1,131,220	2,342,841
Sussex	187	10	1	589,171	590,649½	1,179,820½	543,552	555,889½	1,099,441½
Union	181	9	1	5,401,372	5,108,162	10,509,534	5,054,847½	4,761,330½	9,816,178
Warren	184	12	1	978,164½	894,337½	1,872,502	919,568	842,242½	1,761,810½
Total	183	9	1	69,112,289½	65,349,448½	134,461,738	64,629,153	60,994,183½	125,623,336½

TABLE 39—*Continued*

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS —*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	DAYS ABSENT			Times Tardy	Per Cent. of Attendance	Average Enrollment	Average Daily Attendance	Number of Pupils Not Absent or Tardy During Year. Total	Number of Sessions Truant. Total	Number of Cases of Suspension or Expulsion During the Year. Total	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year	Number of Pupils on Part-Time. (Less than Legal Amount of School Time.)
	Boys.	Girls	Total									
Atlantic	149,859	145,240½	295,099½	37,509	.9256	21,835	20,211	1,793	358	63	847	....
Bergen	416,326	404,365	820,691	82,576	.9369	73,740	69,084	6,822	1,911	138	2,654	599
Burlington	119,159	117,659½	236,818½	16,826	.9303	18,725	17,421	1,856	537	197	882	97
Camden	269,144½	263,114	532,258½	31,576	.9373	45,432	42,564	4,053	1,526	183	2,199	200
Cape May	38,941	35,413½	74,354½	7,695	.9305	6,122	5,693	375	40	23	229	2
Cumberland	93,515½	85,735½	179,251	9,855	.9302	13,934	12,959	1,224	693	114	507	11
Essex	961,462½	952,883	1,914,345½	120,648	.9283	143,155	132,895	8,686	10,816½	211	3,837	995
Gloucester	112,988	103,309	216,297	20,532	.9280	16,386	15,203	1,790	486	217	831	....
Hudson	627,979	604,310	1,232,289	72,275	.9382	107,806	101,122	7,594	9,310	82	2,862	....
Hunterdon	49,566½	46,781	96,347½	9,484	.9276	7,120	6,604	688	280	61	374	....
Mercer	227,235½	220,553½	447,789	25,283	.9249	32,154	29,739	2,109	3,405½	112	999	....
Middlesex	211,904½	206,232½	418,137	19,852	.9439	41,248	38,936	3,806	1,917	202	1,419	254
Monmouth	177,779½	172,616½	350,396	34,097	.9324	28,306	26,389	2,269	448	95	1,914	238
Morris	117,059	112,571	229,630	13,687	.9394	20,941	19,668	2,586	473	88	1,060	....
Ocean	53,020	52,104	105,124	8,010	.9137	6,812	6,226	431	61	46	300	60
Passaic	278,877½	270,636½	549,514	33,792	.9443	54,738	51,692	4,774	2,347	46	2,010	1,112
Salem	60,321½	53,144½	113,466	7,858	.9239	8,106	7,488	832	69	51	317	....
Somerset	76,258	74,909	151,167	9,067	.9394	13,385	12,573	1,193	240	51	604	....
Sussex	36,619	34,760	71,379	4,384	.9390	6,278	5,893	897	147	31	371	....
Union	346,524½	346,831½	693,356	42,891	.9340	*58,032	54,203	5,170	1,502	248	2,220	....
Warren	58,596½	52,095	110,691½	4,911	.9409	10,200	9,599	1,210	341	62	380	264
Total	4,483,136½	4,355,265½	8,838,401½	612,808	.9343	734,455	686,162	60,158	36,908	2,321	26,816	3,832

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS —*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	Number of Days Schools Kept Open in District to Which Tuition Pupils Are Sent	Number of Possible Days' Attendance for Pupils Attending School in Other Districts	Average Enrollment of Pupils Attending Other Districts	Number Days Present for Pupils Attending Other Districts	Average Daily Attendance of Pupils Attending Other Districts	Total Average Enrollment	Total Average Daily Attendance	Kindergartens	
								Total Days Present	Average Daily Attendance
Atlantic	184	254,805	1,384	238,456	1,294	23,219	21,505	167,796	920
Bergen	180	854,404	4,751	789,162½	4,384	78,491	73,468	534,261½	3,040
Burlington	181	372,211	2,051	347,169	1,913	20,776	19,334	25,945	143
Camden	185	496,688½	2,684	458,136½	2,476	48,116	45,040	180,419	952
Cape May	179	87,057½	487	80,472	450	6,609	6,143	8,101	45
Cumberland	188	106,485½	567	100,292	533	14,501	13,492	.....	....
Essex	181	82,037	451	75,251½	416	145,606	133,311	1,550,022½	8,323
Gloucester	186	268,746½	1,445	249,195½	1,341	17,831	16,544	16,570	89
Hudson	185	312,016½	1,689	288,251½	1,561	109,495	102,683	519,405	2,787
Hunterdon	187	305,801½	1,634	278,945	1,492	8,754	8,096	11,888	64
Mercer	184	205,203½	1,115	192,224½	1,044	33,269	30,783	285,219	1,539
Middlesex	183	449,514½	2,457	424,559	2,318	43,705	41,254	230,518½	1,284
Monmouth	185	518,259	2,807	478,247	2,591	31,113	28,980	97,478	537
Morris	181	373,216½	2,064	353,244½	1,954	23,005	21,622	53,281	296
Ocean	179	174,281½	972	159,695½	891	7,784	7,117	12,115	67
Passaic	180	274,049½	1,521	254,342	1,414	56,259	53,106	450,265½	2,497
Salem	187	142,141	757	132,475½	708	8,863	8,196	23,201	124
Somerset	187	261,179	1,401	237,041	1,270	14,786	13,843	71,487	381
Sussex	188	216,742	1,153	194,498	1,035	7,431	6,928	24,004½	127
Union	184	96,354½	525	90,896½	495	58,557	54,698	547,361½	3,014
Warren	185	161,650	878	146,594	794	11,078	10,393	.....	....
Total	183	6,012,844	32,793	5,569,149	30,374	767,248	716,536	4,809,339	26,229

TABLE 39—*Continued*

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS—*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	Elementary Grade 1-8 Except 7th, 8th In Approved Junior High School—Total Days Present	Elementary Grade 1-8 Except 7th, 8th In Approved Junior High School—Average Daily Attendance	Approved Junior High Schools and Grade 7, 8, and 9—Total Days Present	Approved Junior High Schools and Grade 7, 8, and 9—Average Daily Attendance	Senior High Schools Grade 10, 11, 12 in District Maintaining Approved Junior High Schools—Total Days Present	Senior High Schools Grade 10, 11, 12 in District Maintaining Approved Junior High Schools—Average Daily Attendance	Regular 4 Year High School or Less—Total Days Present	Regular 4 Year High School or Less—Average Daily Attendance	Special Schools or Classes—Total Days Present	Special Schools or Classes—Average Daily Attendance
Atlantic	2,841,229	15,689	.....	....	.....	....	633,730	3,462	26,778	140
Bergen	8,706,432	49,138	884,219	5,074	493,493	2,872	1,537,149	8,708	43,910½	252
Burlington	2,561,170	14,110	.....	....	.....	....	570,179	3,140	5,146½	28
Camden	5,962,299½	31,971	849,447½	4,487	539,844	2,838	391,726	2,123	36,650½	193*
Cape May	717,525	4,143	55,272½	307	50,799	282	161,486	908	1,542½	8
Cumberland	1,850,403	10,102	.....	....	.....	....	519,945	2,767	17,169½	90*
Essex	17,285,082	92,629	974,184½	5,339	652,163	3,583	3,801,597	20,338	503,853	2,683
Gloucester	2,278,084½	12,458	.....	....	.....	....	486,147½	2,612	7,683	44
Hudson	13,434,019	72,702	1,247,729½	6,684	363,738	1,944	2,914,638	15,871	213,141	1,164
Hunterdon	945,395	5,064	51,942	279	51,839	279	172,515	918	.....	....
Mercer	3,558,687½	19,169	867,349	4,687	478,531	2,585	264,783	1,419	62,980	340
Middlesex	5,376,585½	29,776	478,079	2,636	217,729	1,193	712,577	3,966	14,600	81*
Monmouth	3,509,286½	19,164	237,646½	1,321	199,682	1,106	754,520½	4,085	32,181½	176*
Morris	2,665,789	14,742	89,599½	499	.....	....	737,802½	4,072	10,736	59
Ocean	845,607	4,737	.....	....	.....	....	254,678½	1,422	.....	....
Passaic	7,154,168½	39,638	59,959½	340	.....	....	1,586,421½	8,820	71,168½	397
Salem	1,117,095	6,097	.....	....	.....	....	237,039	1,267	.....	....
Somerset	1,761,635	9,474	.....	....	.....	....	502,146½	2,677	7,572½	41*
Sussex	842,380	4,526	60,644½	324	27,792	149	136,980	726	7,640½	41*
Union	6,310,858½	34,768	1,170,413½	6,547	682,690½	3,815	990,600	5,422	114,254	637*
Warren	1,107,377	7,665	.....	....	.....	....	350,254½	1,911	4,179	23*
Total	91,131,108½	497,762	7,026,486½	38,524	3,758,300½	20,616	17,716,915½	96,634	1,181,186½	6,397

TABLE 40

REPORT OF EVENING SCHOOLS

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days	Number of Weeks Schools were Maintained	Number of Male Pupils Between 12 and 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 Between 12 and 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
Atlantic	70	18	...	18	92	110	...	14	133	147
Bergen	67	20	...	230	275	505	...	319	332	651
Burlington	...	...	...	...	...	...	...	...	...	...
Camden	64	22	...	142	140	282	...	180	174	354
Cape May	35	19	...	...	47	47	....	...	68	68
Cumberland	...	...	...	...	...	...	...	...	...	...
Essex	72	20	89	1,450	1,212	2,751	20	1,776	1,171	2,967
Gloucester	...	...	...	...	...	...	...	...	...	...
Hudson	75	19	...	821	918	1,739	6	1,224	730	1,960
Hunterdon	...	...	...	...	...	...	...	...	...	...
Mercer	64	19	5	298	179	482	9	285	143	437
Middlesex	64	21	...	118	55	173	...	221	79	300
Monmouth	...	...	...	...	...	...	...	...	...	...
Morris	62	22	...	6	27	33	...	4	13	17
Ocean	50	18	...	...	3	3	...	...	27	27
Passaic	87	22	1	777	673	1,451	5	776	518	1,299
Salem	...	...	...	...	...	...	...	...	...	...
Somerset	50	17	...	1	13	14	...	3	11	14
Sussex	...	...	...	...	...	...	...	...	...	...
Union	58	18	...	344	396	740	...	414	354	768
Warren	71	20	...	9	6	15	...	1	...	1
Total	65	20	95	4,214	4,036	8,345	40	5,217	3,753	9,010

TABLE 40—*Continued*

REPORT OF EVENING SCHOOLS—*Continued*
ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days	Number of Weeks Schools were Maintained	Number of Male Pupils Between 12 and 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 Between 12 and 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
Atlantic	...	...	...	...	...	...	...	...	...	...
Bergen	...	...	...	...	...	...	...	...	...	...
Burlington	...	...	...	...	...	...	...	...	...	...
Camden	...	...	...	...	...	...	...	...	...	...
Cape May	...	...	...	...	...	...	...	...	...	...
Cumberland	...	...	...	...	...	...	...	...	...	...
Essex	186	37	...	702	514	1,216	...	340	252	592
Gloucester	...	...	...	...	...	...	...	...	...	...
Hudson	190	38	...	1,657	1,214	2,871	...	1,523	597	2,120
Hunterdon	...	...	...	...	...	...	...	...	...	...
Mercer	180	36	214	155	31	400	279	111	46	436
Middlesex	...	...	...	...	...	...	...	...	...	...
Monmouth	...	...	...	...	...	...	...	...	...	...
Morris	...	...	...	...	...	...	...	...	...	...
Ocean	...	...	...	...	...	...	...	...	...	...
Passaic	...	...	...	...	...	...	...	...	...	...
Salem	...	...	...	...	...	...	...	...	...	...
Somerset	...	...	...	...	...	...	...	...	...	...
Sussex	...	...	...	...	...	...	...	...	...	...
Union	...	...	...	...	...	...	...	...	...	...
Warren	...	...	...	...	...	...	...	...	...	...
Total	186	37	214	2,514	1,759	4,487	279	1,974	895	3,148

REPORT OF EVENING SCHOOLS—*Continued*

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION

COUNTIES	Total Number of Pupils Between 12 and 14 Years of Age	Total Number of Pupils Between 14 and 20 Years of Age	Total Number of Pupils Over 20 Years of Age	Total Number of Pupils Enrolled	TOTAL EVENINGS ATTENDANCE			AVERAGE EVENINGS ATTENDANCE			Amount Expended for Salaries of Janitors
					Male	Female	Total	Male	Female	Total	
Atlantic	....	32	225	257	4,780	6,557	11,337	68	94	162	$182.50
Bergen	....	549	607	1,156	14,147	17,334	31,481	221	286	507	654.00
Burlington	....	....	....	....	.....	.....	.....	....	....	....	.....
Camden	....	322	314	636	7,325½	8,876	16,201½	166	211	377	615.50
Cape May	....	....	115	115	997	1,225½	2,222½	30	38	68	.....
Cumberland	....	....	....	....	.....	.....	.....	....	....	....	.....
Essex	109	3,226	2,383	5,718	69,861½	73,256½	143,118	1,679	1,700	3,379	8,953.22
Gloucester	....	....	....	....	.....	.....	.....	....	....	....	.....
Hudson	6	2,045	1,648	3,699	70,412	81,662	152,074	955	1,074	2,029	8,371.00
Hunterdon	....	....	....	....	.....	.....	.....	....	....	....	.....
Mercer	14	583	322	919	16,075	13,939	30,014	251	218	469	838.14
Middlesex	....	339	134	473	5,322	9,893	15,215	91	167	258	128.00
Monmouth	....	....	....	....	.....	.....	.....	....	....	....	.....
Morris	....	10	40	50	746	383½	1,129½	16	9	25	124.00
Ocean	....	....	30	30	20	412	432	1	16	17	200.00
Passaic	6	1,553	1,191	2,750	47,234½	48,300½	95,535	682	675	1,357	691.00
Salem	....	....	....	....	.....	.....	.....	....	....	....	.....
Somerset	....	4	24	28	314	417	731	6	9	15	50.00
Sussex	....	....	....	....	.....	.....	.....	....	....	....	.....
Union	....	758	750	1,508	17,807	20,058½	37,865½	488	511	999	989.20
Warren	....	10	6	16	744	54	798	10	1	11	136.00
Total	135	9,431	7,789	17,355	255,785½	282,368½	538,154	4,664	5,009	9,673	$21,932.56

TABLE 40—*Continued*

REPORT OF EVENING SCHOOLS—*Continued*

ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Total Number of Pupils Between 12 and 14 Years of Age	Total Number of Pupils Between 14 and 20 Years of Age	Total Number of Pupils Over 20 Years of Age	Total Number of Pupils Enrolled	TOTAL EVENINGS ATTENDANCE			AVERAGE EVENINGS ATTENDANCE			Amount Expended for Salaries of Janitors
					Male	Female	Total	Male	Female	Total	
Atlantic	....	....	....	....	.....	.....	.....	....	....	....	.....
Bergen	....	....	....	....	.....	.....	.....	....	....	....	.....
Burlington	....	....	....	....	.....	.....	.....	....	....	....	.....
Camden	....	....	....	....	.....	.....	.....	....	....	....	.....
Cape May	....	....	....	....	.....	.....	.....	....	....	....	.....
Cumberland	....	....	....	....	.....	.....	.....	....	....	....	.....
Essex	....	1,042	766	1,808	61,695½	29,402½	91,098	663	316	979	$1,331.00
Gloucester	....	....	....	....	.....	.....	.....	....	....	....	.....
Hudson	....	3,180	1,811	4,991	238,245	171,415	409,660	1,309	939	2,248	2,323.25
Hunterdon	....	....	....	....	.....	.....	.....	....	....	....	.....
Mercer	493	266	77	836	48,552	43,556	92,108	270	242	512	1,392.00
Middlesex	....	....	....	....	.....	.....	.....	....	....	....	.....
Monmouth	....	....	....	....	.....	.....	.....	....	....	....	.....
Morris	....	....	....	....	.....	.....	.....	....	....	....	.....
Ocean	....	....	....	....	.....	.....	.....	....	....	....	.....
Passaic	....	....	....	....	.....	.....	.....	....	....	....	.....
Salem	....	....	....	....	.....	.....	.....	....	....	....	.....
Somerset	....	....	....	....	.....	.....	.....	....	....	....	.....
Sussex	....	....	....	....	.....	.....	.....	....	....	....	.....
Union	....	....	....	....	.....	.....	.....	....	....	....	.....
Warren	....	....	....	....	.....	.....	.....	....	....	....	.....
Total	493	4,488	2,654	7,635	348,492½	244,373½	592,866	2,242	1,497	3,739	$5,046.25

TABLE 41

REPORT OF SPECIAL EVENING SCHOOLS BY DISTRICTS

COUNTIES	MANUAL TRAINING				VOCATIONAL. Includes County Vocational Schools				FOREIGN-BORN			
	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment
Atlantic	....	....	....	....	71	483	1,354	1,837	69	79	144	223
Bergen	....	....	....	....	....	....	....	....	71	390	245	635
Burlington	....	....	....	....	....	....	....	....	....	....	....	....
Camden	64	17	47	64	87	939	....	939	64	36	58	94
Cape May	....	....	....	....	....	....	....	....	....	....	....	....
Cumberland	....	....	....	....	....	....	....	....	64	34	27	61
Essex	....	....	....	....	101	4,605	3,469	8,074	99	1,061	893	1,954
Gloucester	....	....	....	....	....	....	....	....	....	....	....	....
Hudson	64	22	35	57	81	1,764	470	2,234	66	645	401	1,046
Hunterdon	....	....	....	....	....	....	....	....	....	....	....	....
Mercer	64	247	204	451	40	67	25	92	64	205	77	282
Middlesex	....	....	....	....	74	735	123	858	65	376	297	673
Monmouth	....	....	....	....	....	....	....	....	64	94	76	170
Morris	....	....	....	....	....	....	....	....	....	....	....	....
Ocean	....	....	....	....	....	....	....	....	....	....	....	....
Passaic	....	....	....	....	82	1,116	714	1,830	100	132	86	218
Salem	....	....	....	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....	....	....	....
Sussex	....	....	....	....	....	....	....	....	....	....	....	....
Union	....	....	....	....	56	1,004	578	1,582	64	440	202	642
Warren	....	....	....	....	....	....	....	....	68	6	3	9
Total	64	286	286	572	74	10,713	6,733	17,446	72	3,498	2,509	6,007

TABLE 42

REPORT OF DAY VOCATIONAL AND CONTINUATION SCHOOLS AND DISTRICTS

COUNTIES	DAY VOCATIONAL. Includes County Vocational Schools							CONTINUATION. Includes County Vocational Schools					
	Number of Days Schools Kept Open	Possible Number Days Attendance	Number of Days Present	Number of Boys Enrolled	Number of Girls Enrolled	Total Enrollment	Average Attendance	Number of Hours Schools Kept Open	Possible Number Hours Attendance	Number of Hours Present	Number of Boys Enrolled	Number of Girls Enrolled	Total Enrollment
Atlantic	168	103,811½	96,441½	425	552	977	574	1,025	35,193	30,335	121	124	245
Bergen	...	.....	.....	...	...	...	...	832	81,357	76,257	205	272	477
Burlington	181½	11,157	10,397	68	...	68	57	435	6,498	5,700	20	32	52
Camden	193	99,516	92,209	670	11	681	478	1,149	14,849	14,626	217	397	614
Cape May	166	3,697	3,435	114	18	132	21	...	.....	.....	....	....	....
Cumberland	188	35,977	33,847	144	61	205	180	762	29,742	28,196	68	133	201
Essex	189	401,776½	368,163	2,500	1,092	3,592	1,948	1,192	490,509	419,748	939	1,158	2,097
Gloucester	184	14,363	13,448	46	34	80	73	...	.....	.....	....	....	....
Hudson	185	151,922½	140,720	720	141	861	761	1,066	212,056	188,129	745	1,016	1,761
Hunterdon	187	13,558½	12,611½	76	...	76	67	...	.....	.....	....	....	....
Mercer	...	.....	.....	...	...	...	...	779	78,962	68,174	209	365	574
Middlesex	182	116,221	111,568½	744	...	744	613	4,368	138,678	131,559	292	710	1,002
Monmouth	186	18,444	17,309	99	...	99	93	...	.....	.....	....	....	....
Morris	178	6,052	5,885	34	...	34	33	...	.....	.....	....	....	....
Ocean	173	6,128	5,890	...	40	40	34	...	.....	.....	....	....	....
Passaic	180½	69,337	64,720½	446	...	446	342	1,048	198,171	186,344	570	955	1,525
Salem	190	4,774	4,551½	27	...	27	24	...	.....	.....	....	....	....
Somerset	...	.....	.....	...	...	...	...	...	.....	.....	....	....	....
Sussex	189	30,917	30,049	67	97	164	159	...	.....	.....	....	....	....
Union	176	57,982	54,494	246	144	390	310	862½	112,674	108,699	229	475	704
Warren	182	4,435	4,233½	25	...	25	23	846	7,788	7,746	10	26	36
Total	183	1,150,069	1,069,973	6,451	2,190	8,641	5,790	1,197	1,407,077	1,265,513	3,625	5,663	9,288

TABLE 43

SPECIAL REPORT ON SUMMER SCHOOLS.

COUNTIES.	TEACHERS EMPLOYED.		TOTAL SALARY PAID.		NUMBER OF PUPILS ENROLLED.				Actual Number of Days Schools Kept Open.	Total Days Attendance.	Average Daily Attendance.
	Men.	Women.	Men.	Women.	Elementary Grades —Boys.	Elementary Grades —Girls.	High School Grades —Boys.	High School Grades —Girls.			
Atlantic	2	3	$300.00	$458.32	76	66	13	14	22½	3,457	152
Bergen	26	37	6,667.00	7,069.00	385	292	479	335	30	40,563	1,355
Burlington	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Camden	5	13	880.00	2,005.00	74	142	207	171	24½	13,945	578
Cape May	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Cumberland	1	9	200.00	1,450.00	172	171	54	35	30	11,340	379
Essex	295	900	84,741.58	263,930.27	15,488	15,182	4,460	3,534	29	638,432½	33,084
Gloucester	14	32	350.00	2,025.00	214	162	134	140	26	16,630	577
Hudson	31	439	5,884.50	56,043.87	5,825	5,190	1,172	934	21	278,981	9,427
Hunterdon	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Mercer	25	64	5,521.50	8,193.50	845	820	759	718	25	67,636	2,719½
Middlesex	2	27	500.00	3,425.00	401	370	.....	.....	25	18,174	727
Monmouth	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Morris	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Ocean	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Passaic	26	53	3,411.20	10,099.85	832	774	724	558	22½	63,160½	2,569
Salem	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Somerset	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Sussex	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Union	44	64	9,087.25	9,875.50	886	785	776	622	30	82,420	2,748
Warren	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Total	471	1,641	$117,633.03	$364,575.31	25,198	23,963	8,778	7,061	26	1,234,739	54,315½

TABLE 44

SPECIAL REPORT ON COLORED PUPILS IN DAY SCHOOLS

COUNTIES	Number of Buildings Used Exclusively for Colored Pupils	Number of Colored Teachers Employed—Male	Number of Colored Teachers Employed—Female	Average Annual Salary of Each Male	Average Annual Salary of Each Female	Number of Colored Pupils Enrolled In Colored Schools—Boys	Number of Colored Pupils Enrolled In Colored Schools—Girls	Number of Colored Pupils Enrolled In Colored Schools—Total	Number of Colored Pupils Enrolled In All Other Schools—Boys	Number of Colored Pupils Enrolled In All Other Schools—Girls	Number of Colored Pupils Enrolled In All Other Schools—Total
Atlantic	3	10	79	$2,649.00	$1,756.00	1,263	1,242	2,505	622	683	1,305
Bergen	..	..	2	.....	1,600.00	....	....	....	985	1,102	2,087
Burlington	11	2	37	1,325.00	1,297.64	638	623	1,261	278	299	577
Camden	13	11	86	2,081.64	2,082.63	1,584	1,567	3,151	438	507	945
Cape May	5	2	13	1,800.00	1,338.00	204	207	411	189	174	363
Cumberland	3	1	5	1,035.00	1,172.00	117	114	231	544	545	1,089
Essex	..	..	6	.....	2,250.00	....	....	....	6,401	6,879	13,280
Gloucester	10	1	34	1,300.00	1,162.64	574	593	1,167	280	314	594
Hudson	..	..	21	.....	2,046.61	....	....	....	1,527	1,695	3,222
Hunterdon	..	..	..	.....	.....	....	....	....	23	35	58
Mercer	5	8	40	2,312.50	1,968.00	806	862	1,668	733	750	1,483
Middlesex	..	..	..	.....	.....	....	....	....	646	677	1,323
Monmouth	5	5	35	1,943.00	1,709.00	560	558	1,118	1,124	1,174	2,298
Morris	..	..	..	.....	.....	....	....	....	307	374	681
Ocean	2	1	3	1,450.00	1,266.00	59	58	117	65	92	157
Passaic	..	..	6	.....	2,333.33	....	....	....	595	622	1,217
Salem	9	3	19	1,350.00	1,042.00	433	448	881	169	204	373
Somerset	..	..	..	.....	.....	....	....	....	178	183	361
Sussex	..	..	..	.....	.....	....	....	....	2	3	5
Union	..	..	1	.....	2,050.00	....	....	....	2,174	2,164	4,338
Warren	..	..	..	.....	.....	....	....	....	29	46	75
Total	66	44	387	$1,725.00	$1,672.00	6,238	6,272	12,510	17,309	18,522	35,831

TABLE 45

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

Includes secretaries and business managers, but does not include superintendents or assistant superintendents.

COUNTIES	Secretary and District Clerks' Offices—Full Time	Secretary and District Clerks' Offices—Part Time	Business Manager's Office—Full Time	Business Manager's Office—Part Time	Superintendent's and Supervising Principal's Office—Full Time	Superintendent's and Supervising Principal's Office—Part Time	Supervisors' Offices—Full Time	Supervisors' Offices—Part Time	Principal's Office—Full Time	Principal's Office—Part Time	Janitors' Office—Full Time	Janitors' Office—Part Time	Attendance Officers—Full Time	Attendance Officers—Part Time	Medical Inspectors—Full Time	Medical Inspectors—Part Time	Nurses—Full Time	Nurses—Part Time	Other—Full Time	Other—Part Time
Atlantic	7	19	..	..	7	1	2	..	27	1	59	41	8	21	9	20	17	10	88	12
Bergen	22	58	..	..	34	4	..	..	44	4	318	54	15	62	9	62	31	45	24	16
Burlington	..	40	..	..	1	1	5	1	4	3	48	51	..	32	..	39	5	25	..	11
Camden	11	26	2	..	10	4	5	2	30	1	202	24	12	26	13	32	16	12	21	6
Cape May	..	16	..	3	..	..	..	..	2	..	31	23	3	12	..	14	4	10	2	17
Cumberland	3	10	..	..	3	1	2	..	5	2	32	52	2	13	..	14	4	7	1	2
Essex	47	12	47	..	42	2	14	..	68	2	416	19	45	9	7	52	77	7	441	11
Gloucester	..	23	..	..	8	3	..	..	1	..	46	49	1	25	..	23	3	11	3	9
Hudson	39	6	3	..	11	1	5	..	68	..	364	36	62	..	63	12	85	1	413	95
Hunterdon	..	26	..	..	2	..	..	..	..	..	14	8	..	18	..	7	1	22	..	..
Mercer	10	8	..	..	8	..	8	2	28	1	126	126	12	8	4	15	19	5	16	2
Middlesex	6	21	1	..	21	4	..	..	17	..	135	18	9	16	3	32	19	6	10	9
Monmouth	10	41	1	..	2	..	8	..	10	18	103	26	3	42	2	42	7	39	6	98
Morris	1	36	..	..	3	1	3	1	10	..	89	31	2	35	..	38	5	24	1	2
Ocean	1	32	..	..	3	..	..	..	1	..	22	24	1	26	1	24	2	15	6	4
Passaic	15	11	1	1	10	..	2	..	35	..	232	16	18	12	..	31	22	9	..	25
Salem	..	15	..	..	3	..	..	..	2	..	21	12	1	8	..	9	..	2	..	1
Somerset	2	18	..	..	7	..	..	..	4	1	45	20	2	14	..	22	5	12	..	1
Sussex	..	24	..	..	1	..	..	..	2	..	11	5	..	24	..	21	2	1	..	..
Union	22	9	5	1	20	..	2	..	65	1	241	21	18	5	..	36	22	8	57	49
Warren	2	22	..	..	5	..	..	..	3	..	28	9	1	21	1	20	2	17	..	..
Total	198	474	60	5	201	22	56	6	426	34	2,583	665	215	429	112	568	348	288	1,089	370

TABLE 46

Apportionment of School Moneys for the School Year Beginning July 1, 1931

Amount of State School Tax		$18,004,549.69	
1931 State School Tax	$17,978,774.14		
Penalty on Account of 1930 State School Tax	23,775.55		
Unused Balance of 1929 State School Tax Reserve Fund	2,000.00		
Less Chapter 233, Public Laws of 1926*		224,390.00	
Total State School Tax Apportioned to Counties			$17,780,159.69
Amount of State School Fund Appropriation			600,000.00
Amount of Railroad Tax**			1,929,612.85
Amount of Interest on Surplus Revenue			26,133.89
Unexpended Balances in Helping Teacher Accounts			4,387.54
Grand Total			$20,340,293.97

* Less the One Per Cent Emergency Fund of $72,650 and $151,740 to districts in payment of $45 for each pupil residing on State property, or as residents of districts by reason of their being inmates of charitable institutions as provided in Chapter 233, P. L. 1926.

** Subject, prior to distribution, to any further deductions required.

County	*School Fund*	*Railroad Tax**	*Ninety Per Cent State School Tax*	*Reserve Fund to Counties*	*Interest on Surplus Revenues*	*Unexpended Balances in Helping Teachers Accounts*	*Total to Counties for Their Distribution*
Atlantic	$17,352.54	$128,319.37	$1,077,453.59	.....	$392.27	.....	$1,223,517.77
Bergen	58,152.87	140,620.54	1,180,742.29	$12,237.37	1,268.27	$1,000.00	1,394,021.34
Burlington	14,486.07	21,073.71	176,948.68	269,045.93	4,363.96	.....	485,918.35
Camden	36,874.49	104,154.32	874,547.97	.....	1,122.00	.....	1,016,698.78
Cape May	4,661.47	30,538.51	256,421.38	.....	543.47	.....	292,164.83
Cumberland	11,045.36	15,750.98	132,255.59	133,260.32	1,334.44	.....	293,646.69
Essex	121,280.59	478,660.66	4,019,148.86	.....	1,685.57	179.97	4,620,955.65
Gloucester	12,431.62	20,228.46	169,851.44	189,424.86	1,811.50	300.00	394,047.88
Hudson	92,622.77	374,419.30	3,143,870.04	.....	544.07	.....	3,611,456.18
Hunterdon	5,528.76	9,048.51	75,977.11	136,850.98	.....	787.36	228,192.72
Mercer	25,529.49	86,977.57	730,320.72	.....	378.06	199.21	843,405.05
Middlesex	33,267.09	62,222.84	522,463.75	175,388.88	.....	.....	793,342.56
Monmouth	22,095.87	69,714.21	585,366.23	19,326.37	1,150.56	766.00	698,419.24
Morris	15,857.89	34,067.53	286,053.33	167,878.72	2,488.76	.....	506,346.23
Ocean	5,018.97	15,604.85	131,028.55	66,572.02	904.10	.....	219,128.49
Passaic	47,486.76	140,219.68	1,177,376.39	.....	856.97	.....	1,365,939.80
Salem	6,379.12	10,749.07	90,256.16	95,858.49	2,099.46	140.00	205,482.30
Somerset	10,579.51	20,009.99	168,017.03	107,651.68	2,869.09	300.00	309,427.30
Sussex	4,914.23	9,884.45	82,996.21	94,095.36	2,321.34	.....	194,211.59
Union	46,267.00	143,922.03	1,208,463.77	.....	.....	.....	1,398,652.80
Warren	8,167.53	13,426.27	112,735.69	110,273.93	.....	715.00	245,318.42
State	$600,000.00	$1,929,612.85	$16,202,294.78	$1,577,864.91	$26,133.89	$4,387.54	$20,340,293.97

* Subject, prior to distribution, to any further deductions required.

SECTION B

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR THE YEAR ENDING JUNE 30, 1932

COUNTY	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Atlantic	24,735	3,693,484	.....	46,757
Bergen	80,974	12,969,566	.....	292,646
Burlington	20,744	3,175,303	.....	96,759
Camden	51,771	8,015,086	.....	233,599
Cape May	7,003	1,001,167	.....	16,954
Cumberland	15,307	2,398,970	.....	58,176
Essex	157,347	25,912,625	131,230	.....
Gloucester	18,393	2,791,086	.....	108,984
Hudson	119,318	19,959,901	.....	69,278
Hunterdon	7,908	1,232,194	.....	13,519
Mercer	35,123	5,719,258	.....	167,183
Middlesex	45,010	7,231,159	.....	162,237
Monmouth	32,694	4,888,870	.....	47,223
Morris	23,186	3,731,523	.....	212,266
Ocean	7,693	1,125,858	.....	31,275
Passaic	60,265	9,921,285	110,448	.....
Salem	9,041	1,378,093	.....	11,437
Somerset	14,633	2,356,984	.....	72,723
Sussex	7,122	1,104,210	.....	19,989
Union	63,529	10,231,732	.....	166,425
Warren	11,095	1,778,915	7,148	.....
Total	812,891	130,617,269	248,826	1,827,430

ATLANTIC COUNTY
1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Absecon	442	63,218½	.....	3,647
Atlantic City	11,724	1,773,709	.....	35,490
Brigantine	85	11,804	.....	736½
Buena Vista	1,062	167,335	1,177½	.....
Corbin City	52	6,968½	611½	.....
Egg Harbor City	955	150,960½	.....	11,118
Egg Harbor Twp.	622	80,574	.....	1,582½
Estell Manor	73	10,461½	.....	651½
*E. Atlantic City	.....	.....	.....	.....
Folsom	46	6,811½	.....	96
Galloway	622	88,712½	2,315½	.....
Hamilton	700	107,160	.....	441
Hammonton	2,017	322,037	.....	8,698
Linwood	307	44,732	338	.....
Longport	53	4,529	4,392½	.....
Margate City	489	65,313½	5,280½	.....
Mullica	333	46,671	.....	2,027½
Northfield City	481	71,061	.....	4,854
Pleasantville	2,811	408,202	.....	227
Port Republic	82	13,394½	.....	714
Somers Point	408	59,141	.....	5,749½
Ventnor City	1,171	162,239	13,901½	.....
Weymouth	200	28,449	1,258½	.....
Total	24,735	3,693,484	29,275½	76,032½

* No attendance.

BERGEN COUNTY
1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Allendale	296	46,611½	.....	2,918½
Alpine	72	11,417	.....	1,294
Bergenfield	1,561	239,610½	.....	4,370½
Bogota	1,626	269,276½	.....	11,806½
Carlstadt	861	143,808	9,116½	.....
Cliffside Park	3,250	508,479	10,464½	.....
Closter	684	105,444½	.....	5,251
Cresskill	374	56,917½	.....	4,103
Demarest	134	21,535½	.....	1,602
Dumont	1,793	278,189½	.....	18,070
E. Paterson	1,055	166,467½	1,862½	.....
E. Rutherford	2,028	331,752	.....	545
Edgewater	741	111,297½	.....	2,538½
Emerson	290	44,303½	2,913	.....
Englewood City	3,715	597,276	.....	38,837
Englewood Cliffs	106	16,592½	.....	1,413
Fair Lawn	1,378	202,838	.....	23,249
Fairview	1,835	278,055	22,418½	.....
Fort Lee	1,734	270,463	.....	2,275½
Franklin Lakes	163	22,579½	22½	.....
Garfield	7,656	1,306,148½	12,487	.....
Glen Rock	793	129,257½	.....	3,375
Hackensack	5,572	917,217½	.....	37,968½

BERGEN COUNTY—*Continued*

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Harrington Park	246	36,332	1,658	.....
Hasbrouck Heights	1,172	192,207½	4,129½	.....
Haworth	188	27,041	.....	3,491½
Hillsdale	528	82,951½	.....	3,986
Hohokus Borough	108	16,939½	.....	2,023
Hohokus Township	541	87,847	1,187	.....
Leonia	1,596	252,633	.....	7,980
Little Ferry	781	126,971	5,149½	.....
Lodi Borough	2,804	464,014	.....	4,184½
Lodi Township	284	45,180½	.....	3,002½
Lyndhurst	4,538	728,963	.....	4,454½
Maywood	679	105,723½	.....	12,462½
Midland Park	700	118,104½	.....	16,016
Montvale	267	40,392	.....	4,278½
Moonachie	326	51,872½	1,902½	.....
New Milford	618	99,370	.....	1,389
N. Arlington	1,378	206,831½	7,289	.....
Northvale	257	40,130	2,501½	.....
Norwood	279	43,996	102	.....
Oakland	147	21,368½	.....	321
Old Tappan	139	18,858	.....	2,037½
Oradell	500	79,937½	.....	1,100½
Overpeck Township	2,096	343,844	.....	12,408½
Palisades Park	1,446	219,026½	.....	457½
Paramus	443	62,374	473½	.....
Park Ridge	826	128,392½	.....	5,555½
Ramsey	1,156	182,191½	.....	9,534
Ridgefield	721	108,601½	3,634½	.....
Ridgewood	2,884	483,163½	.....	35,443½
River Edge	434	68,101	.....	337
Rivervale	132	18,774½	.....	2,262
Rochelle Park	397	60,995	.....	514
*Rockleigh	.....	.....	.....	.....
Rutherford	3,000	465,252½	.....	2,336
Saddle River Borough	81	12,657½	.....	21
Saddle River Township	608	96,149½	1,551½	.....
Teaneck	3,965	616,862½	.....	45,002
Tenafly	1,596	272,534	.....	29,313½
*Teterboro	.....	.....	.....	.....
Upper Saddle River	38	5,089½	.....	309
Waldwick	341	50,212½	.....	587½
Wallington	2,316	388,179½	.....	4,887
*Washington	.....	.....	.....	.....
Westwood	1,157	185,634½	.....	6,621
Woodcliff Lake	148	23,092	.....	3,363½
Wood Ridge	940	144,973	.....	1,363½
Wyckoff	456	70,263½	5,151	.....
Total	80,974	12,969,566	94,014	386,660

* No attendance.

BURLINGTON COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bass River	123	17,527½	.....	722
Beverly City	552	90,445½	1,157½	.....
Bordentown City	1,352	209,753½	.....	16,592½
*Bordentown Township	.....	.....	.....	.....
Burlington City	2,620	412,921	.....	17,891
Burlington Township	528	81,662	.....	4,288½
Chester	1,067	166,513	5,212	.....
Chesterfield	318	45,258½	.....	2,720½
Cinnaminson	470	69,098½	192	.....
Delanco	439	65,571½	3,604½	.....
Delran	373	52,527½	2,239½	.....
Eastampton	112	16,395½	.....	1,288½
Edgewater Park	246	36,945	.....	3,640½
Evesham	358	52,286	1,413½	.....
Fieldsboro	99	15,175½	1,065	.....
Florence	1,713	275,869½	687	.....
Hainesport	224	35,681½	.....	1,739½
Lumberton	173	23,252	.....	1,572½
Mansfield	286	42,133	.....	3,264
Medford	429	65,323	.....	4,400
Moorestown	1,866	289,614½	.....	26,081
**Mt. Holly	1,683	250,563½	.....	12,857
Mt. Laurel	474	64,504	.....	4,280½
New Hanover	191	25,471½	.....	2,065½
North Hanover	133	18,669½	93	.....
Palmyra	1,372	220,529½	.....	3,849
Pemberton Borough	332	49,462½	1,604½	.....
Pemberton Township	361	50,353	855	.....
Riverside	1,335	209,886½	.....	8,621
Riverton	347	54,010½	3,841	.....
Shamong	98	14,942½	509½	.....
Southampton	409	59,101	.....	3,933½
Springfield	255	37,154	.....	825
Tabernacle	82	12,838½	.....	872½
Washington	110	15,041	.....	2,948½
*Westampton	.....	.....	.....	.....
Willingboro	134	18,053	3,229	.....
Woodland	80	10,768½	1,991	.....
Total	20,744	3,175,303	27,694	124,453

* No attendance.
** Northampton now Mt. Holly.

CAMDEN COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Audubon	2,030	323,398	.....	11,376½
Barrington	458	68,113	.....	2,805½
Bellmawr	262	36,975½	3,318½	.....
Berlin Boro	480	65,040	.....	1,727
Berlin Township	435	61,479	.....	4,443½
Brooklawn	346	49,810	9,975	.....
Camden City	22,542	3,617,491	.....	96,454½
Chesilhurst	75	11,544½	977½	.....
Clementon	597	83,225½	.....	3,289
Collingswood	2,943	484,598	.....	23,040
Delaware	1,376	197,071	.....	3,182½
Gibbsboro	135	18,726	.....	**381**
Gloucester City	2,398	382,181½	.....	15,519½
Gloucester Township	1,331	183,130	.....	8,089
Haddon Township	1,151	177,334½	2,721½	.....
Haddonfield	2,271	345,603	.....	4,470
Haddon Heights	1,574	244,910½	.....	19,891
*Hi Nella	.....	.....	.....	.....
Laurel Springs	194	31,116	.....	1,239
Lawnside	268	39,984	921½	.....
Lindenwold	591	80,515	.....	565½
Magnolia	333	49,278½	.....	5,629½
Merchantville	838	129,185½	.....	13,694½
Mt. Ephraim	529	75,190	.....	1,927½
Oaklyn	718	106,281	.....	3,221
Pensauken	3,691	551,138½	.....	12,135½
Pine Hill	294	41,511	.....	2,597
*Pine Valley Borough	.....	.....	.....	.....
Runnemede	647	94,201½	.....	5,170
Somerdale Borough	336	44,763½	.....	1,700½
Stratford	160	23,860½	4,074½	.....
*Tavistock	.....	.....	.....	.....
Voorhees	321	46,275	.....	5,339½
Waterford	659	92,076½	.....	3,365
Winslow	1,305	187,920	.....	7,096
Woodlynne	483	71,158½	2,762	.....
Total	51,771	8,015,086	24,750½	258,349½

*** No attendance.**

CAPE MAY COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Avalon	65	8,449	.....	1,176
Cape May City	658	94,421	2,803	.....
*Cape May Point	.....	.....	1,568½	.....
Dennis Township	345	46,848	3,398	.....
Lower Township	326	42,746½	.....	4,527
Middle Township	942	131,973½	.....	5,712½
North Wildwood	357	50,258	886	.....
Ocean City	1,407	204,033	.....	3,491½
Sea Isle City	177	26,373½	60	.....
Stone Harbor	95	13,794½	.....	1,818½
Upper Township	347	45,367½	.....	1,677
West Cape May	213	29,828	224½	.....
*West Wildwood	.....	.....	.....	.....
Wildwood	1,437	211,026½	.....	8,145½
Wildwood Crest	123	16,600½	205	.....
Woodbine	511	79,447½	449	.....
Total	7,003	1,001,167	9,594	26,548

* No attendance.

CUMBERLAND COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bridgeton	3,571	575,411	.....	17,094
Commercial	647	93,317½	.....	1,262
Deerfield	430	63,971	.....	73½
Downe	349	48,512	865½	.....
Fairfield	418	59,932½	.....	8,449½
Greenwich	227	33,088	.....	513½
Hopewell	342	47,528½	.....	2,586
Landis	4,512	733,077½	.....	21,220½
Lawrence	441	59,059	115½	.....
Maurice River	375	52,654	.....	1,623
Millville	3,242	525,659½	.....	12,115
Shiloh	51	7,543½	2,826	.....
Stow Creek	179	25,809½	.....	1,478
Upper Deerfield	523	73,406½	4,432	.....
Total	15,307	2,398,970	8,239	66,415

ESSEX COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Belleville	6,371	1,047,028	21,481½	.....
Bloomfield	7,547	1,221,406½	.....	50,168½
Caldwell	1,900	293,943½	.....	10,595
Caldwell Township	245	35,693	.....	453½
Cedar Grove	359	52,699½	.....	386
East Orange	10,100	1,614,232	.....	12,630½
Essex Fells	232	35,363½	.....	969½
Glen Ridge	1,466	228,818	.....	246
Irvington	10,050	1,609,240½	.....	35,976
Livingston	838	126,244	.....	11,902
Millburn	1,915	299,536½	.....	27,013
Montclair	7,752	1,247,416½	13,091	.....
Newark	83,142	14,023,276½	325,773½	.....
North Caldwell	114	17,025½	687	.....
Nutley	5,186	839,509½	.....	4,644½
Orange	6,914	1,106,168	.....	695½
Roseland	197	29,171	1,362½	.....
South Orange	6,736	1,079,752½	.....	44,297½
Verona	1,408	216,883½	.....	11,433
West Orange	4,875	789,217	.....	19,755
Total	157,347	25,912,625	362,395½	231,165½

GLOUCESTER COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Clayton	650	98,625½	.....	3,844
Deptford	1,231	175,098	.....	6,691
East Greenwich	380	57,173	2,676	.....
Elk	430	62,427½	.....	2,802
Franklin	1,021	138,482½	.....	2,790½
Glassboro	1,654	261,134½	.....	9,245
Greenwich	618	98,129	.....	3,856½
Harrison	313	44,037	277	.....
Logan	387	54,137½	.....	911½
Mantua	618	92,049	.....	10,305½
Monroe	918	135,172	.....	3,714
National Park	493	68,678½	.....	1,228
Newfield	203	33,052	3,016½	.....
Paulsboro	2,089	346,832	.....	31,383½
Pitman	1,187	187,117	.....	4,316
South Harrison	138	18,530	651½	.....
Swedesboro	909	140,992½	.....	9,314½
Washington	479	68,819½	.....	1,335
Wenonah	215	33,829	.....	1,219½
West Deptford	1,050	153,225	.....	11,693
Westville	687	102,815½	3,892½	.....
Woodbury	2,531	391,722½	.....	13,818
Woodbury Heights	192	29,007	.....	1,030
Total	18,393	2,791,086	10,513½	119,497½

HUDSON COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bayonne	17,646	3,034,357½	.....	131,878½
East Newark	391	58,271½	2,467	.....
Guttenberg	1,156	185,973½	7,428	.....
Harrison	2,348	391,497½	.....	15,881
Hoboken	9,772	1,577,991½	.....	13,234
Jersey City	50,777	8,674,925	49,837	.....
Kearny	7,807	1,309,099½	.....	35,514
North Bergen	6,986	1,107,472	47,793½	.....
Secaucus	1,323	219,517½	154	.....
Union City	10,915	1,754,080½	.....	10,778½
Weehawken	2,550	411,445	3,031½	.....
West New York	7,647	1,235,270	27,297	.....
Total	119,318	19,959,901	138,008	207,286

HUNTERDON COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Alexandria	156	24,178½	.....	497
*Bethlehem	.....	.....	.....	.....
Bloomsburg	149	23,762	1,251	.....
Califon	124	20,285	.....	1,081½
Clinton Town	350	54,609½	.....	1,006½
Clinton Township	299	42,860½	.....	4,683½
Delaware	362	53,572	767	.....
East Amwell	180	27,470	.....	603½
Flemington	963	160,207	.....	10,739
Franklin	219	30,824	.....	78
Frenchtown	454	72,373½	.....	2,530½
Glen Gardner	152	23,525	.....	2,062
Hampton	422	63,672½	.....	1,623
High Bridge	576	95,689½	.....	21½
Holland	208	31,292½	.....	2,593
Kingwood	262	37,242½	2,126	.....
Lambertville	981	160,757½	3,465½	.....
Lebanon Borough	94	14,621½	.....	1,801
Lebanon Township	110	15,178	4,965½	.....
Milford	262	43,398½	1,001	.....
Raritan	346	50,255½	1,922½	.....
Readington	689	101,997	.....	1,183½
Stockton	117	18,828	82	.....
Tewksbury	165	25,455	.....	1,086½
Union Township	171	25,968½	261½	.....
West Amwell	97	14,170½	2,229	.....
Total	7,908	1,232,194	18,071	31,590

* No attendance.

MERCER COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
East Windsor	965	150,930½	1,109	.....
Ewing	1,721	263,933½	.....	10,242
Hamilton	6,130	977,677½	.....	35,587½
Hopewell Borough	349	54,657½	.....	3,251
Hopewell Township	1,240	198,926	.....	7,671
Lawrence	1,098	169,530½	.....	6,463½
Princeton Borough	1,564	256,540½	.....	22,542½
Princeton Township	359	57,083	.....	355½
Trenton	21,007	3,488,156½	.....	82,248
Washington	312	44,293	49	.....
West Windsor	378	57,529½	20	.....
Total	35,123	5,719,258	1,178	168,361

MIDDLESEX COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Carteret	2,986	496,074½	.....	4,704
Cranbury	244	36,741½	.....	714
Dunellen	1,046	160,935	.....	13,468½
East Brunswick	731	112,088½	2,208	.....
Helmetta	216	35,041	.....	1,788
Highland Park	1,791	283,622½	.....	6,933
Jamesburg	723	116,686½	.....	606
Madison	577	84,205½	.....	3,745
Metuchen	1,357	207,341½	.....	15,123½
Middlesex	827	124,761½	3,710	.....
Milltown	613	95,958½	.....	4,055
Monroe	325	48,268	.....	549
New Brunswick	7,044	1,129,675½	.....	39,355½
North Brunswick	815	123,159½	2,716	.....
Perth Amboy	8,619	1,440,393½	.....	10,722
Piscataway	1,321	198,442	165½	.....
Plainsboro	123	19,963	7,651	.....
Raritan	2,386	359,199	.....	5,349
Sayreville	1,059	176,988	.....	7,148
South Amboy	904	143,723½	.....	3,653½
South Brunswick	687	99,597	.....	12,037
South Plainfield	1,332	213,901	5,179½	.....
South River	2,460	403,391	.....	5,601
Spotswood	263	38,233½	.....	3,505
Woodbridge	6,561	1,082,768	.....	44,810
Total	45,010	7,231,159	21,630	183,867

MONMOUTH COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
*Allenhurst	.....	.....	.....	.....
Asbury Park	4,112	618,693	.....	12,198
Atlantic Highlands	441	70,499	.....	5,287½
Atlantic Township	255	34,647	2,785	.....
Avon	238	30,286½	1,302	.....
Belmar	713	102,687	1,232	.....
Bradley Beach	602	81,867½	.....	1,403½
Brielle	130	19,008½	76	.....
*Deal	.....	.....	.....	.....
Eatontown	332	48,905	.....	1,693½
Fair Haven	339	51,265½	.....	3,461½
Farmingdale	152	23,854	.....	1,343
Freehold Borough	1,698	265,905½	.....	1,275½
Freehold Township	314	41,321	1,295	.....
Highlands	334	52,826½	82½	.....
Holmdel Township	265	34,038½	5,047	.....
Howell	645	92,404½	.....	5,344
*Interlaken	.....	.....	.....	.....
Keansburg	442	58,810	6,588	.....
Keyport	1,110	178,445½	.....	3,130
Little Silver	142	20,373	.....	1,207
Long Branch	3,798	587,408½	19,662	.....
Manalapan	635	97,081½	.....	3,347
Manasquan	752	112,165½	.....	3,639
Marlboro	434	60,112	.....	3,156½
Matawan	1,176	172,370	2,092½	.....
Middletown	2,406	361,730	.....	20,788½
Millstone	363	51,297	784½	.....
Monmouth Beach	84	10,455½	.....	498
Neptune City	543	72,035½	.....	569
Neptune Township	2,686	390,865½	.....	10,204
Oceanport	180	25,858½	.....	2,520
Ocean Township	670	94,346½	.....	9,316
Raritan	320	46,271	3,136½	.....
Red Bank	2,750	446,766	.....	14,497½
Rumson	391	59,772½	2,262½	.....
Sea Bright	129	20,446	162	.....
*Sea Girt	.....	.....	.....	.....
Shrewsbury Borough	115	16,210	571	.....
Shrewsbury Township	242	32,912	.....	2,998½
*South Belmar	.....	.....	.....	.....
Spring Lake	284	43,561½	.....	846
Spring Lake Heights	239	33,899½	795	.....
Union Beach	398	57,671½	11,838	.....
Upper Freehold Township	799	123,378½	.....	5,470½
Wall Township	746	101,958½	6,275	.....
West Long Branch	290	44,459½	984½	.....
Total	32,694	4,888,870	66,971	114,194

* No attendance.

MORRIS COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Boonton Town	1,688	281,458	.....	16,531½
Boonton Township	96	15,753½	.....	1,648
Butler Borough	1,162	190,324	.....	15,305½
Chatham Borough	865	133,712½	.....	4,073
Chatham Township	195	29,980½	.....	909
Chester	276	42,342½	.....	3,676½
Denville	487	73,439	.....	6,523
Dover Town	2,345	389,023½	.....	33,322
East Hanover	260	37,758	.....	3,453½
Florham Park	187	30,492	.....	5,172½
Hanover Township	610	101,731½	4,902	.....
Harding Township	143	22,717½	.....	848
Jefferson	244	35,688½	.....	1,803
Kinnelon	61	10,405½	.....	402½
Lincoln Park	449	66,033	.....	4,904
Madison Borough	1,391	227,827½	.....	16,237
Mendham Borough	227	36,943	1,712½	.....
Mendham Township	122	18,293½	1,794	.....
Mine Hill	256	41,455	.....	417½
Montville	626	99,795	.....	4,223
Morris Plains	265	41,733½	.....	1,410½
Morristown Town	3,015	502,625	.....	28,180
Morris Township	856	135,417	.....	16,674
Mountain Lakes	428	67,115½	.....	6,491½
Mount Arlington	56	8,003	.....	370
Mount Olive	271	39,028½	510	.....
Netcong	649	108,767½	.....	3,739
Parsippany-Troy Hills	438	65,344½	3,375½	.....
Passaic Township	537	84,249	.....	10,762
Pequannock	475	76,520	.....	12,776½
Randolph	484	71,573	338	.....
Riverdale	232	36,254½	.....	2,796½
Rockaway Borough	937	153,050½	.....	9,160
Rockaway Township	602	95,446½	357½	.....
Roxbury	1,217	201,162	.....	10,855½
Washington	260	35,755½	.....	954½
Wharton	774	124,304	.....	1,636
Total	23,186	3,731,523	12,989½	225,255½

OCEAN COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Barnegat	24	4,034½	.....	999
Bay Head	70	9,785	566	.....
Beach Haven	270	36,991	.....	3,295
*Beachwood	.....	.....	.....	.....
Berkeley	157	23,096	.....	97½
Brick	235	33,535	760½	.....
Dover	1,410	209,908	.....	14,176½
Eagleswood	77	10,359½	.....	1,830½
*Harvey Cedars	.....	.....	.....	.....
Island Heights	58	9,293	.....	332½
Jackson	397	51,231½	.....	638½
Lacey	105	15,089	171½	.....
Lakehurst	176	24,997	234½	.....
Lakewood	2,075	305,725½	.....	788½
Lavallette	53	8,340	.....	132½
Little Egg Harbor	90	14,621½	1,699½	.....
*Long Beach	.....	.....	.....	.....
Manchester	113	16,370	.....	1,826
*Mantoloking	.....	.....	.....	.....
Ocean	56	7,994½	621½	.....
Ocean Gate	32	4,031½	.....	62½
*Pine Beach	.....	.....	.....	.....
Plumstead	226	33,828	.....	2,272
Point Pleasant	385	54,408	3,879½	.....
Point Pleasant Beach	612	89,534	.....	6,458
Seaside Heights	67	9,569½	.....	969½
Seaside Park	104	13,852	.....	430
*Ship-Bottom Beach-Arlington	.....	.....	.....	.....
*South Toms River	.....	.....	.....	.....
Stafford	184	25,271	4,485½	.....
*Surf City	.....	.....	.....	.....
Tuckerton	399	63,809½	.....	3,933
Union	318	50,183½	.....	5,452
Total	7,693	1,125,858	12,418½	43,693½

* No attendance.

PASSAIC COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bloomingdale	524	80,678	513½	.....
Clifton City	10,403	1,712,117½	8,873	.....
Haledon	783	124,032	.....	491½
Hawthorne	2,059	327,241½	13,158½	.....
Little Falls	1,007	167,394	10,365½	.....
North Haledon	441	71,310	.....	1,411
Passaic	13,028	2,141,143½	102,347	.....
Paterson	26,836	4,486,004½	.....	43,066½
Pompton Lakes	691	110,095½	2,092	.....
Prospect Park	833	131,956	10,248	.....
Ringwood	254	38,499½	909	.....
Totowa	796	125,468½	7,343½	.....
Wanaque	728	118,722	3,656	.....
Wayne	849	124,630½	.....	2,692
West Milford	386	61,481	.....	892½
West Paterson	647	100,511	.....	504½
Total	60,265	9,921,285	159,506	49,058

SALEM COUNTY

1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Alloway	351	57,430½	.....	1,306½
Elmer	208	33,854	.....	1,509
Elsinboro	63	8,641	.....	32
Lower Alloway Creek	193	25,788½	1,010	.....
Lower Penns Neck	783	111,957	.....	4,071
Mannington	330	41,915	.....	1,060
Oldmans	292	37,938	1,205	.....
Penns Grove	1,136	169,380	75,572	.....
Pilesgrove	1,038	171,105½	.....	9,710½
Pittsgrove	507	67,285½	1,751½	.....
Quinton	295	42,514	.....	1,454½
Salem	2,131	337,552½	.....	695½
Union Graded District	496	83,192½	.....	83,192½
Upper Penns Neck	794	130,259½	12,272	.....
Upper Pittsgrove	424	59,279½	.....	216
Total	9,041	1,378,093	91,810½	103,247½

SOMERSET COUNTY
1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bedminster	263	39,054½	.....	1,897
Bernards	1,254	207,098	.....	9,387
Bound Brook	2,087	351,059	.....	19,858½
Branchburg	243	33,524½	1,875½	.....
Bridgewater	1,510	243,801	.....	3,566
East Millstone	53	8,911½	1,968	.....
Far Hills	68	11,009½	1,273½	.....
Franklin	1,066	160,150½	890½	.....
Hillsborough	535	81,134	1,013	.....
Manville	1,118	193,920	168	.....
Millstone	30	5,267½	320½	.....
Montgomery	308	46,161	862	.....
N. Plainfield Borough	2,218	344,531½	.....	7,142½
N. Plainfield Township	79	12,420½	.....	235½
Peapack-Gladstone	253	40,610½	.....	1,129½
Rocky Hill	123	19,227	.....	2,315½
Somerville	2,530	421,323½	.....	28,086
South Bound Brook	495	79,374	.....	823½
Warren	240	36,036½	.....	3,325½
Watchung	160	22,369½	.....	3,327½
Total	14,633	2,356,984	8,371	81,094

SUSSEX COUNTY
1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Andover Borough	125	18,158½	537	.....
Andover Township	13	1,689	494½	.....
Branchville	151	23,965	536½	.....
Byram	26	4,263½	.....	1,262
Frankford	190	27,161	.....	366
Franklin	1,358	222,500	1,626	.....
Fredon	71	9,096	164	.....
Green	132	20,805	.....	793
Hamburg Borough	365	54,051	3,163	.....
Hampton	109	16,234	72½	.....
Hardyston	210	30,449	.....	2,106
Hopatcong Borough	103	14,149½	.....	1,197
Lafayette	148	17,842½	1,195½	.....
Montague	109	15,962	.....	261½
Newton	1,530	254,990½	.....	11,212½
Ogdensburg	361	58,805½	.....	321½
Sandyston	108	16,627	742	.....
Sparta	293	45,248½	.....	4,841½
Stanhope	216	34,695	2,026	.....
Stillwater	157	22,154	.....	2,828½
Sussex	**662**	**103,173**	.....	**5,931**
Vernon	309	40,405	92½	.....
Walpack	28	4,664½	.....	426½
Wantage	348	47,121	908½	.....

UNION COUNTY
1931-1932

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Clark	364	60,216½	2,938½	.....
Cranford	2,555	399,809½	.....	310
Elizabeth	18,720	3,109,429½	.....	10,905½
Garwood	857	136,538½	4,585½	.....
Hillside	4,172	646,890	.....	22,171
Kenilworth	584	92,204½	5,102	.....
Linden	5,592	921,256	.....	25,061½
Mountainside	220	27,398	.....	4,650½
New Providence Borough	418	63,364	2,342	.....
New Providence Township	737	73,361	.....	2,972½
Plainfield	7,380	1,185,631½	3,300	.....
Rahway	3,243	520,788	.....	5,448½
Roselle	3,031	487,146	.....	22,962½
Roselle Park	2,292	384,179	.....	29,381
Scotch Plains	1,685	265,763	.....	17,077
Springfield	849	131,995	.....	725
Summit	2,858	469,945½	.....	7,468
Union	4,256	654,702½	.....	19,592½
Westfield	3,716	601,114	.....	15,967½
Total	63,529	10,231,732	18,268	184,693

WARREN COUNTY
1931-1932

DISTRICT	*Total Enrolment*	*Total Attendance*	*Loss*	*Gain*
Allamuchy	155	24,204½	1,001½	.....
Alpha	608	103,286	3,677	.....
Belvidere	554	91,918½	3,450	.....
Blairstown	400	62,459	.....	1,476
Franklin	398	59,715	2,961½	.....
Frelinghuysen	178	23,083	115½	.....
Greenwich	222	32,815	465½	.....
Hackettstown	919	150,816	1,360	.....
Hardwick	71	10,761½	.....	1,192
Harmony	349	55,338	.....	3,011½
Hope	117	17,373	735	.....
Independence	280	41,106	.....	772½
Knowlton	169	25,340½	1,806	.....
Liberty	117	17,631	.....	2,398½
Lopatcong	263	41,256	2,586	.....
Mansfield	193	26,961½	.....	131
Oxford	390	64,141	6,069½	.....
Pahaquarry	8	1,464½	.....	394
Phillipsburg	3,889	639,779½	4,713	.....
Pohatcong	441	71,499	.....	4,126
Washington Borough	865	144,053	5,289½	.....
Washington Township	203	30,205	.....	6,107
White	306	43,708½	.....	7,473½
Total	11,095	1,778,915	34,230	27,082

PART VI

SUMMARY OF STATISTICS

1931-32

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RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS (1931-1932)

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A—State Administration	$240,136.75	$4,923.15 I	$240,136.75	$4,923.15 I
B—County Administration	363,375.04	1,944.50 I	358,350.30	2,075.18 I
C—State Institutions	3,692,609.25	700,089.28 D	3,692,609.25	700,089.28 D
D—Teachers' Pension and Annuity Fund	3,899,367.85	349,209.51 I	3,899,367.85	349,209.51 I
E—State School Fund Expenses	3,249.40	86.88 I	3,249.40	86.88 I
F—Current Expenses of Schools within the Districts (not including tuition transfers)	81,666,937.92	1,768,781.43 D	79,907,747.57	1,304,455.45 I
G—Repairs and Replacements of Public School Buildings	3,868,652.58	771,174.27 D	3,238,131.52	884,183.98 D
I—School Libraries	264,554.38	4,744.46 I	215,494.91	4,694.66 I
J—Manual Training Instruction within the Districts	3,597,341.84	204,896.98 I	3,028,391.12	160,290.79 I
K—Vocational Education within the Districts	2,120,784.07	19,272.87 I	1,809,314.97	67,453.20 I
L—Continuation School Expenses within the Districts	552,637.68	22,093.95 D	454,063.50	17,404.79 D
M—Evening Schools for Foreign-born Residents within the Districts	165,695.91	1,717.58 I	91,507.80	9,617.55 D
N—Teachers' Libraries, Expenses	800.00	100.00 I	800.00	100.00 I
P-1—Redemption of and interest on bonds and payments to sinking fund within the Districts	17,635,890.92	181,102.82 I	17,582,222.18	518,755.45 I
Total for School Year 1931-32	$117,982,033.59	$2,395,588.81 D	$114,521,387.12	$899,300.04 I
BALANCE STATEMENT				
Total for School Year 1931-32	$117,982,033.59	$2,395,588.81 D	$114,521,387.12	$899,300.04 I
P-2—For payment of notes incurred for previous year's expenses and interest thereon	449,913.32	32,990.97 D	454,187.71	62,028.01 D
H—For Lands, Buildings and Equipment of Public Schools within the Districts (Capital Outlay)	14,113,611.28	7,790,627.47 D	11,516,355.02	5,242,708.68 D
F-1—Tuition Fees paid from District to District	3,576,861.90	25,258.03 D	4,269,587.44	753,684.57 I
Balance at Close of Year	.....	.....	5,471,403.93	6,517,862.05 D
R—Reserve to pay outstanding bills of Previous Year	1,374,234.75	1,575,274.44 D	1,263,733.62	1,650,125.59 D
Grand Total for the School Year 1931-32	$137,496,654.84	$11,819,739.72 D	$137,496,654.84	$11,819,739.72 D

SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1931, and Ending June 30, 1932

RECEIPTS

-State Administration:				
(1) State Board of Education, expenses	$2,768.27	.....	$293.33	I
(2) State Board of Examiners, expenses	5,839.22	.....	682.81	D
(3) Office of Commissioner of Education, salaries	143,287.84	.....	1,754.40	I
(4) Office of Commissioner of Education, expenses	88,241.42	.....	3,558.23	I
Total	.....	$240,136.75	4,923.15	I
-County Administration:				
(1) County Superintendents, salaries	103,749.96	.....	152.72	D
(2) County Superintendents, expenses	65,291.53	.....	324.25	D
(3) Helping Teachers and other County Officers, salaries and expenses	194,333.55	.....	2,421.47	I
Total	.....	$363,375.04	1,944.50	I
-State Institutions:				
(1) State Normal School at Glassboro:				
Appropriated by State for current expenses	$167,836.76	.....	$11,225.25	I
Miscellaneous receipts	.....	.....	1,103.29	D
Capital Outlay	2,175.30	.....	4,031.67	D
(2) State Normal School at Newark:				
Appropriated by State for current expenses	234,251.24	.....	13,856.77	I
Received for tuition, etc.	.....	.....	235.00	D
(3) State Normal School at Trenton:				
Appropriated by State for current expenses	306,023.57	.....	5,028.47	D
Appropriated by State for Capital Outlay	239,731.72	.....	693,686.62	D
Received for board, etc.	113,223.16	.....	112,312.16	I
(4) Montclair State Teachers College:				
Appropriated by State for current expenses	307,512.00	.....	14,610.04	I
Appropriated by State for Capital Outlay	23,646.17	.....	21,146.17	I
(5) State Normal School at Paterson:				
Appropriated by State for current expenses	111,099.23	.....	7,353.23	I
(6) State Normal School at Jersey City:				
Appropriated by State for Capital Outlay	.....	.....	32,444.00	D
Appropriated by State for current expenses	189,063.48	.....	7,714.56	I
(7) New Jersey School for the Deaf:				
Appropriated by State for current expenses	323,180.82	.....	34,115.19	I
Appropriated by State for Capital Outlay	.....	.....	112,345.89	D
Received for tuition	1,148.00	.....	986.77	D
(8) Manual Training and Industrial School for Colored Youth:				
Appropriated by State for current expenses	221,631.00	.....	74,029.68	I
Appropriated by State for Capital Outlay	160,000.00	.....	75,102.32	D
Received for tuition and board	65,980.79	.....	3,267.03	I
(9) Summer Schools for Training Teachers:				
Appropriated by State for current expenses	46,835.52	.....	2,920.58	I
(10) Training of Vocational Teachers:				
Appropriated by State and Federal Government	63,492.06	.....	2,925.83	D
(11) State University:				
Appropriated by State for current expenses	1,115,778.43	.....	*74,750.08	D
Total	.....	$3,692,609.25	700,089.28	D
Teachers' Pension and Annuity Fund:				
(1) Operating expenses (Treas. Office)	6,188.85	.....	*371.49	D
(2) For office expenses, current pensions and increase in reserve	3,893,179.00	.....	349,581.00	I
Total	.....	$3,899,367.85	349,209.51	I
State School Fund Expenses	3,249.40	.....	*86.88	I

* Incorrect figures used last year.

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1931, and Ending June 30, 1932

F—Current Expenses of Public Schools in Districts:

(1) Apportioned by State from R. R. Tax	$1,744,543.31	.....	$329,010.12
(2) Apportioned from State School Tax	16,116,969.62	.....	1,264,498.94
(3) Apportioned from State School Fund	597,860.46	.....	896.45
(4) From District Taxes	56,539,069.10	.....	39,115.24
(5) From Surplus Revenue	22,236.95	.....	5,594.45
(6) From One Per Cent Emergency Fund	42,037.49	.....	19,481.56
(7) From Notes Authorized by vote of the District or from Board of Estimate	1,202,230.51	.....	403,162.23
(8) Special State Aid for Crippled Children	45,609.83	.....	20,619.60
(9) Apportioned for Pupils Residing in Charitable Institutions	134,955.00	.....	38,205.00
(10) Interest on Deposits Within District	71,765.30	.....	76,681.47
(11) Returned Premiums Fire Insurance	.....	.....	2,606.14
(12) Sale of School Books and Other Sources	240,331.00	.....	19,778.18
(13) Reapportioned Balances	.....	.....	456.36
(14) Tuition Receipts	3,553,646.90	.....	48,473.03
(15) Balance from Previous Year	4,909,329.35	.....	1,172,046.42
Total	.....	$85,220,584.82	$1,817,254.46

G—Repairs and Replacements of Public School Buildings in Districts:

(1) From District Taxes	$3,093,356.86	.....	$731,686.21
(2) Notes Authorized by Vote of the District and Additional Funds, by Board of School Estimate	30,658.10	.....	8,128.74
(3) From One Per Cent Emergency Fund	4,412.51	.....	5,061.36
(4) From Other Sources	80,494.23	.....	28,076.11
(5) Balance from Previous Year	659,730.88	.....	1,778.15
Total	.....	$3,868,652.58	$771,174.27

H—Land, Building and Equipment of Public Schools in Districts:

(1) From District Taxes	$871,949.29	.....	$170,959.17
(2) From Sale of Bonds or Notes	8,125,062.26	.....	5,273,355.93
(3) From Other Sources	27,555.52	.....	75,525.61
(4) Balance from Previous Year	5,089,044.21	.....	2,270,786.76
Total	.....	$14,113,611.28	$7,790,627.47

I—School Libraries:

(1) From State	$5,100.00	.....	$910.0(
(2) From District Taxes	208,562.57	.....	8,077.3(
(3) From Other Sources	7,071.42	.....	2,094.91
(4) Balance from Previous Year	43,820.39	.....	4,517.7(
Total	.....	$264,554.38	$4,744.4(

J—Manual Training in Public Schools:

(1) From State	$693,997.88	.....	$5,123.1(
(2) From District Taxes	2,325,429.10	.....	195,974.0(
(3) From Other Sources	52,404.48	.....	11,194.6(
(4) Balance from Previous Year	435,510.38	.....	2,851.3(
Total	.....	$3,507,341.84	$204,896.9(

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1931, and Ending June 30, 1932

—Vocational Education in Public Schools:			
(1) From State	$369,129.89	.....	$109,527.80 I
(2) From Federal Government	144,483.72	.....	3,912.89 I
(3) From District Taxes, also County Taxes for County Vocational Schools	1,224,811.99	.....	13,499.72 I
(4) From Other Sources	52,907.14	.....	14,459.06 D
(5) Balance from Previous Year	352,666.33	.....	70,993.48 D
Total	.....	$2,143,999.07	$42,487.87 I
—Continuation Schools:			
(1) From District Taxes	$386,540.85	.....	$10,913.35 D
(2) From Federal Government	34,968.83	.....	1,150.53 D
(3) From State	4,053.96	.....	1,840.03 I
(4) From Other Sources	5,463.88	.....	2,069.63 D
(5) From County for Classes in County Vocational Schools	21,879.02	.....	14,121.63 D
(6) Balance from Previous Year	99,731.14	.....	4,321.16 I
Total	.....	$552,637.68	$22,093.95 D
—Evening Schools for Foreign-born Residents:			
(1) From State	$48,517.47	.....	$172.01 I
(2) From District Taxes	60,686.77	.....	325.94 D
(3) From Other Sources	2,632.35	.....	1,354.36 D
(4) Balance from Previous Year	53,859.32	.....	3,225.87 I
Total	.....	$165,695.91	$1,717.58 I
—Teachers' Libraries:			
(1) From State	$400.00	.....	$50.00 I
(2) From Subscription	400.00	.....	50.00 I
Total	.....	$800.00	$100.00 I
—Redemption of and Interest on Bonds and Notes within the District and Payments to Sinking Fund:			
(1) From District Taxes	$17,686,465.55	.....	$179,435.52 I
(2) From Other Sources	47,930.46	.....	24,657.99 D
(3) Balance from Previous Year	351,408.23	.....	6,665.68 D
Total	.....	$18,085,804.24	$148,111.85 I
—Reserve to pay outstanding bills of Previour Year.....	$1,374,234.75	.....	$1,575,274.44 D
Total Receipts during year, including balances from previous year	.....	$137,496,654.84	$11,819,739.72 D

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1931, and Ending June 30, 1932

EXPENDITURES

A—State Administration:				
(1) State Board of Education, expenses		$2,768.27	.....	$293.33
(2) Office of Commissioner of Education:				
Salary of Commissioner	$15,000.00	.....	.....	.....
Salary—Five Asst. Commissioners.	35,000.00	.....	.....	.....
Salary—Other Special Assistants...	50,190.00	.....	.....	1,302.50
Clerical Services	38,097.84	.....	.....	451.90
Blanks, stationery, printing	30,745.69	.....	.....	990.81
Pamphlets, courses of study, etc...	10,565.41	.....	.....	1,398.81
Incidental expenses, phys. tr. exp..	28,384.19	.....	.....	2,093.75
Teachers' Institutes	4,879.64	.....	.....	1,912.03
Continuation Schools	5,648.89	.....	.....	3.97
Efficiency Test Work	11,611.20	.....	.....	2,631.70
Purchase of two cars, Chevrolet (last year a Packard)	1,406.40	.....	.....	693.60
		231,529.26	.....	5,312.63
(3) State Board of Examiners		5,839.22	.....	682.81
Total		.....	$240,136.75	4,923.15
B—County Administration:				
(1) County Superintendents, salary....	$103,749.96	.....	.....	$152.7
(2) County Superintendents, expenses..	65,291.53	.....	.....	324.2
(3) Helping Teachers, salaries and exp.	181,636.49	.....	.....	2,554.1
(4) County Truant Officer, sal. & exp.	4,172.32	.....	.....	2.0
(5) County Supervisor of Child Study.	3,500.00	.....	.....	.....
Total		.....	$358,350.30	2,075.1
C—State Institutions:				
(1) State Normal School at Glassboro		$170,012.06	.....	$6,090.2
(2) State Normal School at Newark		234,251.24	.....	13,621.7
(3) State Normal School at Trenton		658,978.45	.....	586,402.9
(4) Montclair State Teachers College		331,158.17	.....	35,756.2
(5) State Normal School at Paterson		111,099.23	.....	7,353.2
(6) State Normal School at Jersey City		189,063.48	.....	24,729.4
(7) New Jersey School for the Deaf		324,328.82	.....	79,217.4
(8) Industrial School for Colored Youth		447,611.79	.....	2,194.3
(9) Summer Schools for training of teachers		46,835.52	.....	2,920.5
(10) Training of Vocational Teachers		63,492.06	.....	2,925.8
(11) State University		1,115,778.43	.....	74,750.0
Total		.....	$3,692,609.25	700,089.2
D—Teachers' Pension and Annuity Fund:				
(1) Operating expenses (Treas. Office)		$6,188.85	.....	$371.4
(2) For office expenses, current pensions and increase in reserve		3,893,179.00	.....	349,581.0
Total		.....	$3,899,367.85	349,209.5
E—State School Fund, expenses of administration		.....	$3,249.40	$86.8

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1931, and Ending June 30, 1932

—Current Expenses of schools within the districts:				
(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools, exclusive of costs of manual training and vocational training, school libraries and repairs and replacements	$83,048,453.59	.....	$1,883,987.84	I
(2) Expenditures for evening schools in districts.....	620,174.76	.....	35,838.92	I
(3) Expenditures for summer schools in districts....	508,706.66	.....	138,313.26	D
Total	.....	$84,177,335.01	2,058,140.02	I
—Repairs and replacements of public schools within the districts	.....	$3,238,131.52	$884,183.98	D
—For Land, Building and Equipment of public schools within the districts: (1) Purchase of land, erecting and enlarging schools, extraordinary repairs and new equipment	.....	11,516,355.02	5,242,708.68	D
—School Libraries within the districts	.....	215,494.91	4,694.66	I
—Manual Training Instruction within the districts	.....	3,028,391.12	160,290.79	I
—Vocational Instruction within the districts	.....	1,809,314.97	67,453.20	I
—Continuation Schools—Instruction expense	.....	454,063.50	17,404.79	D
—Evening Schools for Foreign-born Residents	.....	91,507.80	9,617.55	D
—Teachers' Libraries	.....	800.00	100.00	I
—Redemption of and interest on bonds and notes and payments to sinking fund within the districts....	.....	18,036,409.89	456,727.44	I
—Reserves to Pay Outstanding Bills of Previous Year....	.....	1,263,733.62	1,650,125.59	D
lance on hand at close of year	.....	5,471,403.93	6,517,862.05	D
tal Payments and Balance	.....	$137,496,654.84	$11,819,739.72	D

* (The term "current expenses" as provided for in the School Law does not cover all expenses of erating day schools. To obtain the total operating expenses of day schools there must be added to the st given above the expenses of repairs and replacements of buildings and equipment and the manual ining and vocational costs in day schools for instruction, repair and replacement and other expenses. o cost of school libraries.)

SOURCES OF INCOME

Moneys for the support of the public schools were derived from the following sources for 1931-32

1.	Income from State School Fund		$601,202.02	
	Distributed to Districts*	$597,952.62		
	State School Fund Expenses	3,249.40		
2.	Appropriation by Legislature from State Fund		1,486,110.15	
	State University	$1,115,778.43		
	Capital Outlay Institutions	365,231.72		
	Library State Aid	5,100.00		
3.	Appropriations by Legislature from Railroad Tax		9,331,668.84	
	State Administration	$240,136.75		
	County Superintendents	103,749.96		
	State Institutions	2,003,966.68		
	Pension and Annuity Fund	3,899,367.85		
	Vocational Schools	369,129.89		
	Manual Training	693,997.88		
	Evening Schools for Foreign-born Residents	48,517.47		
	Crippled Children—Special Aid	45,6 9.83		
	Teachers' Libraries	400.00		
	Counties to distribute**	1,926,792.53		
4.	Appropriated by Federal Government		206,733.02	
5.	State School Tax		16,309,314.28	
	1931 Tax***	$16,287,996.44		
	1930 Tax****	21,317.84		
6.	Surplus Revenue		23,188.00	
7.	**District Taxes**		**81,585,456.34**	
8.	County Taxes		898,586.29	
9.	Sale of Bonds for Capital Outlay		8,125,062.26	
10.	Other Sources		5,554,843.24	
	Tuition Local	$3,576,861.90		
	Authorized loans for Current Expense, Maintenance, Library, Manual Training, Vocational and Debt Service	419,997.09		
	Additional Appropriations by Boards of School Estimate	840,371.68		
	Other Sources (Local)	537,260.62		
	Other Sources (State Institutions)	180,351.95		
11.	Balances on hand Beginning of Year		13,371,055.89	
12.	Reapportioned Balances		3,434.51	
	Grand Total Receipts for Year			$137,496,654.84

* $2,193.52 still due districts, $146.14 due from 1930-31 and $2,047.38 due from 1931-32.
** $160.44 still due districts.
*** $1,714,553.25 still due districts.
**** $13,192.26 still due districts.

COMPARISON OF THE STATE ADMINISTRATION EXPENDITURES WITH ALL EDUCATIONAL EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY.

July 1, 1931, to June 30, 1932

State Administration of the Schools	$240,136.75
	.22%
Current expenses of the schools	$111,369,137.08
	99.78%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education	$2,768.27
Salaries	148,261.96
Operation	42,889.49
Miscellaneous	46,217.03
Total	$240,136.75

ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY.

Administration	$2,582,929.82
Instruction—	
Supervision	6,758,330.52
Instruction Proper	61,094,952.42
Operation	9,214,685.00
Maintenance	3,388,682.44
Co-ordinate Activities	2,101,937.70
Auxiliary Agencies	3,252,574.61
Fixed Charges	4,938,634.68
Debt Service	18,036,409.89
Total	$111,369,137.08

INDEBTEDNESS STATEMENT

June 30, 1932

		Increase or Decrease
Outstanding July 1, 1931	$220,377,222.22	$6,525,454.17 I
Bonds and Notes Issued During Year	8,542,550.35	6,229,556.45 D
Redeemed During Year from District Taxes	7,250,350.40	153,819.64 I
Redeemed During Year from Sinking Fund	511,950.00	568,950.00 D
Outstanding June 30, 1932	221,157,472.17	711,028.08 I
Amount in Sinking Fund June 30, 1931	15,679,470.76	130,049.66 I
District Taxes for Sinking Fund Requirements	546,837.30	34,348.13 D
Receipts from Interest and Other Sources	743,510.36	48,965.03 I
Total Sinking Fund Receipts, including amount in Fund June 30, 1931	16,969,818.42	144,666.56 I
Bonds Redeemed during the year from Sinking Fund	511,950.00	568,950.00 D
Paid for premiums on investments, etc.	12,507.47	2,879.05 I
Amount of money in Sinking Fund June 30, 1932	16,445,360.95	710,737.51 I

COST OF EDUCATION

(Based on expenses of maintaining the public day schools)

Administration expenses		$2,399,386.95	$2,461.69 D
Instruction—			
Supervision	$6,469,939.72	.....	127,944.78 I
Instruction Proper	58,437,842.61	.....	1,241,763.01 I
		64,907,782.33	1,369,707.79 I
Operation School Plant		8,913,312.62	78,339.41 D
Maintenance of School Plant		3,290,319.11	899,084.77 D
Co-ordinate Activities—			
Attendance	$528,633.60	.....	2,823.32 D
Health	1,555,598.28	.....	29,947.15 I
		2,084,231.88	27,123.83 I
Auxiliary Agencies—			
Library	$215,494.91	.....	4,694.66 I
Transportation	2,402,700.38	.....	111,492.96 I
Other auxiliary agencies	599,398.13	.....	10,784.86 D
		3,217,593.42	105,402.76 I
Fixed Charges—			
Leasing school rooms	$48,353.93	.....	16,475.93 I
Pensions	28,897.57	.....	6,345.41 I
Insurance and workmen's compensation	549,654.50	.....	104,531.96 D
Other fixed charges	32,313.86	.....	8,650.82 D
		659,219.86	90,361.44 D
Total	.....	85,471,846.17	431,987.07 I
Average yearly cost per pupil based on average enrollment in day schools		116.37	1.47 D
Average yearly cost per pupil based on average daily attendance in day schools		124.57	1.40 D

CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1928	1929	1930	1931	1932	Increase or Decrease	
Salaries of Teachers.....*	$49,968,375.96	$52,854,935.27	$56,338,666.26	$59,785,363.71	$61,414,937.50	$1,629,573.79	I
Operation of school plant, including janitor's services	7,729,539.62	8,096,729.73	8,605,070.40	8,991,652.03	8,913,312.62	78,339.41	D
Maintenance	3,594,242.26	3,861,659.11	4,095,393.52	4,189,403.88	3,290,319.11	899,084.77	D
Purchase of land and erection of buildings.....	22,484,443.46	23,466,402.63	24,151,117.48	16,759,063.70	11,516,355.02	5,242,708.68	D
Transportation of pupils to other districts and within the district	1,876,551.50	2,022,161.48	2,156,285.77	2,291,207.42	2,402,700.38	111,492.96	I
Medical Inspection	1,206,410.47	1,354,928.27	1,433,490.87	1,525,651.13	1,555,598.28	29,947.15	I
Manual Training .....**	2,300,841.86	2,399,822.39	2,722,030.70	2,868,100.33	3,028,391.12	160,290.79	I
Vocational Training .....**	1,374,630.83	1,510,390.07	1,626,751.18	1,741,861.77	1,809,314.97	67,453.20	I
Debt Service	14,489,198.70	14,952,435.41	16,443,020.03	17,579,682.45	18,036,409.89	456,727.44	I

* Salaries of teachers in this table includes the salaries of supervisors, non-teaching principals, and all teachers of day schools, including manual training, vocational and continuation schools, but not including any evening school teachers. The average annual salary of this group is $2,155.21.

** Salaries of teachers included in this figure also in first item.

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1932

Enrollment in Day Schools for 1931-32

		Increase or Decrease
Boys enrolled	417,963	7,593 I
Girls Enrolled	394,928	5,077 I
Total enrollment	812,891	12,670 I
Number of Pupils Enrolled in—		
Rural Schools—One room	7,783	854 D
Rural Schools—Two room	9,742	1,138 D
Total Rural Schools	17,525	1,992 D
Number of Pupils Enrolled in—		
Kindergarten	45,267	1,779 D
Grade I	98,504	6,680 D
Grade II	78,145	1,102 D
Grade III	76,971	1,025 D
Grade IV	76,810	2,224 D
Grade V	77,990	216 D
Grade VI	75,457	1,640 I
Grade VII	68,994	1,137 I
Grade VIII	59,640	3,301 I
Grade IX	55,459	5,794 I
Grade X	39,709	5,318 I
Grade XI	28,318	3,930 I
Grade XII	22,842	4,122 I
Subnormal Classes	4,732	297 I
Training Classes	126	77 I
Anaemic Classes	369	67 I
Backward and Incorrigible Classes	1,221	145 D
Crippled Classes	909	27 D
Classes for the Blind	145	2 D
Classes for the Deaf	186	14 I
Other Special Classes	1,097	173 I
Total Day School Enrollment	812,291	12,670 I
Grouping of Day School Enrollment—		
Kindergarten	45,267	1,779 D
Grades 1-8, Inclusive, except the enrollment in 7th and 8th Grades in approved Junior High School	585,301	7,673 D
Approved J. H. S. (Grades 7-9)	41,752	4,498 I
Senior H. S. (Grades 10-12)	22,797	3,535 I
Four-Year High Schools (Grades 9-12)	108,989	13,635 I
Special Classes	8,785	454 I
Total Day School Enrollment	812,891	12,670 I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

		Increase or Decrease
Day Schools	812,891	12,670 I
Day Vocational Schools	8,641	1,356 I
Continuation Schools	9,288	3,495 D
Bedside Pupils	419	13 D
Total Day Schools	831,239	10,518 I
Regular Evening Schools	17,355	322 I
Accredited Evening High Schools	7,635	331 I
Vocational Evening Schools	17,446	2,143 I
Manual Training Evening Schools	572	291 I
Evening Schools for Foreign-born Residents	6,007	1,551 D
Total Evening Schools	49,015	1,536 I
Grand Total Enrollment in Public Schools	880,254	12,054 I
Total in Summer Schools*	65,000	13,687 I
Total, Including Summer Schools	945,254	25,741 I

* Summer School Pupils are largely duplicated in regular day schools.

ATTENDANCE IN DAY SCHOOLS

Average Time the Day Schools Were Maintained (A School Month Is 20 Days)

	9 mos. 3 days	5 days	
Possible Number of Days Attendance	134,461,738	1,139,327	D
Total Number of Days Present	125,623,336½	1,236,649½	D
Total Number of Days Absent	8,838,401½	97,322½	I
Average Enrollment	734.455	12,807	I
Average Daily Attendance	686.162	11,083	I
Average Attendance of Each Pupil	155 days	4 days	D
Average Absence of Each Pupil	11 days		
Per Cent of attendance	93.43	.12	D
Total Number of Times Tardy	612,808	24,402	D
Number of Pupils Neither Absent Nor Tardy	60,158	1,399	D
Number of Sessions Truant	36,908	3,868½	D
Cases of Suspension or Expulsion	2,321	286	I
Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State	26,816	214	D
Number of Pupils Enrolled that were Actually in Session—			
Fewer than 81 days	76,525	106	I
81 to 100 days	29,266	1,126	I
101 to 120 days	21,582	2,442	I
121 to 140 days	34,379	4,701	I
141 to 160 days	95,226	25,885	I
161 to 180 days	392,986	125,697	I
181 to 200 days	162,804	139,495	D
Over 200 days	123	7,522	D
Total	812,891	12,670	I
Total attendance, including allowances for 1931-32 to be used for apportionment purposes	130,617,269	1,578,604	I

VOCATIONAL SCHOOLS

(Includes County Vocational Schools)

Vocational Day Schools—			
Number of days schools kept open	183	4	D
Possible number of days attendance	1,150,069	101,707	I
Number of days present	1,069,973	85,588½	I
Number of pupils enrolled	8,641	1,356	I
Average attendance	5,790	553	I
Evening Vocational Schools—			
Number of evenings kept open	74		
Number of pupils enrolled	17,446	2,143	I

CONTINUATION SCHOOLS

(Includes County Continuation Schools)

Number of hours schools kept open	1,197	153	I
Possible number of hours attendance	1,407,077	211,440	D
Number of hours present	1,265,513	219,374½	D
Number of pupils enrolled	9,288	3,495	D

SUMMER SCHOOLS

Number of teachers:			
Men	471	122	I
Women	1,641	325	I
Total	2,112	447	I
Actual number of days schools were kept open	26	3	D
Number of pupils enrolled in:			
Elementary Grades	49,161	8,783	I
High School Grades	15,839	4,904	I
Total	65,000	13,687	I
Total days attendance	1,234,739	238,376½	I
Average daily attendance	54,315½	11,284½	I

MANUAL TRAINING CLASSES DAY SCHOOLS

Number of Elementary School Pupils	170,369	3,440	D
Number of High School Pupils	51,207	7,387	I
Total Number	221,576	3,947	I

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils	66	2	D
Number of colored teachers employed:			
Men	44	2	D
Women	387	13	I
Total	431	11	I
Average salary—			
Men	$1,725	$6	I
Women	1,672	101	I
Number of colored pupils enrolled in colored schools	12,510	166	I
Number of colored pupils enrolled in all other schools	35,831	1,193	I

EVENING SCHOOL DATA

Regular Evening Schools

Number of evenings schools were maintained, including legal holidays and institute days	65	1	D
Number of weeks schools were maintained	20		
Male pupils enrolled	8,345	769	D
Female pupils enrolled	9,010	16	D
Total pupils enrolled	17,355	785	D
Total attendance (1 night equals ½ day); this total does does not include allowances	538,154	20,143	I
Average evenings attendance	9,673	126	I

Accredited Evening High Schools			
Number of evenings schools were maintained	186	3	D
Number of weeks schools were maintained	37	1	D
Male pupils enrolled	4,487	665	I
Female pupils enrolled	3,148	773	I
Total pupils enrolled	7,635	1,438	I
Total evenings attendance	592,866	155,799	I
Average evenings attendance	3,739	740	I
Evening Schools for Foreign-born Residents			
Number of evenings schools kept open	72	1	D
Number of pupils enrolled	6,007	1,551	D
Manual Training Evening Schools			
Number of evenings kept open	64	9	D
Number of pupils enrolled	572	291	I
Vocational Evening Schools			
Number of evenings kept open	74		
Number of pupils enrolled	17,446	2,143	I
TRANSPORTATION			
Total number of days transported	10,870,608	413,629	I
Pupils transported from without the district for whom cost of transportation is paid	26,453	3,724	I
Pupils transported from within the district for whom cost of transportation is paid	50,083	4,469	I
Total number of pupils receiving transportation	76,536	8,193	I
Cost of transporting pupils to schools in other districts	$1,045,159.74	$54,972.84	I
Cost of transporting pupils to schools within the districts.	1,357,540.64	56,520.12	I
Total	$2,402,700.38	$111,492.96	I
TUITION			
Number of tuition pupils sent to other districts—			
High school	28,973	3,732	I
Elementary	5,355	15	I
Summer, Evening or Vocational	2,441	1,471	D
Number of tuition pupils received, including those for whom tuition is paid by parents or others—			
High school	28,637	3,423	I
Elementary	7,826	305	I
Amount of tuition money received during 1931-32	$3,553,646.90	$48,473.03	D
Amount of tuition money paid during 1931-32	$4,269,587.44	$753,684.57	I
SCHOOL BUILDINGS			
Total value of school buildings, land and equipment	$320,937,002.84	$14,133,259.41	I
Average value of New Jersey school buildings	139,235.14	5,726.11	I
School districts in the state	547	1	I
School districts not maintaining schools	24	1	I
School buildings owned	2,250	5	D
Buildings rented	55	12	I
Total school buildings	2,305	7	I
Buildings completed during the year	26	21	D
Buildings enlarged during the year	29	19	D
Number of new classrooms added during the year	432	283	D
Buildings remodeled during the year	15	28	D
Buildings abandoned during the year	47	14	D
Number of rooms in buildings abandoned	145	28	D
Size of School Buildings Owned			
One-room buildings	353	8	D
Two-room buildings	259	19	D
Three-room buildings	54		
Four-room buildings	239	5	D
Five or more room buildings	1,345	27	I
Total school buildings owned	2,250	5	D
Portable and Rented Buildings			
Number of portable buildings	85	9	D
Number of rooms used in portable buildings	125	6	D
Number of rented buildings	55	12	I
Number of rooms used in rented buildings	130	46	I

Number of Rooms			
Number of regular classrooms used	21,993	429	I
Number of manual training and domestic science rooms used	1,485	24	I
Number of laboratories and other special rooms	1,418	40	I
Total number of rooms used	24,896	493	I
Total number of rooms not used	675	15	D
Total number of rooms available	25,571	478	I
Number of basement rooms used for classroom purposes	343	26	I
Total number of seatings provided	851,453	13,035	I

Schools by Types			
If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.			
Kindergarten schools	617	32	I
Elementary schools	1,858	13	D
Four-year high school or less	141	4	D
Approved junior high school plan—			
Junior high schools	71	4	I
Senior high schools	34	1	I
Special	188	7	D
Vocational	24	5	I
Total	2,933	18	I

NUMBER OF TEACHERS

Day and Evening

	1931			1932 Increase or Decrease					
	Men	Women	Total	Men		Women		Total	
Total number of teachers, day and evening	5,311	24,759	30,070	294	I	274	I	568	I
Superintendents	39		39	1	I			1	I
Assistant Superintendents	15	3	18	3	D			3	D
Director County Vocational School	4		4						
Assistant Director County Vocational School	2		2						
Approved Supervising Principals	135	8	143	16	I	1	I	17	I
Unapproved Supervising Principals	50	7	57	9	D	1	D	10	D
Non-teaching Principals	445*	356	801*	8	I	4	I	12	I
Supervisors	7	97	104	1	D	8	D	9	D
Special Supervisors	104*	302*	406	3	D	12	D	15	D
Teachers:									
Rural Schools—One-Room	24	225	249			24	D	24	D
Rural Schools—Two Room	23	266	289	8	D	26	D	34	D
Kindergarten		895	895			5	D	5	D
Grades I-VIII	418	13,384*	13,802*	23	I	6	D	17	I
Grades I-VI	16	2,320	2,336	3	I	125	I	128	I
Grades VII-IX-Junior High	275	1,019	1,294	39	I	86	I	125	I
Grades X-XII-Junior High	305	502	807	36	I	46	I	82	I
Grades IX-XII	1,371*	2,345	3,716*	130	I	164	I	294	I
Short Term	15*	60*	75*	1	I	49	D	48	D
Substitute	8	49	57	6	I	1	I	7	I
Ungraded, Backward and Incorrigible Classes	13	106	119	3	D	24	D	27	D
Crippled Classes	1	46	47			2	I	2	I
Subnormal Classes	24	280	304			3	D	3	D
Deaf Classes		24	24			3	I	3	I
Blind Classes		13	13			1	I	1	I
Bedside or Home Instruction		40	40			13	I	13	I
Unclassified	306	1,063*	1,369*	19	I	14	I	33	I
Manual Training—Day	542*	473*	1,015*	28	I	16	I	44	I
Manual Training—Evening	10	10	20	2	I	9	I	11	I
Vocational—Day	227	107*	334*	13	I	5	I	18	I
Vocational—Evening	342	124	466	11	D	5	D	16	D
Regular Evening School	325	302	627	13	D	16	D	29	D
Accredited Evening High	133	64	197	22	I	3	D	19	I
Foreign-born Residents—									
Evening School	82	119	201	6	I	27	D	21	D
Continuation School—Full Time	35	74	109	6	D	9	D	15	D
Continuation Schools—Part Time	13	16*	29*	1	D	1	D	2	D
Helping Teachers		57	57			1	I	1	I
College graduates, men and women			8,230*					910	I
Normal School graduates, men and women			17,153*					226	D
Graduates of all other schools, men and women			3,166*					67	D
Number of teachers who attended extension classes in 1931-32			8,337*					758	D
Number of teachers who attended summer school for six weeks or more in summer of 1931			3,161*					168	I

* Fractional teacher, due to teaching in various districts.

SPECIAL SUPERVISORS

	Men	Women	Increase or Decrease Men	Women
Physical Training	58*	61*	1 D	7 D
Music	22	99	1 D	4 I
Drawing	2	81	1 I	5 D
Penmanship	1	22	1 D	2 D
Others	21	39	1 D	1 D
Total	104*	302*	3 D	12 D

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or Decrease Men	Women
Physical Training	224	275	11 I	6 I
Music	41	216*	9 I	11 I
Drawing	13	208*	1 D	11 I
Penmanship		25		**2 D**
Others	28	339		10 D
Total	306	1,063*	19 I	14 I

* Fractional teacher due to teaching in various districts and counties.

TEACHERS

NEW TEACHERS

	1931-32	Increase or Decrease
Number of new teachers in districts in 1931-32.		
Number who did not teach in 1930-31 from New Jersey	1,128*	377 D
From other states	302	76 D
Number who taught in other school districts in New Jersey in 1930-31	625	95 D
Number who taught in other states in 1930-31	436	208 D
Total number of new teachers in 1931-32	2,491*	756 D
Number of new positions created for the school year 1931-32	790	76 D

NUMBER OF TEACHING POSITIONS

Kindergarten, women	890	6 I
Elementary Schools:		
Men	974*	21 I
Women	17,425*	34 I
Approved Junior High School Plan—Junior High Schools:		
Men	418*	50 I
Women	1,252	91 I
Senior High Schools:		
Men	384	50 I
Women	593	76 I
Regular High Schools of Four Years or Less:		
Men	1,557*	198 I
Women	2,540	213 I
Vocational Schools of Secondary Grade:		
Men	222*	17 I
Women	103*	15 I
Other Local Schools for Deaf, Blind, Delinquent, etc.:		
Men	52	59 D
Women	496	105 D
Total:		
Men	3,609*	277 I
Women	23,300*	330 I

* Fractional teacher, due to teaching in various districts.

SALARIES OF TEACHERS

	1931-1932				Increase or Decrease			
	Men		Women		Men		Women	
salary per year paid to all day school 's (28,496), not including superintendents, nt superintendents or evening school teach- any kind					$2,155.21		$11.67	I
salary per month paid to all day school 's					234.26		6.22	I
salary per year paid to:								
ndents	$7,660				$295	D		
Superintendents	4,390		$8,000		1,579	D	$66	I
County Vocational School	6,275							
rector County Vocational School	4,650							
Supervising Principals:								
nd Women as a whole	4,885				35	D		
ed Supervising Principals:								
nd women as a whole	3,447				79	D		
hing Principals	4,913		3,367		558	I	64	I
ors	3,493		3,360		738	D	8	I
Supervisors	3,516		2,599		92	I	56	I
hool Teachers—One Room	1,239		1,141		8	D	1	D
hool Teachers—Two Room	1,322		1,242		6	I	34	I
rten Teachers			2,126				153	I
ary Teachers:								
I-VIII	1,868		1,868		30	D	15	I
I-VI	2,269		1,917		238	I	11	I
ligh School Teachers:								
VII-IX	2,251		2,345		32	D		
X-XII	2,882		2,600		26	D	36	I
ool Teachers:								
IX-XII	2,831		2,519		80	D	11	D
rm Teachers	1,202		1,258		262	D	262	I
e Teachers	764		829		147	D	44	D
Teachers—Ungraded, Backward and Incor- le Classes	2,362		1,982		65	I	41	D
Teachers—Crippled Classes	2,700		2,777				127	I
Teachers—Subnormal Classes	2,195		2,481		5	I	25	I
Teachers—Deaf Classes			2,923				27	D
Teachers—Blind Classes			2,906				159	D
Teachers—Bedside or Home Instruction			1,432				201	D
Teachers—Unclassified	2,492		2,188		3	D		
Training Teachers	2,505		2,209		8	D	7	D
al School Teachers	2,981		2,812		51	I	276	I
tion School Teachers:								
ime	2,585		2,581		29	I	1,097	D
our basis) Part Time		2.56		2.56	.19	I	.83	I
Teachers			2,746				15	D
salary per night to:								
l Training Teachers		5.25		5.12	.75	D	.88	D
nal Teachers		5.47		5.10	.04	D	.02	I
r Evening School		4.54		4.38	.03	D	.23	I
ited Evening High School		6.84		6.26	.27	D	.32	D
g Schools for Foreign-born Residents— hers		4.64		4.37	.18	D	.30	I

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Increase or Decrease	Part Time	Increase or Decrease
Secretary and District Clerk Offices	198	10 I	474	4 I
Business Managers' Office	60	4 D	5	1 I
Superintendents' and Supervising Principals' Office	201	7 D	22	6 D
Supervisors' Office	56	9 D	6	1 I
Principals' Office	426	15 I	34	20 I
Janitors	2,583	114 I	665	12 I
Attendance Officers	215	8 D	429	6 I
Medical Inspectors	112	4 D	568	14 I
Nurses	348	1 D	288	35 I
Other Employees	1,089	153 I	370	38 I
Total	5,288	259 I	2,861	125 I

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

	1928	1929	1930	1931	1932	Increase or Decrease
Total enrollment of pupils in all schools day and evening	772,022	790,993	808,069	824,558	837,881	13,323 I
This enrollment divided:						
Day schools	753,753	770,879	785,225	800,221	812,891	12,670 I
Evening schools	18,269	20,114	22,844	24,337	24,990	653 I
Boys in day schools	384,324	393,476	401,002	410,370	417,963	7,593 I
Girls in day schools	369,429	377,403	384,223	389,851	394,928	5,077 I
Boys in evening schools	10,244	10,771	12,363	12,936	12,832	104 D
Girls in evening schools	8,025	9,343	10,481	11,401	12,158	757 I
Average daily attendance in day schools	627,067	636,644	658,266	675,079	686,162	11,083 I
Average absence of each pupil in days	12	12	11	11	11	
Enrollment:						
Kindergarten	45,594	46,069	48,497	47,046	45,267	1,779 D
*Primary schools	345,141	346,889	348,158	341,461	330,430	11,031 D
*Grammar schools	255,902	242,624	244,770	276,219	282,081	5,862 I
*High schools	100,045	107,765	113,142	127,164	146,328	19,164 I
One-room rural schools	11,309	10,197	9,272	8,637	7,783	854 D
Two-room rural schools	12,448	11,672	10,535	10,880	9,742	1,138 D
Teachers—Total number	26,414	27,567†	28,661†	29,502†	30,070	568 I
Men	4,044	4,447†	4,712	5,017†	5,311	294 I
Women	22,370	23,120†	23,949†	24,485†	24,759	274 I
Teachers:						
One-room rural schools, total	351	330	294	273	249	24 D
Men	34	27	26	24	24	
Women	317	303	268	249	225	24 D
Two-room rural schools, total	384	347	316	323	289	34 D
Men	43	34	29	31	23	8 D
Women	341	312	287	292	266	26 D
Kindergarten	829	833	882	900	895	5 D

* Primary schools include grades I-IV, grammar schools include grades V-VIII, high schools include grades IX-XII.
† Fractional teacher due to teaching in various districts.

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

	1928	1929	1930	1931	1932	Decrease or Increase	
Teachers:							
Primary schools, total	8,394	8,644	.....	.....	.....	.....	
Men	9	6	.....	.....	.....	.....	
Women	8,385	8,638	.....	.....	.....	.....	
Grammar schools, total	6,528	6,721	.....	.....	.....	.....	
Men	312	363	.....	.....	.....	.....	
Women	6,216	6,358	.....	.....	.....	.....	
**Grades I-VIII, total	.....	.....	13,620	13,785†	13,802†	17	I
Men	.....	.....	381	395	418	23	I
Women	.....	.....	13,239	13,390†	13,384†	6	D
**Grades I-VI, total	.....	.....	2,154	2,208	2,336	128	I
Men	.....	.....	15	13	16	3	I
Women	.....	.....	2,139	2,195	2,320	125	I
High schools, total	3,019	3,120	3,215	3,422†	3,716†	294	I
Men	1,067	1,093	1,130	1,241†	1,371†	130	I
Women	1,952	2,027	2,085	2,181	2,345	164	I
Manual Training, total	803	844†	930†	971†	1,015†	44	I
Men	417	443	487†	514	542†	28	I
Women	386	401†	443†	457	473†	16	I
Salaries of teachers, total	$49,968,375.96	$52,854,935.27	$56,338,666.26	$59,785,363.71	$61,414,937.50	$1,629,573.79	I
Average salary per year paid to all day school teachers	1,989.82	2,023.54	2,077.61	2,143.54	2,155.21	11.67	I
One-room rural schools:							
Men	1,129.00	1,173.00	1,195.00	1,247.00	1,239.00	8.00	D
Women	1,107.00	1,135.00	1,147.00	1,142.00	1,141.00	1.00	D
Kindergarten	1,857.00	1,901.00	1,923.00	1,973.00	2,126.00	153.00	I
*Primary schools:							
Men	1,519.00	1,592.00					
Women	1,673.00	1,704.00					
*Grammar schools:							
Men	1,807.00	1,841.00					
Women	1,832.00	1,879.00					

* Primary schools include grades I-IV, grammar schools include grades V-VIII, high schools include grades IX-XII.
** Classified differently in former years.
† Fractional teacher due to teaching in various districts.

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

	1928	1929	1930	1931	1932	Increase or Decrease
Average salary per year paid to:						
**Grades I-VIII	.....	.....	$1,859	$1,898	$1,868	$30 D
Men	.....	.....	.....	.....	.....	.....
Women	.....	.....	1,788	1,853	1,868	15 I
**Grades I-VI:						
Men	.....	.....	2,037	2,031	2,269	238 I
Women	.....	.....	1,959	1,906	1,917	11 I
High schools:						
Men	$2,791	$2,747	$2,901	2,911	2,831	80 D
Women	2,336	2,403	2,474	2,530	2,519	11 D
Schools in session, days	188	187	188	188	183	5 D
School districts, number	535	539	545	546	547	1 I
School buildings	2,300	2,381	2,328	2,298	2,305	7 I
Valuation of school property	$253,251,703.13	$271,225,536.33	$292,728,593.65	$306,803,743.43	$320,937,002.84	$14,133,259.41 I
Buildings completed during year	42	53	58	47	26	21 D
One-room buildings	430	463	407	361	353	8 D
Graduates of State Normal Schools:						
Trenton	287	321	237	105	158	53 I
Montclair	291	204	54	95	162	67 I
Newark	433	491	412	115	137	22 I
Glassboro	225	240	230	72	114	42 I
Paterson	153	204	194	59	73	14 I
Jersey City	.....	.....	141	63	56	7 D
Total graduates	1,389	1,460	1,268	509	700	191 I

** Classified differently in former years.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1930			1931			1932		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than $700	3*	6*	9*	5*	9*	14	4*	19*	23*
$700 to $799	*	3*	3*	—	5	5	*	8	8
800 to 899	3*	27	30*	*	19	19*	3*	24	27*
900 to 999	4*	125	129*	2	100	102	2	85*	87*
1000 to 1099	9*	447	456*	13*	430*	443*	10	447	457
1100 to 1199	14	832	846	15*	796*	811*	20*	766	786*
1200 to 1299	47	1590*	1637*	42*	1448*	1490*	50	1372*	1422*
1300 to 1399	34	1531*	1565*	49*	1455*	1504*	43*	1463	1506
1400 to 1499	68*	1565*	1633*	51*	1599	1650*	80	1704*	1784*
1500 to 1599	99	1611	1711	117*	1532*	1649*	155	1666	1821
1600 to 1699	124	1426	1550	127*	1429*	1556*	169	1437*	1606*
1700 to 1799	139	1311*	1450*	126	1315*	1441*	119*	1246	1365*
1800 to 1899	152	1395	1547	177*	1312	1489*	202	1414	1616
1900 to 1999	134	1198	1332	152	1258	1410	170	1214	1384
2000 to 2499	740*	5040*	5780*	808*	5184*	5992*	829*	5137*	5966*
2500 to 2999	525*	2849	3374*	544	3165*	3709*	597	3333	3930
3000 to 3499	504*	1372	1876*	507*	1411	1918*	537	1445	1982
3500 to 3999	302	378	680	361	652	1013	364*	665	1029*
4000 to 4499	317	208	525	268	197	465	276	226	502
4500 to 4999	118	44	162	167	96	263	174	111	285
5000 to 5499	69	3	72	104	37	141	104	37	141
5500 to 5999	51*	5	56*	65*	2	67*	72	2	74
6000 to 6999	62	6	68	66	8	74	64	8	72
7000 and over	48	1	49	61	1	62	63	1	64

* Fractional teacher due to teaching in various districts and counties.

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