
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

1929

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1931

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Members of the State Board of Education

1928-1929

ROBERT LYNN COX, *President* Montclair
D. STEWART CRAVEN, *Vice-President* Salem
MRS. SEYMOUR L. CROMWELL Mendham
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GUSTAV A. HUNZIKER Little Falls
MRS. ROBERT A. IRVING Haddonfield
OSCAR W. JEFFERY Englewood
MRS. EDWARD L. KATZENBACH Trenton
D. HOWARD MOREAU Flemington
JOHN P. MURRAY Jersey City
Secretary, CHARLES H. ELLIOTT, *Commissioner of Education*

1929-1930

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. ROBERT A. IRVING Haddonfield
MRS. EDWARD L. KATZENBACH Trenton
D. HOWARD MOREAU Flemington
LYMAN F. MOREHOUSE Montclair
JOHN P. MURRAY Jersey City
Secretary, CHARLES H. ELLIOTT, *Commissioner of Education*

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

Committees of the State Board of Education

1928-1929

Advisory

JOHN P. MURRAY, *Chairman*

OSCAR W. JEFFERY

MRS. SEYMOUR L. CROMWELL

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

MRS. ROBERT A. IRVING

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*

MRS. EDWARD L. KATZENBACH

D. STEWART CRAVEN

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

MRS. ROBERT A. IRVING, *Chairman*

D. STEWART CRAVEN

School for the Deaf

GUSTAV A. HUNZIKER, *Chairman*

MRS. EDWARD L. KATZENBACH

JOHN P. MURRAY

Manual Training and Industrial School

D. STEWART CRAVEN, *Chairman*

D. HOWARD MOREAU

MRS. ROBERT A. IRVING

1929-1930

Advisory

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LYMAN F. MOREHOUSE

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GUSTAV A. HUNZIKER

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MRS. ROBERT A. IRVING

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D. HOWARD MOREAU

MRS. MABEL S. DOUGLASS

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MRS. SEYMOUR L. CROMWELL

OSCAR W. JEFFERY

Teacher Training and Normal Schools

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LYMAN F. MOREHOUSE

MRS. EDWARD L. KATZENBACH

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Training and Rehabilitation Work**

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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*

MRS. ROBERT A. IRVING

SUPERINTENDENTS

1928-1929

COUNTY SUPERINTENDENTS

AtlanticHENRY M. CRESSMANEgg Harbor City (Residence)
BergenB. C. WOOSTERHackensack (Court House)
BurlingtonLOUIS J. KASERMt. Holly
CamdenCHARLES S. ALBERTSON ..Camden (Court House)
Cape MayTHOMAS J. DURELLCape May Court House
Cumberland ..J. J. UNGERBridgeton (Court House)
EssexOLIVER J. MORELOCKNewark (969 Broad St.)
GloucesterDANIEL T. STEELMANWoodbury (Court House)
HudsonAUSTIN H. UPDYKEJersey City (Court House)
HunterdonHARRY W. MOOREFlemington (Bloom Bldg.)
MercerJOSEPH M. ARNOLDTrenton (Court House)
MiddlesexM. L. LOWERYNew Brunswick (Co. Office Bldg.)
MonmouthWILLIAM M. SMITHFreehold (Court House)
MorrisJ. HOWARD HULSARTMorristown (Court House)
OceanCHARLES A. MORRISToms River (Court House)
PassaicEDWARD W. GARRISONPaterson (Court House)
SalemH. C. DIXONSalem (Court House)
SomersetROBERT G. SANFORDSomerville (Court House)
SussexRALPH DECKERNewton (Court House)
UnionA. L. JOHNSONElizabeth (Court House)
WarrenWILL G. ATWOODBelvidere (Court House)

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<i>Asbury Park</i> ...	AMOS E. KRAYBILL	<i>Millville</i>	HOMER BORTNER
<i>Atlantic City</i> ...	CHARLES B. BOYER	<i>Montclair</i>	FRANK G. PICKELL
<i>Bayonne</i>	PRESTON H. SMITH	<i>New Brunswick</i>	FRED J. SICKLES
<i>Bloomfield (Town)</i>	E. S. STOVER	<i>Newark</i>	JOHN H. LOGAN
<i>Bordentown</i> ...	ROBT. M. OBERHOLSER	<i>North Bergen (Twp.)</i> ,	M. F. HUSTED
<i>Bridgeton</i>	CHESTER ROBBINS	<i>Ocean City</i>	JAMES M. STEVENS
<i>Camden</i>	JAMES E. BRYAN	<i>Orange</i>	W. B. PATRICK
<i>Cape May City</i> ...	LESTER A. RODES	<i>Passaic</i>	FRED S. SHEPHERD
<i>Clifton</i>	GEORGE J. SMITH	<i>Paterson</i>	JOHN R. WILSON
<i>East Orange</i>	CLIFFORD J. SCOTT	<i>Perth Amboy</i>	SAMUEL E. SHULL
<i>Elizabeth</i>	IRA T. CHAPMAN	<i>Phillipsburg (Town)</i> ...	GEO. A. KIPP
<i>Englewood</i>	WINTON J. WHITE	<i>Plainfield</i>	F. W. COOK
<i>Gloucester City</i>	A. M. BEAN	<i>Pleasantville</i> ..	SIMON M. HORSTICK
<i>Hoboken</i>	DANIEL S. KEALEY	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Irvington (Town)</i> ...	R. L. SAUNDERS	<i>Salem</i>	A. J. DOHNER
<i>Jersey City</i>	JAMES A. NUGENT	<i>South Amboy</i>	OSCAR O. BARR
<i>Kearny (Town)</i> ...	HERMAN DRESSEL	<i>Summit</i>	JOHN B. DOUGALL
<i>Lambertville</i>	JOHN H. HERRING	<i>Trenton</i>	WILLIAM J. BICKETT
<i>Long Branch</i>	C. T. STONE	<i>Union City</i>	ARTHUR O. SMITH

HELPING TEACHERS FOR 1928-1929

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, *Bogota*

Burlington County

HULDA HEWITT, *Mount Holly*
CAROLINE B. LECONEY, *Moorestown*
MILDRED R. PURNELL, *Mount Holly*
ALMA E. PRENTICE, *Columbus*
MIRIAM SPARROW, *Mount Holly*

Camden County

MRS. HELEN A. AMEISEN, *Collingswood*
OLIVIA F. RICHMAN, *Collingswood*
MRS. ESTELLE GLADING, *Haddonfield*
ETHEL G. MCKINLEY, **Camden**

Cape May County

ROXANNA S. GANDY, *Dennisville*
MRS. GRACE L. CRONE, *Stone Harbor*

Cumberland County

NELLA H. COLE, *Bridgeton*
JEAN F. MACKAY, *Vineland*

Essex County

MARGARET MILMINE, *Orange*
LILLA E. PAYNE, *Montclair*

Gloucester County

KATHERINE L. SMITH, *Woodbury*
MARION C. BECK, *Woodbury*

Hunterdon County

JENNIE M. HAVER, *Clinton*
MRS. MANETTE MYERS LAWSON,
Whitehouse Station, R. D.
SARAH STRONG, *Ringoes*

Mercer County

DOROTHY B. SMITH, *Trenton*

Monmouth County

KATHRYN M. PARKER, **Freehold**
CHARLOTTE E. WILSON, *Port Monmouth*
MRS. M. S. GIBSON, *Freehold*

Morris County

ARLINE KEEPHART, *Mendham*

Ocean County

MRS. SARA B. HERNBERG, *Barneget*
MARIE SNYDER, *Toms River*
MARY H. YOUNG, *Toms River*

Passaic County

CLARE BARTLETT, *Paterson*

Salem County

EDITH VAN SYCKLE, *Salem*
FANNIE MILLER, *Salem*

Somerset County

LAURA M. SYDENHAM, *Plainfield*
ADALINE HAGAMAN, *Somerville*

Sussex County

FLORENCE L. FARBER, *Hamburg*
RUBY MILLER, *Newton*

Warren County

VERA M. TELFER, *Belvidere*
MARCIA A. EVERETT, *Belvidere*

PART I

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

For Year Ending June 30, 1929

STATE OF NEW JERSEY
STATE BOARD OF EDUCATION

TRENTON, N. J., December 7, 1929

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, 1928, to June 30, 1929.

Very sincerely yours,

D. STEWART CRAVEN,
President, State Board of Education

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

REPORT OF THE
COMMISSIONER OF EDUCATION

TRENTON, December 7, 1929

To the State Board of Education:

Gentlemen:—In compliance with the requirement of the School Laws of this State 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 Division Heads of the Department which have been submitted to him for the school year ending June 30, 1929.

Very truly yours,

CHARLES H. ELLIOTT,
Commissioner of Education

The report of the Commissioner of Education which is submitted to you reviews the work of the State Department of Public Instruction for the fiscal year ending June 30, 1929, and includes a detailed report of the activities of the various divisions of the Department. There is included in the report also a compilation of the more important statistics relating to public education which include statistics of enrollment, teachers employed, school facilities, the sources of revenue for the public schools, and public school expenditures for the fiscal year under review.

CONTROVERSIES AND DISPUTES

During the school year 1928-1929, the Division of Controversies and Disputes has continued its activities as a special tribunal for deciding formal controversies which arise under the School Law. It has continued also to assist school districts or their counsel in the preparation of bonding proceedings for submission to the Attorney General and has advised school officials and the public concerning the interpretation of school statutes and the rules of the State Board of Education. This, as has been noted heretofore, annually disposes of much potential litigation. The service is rendered by correspondence, telephone, and personal conference. This Division has assisted also in the preparation of school legislation. The new edition of the School Laws which has been printed as the 1928 compilation was prepared by this Division.

On April 13, 1929, a very important decision was rendered by the Supreme Court. This was a decision on certiorari in the case of James E. Chastney *vs.* the Hasbrouck Heights Board of Education. The opinion of the Supreme Court sustained both the Commissioner and the State Board of Education who had held that, under the School Law, a school medical inspector must be a doctor of medicine.

Twenty-eight cases were tried during the year. Of the five cases which were appealed to the State Board of Education from the decision of the Commissioner, four were sustained and the fifth is still pending. No cases were carried beyond the State Board of Education on certiorari to the Supreme Court.

The decisions of the State Board in the cases before it on appeal established some interesting legal precedents which will be binding in future litigation involving similar issues.

In the case of Benton F. Allen *vs.* Belleville Board of Education it was held that the three consecutive calendar years necessary to confer protection under the Teachers' Tenure Law must be covered throughout the entire period by actual contract relationship, and that therefore any attempt by a board to confer tenure by means of predating a teacher's contract is illegal and will not accomplish its intended purpose.

In the case of *Mary I. Minihan vs. Board of Education of Bayonne* it was declared that where the law requires an affirmative majority vote of all the members of the board upon the question before it, the failure of a member to vote will not be considered as acquiescence on his part so as to secure by such means the necessary majority.

The State Board sustained the views of the Commissioner in the case of *C. Roy Carmer vs. Washington Township Board of Education* to the effect that the statutory qualifications for board membership required at the time of taking office are not essential at the time of election, provided the candidate possesses at election time such qualifications as would entitle him to be elected to office by the voters.

In the case of *Mary Feeney vs. the Board of Education of North Bergen* the State Board upheld the ruling of the Commissioner that continuance of employment without change of conditions after the expiration of a definite period of employment constitutes an implied renewal of the contract for the same term which cannot legally be abrogated.

The decisions, as in the previous year, cover a wide range of subjects such as teacher tenure, protection of public school janitors, abolition of positions, school transportation, legality of transfer of school funds, and election controversies and recounts.

ELEMENTARY EDUCATION

The Division of Elementary Education is charged with the supervision of that work which is fundamental in any school system. A system of public education should be designed to furnish the best education obtainable for the children of all of the people. Generally speaking, the period of elementary education covers that phase of our school education in which selective factors and those contributing to elimination are present to only a slight degree. Under our laws, children are required to be in school until they reach the age of fourteen, and for large members of them elementary education is completed by the time they reach this age. Our ideal of democratic education is to insure for every child, unless mentally or physically incapacitated, full time school-

ing during this period. It becomes apparent, then, that this portion of our educational system is the very heart of the program.

Because this is true, there is no other field in which leadership is so strongly demanded and to which we must be certain that our system of training teachers is adequately adapted.

Because we are dealing with such large numbers of children in our elementary schools we have endeavored for many years to improve class instruction and to improve the machinery of administration so that we may get some semblance of uniformity in our procedures. Because attendance, building regulations, the ordinary details of class management, and the like are readily conformable to standard specifications there has been a strong tendency to bring about uniformity and standardization in our educational programs. In some places we have even tended to the belief that we may have a standard educational program for a standard child.

This movement has gained impetus through the extended use of tests and educational measurements of all kinds. The test and examination movement has tended to place emphasis upon the learning of facts and upon memorizing. Many years ago we had attacks upon education expressed in such terms as "the lock-step in education." Various other epithets have been hurled at schemes of standardization. Extended studies of individual differences and, more recently, emphasis upon the child's personality and his individual development have led many of our educators to consider better means of carrying on the educative process than methods which are repressive and pin their faith largely to the learning of facts. Recently there has been a movement in this country which is fast gaining impetus which would make the child the point of departure in the selection of teaching materials and the development of educational method. This rather vague statement, when translated into more understandable terms, implies that instruction shall be so developed and adapted that the child's initiative, creative abilities, and interests shall be capitalized in the development of the program of education. Much successful work of this character is being carried on in our own State as well as in other parts of this country. It is variously denomi-

nated as "the new education," "progressive education," "child centered education," or "creative education."

As I see it, this movement holds great promise, not alone for the elementary field but for the secondary and college fields as well. But it needs sanity in interpretation. Unfortunately, there are a great many people who do not understand the movement. They are visionary and make statements which are so vague that they interfere seriously with the very excellent work that is being done by able schoolmen. The movement is not new. For many years we have had recurring emphasis upon this theme, and educational theorists and some of the best practitioners have pointed out again and again the necessity for developing education in terms of the initiative, the interests, and the abilities of pupils.

The urge to do things, to make things, and to create new things are very fundamental traits. Critics of our education frequently claim that the public schools are killing initiative. I do not agree with these extreme critics, but I believe that if our school work is so organized as to encourage the development of initiative and if our school work is so organized that children are compelled to think for themselves and to be actively engaged in the solution of problems great gains will result. Academic tradition tends to place the emphasis upon subject matter and the acquisition of certain amounts of information without reference to its future use.

Moreover, the educational program must be broadened and enriched. The great strides which we have taken in adapting modern machinery and inventions to the business of living have increased many fold the materials and processes with which children must become familiar if they are to appreciate and interpret present-day civilization. This means that our schools must furnish many more opportunities than have been given in the past for contacts with real things.

New Jersey school men and women are alive to the possibilities of the improvement of our educational program in terms of these basic considerations. Sane procedure is the watchword and the State Department will do everything in its power to encourage such development. I wish to emphasize again that gradual im-

provement of our educational program in terms of our broader knowledge of childhood is not to be confused with some of the ill-considered statements one reads from time to time.

The supervision of helping teachers has constituted a very important part of the work in Elementary Education and it is a satisfaction to report that some of the very best teaching that is being done in this State is being done in our smaller communities and in the rural schools under the guidance of these teachers. We are continuing to adapt our supervision to the particular needs of teachers and communities.

In my report of last year I reviewed briefly the work of those helping teachers who are charged with the supervision of music instruction. We now have four counties in which a helping teacher gives her attention to this important field.

A general survey of the State conducted during the past year by the Division of Health Education indicates that there is much opportunity for improvement in the field of physical training. We are just making a beginning in a program of health education. It is my judgment, that such an important field as this, very much neglected in our smaller communities and in the rural districts, should be supervised by helping teachers. The ideal method would be to have four or five helping teachers working directly from the State Department. These teachers could be assigned to a county for a period of a year, during which time marked progress should result. At the moment, I do not see the possibility of obtaining this service for the State Department. Until such time as this can be done, I recommend that a helping teacher be appointed for a county, that she serve one year in this field, and that she then be sent to another county. The results of this work should tell us with some precision what additional personnel should become a part of the State supervisory organization and what personnel should be assigned to the several counties.

In my report last year I called attention to the fact that our plan of curriculum construction which is carried on by the Division of Elementary Education is filling a very important demand. Each year we develop a curriculum in one of the elementary fields. This is done by means of a committee selected

from the teaching staffs of our cities and boroughs, rural schools, and normal schools. The Committee also includes one or two helping teachers. This year a monograph on the teaching of nature study and elementary science for use in the elementary school grades—kindergarten to the eighth, inclusive—was prepared. This three hundred and thirty-two page document is one of the best monographs that the Department has issued.

The monograph was produced by an able committee, but such a committee has its limitations. Any research work that is needed for the production of such a piece of work cannot be undertaken. If it were not for the sacrifice of the members of such a committee in doing many hours of work in the study of all possible sources and making available the results of research work, a monograph of this type could not be produced. I feel that we should be able to command the services of well-equipped persons, preferably outstanding teachers of New Jersey, who could be released from their school duties for a limited time during which they would be paid by the Department and be assigned to do such investigation work as is necessary to give an exhaustive basis for the development of such courses of study.

During the past year, the Assistant Commissioner, Mr. Townsend, has made a study in which he determined the difficulties of the various questions used in the eighth grade examination in arithmetic. This was a piece of research work well done. It was possible only through the hearty cooperation of superintendents, principals, and a large body of faithful teachers to whom the thanks of the Department are expressed.

The results we are obtaining through the use of the demonstration school in Landis Township leads me to renew my recommendation that we should organize a half dozen such schools in different parts of the State.

HIGH SCHOOL EDUCATION

The public high school enrollment of the State continues to increase year by year. The total enrollment in the registered high schools of the State for 1928 was 111,080. For the year ending June 30, 1929, it was 117,899, an increase of 6,819. This

was an increase of 6.1 per cent over last year's enrollment. During the year one new four-year high school was approved. In 1928, there were five registered two-year high schools; at the end of the present year, only three.

Twenty-nine districts of the State are maintaining approved junior high schools. The total number of separate buildings in which such schools are maintained is forty-five. The enrollment in these schools is 31,279.

In a study which the Department conducted in its endeavor to determine how many graduates proposed to enter higher institutions, it was found that for the past year 7,507 of 14,620 graduates announced their intention of entering higher institutions. This was 51.3 per cent of the total number of graduates as against 49.2 per cent for 1928. The registration of pupils by subjects is reported every four years. This year's report covers the registration in foreign languages. The figures show a slight decrease for the study of Latin, French and Spanish and the virtual disappearance of Greek from the New Jersey high school curriculum. German is slowly gaining but has not reached its former place in the schools.

REGIONAL HIGH SCHOOLS

The Legislature of 1929 passed an act (Chapter 281 of the Laws of 1929) which is commonly called the Regional High School Act. The purpose of this act is to make possible a stable high school population for the high schools that have made provisions to receive pupils from surrounding districts. It is a piece of legislation that has been very much needed and, although the act does not specifically set forth any provisions that make it possible to develop central high schools for a separate high school district, nevertheless, its operation should bring this need into sharp relief. At the time of writing this report, of course, there cannot be predicted exactly what questions will arise in the application of the law. My own feeling is that additional legislation is needed to supplement this. Legislation should be passed which will enable the Commissioner, with the approval of the State Board of Education, to determine what area shall constitute a

sending area for high school purposes and what high school shall be designated as the receiving high school for the area. Such a school may be a school in existence or it may require in some instances the construction of a new plant. Our highways now furnish means for rapid transportation. Central high schools enrolling five hundred or more students provide units in which a modern high school program may be organized and economically operated.

The State Department in carrying out its regulatory and supervisory functions in relation to secondary education is responsible for a measure of standardization. Nothing of present value in our secondary program should be lost. We must maintain minimum levels of achievement, equipment, qualifications of teachers, content of the curriculum, and the like.

Standardization if carried too far does not tend toward improvement. The Department considers it to be its duty to encourage high schools to undertake new lines of development for, unless such progressive procedures are encouraged and made available to the public schools of the State, a dead level of mediocrity is likely to result.

During the past year the Assistant Commissioner and the Assistant in Secondary Education have edited a number of bulletins, have visited a large number of high schools, and have held many conferences. The Assistant in Secondary Education also conducted class work and directed for the Department certain summer courses for the training of commercial teachers. These were offered in cooperation with the Rutgers University Summer Session.

The Division of Secondary Education was responsible also for the State Department's cooperation in the organization and operation of the State High School Conference, which was held in New Brunswick on May 3 and 4. This conference has been of great benefit to the high school teachers of the State, as is indicated by the attendance of about seventeen hundred teachers and school administrators.

HIGHER EDUCATION

The Legislature of 1929 passed an act providing for the creation of the New Jersey State Board of Regents, with definition of its powers and duties. This is Chapter 76 of the Laws of 1929 and is regarded, generally, as one of the most important pieces of legislation enacted by that Legislature.

The problem of higher education is closely related to the whole problem of public education because higher education institutions recruit their membership largely from the public secondary schools. A program of higher education is something that New Jersey must develop from a State point of view. Although every one recognizes that much has been accomplished in higher education in this State, the fact remains that our program of college and university education has not developed from the point of view of the needs of the State as a whole. The legislation which has been passed places the responsibility upon the Board of Regents to determine the State's needs in higher education and to exercise control over such higher education as is undertaken for the State. The law specifically directs the Board of Regents to determine what the State's needs in higher education are and to contract, on behalf of the State, with such institutions as it may find desirable to utilize for the purposes of higher education. It also leaves to the Board of Regents the problem of determining a method for financing higher education.

The development of junior colleges is proceeding rapidly throughout the country. This movement is not new. By the end of the last century there were in the United States thirty-six private junior colleges offering one or two years of work beyond the high school. Whitney, in his study of 1928, reports that there are in the United States one hundred and forty-five public junior colleges and two hundred and thirty-six private junior colleges. Of these, Texas has forty-two; California, thirty-six; Iowa, twenty-six; and Missouri, twenty-four. The following States have ten or more: Kansas, Tennessee, Illinois, Kentucky, Minnesota, Oklahoma, North Carolina, Mississippi, Arkansas, Louisiana, and Virginia. The Directory of the American Asso-

ciation of Junior Colleges issued in March, 1929, includes twenty-three more, but it is doubtful whether these schools may be truly classed as junior colleges.

That there is large demand for higher education is indicated by the fact that over 7,500 young men and young women announce their intention of entering higher institutions, but this is only about one-half of the graduates of our high schools. Many of those who do not indicate their intention of entering higher institutions are discouraged because of the large expense connected with attendance at a college. If there were available to the youth of our State the opportunity to pursue higher education courses that did not require four years of study and yet would prepare for a large number of occupations, there is no doubt that many more persons would be enrolled in higher education courses. The experience with extension courses indicates the presence of the demand, but such work admittedly lacks continuity and cannot be guided by the well-defined objectives of definitely organized curricula or schools. The State Board of Education has very wisely adopted a set of standards for the approval of junior colleges because, undoubtedly, we shall see the formation of a number of such schools in the near future. One private junior college was recently organized as a part of the Centenary Collegiate Institute and received approval under these standards. Junior colleges properly organized and administered would perform the democratic function of making higher education available for large numbers who seek such education and are unable to obtain it under the conditions that now prevail in our large residence institutions.

THE TRAINING OF TEACHERS

The training of teachers is one of the most important functions of the State Department of Public Instruction. The work of this Division had become so extensive that the Commissioner recommended to the State Board of Education that there be appointed an assistant to the Commissioner, to be known as the Director of Teacher Training, to assist him in carrying out this part of his work. The State Board of Education approved the appointment of Mr. Roscoe L. West, some time Assistant Com-

missioner of Elementary Education. Mr. West began his work on October 1, 1928.

During the past year the Department has been engaged in a number of projects. In my last annual report I recommended that courses for the training of elementary teachers be made three years in length. At its meeting on January 5, 1929, the Board adopted the recommendation that all curricula for the training of elementary teachers be made three years and that this be effective September, 1929. The Board at the same meeting adopted a resolution that the manual training curricula of the State normal schools be made three-year curricula effective in September, 1929. During the year a tentative program of studies for a three-year curriculum was prepared and the same was adopted by the Board at its meeting on June 1, 1929. The revised curriculum for the New Jersey State Teachers College at Montclair was adopted at the same meeting.

For some years the problem of providing adequate salaries for the normal school faculties has been before the Board and the Department. During the past two years an extended study was made of this problem. The Department was aided by a committee from the Association of Normal School Teachers. As a result of this study, the Commissioner submitted a schedule based upon training and experience, which was adopted by the State Board of Education at its meeting on March 2, 1929. I regard this action of the State Board of Education as one of the most forward looking steps that has been taken in many years. It places New Jersey in an enviable position among the States to command for its normal schools the best teaching service available.

The schedule, which was reported in detail during the year to the Board, provides a clear-cut policy for salary increases and applies to all positions in both the normal schools and teachers colleges.

During the year a new program of entrance requirements has been developed. The changes relate principally to the requirement that the high school graduate have a well-rounded course of study before admission to the normal school and the entrance examination which is required of all candidates is designed to be more selective than that used formerly.

There has been large demand in the last few years for courses for teachers in service. Superintendents and supervisors have felt that teachers recently recruited from the normal schools needed further training and that such could be very effective if tied closely to the experiences gained in actual school work. The teachers themselves have come to realize the same thing because they have found that by this means they may improve their efficiency and thus more rapidly gain a reasonable reward for their services. Up to 1928, practically all the opportunities for such courses were available only in private institutions. But there had been an insistent demand that such courses be made available through our own State normal schools and teachers colleges. Some very excellent work had been done by the Glassboro Normal School and within the limit of its facilities courses had been offered by the Trenton Normal School. The Legislature of 1928 was asked to appropriate a small amount of money for this purpose. Without any elaborate advertising and by merely informing interested superintendents and teachers that such courses were available, large numbers of students registered. The response was extremely encouraging and we found that we were unable, with the resources and staff at our command, to offer all of the courses that were requested.

These courses will continue to grow and will be of particular service to the large group of teachers who have graduated from two-year curricula. Our present plan enables such teachers not only to take courses that will be of particular benefit to them in their daily work but also to earn credits which may be applied toward a three-year diploma. This insures to teachers in service the opportunity to meet new requirements of boards of education.

VOCATIONAL EDUCATION

There has been the usual growth in the work of the vocational schools, continuation schools, and in the industrial arts courses during the year. The total number of persons enrolled in the classes under the supervision of this Division was 372,078. This is an increase of 14,405 over the corresponding number enrolled for the year 1927-1928. The distribution of the enrollment shows

that there were enrolled in the vocational schools 22,698 pupils (day schools, 7,426; evening schools, 14,730; part-time classes, 542); in the continuation schools, 19,050; and in industrial arts courses, 330,330. The enrollment in the continuation schools shows a reduction of 547 over the previous year. This decrease in enrollment corresponds to a like decrease in the number of age and schooling certificates registered by the Department of Labor. Such a decrease is a healthy sign because it indicates that there are fewer minors of school age being employed.

The Camden County Vocational School opened on October 15, 1928, with an enrollment of 508 pupils in the day school and 688 pupils in evening courses. Eighteen teachers are employed in the day school and twenty-nine teachers in the evening courses. A new addition to the Paterson Vocational School was completed during the year. At this place, practically all of the interior construction work was done by the pupils. A cooperative course was opened in the Rahway High School, with an annual enrollment of twenty-eight boys. The local supervisor of vocational education has worked out the plan very carefully and has assigned the pupils to the trades of their choice. Nine different trades were selected. One boy spends a week in industry while his team-mate attends school. The work offered in the school period consists of mathematics, the science, and drafting necessary for the trade operations. The course includes also non-vocational subjects such as English, history and civics, and general mathematics. This is a form of education that may well be inaugurated in many of our schools. Not only are these boys securing a thorough education, but in the meantime they are earning more than it costs. Last year, the wages for the group amounted to approximately \$6,000.

The work which is being done in the training of apprentices has been continued. Most of our apprentice courses have been for apprentices in the building trades. We have this year established in addition part-time classes for apprentices in bricklaying and plastering. This work in apprentice training is regarded as among the best in the United States. During the past year there were enrolled in these classes 3,767 apprentices. This work is so valu-

able that it is hoped that it may be extended to the manufacturing fields in the near future.

During the past year there has been constructed a new building for the Essex County Vocational School for Girls which will be ready for occupancy in the fall of 1929.

Agricultural education is offered usually in vocational courses organized in the regular high schools. This year the Vineland High School and the Camden County Vocational School added vocational agriculture to their curricula. The work in agricultural education, although not extensive, occupies an important place in our system of vocational education and gives training directly preparatory for the industry. The pupils from New Jersey high school vocational courses in agriculture have won high rank in the national contests in which they have participated. Recently, four New Jersey boys won first place in judging milk and second place in judging cattle in competition with ninety-three boys from thirty-one States. It is worthy of note also that a New Jersey boy was selected as the first President of the Future Farmers of America.

New Jersey is an important industrial State and changes are taking place rapidly in its development. New Jersey must be alert if her schools are to keep pace with this development. More vocational education is needed. We need more trade schools and trade extension classes of the type which we have established. But we also need vocational education on the high school level. It is my belief that we have come to the point when a number of our communities may well consider the development of vocational high schools. Such schools would include more extended training in business occupations than is now offered. In the industrial field courses should be offered which will train youth for the fields requiring a high degree of skill but they should prepare also for junior administrative positions.

Work in industrial arts, which includes what is commonly known as manual training, has been very much extended and improved in recent years. A recent ruling of the State Board of Education requiring the approval of industrial arts equipment by the Commissioner of Education has led to marked improvement in equip-

ment. The schools formerly confined their instruction to woodworking. They now include in their courses such subjects as electrical work, sheet metal, cement work, printing, and auto mechanics. Not only are these courses of a practical nature, but they serve as exploratory and try-out courses, and result frequently in the selection by the boy of a vocational field for which he is particularly fitted.

The Legislature of 1928 passed a law effective September 1, 1929, which requires the completion of six grades of school or an equivalent year beyond the fifth grade in vocational or pre-vocational schools or classes. The tendency will be for many over-age children to be retained in school who cannot profit from the ordinary school work. In my judgment, there is a large problem before us to determine what kind of school work will best fit this retarded group. Some of these children can be accommodated in pre-vocational classes and in vocational schools where they are organized. For the others, I believe that it will be necessary to develop a new type of course in English, civics, mathematics, and science, and that an important part of the course will consist of work in industrial arts. The problem has not been solved and I cite it as one that must engage our attention at an early date.

THE RADIO IN EDUCATION

We hear very much about the possibilities of the use of radio in our schools. Undoubtedly, the radio may be of great benefit in connection with appreciation courses in music and on occasion to supplement the work in civics and a number of other subjects. Extended and worthwhile use in the school program will come only when the great broadcasting stations, in cooperation with educational authorities, work out programs that will be of real value as supplements to our regular curriculum materials. Educators need to be alert to the educational possibilities of these newer inventions. Experimental use of the radio should be made where possible. The State Department may well collect and collate the results of such experiments and on this basis develop constructive suggestions for the use of radio in our public schools.

HEALTH AND PHYSICAL EDUCATION

During the past year the Division of Physical Training was reorganized as the Division of Health and Physical Education. Dr. George R. Seikel, who had been head of the Division for six years, presented his resignation to take effect December 31.

Dr. Allen G. Ireland was selected to become head of the new Division and began his services on November 15. In the reorganization of the Division there was included a specialist in health education who, in addition to supervising health education, will assist in improving and developing the work of the school nurse.

Dr. Ireland comes to the State Department from the Connecticut State Department, where for five years he was Director of Health Education and Physical Education. Dr. Ireland is a physician and a graduate of the Bowden Medical College. He has had extended training in physical education in addition to his training in medicine. In the State of Connecticut he developed a broad program in health and physical education and he has brought to the Department a background and experience which insures to New Jersey able service in this field.

As the assistant in health education, Miss Lula P. Dilworth was selected. Miss Dilworth is a graduate nurse and served overseas during the World War. She has had, in addition to her training in nursing, experience as a county health supervisor.

The field of health education and physical education is one of the most important in the whole field of public education. It must be regarded as one of the important fundamental fields because safe and healthful living, the proper use of recreation and leisure time, physical vitality, and resistance to disease are of paramount importance. The work in this important field includes health supervision, which in its broad aspects includes what is commonly known as medical inspection, dental service, the services of the school nurse and the diagnosis of physical defects. It includes also the giving of instruction and experiences to pupils in the activities and principles of safe and healthful living, instruction in physiology and hygiene, and an extended program in physical

education and recreative activities. This is an ambitious program but one that has been much needed in New Jersey. It is a satisfaction to report that this program is well under way.

Projects immediately before this Division include the preparation of various bulletins dealing with health supervision, a revision of the course of study in physical training, the development of a program of safety education and a large amount of conference work with school officers and the personnel employed to direct the various health services.

Certain matters should receive careful attention from school officers at an early date. Health work, as has been pointed out, is such a fundamental and important field that the educational officers of a school district should give close attention to the developing of the program and use every effort to coordinate it with the other activities of the school. The time has arrived in New Jersey when, in my judgment, very much better training for teachers in health education and physical education must be given in our normal schools. This will mean the provision of more time on the instruction program and in some instances considerable revision of the course of study. I recommend also that the certification requirements for physical education teachers be so strengthened that no one may be certified for this important field of work who has not had adequate professional training both in education and in the special field.

A careful survey of the work in physical education has been made during the year. Our physical education work has not reached the standards that should be attained in our rural schools and smaller communities. This is due very frequently to the lack of proper facilities and sometimes to improper programming. I regard this as so important that elsewhere in this report I have suggested the appointment of special supervisors, whose duty it will be to act as helping teachers in physical and health education in our smaller districts and on occasion in our borough districts.

Although there has been a great deal of interest displayed in safety education, only a beginning has been made in our State. One of the projects to be undertaken by the Division will be the preparation of a new monograph on safety education. It is a

satisfaction to report that what is attempted is generally well done and the Department has received cordial cooperation from the New Jersey State Police in the establishing and training of school patrols, particularly in the rural districts.

BETTER ADJUSTMENT OF PUPILS

As pointed out in a previous section, we enroll in our public schools large numbers of children who do not profit fully from the usual courses of study which are supplied in the elementary schools. These children are sometimes regarded as retarded when their chronological age is compared with their grade status. The more scientific way of describing this condition is a lack of adjustment. A knowledge of the abilities and capacities of children enrolled in the schools is necessary if we are to do all that we should for those whom we would educate. In many cases, there are maladjustments due to some defect and sometimes due to mental development. Progressive schools, in cooperation with their health services, are attempting to bring about mental readjustment through a mental hygiene service developed as a part of the school program.

We frequently receive calls from school superintendents asking us to assist them in classifying children and in diagnosing a local situation so that recommendations may be made covering types of courses appropriate to the abilities of the children enrolled. The Department is without facilities for doing this work. I recommend that there be added to the Department such personnel as is necessary to assist school officers in this most important field.

DIVISION OF BUSINESS

This Division is responsible for a compilation of the statistics relating to public education, and for the very careful accumulation of the statistics which form the basis for the apportionment of school funds. Through this Division also the Commissioner conducts the supervision of the accounting systems of boards of education. During the past year there was developed a simplified accounting system for the small districts which operate under

Article VII of the School Law. This simplified system has now been completed and will be put into operation in the school year 1929-1930. Our inspectors of accounts will visit the county superintendents in each county and give instruction concerning the use of the system. Conferences with the district clerks will be conducted and full explanation of the operation of the system made.

In my report of last year, I called attention to the fact that the Assistant Commissioner in charge of business had conducted a series of county business institutes for district clerks and secretaries. These institutes were continued during the past year but all counties in the State were not covered because of the large volume of work undertaken by the Business Division. The institutes have proved to be of great value and I am still of the opinion that the whole State should be covered at least once in two years. During the year the Business Division has conducted full inspections in every district in Cumberland, Essex, Mercer, Middlesex, Morris, Ocean, Salem, Somerset, Union and Warren Counties. Some of the districts in Hunterdon and Sussex were also inspected. In all, 229 of the 531 districts received full inspections. The Division also compiled the school housing survey for 1928-1929, which gives information concerning the seatings in all buildings owned by districts and the seatings in portable and rented buildings.

We have many requests for surveys of school districts. With the personnel at our command it has not been possible to conduct extensive surveys and accordingly the Department has been obliged to give service largely in the form of building surveys. During the past year, eight building surveys were completed and in cooperation with other divisions complete educational surveys were made in three districts. The building surveys are made almost wholly by the Division of Business and a very high order of service has been rendered to the districts.

The Division of Business has carried on for the Commissioner during past years such attendance supervision as it has been possible for the Department to give. New Jersey lacks a permanent continuing census in most of its districts. To the Assistant Com-

missioner in charge of this Division has been allotted the task of assisting districts to develop a permanent continuing census. Our plan is to develop this in cooperation with school officials and as a part of the attendance service of the districts. It is not contemplated that we shall have a highly centralized attendance organization in the Commissioner's office but rather that school districts will be given assistance in organizing such a census. A form has been prepared and distributed to the districts and instructions given for the developing of a census through the cooperation of teachers, older pupils, and attendance officers. Once the census is made it is not a difficult task to make it permanent and continuing. The county superintendents have given much help in this work. I am of the opinion that this will be aided by the appointment of competent county attendance supervisors.

The Business Division is responsible for the distribution of the large number of blanks and forms required under the School Law, carries on the mailing service for the Department, and issues bulletins and mimeographed material as needed. These constitute a large volume of routine business. The Division of Business has collected a large amount of information dealing with expenditures for public education, teachers, pupil enrollment, and tables of statistics which indicate the growth and development of the school system. These statistics are submitted as a part of the Commissioner's Annual Report.

STATISTICAL SUMMARY

The total enrollment of pupils in all the various departments of the public schools, including evening schools, was 790,993 for the school year 1928-1929. This was an increase in the day schools of 17,126 boys and girls. To instruct 790,993 pupils were required 27,567 and 7/10 teachers. The children were housed in 2,381 school buildings, an increase of 81 over 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 59,774 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 17,227 pupils.

The total expenses of operating the public schools in 1928-1929 were \$95,887,414.96. Of this amount current expenses, defined in the statute as principals', teachers', janitors', and medical inspectors' salaries, fuel, textbooks, school supplies, flags, transportation of pupils, compensation of district clerks, of custodians of school moneys, and of truant officers, truant schools, insurance and incidental expenses of the schools, amounted to \$72,655,940.18.

The cost of repairs and replacements in school buildings, school libraries, manual training, vocational education, continuation schools, evening schools for foreign-born residents, county vocational schools, and payments of interest and principal of indebtedness amounted to \$23,231,474.78, making a total of \$95,887,414.96. The expenses of the Department of Public Instruction and the State Board of Education were \$217,175.93, which was a trifle less than one-third of one per cent of the current expenses.

In the day schools there were enrolled 393,476 boys and 377,403 girls, making a total in the day schools of 770,879. There were enrolled in evening schools 20,114, making a total enrollment in all schools of 790,993.* There were 46,069 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 346,889. The total number of pupils in grades five to eight inclusive was 242,624.

The total number enrolled in the high schools was 107,765. This was an increase of 7,720 over the year before. The high school enrollments for the past five years are given below by years:

1925	1926	1927	1928	1929
86,885	90,306	94,081	100,045	107,765

* Does not include vocational or continuation.

The total number of pupils enrolled in one-room rural schools was 10,197, a decrease of 1,112. The number in two-room rural schools was 11,672, a decrease of 776. 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 636,644, an increase of 9,577. The average absence of pupils was 12 days.

There was an increase of men teachers in all the schools of the State of $403\frac{1}{2}$ and an increase of women teachers of $750\frac{1}{5}$, making a total increase of 1153 $\frac{7}{10}$ teachers.

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

1924-1925	\$53,246,542.76
1925-1926	59,377,183.42
1926-1927	63,828,416.72
1927-1928	68,575,728.80
1928-1929	72,655,940.18

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 \$52,439,959.84.

The average salary per year paid to all day school teachers (26,126 and $\frac{7}{10}$), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$2007.14, an increase over the preceding year of \$76.03.

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

1925	1926	1927	1928	1929
\$1785.77	\$1852.12	\$1907.95	\$1931.11	\$2007.14

The average salaries paid to teachers in various grades and types of schools during 1928-1929 were as follows:

	<i>Men</i>	<i>Increase</i>	<i>Women</i>	<i>Increase</i>
Kindergarten .....	.....	...	\$1,901	\$44
Grades 1 to 4	\$1,592	\$73	1,704	31
Grades 5 to 8	1,841	34	1,879	47
	<i>Men</i>	<i>Decrease</i>	<i>Women</i>	<i>Decrease</i>
Junior High School Plan VII-IX	2,165	27	2,216	15
	<i>Men</i>	<i>Increase</i>	<i>Women</i>	<i>Increase</i>
Junior High School Plan X-XII	2,912	90	2,500	89
	<i>Men</i>	<i>Decrease</i>	<i>Women</i>	<i>Increase</i>
High School	2,747	44	2,403	67

NORMAL SCHOOL GRADUATES

For the Year Ending June 30, 1929

Trenton State Teachers College and Normal School	321, an increase of 34 over 1927-28
Montclair State Teachers College.....	204, a decrease of 87 from 1927-28
Newark State Normal School.....	491, a decrease of 58 from 1927-28
Glassboro State Normal School.....	240, an increase of 15 over 1927-28
Paterson State Normal School.....	204, an increase of 51 over 1927-28
Total	1,460, an increase of 71 over 1927-28

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1928-1929 is \$271,225,536.33, an increase of \$17,973,833.20 over the preceding year.

APPOINTMENTS OF COUNTY SUPERINTENDENTS

The Commissioner of Education made the following appointments and reappointments of county superintendents during the year, which were confirmed by the State Board of Education:

<i>County Superintendent</i>	<i>County</i>	<i>Date Appointment Begins</i>
Kaser, Louis J.....	Burlington	December 8, 1928
Lowery, M. L.....	Middlesex	January 1, 1929
Steelman, Daniel T.....	Gloucester	December 8, 1928
Johnson, A. L.....	Union	February 7, 1929
Dixon, H. C.....	Salem	January 9, 1929

TEACHERS' INSTITUTES

Teachers' Institutes were held as follows during October, 1928:

<i>Date</i>	<i>County</i>	<i>Place</i>
October 1	Morris	Madison—High School
October 2	Sussex	Newton—High School
October 3	Warren	Phillipsburg—High School
October 4	Hunterdon	Flemington—High School
October 5	Somerset	Somerville—High School
October 15	Atlantic	Atlantic City—High School
October 16	Cape May	Wildwood—High School
October 17	Cumberland	Millville—High School
October 18	Salem	Salem—High School
October 19	Gloucester	Woodbury—High School
October 22	Monmouth	Long Branch—High School
October 23	Ocean	Lakewood—Clifton Avenue School
October 24	Mercer	Trenton—Parkway School
October 25	Burlington	Florence—High School
October 26	Camden	Collingswood—High School
October 29	Middlesex	Highland Park—Junior High School

REPORT OF THE STATE BOARD OF EXAMINERS

TEACHERS' CERTIFICATES GRANTED DURING 1928-1929

COUNTY CERTIFICATES			
First Grade County	<i>Male</i>	<i>Female</i>	<i>Total</i>
Permanent .....	..	3	3
Second Grade County			
Renewal .....	..	1	1
Permanent	1	8	9
Special County			
Renewal .....	..	2	2
Permanent	1	..	1
STATE CERTIFICATES			
Second Grade (Permanent)	1	4	5
Third Grade (Permanent) .....	..	4	4
Limited Supervisors	42	15	57
Permanent Supervisors	26	6	32
Limited Secondary			
College Graduate	214	542	756
Basis Permanent Elementary	1	4	5
Renewal	181	346	527

	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i>Permanent Secondary</i>	113	276	389
<i>Limited Elementary</i>			
Issued	11	220	231
Renewal	5	137	142
<i>Permanent Elementary</i>	9	103	112
<i>Normal School Endorsements (Out of State)</i>			
Limited	11	252	263
Renewal	3	227	230
Permanent	1	24	25
<i>Limited Training School Certificates</i>			
Jersey City .....	..	121	121
Camden .....	..	1	1
<i>Permanent Training School Certificates</i>			
Newark .....	..	15	15
Paterson .....	..	9	9
Elizabeth .....	..	2	2
Trenton .....	..	2	2
Hoboken .....	..	1	1
Montclair .....	..	1	1
Jersey City	1	51	52
Camden .....	..	3	3
<i>Limited Normal School Certificates (New Jersey)</i>			
Newark	21	464	485
Montclair	15	288	303
Paterson	13	157	170
Trenton	14	286	300
Glassboro	6	222	228
<i>Special State Certificates</i>			
Physical Training			
Limited	26	49	75
Renewal	25	42	67
Permanent	14	21	35
Registered Nurse (Hygiene)			
Permanent .....	..	1	1
Music			
Limited	7	44	51
Renewal	5	60	65
Permanent	1	16	17
Orchestral Music			
Limited .....	..	1	1

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Commercial			
Limited	20	64	84
Renewal	17	44	61
Permanent	11	28	39
Cooking and Sewing			
Limited .....	..	70	70
Renewal .....	..	23	23
Permanent .....	..	17	17
Manual Training			
Limited	50	26	76
Renewal	31	55	86
Permanent	49	48	97
Manual Training Supervisors			
Permanent	1	..	1
Classes Below Normal			
Limited	2	30	32
Renewal	1	16	17
Permanent .....	..	9	9
Teacher-Librarian—Elementary			
Limited .....	..	1	1
Renewal .....	..	4	4
Permanent .....	..	1	1
Teacher Librarian—Secondary			
Limited .....	..	11	11
Renewal .....	..	6	6
Permanent .....	..	2	2
Classes for the Deaf			
Renewal .....	..	1	1
Classes to Teach Agriculture—Elementary			
Limited	1	..	1
Classes to Teach Agriculture—Secondary			
Limited	2	..	2
Renewal	1	..	1
Classes for the Blind			
Limited .....	..	1	1
First Aid and Home Nursing			
Limited .....	..	1	1
Renewal .....	..	1	1
 <i>Evening School for Foreigners</i>			
Limited	9	6	15
 <i>Evening Vocational</i>			
Limited	78	34	112
 <i>Vocational</i>			
Limited	24	21	45
Renewal	16	12	28
Permanent	23	10	33

<i>Vocational Supervisors</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Limited	4	2	6
Renewal	2	2	4
Permanent	4	..	4
Drawing			
Limited .....	..	55	55
Renewal	2	28	30
Permanent	2	17	19
Kindergarten			
Limited .....	..	13	13
Renewal .....	..	10	10
Permanent .....	..	18	18
Kindergarten-Primary			
Limited .....	..	85	85
Renewal .....	..	68	68
Permanent .....	..	16	16

CITY LICENSES

First Grade			
Renewal .....	..	5	5
Permanent .....	..	27	27
Second Grade			
Permanent .....	..	1	1
Special City			
Renewal .....	..	1	1
Permanent .....	..	4	4

TEMPORARY LICENSES

Issued			
Special	7	30	37
Secondary	13	16	29
Elementary	8	102	110
Renewal			
Special	1	7	8
Secondary	1	4	5
Elementary	3	98	101

SUMMARY OF STATE CERTIFICATES

Limited	571	3,086	3,657
Renewal	289	1,082	1,371
Permanent	256	705	961
	<hr/>	<hr/>	<hr/>
	1,116	4,873	5,989

SUMMARY OF COUNTY CERTIFICATES

Renewal .....	..	1	1
Permanent	2	11	13
	<hr/>	<hr/>	<hr/>
	2	12	14

SUMMARY OF CITY LICENSES

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Renewal	6	6
Permanent	32	32
	<hr/>	<hr/>	<hr/>
	..	38	38

SUMMARY OF TEMPORARY LICENSES

Issued	28	148	176
Renewal	5	109	114
	<hr/>	<hr/>	<hr/>
	33	257	290

GENERAL SUMMARY

State Certificates issued, renewed and made permanent	5,989
County Certificates renewed and made permanent	14
City Licenses renewed and made permanent	38
Temporary Licenses issued and renewed	290
	<hr/>
Total	6,331

REPORT OF THE BUREAU OF ACADEMIC
CREDENTIALS

1928-29

Number of examination papers written in August, 1928	1,704
Number of examination papers written in April, 1929	3,042
Number of examination papers written by Evening School students March, 1929	168
	<hr/>
Total	4,914
Number of applicants examined in August, 1929	586
Number of applicants examined in April, 1929	861
Number of applicants in Evening Schools examined in March, 1929 ..	89
	<hr/>
Total	1,536

SCHOOL REPORT

<i>Type of Certificate</i>	<i>New Jersey Certificate Issued</i>	<i>Records Certified to Other States</i>	<i>Certificates Issued 1929</i>	<i>Certificates Issued 1928</i>	<i>Increase</i>	<i>Total Certificates Issued to Date</i>
Accountancy	55	7	62	96	*34	705
Chiropody	12	3	15	30	*15	257
Dentistry	163	9	172	194	*22	2,660
Law	684	76	760	695	65	6,976
Medicine	331	5	336	388	*52	5,742
Nursing	1,280	190	1,470	1,594	*124	7,342
Optometry	19	4	23	36	*13	359
Pharmacy	231	49	280	362	*82	2,568
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*Decrease.

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I

LEGALITY OF REDUCTION BY BOARD OF EDUCATION OF NUMBER OF JANITORIAL EMPLOYEES

SAMUEL HILL,	}
<i>Appellant,</i>	
<i>vs.</i>	
BOARD OF EDUCATION OF THE CITY OF	}
BAYONNE,	
<i>Respondent.</i>	

DECISION OF THE COMMISSIONER OF EDUCATION

Samuel Hill, who was employed by the Board of Education of the City of Bayonne as assistant custodian in the Junior High School appeals from the action of the board in dismissing him in accordance with the following resolution under date of March 1, 1928:

"WHEREAS, It is necessary to reduce the expenses of the Board of Education in the operation and maintenance of the schools of this city, and

WHEREAS, In the judgment of this board the position of assistant custodian at the junior high school is unnecessary, therefore,

Be it Resolved, That the position of assistant custodian at the junior high school be and the same is hereby abolished and that Samuel Hill, the present incumbent of that position, be and he hereby is discharged."

A hearing in this case was conducted in the rooms of the board of education in Bayonne on Tuesday, May 8, and continued on Thursday, May 17, 1928. The testimony discloses that Mr. Hill was first employed as assistant janitor at a salary of \$1,500 effective October 15, 1924. On January 21, 1926, appellant was made assistant custodian of the junior high school at a salary of \$1,800 per year effective January 22. He continued under this employment until the passage of the resolution terminating his services.

During the school year 1927-28 a Committee on Survey of School Buildings was appointed and reported to the board under date of February 16 as follows:

"February 16, 1928.

Hon. Board of Education,
Bayonne, N. J.

Dear Sirs: The Special Committee appointed to make a survey of the schools wishes to report that all schools have been visited. We examined the buildings particularly as to the general sanitary conditions, the work of the janitors and the methods of caring for supplies.

We found the janitor force somewhat disorganized through a lack of proper supervision. As a result the basements were not clean and were littered with rubbish. Toilets were not properly inspected and cared for.

To remedy this we recommend that the janitor force be directly under the control of the principal, who will be held responsible for the care of the building and grounds. We recommend that the principal inspect, at least once a day, all parts of the building, including lavatories and the grounds. If he finds conditions which he cannot remedy at once, he shall report the same to the superintendent of schools.

We found that there was not a proper record kept of the supplies received or given out for use in the building.

Your committee recommends that the Committee on Supplies establish a proper accounting system for all supplies that will show at all times the amount of supplies on hand and the amount used. The party in immediate charge of the distribution shall keep a record of all supplies distributed to employees and report all receipts and expenditures to the principal, who shall keep an office record.

We believe in this way that a vast amount of waste can be avoided."

Following the report by the committee there was a conference of the board after which the resolution of March 1, 1928, was passed. It appears from the testimony that in addition to the abolition of the position of assistant custodian the position of one janitress was abolished in the junior high division of the Junior High-Vocational School, and that the position of one engineer was abolished in the vocational division of the Junior High-Vocational School. The testimony of several members of the board of education as well as that of the superintendent of buildings, none of which is contradicted, states that the janitorial work has been more efficient under the reorganization following the report of the Survey Committee and the reduction of the number of employees.

Section 382 of the School Law provides:

"No public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased, except upon sworn complaint for cause, and upon a hearing had before such board."

It is clear from the above provision that Mr. Hill could not legally be dismissed by the board from a janitorial position except upon a hearing for cause, as long as such position continued.

It appears that the only question to be decided in this case is: Could the position held by Mr. Hill be abolished? Counsel for the respondent in arguing the right of a board of education to abolish positions on the ground of economy even though such positions are protected by the Tenure of Service Act cites *Harker vs. Bayonne*, 85 N. J. L. 176, which holds:

"There is no suggestion in the case (notwithstanding the contention of counsel to the contrary) that in reorganizing the government of the water department the board of councilmen was actuated by any ulterior motive or had any other purpose than the providing of a more efficient system of operation in this important branch of the city government; and this being so, its action did not run counter to the statute of 1907, notwithstanding the fact that one of its incidents was the abolition of the position held by Mr. Harker. The purpose of the statute is to protect members of the class embraced within it against removal from the public service without cause, to prevent them from being affected by political changes in the State and municipal governments, but not to interfere with

the carrying into effect of those changes in the administration of public affairs which past experience or new conditions demonstrate are necessary for the public welfare. Citing *Evans vs. Freeholders*, 24 Vr. 585; *Beirne vs. Jersey City*, 31 Vr. 109; *Sutherland vs. Jersey City*, 32 Vr. 436; *Caulfield vs. Jersey City*, 34 Vr. 148; *Stivers vs. Jersey City*, 41 Vr. 606; same case on error, 41 Vr. 827. The abolition by a municipality of a position or an office held by one of the favored class designated in the statute when such action is taken in good faith, and for the betterment of the public service, is declared in each of the cases cited to be a legitimate exercise of municipal power, notwithstanding the provisions of statutes similar to the one appealed to by the defendant in error. That being so, the resolution brought up by the certiorari should have been affirmed by the Supreme Court. The judgment under review must be reversed."

Counsel further cites the case of *Colgarry vs. Street Commissioners of Newark*, 85 N. J. L. 585, decided by the Court of Errors and Appeals, which held in part:

"The Civil Service act does not provide that when a municipal corporation proposes to reduce its working force by the abolition of certain positions in the interest of efficient and economical administration, that the employees thus affected shall be entitled to notice and an opportunity to be heard in relation to such a proceeding. . . . Nor does the Veteran Act protect such of the appellants as are honorably discharged Union soldiers, as the abolition of their position is not shown to be illusory and appears to be bona fide. *Stivers vs. Jersey City*, 41 Vr. 505; *Beirne vs. Jersey City*, 31 Id. 109; *Harker vs. Bayonne*, ante p. 176."

A bona fide reduction in the number of employees who together execute a job or who together perform various duties is in the opinion of the Commissioner tantamount to the good faith abolition of a definite position. Janitorial employees working together in sweeping, dusting, and cleaning hold group positions. A public body employing such a group may reduce the number of such employees and thereby practically abolish the position or positions held by any one or more of them. It must necessarily be within the discretion of the board to designate those whose services are terminated by such reduction, and such discretion in the absence of proof of bad faith is effective regardless of proof as to the faithfulness or efficiency of any or all of the group employed.

The decisions quoted above as well as numerous other decisions including *Boylan vs. The Board of Police Commissioners of the City of Newark*, 58 N. J. L. p. 133; *Sutherland vs. The Board of Street and Water Commissioners of Jersey City*, 61 N. J. L. p. 437, clearly show the attitude of New Jersey courts to permit of such reduction in employees for the purpose of economy in public work.

The appellant, while employed as assistant custodian, performed regular janitorial duties. There was no evidence of definite duties for the assistant custodian and there appears no reason for the position which was abolished. The testimony shows that the number of janitorial employees was reduced and that the work is now efficiently executed. Since the board decided to reduce the number of janitors for economical reasons, it was within the discretion of

the board to determine the position to be abolished and to designate the employees whose positions were terminated.

It is the opinion of the Commissioner of Education that the Bayonne Board of Education acted within its authority in terminating the services of the appellant. The appeal is accordingly hereby dismissed.

July 10, 1928.

II

LEGALITY OF DISMISSAL OF EMPLOYEE SERVING AN IN- DETERMINATE PERIOD OF EMPLOYMENT

LOUIS BURNS,	} .
<i>Appellant,</i>	
<i>vs.</i>	
BOARD OF EDUCATION OF THE CITY OF BAYONNE,	
<i>Respondent.</i>	

DECISION OF THE COMMISSIONER OF EDUCATION

This case comes to the Commissioner of Education upon the following stipulation of facts:

"The petitioner, Louis Burns, was employed as a painter by the respondent, the Board of Education, on June 16, 1927, under the following resolution:

'Resolved, That Louis Burns be and he is hereby appointed as painter at the rate of \$2,500 per annum, effective June 17, 1927, and that he shall act as inspector of all painting work now under contract or that which may follow.'

The petitioner performed his duties and received the compensation provided for in said resolution from the time of his said appointment until March 1, 1928, in semi-monthly installments.

At a meeting of the Board of Education held on March 1, 1928, the following resolution was adopted:

'WHEREAS, It is necessary to reduce the expenses of the Board of Education in the operation and maintenance of the schools of this city, and WHEREAS, In the judgment of this Board, the position of painter is unnecessary,

Therefore Be It Resolved, That the position of painter be and the same is hereby abolished and that Louis Burns, the present incumbent of that position, be and he hereby is discharged.'

After the passage of the said resolution, the petitioner was not permitted any more work for the Board of Education and received no pay.

On July 5, 1927, one Stanley Jowrus was employed as a painter under and by virtue of the following resolution:

'Resolved, That Fred Denton be employed as a plumber for one week and that William Lynch, painter, be employed for one week at the regular union scale of wages.'

That said William Lynch was employed as such painter by the Board of Education at \$12.00 a day and worked from April 9 to April 13, inclusive, from May 9 to May 11, and from May 14 to June 1, from June 4 to June 15, from June 18 to January 29, and from July 2, 1928, to July 3, all inclusive.

That the petitioner has at all times since his discharge been willing and able to perform the duties of his employment.

That the manual published by the Board of Education may be used in the argument of said matter.

It is consented that the respondent amend its answer by denying instead of admitting the first paragraph of the petition."

Counsel for respondent urges that neither the Commissioner of Education nor the State Board of Education has any jurisdiction in the premises and further claims the Board of Education of the City of Bayonne acted within its authority in its good faith abolition of the position of appellant.

The jurisdiction of the Commissioner of Education and the State Board of Education appears to be clearly established by the case of *Schwarzrock vs. Board of Education of Bayonne* decided by the Supreme Court of New Jersey July 6, 1917. In that case, although the position involved, namely, that of Supervisor of Buildings, is no more specifically mentioned in the School Law than is that of a painter, the Court assumed jurisdiction over the removal of the incumbent as being a position under the School Law and held:

"I agree with the State Board that the controversy was one of which the Commissioner of Education and the State Board had jurisdiction under section 10 of the school law. That the controversy was whether the local board had rightfully removed Schwarzrock from a position existing under the school law. The proceeding could only result in either affirming or reversing the removal. It could not result in any binding judgment as to his guilt or innocence of the charge of attempting bribery; the finding that he was guilty or innocent could only be a finding for the purpose of action by the board, not for the purpose of the criminal law. Whether in such a case the board should act before action is taken by the criminal courts is a matter resting in the discretion of the board.

It necessarily results from the provision that the facts involved in controversy or dispute shall be made known to the Commissioner by written statements verified by oath and accompanied by certified copies of documents, that the hearing before him should be a new hearing, and that he is not limited to a mere review of evidence taken before the local board. An examination of the evidence in this case makes it clear that the Commissioner and the State Board reached a correct result. It would be intolerable to permit a public official of good repute to be dismissed from office on the testimony of one who had been convicted of perjury, in the face of the officer's denial.

The action of the State Board setting aside the removal of Schwarzrock has the effect of a judgment and a mandamus will issue in a proper case . . ."

The Commissioner does not deem it necessary to consider the right of the board to abolish this position or to review the stipulation as to the evidence

of its good faith, but believes the case may be disposed of upon the resolution of employment.

Counsel for appellant holds that the resolution of employment was in legal effect a hiring for a year and cites the decision of the Commissioner of Education in the case of *George Dooley vs. Board of Education of the City of Bayonne* (1921 Ed. N. J. School Law, p. 413) and *Beach vs. Mullen*, 34 N. J. L. 343.

The Commissioner cannot agree with counsel that the employment was for a definite term or that the cases referred to are in point. The resolution of employment in the Dooley case reads:

"Resolved, That George Dooley be appointed as an Attendance Officer at a salary of \$1,200 per year, to take effect January 1, 1914; said officer to be under the supervision of the Superintendent of Schools."

Dooley was employed "at a salary of \$1,200 per year" while appellant was employed "at the rate of \$2,500 per annum." Surely the words "at the rate of" have significance in the interpretation of the terms of employment and differentiate it from contracts of definite term.

26 Cyc. 981 states: "A contract of employment for an indefinite term may in the United States be terminated at the will of either party."

26 Cyc. 974 holds that while in some cases the mode of payment is often determinative of the period of service, it is the general ruling of the United States that a hiring at so much per day, week, month, quarter or year raises no presumption that the hiring was for such a period but only at the rate fixed for whatever time the party may serve.

43 N. J. L. 151 held that a contract granting an increase of "\$400 per annum" was considered merely a rate of increase and did not change the stipulated weekly employment.

Greer vs. Arlington Mills, etc. 43 Atl. Rep. 609: "Contract to pay one Greer \$800 a year for services is not a contract for a year, but a contract to pay at the rate of \$800 a year for services actually rendered, and is determinable at will by either party. Thus it will be seen that the fact that the compensation is measured at so much a day, month or year does not necessarily make such hiring a hiring for a day, month or year, but that in all such cases the contract may be put an end to by either party at any time, unless the time is fixed, and the recovery had at the rate fixed for the services actually rendered." * * * "A hiring at so much a day, week, month or year, no time being specified, is an indefinite term, and no presumption attaches that it was for a day even, but only at the rate fixed, for whatever time the party may serve."

Martin vs. Insurance Company, 42 N. E. 416, apparently the leading case in the United States on this subject, holds:

"A contract to pay one \$2,500 a year for services is not a contract for a year, but a contract to pay at the rate of \$2,500 a year for services actually rendered and is determinable at will by either party."

The cases, such as 34 N. J. L. 344, referred to by appellant and several western cases which do seem to hold that compensation per year or month fixes the term, involve contracts in which the individual in question is specifically employed "at..... per....." or "at an annual salary

of....." and in no case appear to be like the Louis Burns case in which the salary is fixed "at the rate of..... per year." For instance the Court held in the New Jersey case that "if the payment of monthly or weekly wages is the only circumstance from which the duration of the contract is to be inferred, it will be taken to be a hiring for a month or week."

In the New Jersey case above quoted, therefore, the stipulation of salary at \$...... a month might be considered (in the absence of anything more definite as to term) an employment for a month, but it must be noted that, as above stated, there is not included the statement "at the rate of....." which changes the indication from one of term to one of computation of salary.

It was held by the Court of Errors and Appeals in the case of *Hardy vs. Orange*, 61 N. J. L. 623, that the employment of Hardy on June 1, 1896, for a period of one year from that date was a definite employment which terminated June 1, 1897. It is to be inferred by this decision that if Hardy had been employed for an indefinite term, he could not have been removed from office except upon charges, since the statutory protection applied in the case of indefinite term appointments.

The State Board of Education in the case of *DeBolt vs. Board of Education of Mount Laurel Township* in applying the case of *Hardy vs. Orange* held:

"It has been held that the protection in tenure conferred by acts of the Legislature similar to the statute above quoted is a personal privilege which will be deemed to have been waived if the incumbent of the position accepted it under appointment for a definite term. (*Hardy vs. Orange*, 61 N. J. L. 623) * * * Was the petitioner employed or appointed as janitor and did he hold such position for a definite term? If he was, upon the authority of the cases above cited, he is not within the protection of the statute."

It is the opinion of the Commissioner in line with all the above authorities cited that employments from any date "at the rate of a certain sum per week, per month, or per year" are indefinite appointments and when not covered by statutory protection as in the *Hardy vs. Orange* and *DeBolt* cases above referred to, may be terminated by employer or employee at any time and that reasons given for the termination of such employment are surplusage and have no effect upon the legality of the termination of employment.

The Board of Education of the City of Bayonne accordingly acted within its legal authority under its resolution of employment in terminating at its pleasure the indefinite term of employment of appellant, and the appeal is therefore dismissed.

July 31, 1928.

III

UNAUTHORIZED ACTION OF BOARD OF EDUCATION AND ITS
OFFICERS AND COMMITTEES

EDWARD LINDSTROM,	}
<i>Appellant,</i>	
<i>vs.</i>	
BOARD OF EDUCATION OF THE TOWNSHIP OF HILLSBOROUGH, SOMERSET COUNTY,	
<i>Respondent.</i>	

DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by Edward Lindstrom, a member of the Board of Education of the Township of Hillsborough, Somerset County, to contest the procedure in the conduct of business coming before that board of education. The appellant especially contests the purchase of a lot by a special committee because of its appointment during the term of a preceding board, and for the further reason that the bonding proceedings incident to a school election authorizing the issue of bonds for the purchase of the lot had not been approved by the Attorney General.

A hearing was held in the Court House at Somerville July 12, 1928. The evidence showed that the President of the Board personally conducted much of the board's business and informed the board at its next meeting of the business transacted, at which time his actions were regularly ratified or apparently approved without a motion. Much of the business was therefore illegally transacted.

When arranging for the calling of an election to provide school facilities during the preceding board-year, the minutes of February 27, 1928, include the following motion:

"Mr. Hill, Mr. Onka and Whalen were appointed a committee to purchase two lots south of Manville School No. 1 and adjoining same."

At the election on March 17th, held subsequent to the above motion, the resolution to authorize the purchase of the two lots was declared lost by a vote of 284 against to 202 in favor of the proposition.

The minutes of the next meeting of the board during the month of March read in part as follows:

"Mr. Hill, Onka and Whalen, committee on purchasing the lots, reported progress."

Another election on the same proposition was held April 16, 1928, by the board which organized April 2, 1928. The proposition to authorize the purchase of the lots at this election was declared to be carried.

Soon after the election, and without the approval of the bonding proceedings by the Attorney General, and without further authorization from the board of education, the president arranged for a loan from a bank in anticipation of the issue of bonds and with the approval of the other members of

the special committee purchased the lots which the election apparently authorized.

Section 125, page 100 of the 1925 Compilation of the New Jersey School Law reads in part as follows:

"Whenever bonds shall be authorized to be issued by any school district as aforesaid, the district clerk shall transmit certified copies of the record of the proceedings authorizing the issue of such bonds to the Attorney General for his approval of the legality of said proceedings, and duplicate copies of such record shall be filed with the Commissioner of Education."

Section 210, page 132, which provides for bonding in a union-graded school district reads in part:

"If from said certified copies it shall appear that a majority of the legal voters present at such meeting in each of the said districts, shall have voted in favor of the issue of such bonds, the secretary of the board of education of such union-graded school shall transmit **such certified copies**, together with certified copies of the record of the proceedings of the board of education of such union-graded school concerning the issue of such bonds, to the Attorney General for his approval of the legality of said proceedings, and shall file duplicate **certified copies of the record** of all such proceedings with the Commissioner of Education, and upon the approval thereof by the Attorney General, said bonds may be issued and sold by said board."

This latter section, while referring to a union-graded district, more clearly expresses the intent of Section 152.

If bonding proceedings are not approved by the Attorney General, bonds may not be sold and hence temporary loans may not be legally secured.

Section 124 of the 1925 Edition of the School Law provides for the organization of a township board on or before the first Monday in April at which time a president and vice-president are elected for the ensuing board-year. The terms of all officers and committees elected during the preceeding year terminate at the time of the organization of the new board.

While the committee to purchase the lot should have been reappointed for a new committee named upon motion by the board, this committee appears to have been recognized both by the president and the board. It should, however, not have acted upon an old authorization by a preceding board after another bonding election under a new board without a definite appointment and instructions by that board.

The action of the president in borrowing money in anticipation of the bond issue and that of the committee in purchasing the lot without direct authorization of the board of education is illegal, and the board in the absence of the Attorney General's approval of the bonding proceedings was legally unable to authorize the president or the committee to act for it in either of these particulars or to ratify such action when taken.

The Board of Education of Hillsborough Township is hereby directed to discontinue the practice of individual action without the previous direct authorization by the board at a regularly convened meeting.

July 23, 1928.

IV

LEGALITY OF TRANSFER OF FUNDS BY BOARD OF EDUCATION

LAVEY L. LEVINE,

*Appellant,**vs.*BOARD OF EDUCATION OF THE CITY
OF BAYONNE,*Respondent.*

DECISION OF THE COMMISSIONER OF EDUCATION

This action, a hearing in which was conducted by the Assistant Commissioner of Education on May 8, 1928, is brought by Lavey L. Levine, one of the members of the Bayonne Board of Education, to contest the validity of an order of the latter body dated September 1, 1927, providing for the transfer to the Building and Repair Account of the sum of \$7,410.04 as constituting the unexpended balance of the proceeds of a \$237,000 bond issue authorized for the erection of additions to the Horace Mann Schoolhouse in the School District of Bayonne.

The ground of appellant's action is that at the time of the order of transfer in question Limouze Brothers, Inc., the general construction contractors whose actual contract price of \$168,216 has been fully paid, had instituted in the New Jersey Supreme Court a suit against the Bayonne Board of Education for an extra sum of \$4,283.67. The latter extra amount constituted alleged damages and interest on delayed payments incident to a temporary suspension of the construction work ordered by the board of education in September, 1923.

The sole question for determination, therefore, appears to be whether the balance of the proceeds of the bond issue above referred to was legally the subject of transfer to the Building and Repair Account of the district as ordered by the board of education on September 1, 1927, or whether such balance should have been kept available for the payment of a possible judgment in favor of Limouze Brothers, Inc., in the Supreme Court action above referred to.

Not only does Section 96 of the 1925 Compilation of the School Law provide that the Board of School Estimate shall appropriate for the erection of a schoolhouse the sum "necessary" therefor, but Section 102 of the same compilation definitely stipulates that the proceeds of a school bond issue shall in no event be disbursed except to pay the expense of issuing and selling the same and for the "purpose or purposes" for which such bonds were authorized and that any part of the proceeds of a bond issue remaining "unapplied to or unnecessary" for such purpose or purposes may be transferred by the board of education to the Building and Repair Account of the district. In the opinion of the Commissioner it is not the intention of the above law that an appropriation by the Board of School Estimate for the erection of a school building shall be used to make good by the payment of judgments for damages certain illegal acts of the board of education, but that such ap-

propriation shall be actually invested in the construction of the school building so as to thus constitute a property asset for the district. The amount of the appropriation found to be "necessary" for such investment in a school building, as intended by the Board of Estimate, is in the Commissioner's opinion to be determined by the contract prices for which the board of education is able to enter into agreement. In this particular case the actual contract prices for the general construction together with all the other branches of the work when paid left a balance of \$7,410.04 available for transfer as ordered by the board of education on September 1, 1927.

That a claim or judgment for damages is not the subject of a school district appropriation is indicated by the fact that should the entire appropriation for the erection of a schoolhouse be exhausted by payment of the actual contract price, a subsequent judgment against the board of education of an extra amount for damages, such as in the present instance would not result in another appropriation by the Board of School Estimate but would be collected as indicated by Section 341 of the School Law by means of certification to the tax assessor of the amount of the judgment.

The question of whether the claim of Limouze Brothers, Inc., against the Bayonne Board of Education for \$4,283.67 is a valid one does not lie with the Commissioner of Education to determine since the matter is the subject of litigation in the New Jersey Supreme Court and the board's liability will be decided by that body. The Commissioner is of the opinion, however, that even should such a judgment be recovered against the board, it would be paid in the manner indicated by Section 341 of the School Law above referred to and constitutes no part of the "necessary" cost of the construction of the additions to the Horace Mann Schoolhouse so as to require that any balance of the \$237,000 bond issue be kept for that purpose. The Bayonne Board of Education was in the opinion of the Commissioner entirely within its legal rights when on September 1, 1927, it ordered the sum of \$7,410.04 to be transferred to the Building and Repair Account as an unexpended balance of the proceeds of that issue.

The appeal is accordingly hereby dismissed.

July 25, 1928.

V

LEGAL EFFECT OF PREDATED CONTRACT ON ATTAINMENT
OF PROTECTION UNDER THE TEACHERS' TENURE LAW

BENTON F. ALLEN,

Appellant,

vs.

BELLEVILLE BOARD OF EDUCATION,

Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

This case, which both appellant and respondent agreed to submit to the Commissioner of Education for decision upon a stipulation of facts and briefs of counsel, reveals according to such stipulation the following facts:

Appellant was first employed as a teacher in the Belleville public schools under a contract executed August 3, 1925, but providing for a term of employment from July 1, 1925, until June 30, 1926. Appellant was again employed for the school year 1926-27 and also for the school year 1927-28, the term of employment in each of the last two instances being stipulated as from September 1 to June 30. Before the completion of the third and last contract, appellant was notified on June 14, 1928, that his services would not be required after June 30, 1928.

Appellant's first contention is that the requirements of the Teachers' Tenure Law are satisfied by the completion of whatever period of academic service or teaching is prescribed by the school board during the three consecutive years in the same district. Appellant therefore contends that, since he was under contract as a teacher in the Belleville public schools from July 1, 1925, to June 30, 1928, and taught during all of the academic sessions conducted by the Belleville Board of Education during that period, he was under tenure on June 30, 1928, and could not therefore be removed from office except upon charges and a hearing.

While the Commissioner agrees with appellant's contention that the law does not require three full consecutive years of actual teaching in order for a teacher to gain tenure protection, he is nevertheless of the opinion that the terms of employment stipulated in a teacher's contracts must aggregate three full consecutive calendar years. Section 176, page 113 of the 1925 Compilation of the School Law provides in part as follows:

"The service of all teachers, principals, supervising principals of the public schools in any school district of this State shall be during good behavior and efficiency, after the expiration of a period of employment of three consecutive years in that district, unless a shorter period is fixed by the employing board."

Section 10 of the Statutory Construction Act, New Jersey Compiled Statutes (1911) p. 4973 states "that the word 'month' when used in any statute shall be construed to mean a calendar month, and the words 'a year' shall be construed to mean a calendar year."

In the Commissioner's opinion the phrase "period of employment" as used in the Tenure Law means the terms of employment stipulated in the teacher's contracts and, since the term "years", as used in the tenure law, is unqualified, it must be construed in the manner indicated by the Statutory Construction Act above quoted, namely as calendar years. Counsel for appellant argues in his brief that the term "year" as used in the School Law must be considered to have a meaning distinct from the ordinary meaning since the term "month" has been defined by the School Law to mean four weeks of five days each. In the Commissioner's opinion, however, the fact that the term "month" has been especially defined by the School Law in an enactment later than the Statutory Construction Act and the term "year" has not, is an excellent argument to support the conclusion that the Legislature when it used the term "year" in the Teachers' Tenure Law without any qualification of the term intended it to have the usual meaning indicated by the Statutory Construction Act, namely, a calendar year. Moreover, it was held by the New Jersey Supreme Court in the case of *Walter C. Davis vs. Overpeck Board of Education*, reported on page 581 of the 1925 Compilation of the School Law, that

"If the board wished to avoid the Tenure of Office Act, it could have made the term of the 1911 contract less than a year, or it could have given thirty days notice during the year, as provided in the contract, and thus cut off the employment short of three years. Not having done so, the act of 1909 applies." It must be noted that in the above decision the Court based its ruling favorable to the appellant on the ground that his third contract term was a full calendar year and indicated that appellant would not have gained the protection of the act had such contract been "for less than a year". Even though the contract term in the Davis vs. Overpeck case, namely, from September, 1911, to September, 1912, included certain non-teaching intervals, the Court insisted that the stipulation in the contract of an actual calendar year of employment was essential in order to gain tenure. Even though, therefore, all necessary teaching were completed under such a contract in June leaving a non-teaching period of two months, it is very evident from the Supreme Court ruling that any provision in such contract by which it was to end in August for instance, or any time short of a calendar year, would result in a loss of tenure protection.

Although the Supreme Court case above quoted is the existing authority to the effect that the completion of three appointments of a calendar year each will place a teacher under tenure, it was the original view of the State Board of Education, reported at p. 553, 1921 Compilation of the School Law, that a teacher's services must be "continued *after* the expiration of three years" in order to gain tenure protection. Such a view as that of the State Board was thus even less favorable to the teacher.

In the present case the Commissioner cannot conclude that the appellant upon the completion of his third contract had actually been employed as a teacher in the Belleville schools for three consecutive calendar years, namely, from July 1, 1925, to June 30, 1928. It is the Commissioner's opinion that the Teachers' Tenure Law above quoted in stipulating a period of employment required to gain protection intended, not that there should necessarily be actual teaching during all of the contract terms, but that in all cases there should be actual employment or contract relationship either during the three (calendar) years named in the act or during a shorter period which boards of education are according to the Tenure Law allowed to fix. The nature and purpose of a legislative enactment as well as its phraseology must always be taken into consideration in determining its true meaning. While, therefore, it might well be that parties could mutually agree to pre-date a surety bond or bonds issued as evidences of indebtedness without violating any statutory provision, it is apparent from the very nature of the Teachers' Tenure Law that the stipulated period of employment for a public school teacher is intended to actually continue for the full time so that the board may determine whether it desires the teacher for a permanent position. In the present case there could not possibly have been any actual period of employment or contract relationship of any kind between the appellant and the employing board of education prior to the date of the execution of the contract which was August 3, 1925, since the minutes of the meeting of the board of education itself indicate the appointment of appellant on that date. The pre-dating of the contract to July 1, 1925, even though duly authorized by the Belleville Board of Education, could not possibly create a period of employ-

ment between July 1st and August 30th. Any such attempt is nothing but a fiction and in the Commissioner's opinion a fictitious period of employment was not what the Teachers' Tenure Law intended. If carried out to its logical conclusion, the theory of pre-dating a teacher's contract might result in the attaining of tenure immediately upon the first employment, since the contract term could be pre-dated three years and the protection of the act thus gained at once upon a period not of actual but of fictitious employment. This in the opinion of the Commissioner is entirely subversive of the real intention of the Legislature as expressed in the Teachers' Tenure Law.

It is therefore the Commissioner's opinion that the appellant at the time of the completion of his third contract on June 30, 1928, lacked the three full consecutive calendar years of employment necessary to gain protection in the School District of Belleville and that, being under no protection of any kind, the board of education acted entirely within its legal rights in refusing to re-employ him for the year 1928-29 and in notifying him on June 14, 1928, to that effect. The appeal is therefore hereby dismissed.

August 18, 1928.

DECISION OF THE STATE BOARD OF EDUCATION

The appellant was employed as a teacher in the Belleville public schools by a contract dated August 3, 1925, but providing for employment from July 1, 1925, until June 30, 1926. He was again employed for the school year 1926 to 1927 and again for 1927 to 1928. On June 14, 1928, he was notified that his service would not be required after June 30, 1928. The Commissioner has held that under these circumstances he was not under Tenure of Office inasmuch as he had not been employed for three successive years as required by the statute. We agree with his conclusion and recommend that his decision be affirmed.

December 8, 1928.

VI

INSUFFICIENCY OF GROUNDS FOR DEMAND FOR SCHOOL TRANSPORTATION

PRESTON PACE,	} <i>Appellant,</i>
<i>vs.</i>	
TOWNSHIP BOARD OF	
EDUCATION,	
	<i>Respondent.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

Preston Pace, a resident of Tewksbury Township, Hunterdon County, appeals from the refusal of the board of education of that school district to provide transportation for his son, John, from appellant's home to the starting point of the transportation route between Sutton's Corner and the High Bridge High School and from its further refusal to pay appellant the sum of \$387.00 for transportation provided by him for the school year 1927-28.

A hearing in this case was conducted in the Court House at Flemington on Tuesday, August 21st, 1928, at which a number of witnesses testified. The evidence discloses that several people measured the distance over which the appellant's son is required to travel to and from the transportation bus. Their respective speedometers recorded two miles or slightly over that distance. There was no testimony that any of such witnesses had their speedometers tested for accuracy. A land surveyor, measuring the distance for the board of education, certified it to be 1.86 miles from the center of the road in front of the Pace residence (which stands close to the roadside) to Sutton's Corner.

Appellant's son testified that he was seventeen years of age on July 7, 1928, and therefore sixteen years of age during the school year 1927-28, that he is 5'9½" in height, weighs 100 pounds and has rheumatism which causes pain in his legs when walking long distances. The father also testified that his son has rheumatism and is not robust although he admitted that during the two years of residence in Tewksbury Township his son had been under doctor's care but once when he contracted a bad cold and was out of school for two days.

Appellant in testifying about the road said: "The road from my place is good all the way over. There are no sidewalks but good footing." When the pupils arrive at Sutton's Corner they have the protection of a porch extending across the entire front of the store building and during most of the year, with the exception of the period of the year when Daylight Saving Time is used in the early fall and late spring, the pupils may wait for the bus inside the store building.

The School Law, Section 193 (Edition of 1925) provides:

"Each school district shall provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with furniture and equipment, convenience of access thereto, and courses of study suited to the ages and attainments of all pupils between the ages of five and twenty years. Such facilities and accommodations may be provided either in schools within the district convenient of access to the pupils or as provided in sections one hundred and seventeen, one hundred and eighteen and one hundred and nineteen of the act to which this act is an amendment."

Section 117, above referred to, provides:

"Whenever in any district there shall be children living remote from the schoolhouse, the board of education of such district may make rules and contracts for the transportation of such children to and from school."

It was held by the Commissioner in the case of Marshall W. Read, et als vs. Board of Education of the Township of Roxbury, Morris County:

"The factors that contribute to remoteness in Foose vs. Holland Township Board of Education, namely, age, sex, condition of the roads, etc. are such as may increase the time necessary to reach a school building. A young child would require more time than an older child; a girl may require more time than a boy of the same age; a child in poor health would need more time than a child in good health, and hence the health of the child would also be a factor in considering the necessity of trans-

portation. It is also true that very poor roads would require more time to traverse them than would good sidewalks or hard surfaced roads. Remoteness is therefore a relative term depending upon a reasonable time."

In determining for apportionment purposes the need for transportation throughout the State by County Superintendents of Schools and in line with the many decisions, it has been held that a pupil attending an elementary school who lives within two miles of the building or high school pupils living within two miles of a transportation route are not remote unless the age, sex, health of the pupil, or the condition of the road would in line with the decision above quoted add to the remoteness by increasing the time necessary to traverse the distance.

In this case the testimony of the surveyor (which is assumed by the Commissioner to be more reliable than the measurement by untested automobile speedometers) establishes the fact that the boy lives within $1\frac{1}{8}$ miles of the route and that the road over which he is required to travel is a good country road. While not robust, possibly due to his height in relation to his years, the testimony and appearance of the boy who was present at the hearing do not indicate a condition of health that would necessitate a longer time for him to walk to the established route than would be necessary for a normal boy of his age. While the son testified that he has rheumatism resulting in pains in the legs after walking long distances, there was no testimony as to the severity of such pains nor that such affection could not be corrected by medical attention. Evidence as to health was not supported by professional testimony.

While it is the primary duty of the board of education to plan its transportation routes in a way most advantageous to the children of the district, it is the statutory duty of the County Superintendent of Schools in approving transportation routes to see that the routes are so established as to best serve the interests of all the children who should be transported. Whether the routes in this school district could have been better planned is not before the Commissioner in this case. The question to be decided is not whether the board should have so arranged its route as to provide transportation for appellant's son from his home to the present route, but whether in the absence of such provision appellant can legally demand such transportation.

It is the opinion of the Commissioner that in consideration of all the facts involved in the case, appellant's son is not sufficiently remote from the transportation route to demand the additional transportation, that therefore the board of education is not required to provide such transportation for his son and is not obligated to pay the bill for transportation which was presented by him. The appeal is hereby dismissed.

September 10, 1928.

VII

DUTY OF BOARD OF EDUCATION TO PROVIDE
TRANSPORTATION FACILITIES FOR PUPILSBERTHA HYMER, *et al.*,*Appellant,**vs.*GREENWICH TOWNSHIP BOARD OF
EDUCATION,*Respondent.*

DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by Bertha Hymer for herself and others against the Board of Education of Greenwich Township, Gloucester County, because of the refusal of the board to provide transportation for children living along the Stathems Neck Road from their homes to the Bacon Neck School.

The testimony taken at a hearing held in the Court House at Bridgeton, September 18, 1928, shows that between twenty-five and thirty pupils live on the Stathems Neck Road, the distance from their homes to the school building ranging from approximately 2 miles to 2.7 miles. In this group there are two girls five years of age, four children are six years old, five children seven years old, and the ages of the others range up to fourteen years. The roads as shown by the testimony, and confirmed by personal observation of the Assistant Commissioner following the hearing, are about average country roads, without side paths and affected as other similar roads by the freezing and thawing periods of the winter and spring months.

Four members of the board of education were called as witnesses, all of whom testified to the effect that the board refused transportation to these pupils because it does not want to establish a precedent for transporting pupils to elementary schools, it does not consider the children remote, and furthermore in its opinion the district cannot afford the expense of transportation.

A case directly in point regarding distances, ages of children, types of roads, and attitude of the board of education toward transportation, is *Albert S. Phillips vs. West Amwell Township (Hunterdon County) Board of Education* in which the State Board of Education in its decision of July 11, 1925, held:

"In the present case, the Board has not tried to comply with the law. Its desire for economy is to be commended, but as we have had occasion to say in previous cases, neither a local Board nor this Board can disregard the statute, which distinctly provides that school facilities must be furnished to all children of school age, and this as has often been held, requires that schools shall be located in places convenient of access, or that the pupils be transported.

There can be no question that these little children cannot be expected to walk over two miles to school over a poor and lonely road. The case comes directly within our decision in the *Piell* case, and other similar

decisions, and we therefore recommend that the Commissioner's decision be affirmed."

This case was re-opened and the above opinion sustained together with the right of the Commissioner of Education to order school moneys withheld from that school district because of the board's failure to provide transportation facilities. The decisions of the Commissioner of Education and the State Board of Education were affirmed by the Supreme Court, January 19, 1927.

In accordance with the rulings in the above case, it becomes the duty of the Board of Education of Greenwich Township to provide transportation for the children living on Stathems Neck Road, who are referred to in this case, and the board is accordingly hereby directed to proceed at once to furnish adequate facilities to transport these children to the Bacons Neck School.

September 22, 1928.

VIII

VIOLATION OF CONTRACT OF EMPLOYMENT BY BOARD OF EDUCATION

MARY A. FEENEY,

Appellant,

vs.

BOARD OF EDUCATION OF THE TOWNSHIP
OF NORTH BERGEN,

Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

This action is brought by the above named appellant to contest the legality of the termination of her services on July 15, 1928, by resolution of the North Bergen Board of Education dated July 2, 1928, and to demand her reinstatement in the position of assistant secretary of the North Bergen Board.

A hearing conducted by the Assistant Commissioner in Jersey City on October 8, 1928, revealed the following facts:

On July 29, 1924, appellant was appointed as assistant secretary by the following resolution of the North Bergen Board of Education:

"WHEREAS, Mary A. Feeney has been Executive Clerk in the office of the Secretary of the Board of Education for several years; now therefore be it

Resolved, That the said Mary A. Feeney be and she is hereby appointed assistant secretary of the board of education, said appointment to take effect September 1, 1924, at her present annual salary subject to the rules and regulations of the board of education."

On July 2, 1928, appellant's services were terminated by the following resolution:

"WHEREAS, This board of education has, by virtue of a resolution heretofore adopted assumed the duties heretofore performed by the Business Manager, and

WHEREAS, By reason of the aforesaid the work heretofore performed in the office of the secretary has been decreased, and it is now deemed advisable that the force of clerks in the office of the Secretary be reduced, now heretofore be it

Resolved, That the office of clerk to the Secretary of the board of education heretofore held by Mary A. Feeney, be and the same is hereby abolished and the services of Mary A. Feeney be and they hereby are dispensed with from and after July 15, 1928".

The Commissioner cannot agree with appellant's contention that the absence of charges and a hearing constituted in itself an illegal dismissal. Chapter 201, P. L. 1927, which provided for tenure protection for assistant secretaries after three years of service was not retroactive so as to give appellant the benefit of service prior to the act, and moreover, the preceding Federal Census does not reveal a population in North Bergen equalling 25,000 so as to render the statute applicable to that district. Appellant is not, therefore, in the Commissioner's opinion entitled to charges and a hearing as would be the case if she were a tenure incumbent.

It remains, therefore, to consider whether appellant's contract status with the North Bergen Board was such that the attempted abolition of her position by the resolution of July 2, 1928, constituted an unlawful dismissal. The resolution by which appellant was appointed assistant secretary in 1924 stated that she was to be employed "at her present annual salary" and contained no other provision as to her term of employment. It has been held in many cases, notably, that of *Beach vs. Mullen*, 34 N. J. L. 343, that "If the payment of monthly or weekly wages is the only circumstance from which the duration of a contract is to be inferred, it will be taken to be a hiring for a month or week."

In the appointment resolution in the case under consideration, therefore, in which the stipulation of an annual salary is the only indication of term, it must be considered that appellant was originally appointed for only one year from September 1, 1924. It is also a well recognized legal principle supported by many cases that a definite term contract is construed upon its expiration to be renewed for a like period and upon like terms if all the circumstances, such as the continued retention and compensation of the employee indicate such an intention. 26 Cyc. 976 supports this contention and in the case of *Passino vs. Brady Brass Company*, 83 N. J. L. 419, the Court held that "The existence of a continuing contract of service from year to year or from one definite period to another may be implied from proved facts and circumstances and the course of business between the parties, and is always a question of the intent of the parties."

In the present case the appellant, Mary A. Feeney, was retained and compensated as assistant secretary not only after September 1, 1925, the date of completion of the first contract for one year, but after the completion of each successive yearly contract. Her retention, therefore, in her position after September 1, 1927, must in the Commissioner's opinion be construed as a renewal of her contract for another year, namely, until September 1, 1928. This term in the Commissioner's opinion was in no way altered by the fact that the North Bergen Board of Education granted stated increases in salaries to certain classes of employees, including clerical assistants, effective during the school year beginning July 1, 1927, and ending June 30, 1928. This action affected neither

employments nor terms of service and merely limited the time during which the stated increases for certain employees would be effective. In the Commissioner's opinion, therefore, the appellant, Mary A. Feeney, was serving an implied contract of one year from September 1, 1927, upon the same terms as those of the preceding year subject to whatever increases in salary had been or should be made.

It remains, therefore, to be considered whether appellant's contract for one year from September 1, 1927, to September 1, 1928, was violated by the resolution of the board of education of July 2, 1928, above quoted, abolishing "the office of clerk to the secretary of the board of education heretofore held by Mary A. Feeney."

The Commissioner does not consider it necessary to determine whether appellant's position as assistant secretary was actually abolished by the action above referred to, which referred merely to "the office of clerk to the secretary", or whether the action of the board was taken in good faith. Even though it be conceded that appellant's position was actually abolished and that the action was entirely bona fide, it is nevertheless the Commissioner's opinion that a contract such as that between appellant and the board of education continued to be a binding obligation upon the latter regardless of the abolition of the position. It was held in the case of Board of Education of Flemington vs. State Board of Education, 52 Vroom 211, that the contract between the teacher and the school board would have continued in full force and effect and as a binding obligation upon the board regardless of the fact that the position in question had passed from under the board's control, if such contract had not contained in itself a provision for its own termination.

Neither does the Commissioner find it necessary to consider the question raised in the respondent's brief as to whether appellant was actually occupying an office or a position, since the respondent conceded to the appellant the more favorable status of a position, in connection with which any contractual obligation as to term, etc., incurred by the board of education cannot legally be impaired by it.

It is, therefore, the conclusion of the Commissioner of Education that appellant's implied contract from September 1, 1927, to September 1, 1928, was violated by the termination of her services as assistant secretary on July 15th under the resolution of July 2d, purporting to abolish the position. Since the period of the contract had already expired on September 1, 1928, and it is accordingly impossible to reinstate appellant for the duration of that contract, it is hereby ordered by the Commissioner that the North Bergen Board of Education proceed to pay to the appellant, Mary A. Feeney, her compensation from July 15th to September 1st, 1928, at the rate which she was receiving at the time of her dismissal on July 15th, 1928.

November 30, 1928.

DECISION OF THE STATE BOARD OF EDUCATION

The appellant was employed by the Board of Education of North Bergen Township, Hudson County, as assistant secretary to the board. On July 2, 1928, the board, without preferring charges against her, passed a resolution abolishing her office and dispensing with her services "from and after July 15,

1928". She filed a petition with the Commissioner alleging that the action of the board was unlawful, and requesting the Commissioner to order her reinstatement. After a hearing and the taking of a considerable amount of testimony, the Commissioner decided that the appellant was not under tenure of office and therefore was not entitled to a hearing on charges, but that her implied contract of employment from September 1, 1927, to September 1, 1928, was violated by the termination of her services. He therefore ordered the North Bergen Board of Education to pay her compensation from July 15 to September 1, 1928, at the rate she was receiving at the time of her dismissal. The appellant does not appeal from that part of his decision, but now contends that she is entitled to have the resolution of July 2 set aside.

It is our opinion, after considering the arguments and briefs of counsel, that the Commissioner's conclusion was correct, and his decision should, therefore, be affirmed, and we so recommend.

March 2, 1929.

IX

OBLIGATION OF BOARD OF EDUCATION TO PROVIDE TRANSPORTATION FACILITIES FOR PUPILS

JOHN W. ZELIPH, <i>et als.</i> ,	} <i>Appellants,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE BOROUGH OF WATCHUNG,	

DECISION OF THE COMMISSIONER OF EDUCATION

This case comes to the Commissioner on appeal of John W. Zeliph and others upon the refusal of the Board of Education of Watchung Borough to provide transportation for certain children living in that school district.

A hearing in this case was held at Somerville on December 10, 1928, at which the testimony revealed that the most remote of appellants' children lives slightly within two miles of the school building and the others at distances varying down to 1.9 miles. Most of the children range in age from five to eight years. The road to the school is of macadam construction, most of it being in fair repair with some sections having a broken top surface caused by trucks carrying material for the construction of a nearby highway. The board of education provided transportation for the pupils of this vicinity throughout the past year and has contracted for transportation beginning with December 1, 1928, and continuing up to April 1, 1929.

While, in general, the decisions relative to transportation have held that pupils of high school age who live within 2½ miles of the school building and children of elementary school age living within 2 miles of the building are not to be considered remote (and many boards of education have been guided by these rulings in the matter of furnishing transportation) the ages of the children in this case and the distance places this group along the

boundary line of remoteness as determined in other decisions. It was held by the Commissioner in the case of William L. Foose vs. Board of Education of the Township of Holland in the County of Hunterdon, reported on page 241 of the 1928 Compilation of School Law Decisions: "It is impossible to fix any definite distance within which transportation is unnecessary, and beyond which it must be provided. The age and sex of the pupil, the condition of the roads, the distance, and when part of the transportation is by car, the time of departure and arrival of trains, are all factors in determining the necessity for transportation."

While these roads cannot be considered bad in comparison with the average country dirt road, the extreme youth of the children (several of whom are five years of age) together with the long distance, which is practically two miles, causes the Commissioner in consideration of the case above quoted to conclude that these children are remote and are therefore entitled to transportation.

The attitude of the Board of Education of this school district is to be commended. In refusing transportation the board appears to have done so not because of any prejudice about transporting pupils but because of reluctance to furnish all-year transportation for pupils living within two miles of the elementary school and thereby establish a precedent for pupils living within a radius of two miles on the various roads leading to the school building. The board has, as shown by the testimony, provided transportation during the winter months and in accordance with the determination of remoteness in this case the board is hereby directed to continue to provide transportation as long as conditions approximate those disclosed by the testimony in this case.

December 19, 1928.

X

OBLIGATION OF BOARD OF EDUCATION TO PROVIDE SCHOOL TRANSPORTATION FACILITIES

JAMES G. SIGAFOOS, <i>et als.</i> ,	}	<i>Appellants,</i>
<i>vs.</i>		
BOARD OF EDUCATION OF THE TOWN OF PHILLIPSBURG,	}	<i>Respondent.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

This is an appeal from the action of the Board of Education of the Town of Phillipsburg in transferring pupils from the seventh and eighth grades of the Brensinger School Building to the so-called Junior School Building without providing transportation for such pupils.

A hearing was held in the school building designated for the attendance of these pupils on November 1, 1928. The testimony discloses the following:

The board of education has changed its school organization from what is commonly known as eight years of elementary school and four years of high

school to what is termed the "6-3-3" plan providing six years of elementary education followed successively by three years of Junior High School and three years of Senior High School work, and in accordance with such reorganization transferred seventh and eighth grade pupils in the Brensinger School as indicated.

The ages of the children of appellants affected by this reorganization as distributed in the seventh grade are as follows:

In the eighth grade

{	5 are 12
	10 are 13
	12 are 14
	5 are 15
	5 are 12
	3 are 13
	10 are 14
	7 are 15
	1 is 16.

Most of the pupils affected live within two miles of the Junior School Building. There are sections of several streets which are not paved between the homes of the pupils and the school. In some localities the snow is not promptly removed from paths and sidewalks, and the streets are opened only for auto-bus traffic.

No regular cafeteria is provided in the Junior High School Building at which pupils can purchase warm lunches, although some provision is made for the purchase of milk.

Several witnesses testified that they believed the health of their children was unfavorably affected by the longer walk to school and in most cases they testified to a loss of weight of three or four pounds per pupil during three months of school attendance. One parent testified that her daughter has a weak heart and that the long walk was therefore injurious to her. The testimony as to health however was not sufficiently substantiated to permit the consideration of its effect in determining remoteness.

The statutes require twelve yearly grades of school work and boards of education must therefore furnish twelve years of graded study. A board of education has authority to determine the organization of the schools comprising twelve years work, and the Board of Education of Phillipsburg has acted entirely within its authority in changing the organization of the schools of that city from the 8-4 plan of organization to the 6-3-3 plan. The mandatory provision in reference to furnishing school facilities for pupils to pursue the work prescribed for the schools of the district is found in Section 193, page 123 of the 1925 Compilation of the School Law, a part of which reads as follows:

"Each school district shall provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with furniture and equipment, convenience of access thereto, and courses of study suited to the ages and attainments of all pupils between the ages of five and twenty years. Such facilities and accommodations may be provided either in schools

within the district convenient of access to the pupils or as provided in sections one hundred and seventeen, one hundred and eighteen and one hundred and nineteen of the act to which this act is an amendment."

Section 117 reads in part: "Whenever in any district there shall be children living remote from the schoolhouse, the board of education of such district may make rules and contracts for the transportation of such children to or from school."

Section 118 permits of other provisions for children remote from school, and Section 119 provides for education in schools of another district.

In referring to the above provisions in the case of *Albert S. Phillips vs. Board of Education of the Township of West Amwell* the Commissioner of Education said: "It is obvious from such alternatives that school facilities must either include the establishment within a school district of a schoolhouse convenient of access by location or transportation for all the pupils therein, or that pupils be transported to schools in other districts, or, if remote from the school in their own district, that their tuition be paid in a nearby school in an adjoining district. Convenience of access, however, by one means or another is specifically provided for in every one of the above quoted alternatives for providing proper school facilities for 'all the children residing in the district'".

This opinion was affirmed by the State Board of Education and by the Supreme Court.

Since in the opinion of the Commissioner of Education a board of education has discretionary authority to determine the type of organization for the school program so long as the course of study is adapted to the ages and attainments of pupils (which question is not raised in this case) and is required only to provide suitable facilities for such education convenient of access, there remains to be determined whether the children in this case are remote from the school building which they are directed to attend. There have been numerous decisions upon remoteness and in practically all cases pupils enrolled in the last four years of school work have not been considered remote if they lived within two and one-half miles of the school unless the age, sex, health of the children or condition of the road to the school made a shorter distance remote for the particular child or group; and while in general pupils in the first eight grades of school work have not been considered remote within a distance of two miles of the school building, exceptions to a distance of less than two miles have been made in cases of very young pupils in the first years of school work. The children in this case are enrolled in the seventh and eighth grades, and the testimony discloses that none is enrolled who is under twelve years of age. Pupils enrolled in a junior high school are in relation to physical development much more comparable with pupils enrolled in regular high schools than with those enrolled in the primary sections of the elementary school, therefore, this case is more in line with high school cases than those of elementary schools.

Although cafeterias are installed in a large percentage of the new high school buildings recently erected in this State, there is no requirement in the statute that lunches shall be purchaseable within the school building.

All of the pupils involved in this case are above the age of twelve years and in the majority of instances the distance involved is less than two miles.

It is, therefore, the opinion of the Commissioner that remoteness does not exist in the case of the latter group of children and that provision of transportation is accordingly not necessary. In the case of most of those pupils whose homes are more than two miles distant from the school, it is the Commissioner's opinion that the distance alone would hardly justify transportation for pupils of Junior High School grade, but the somewhat poor road conditions above described taken in conjunction with the distance do actually constitute remoteness in these particular instances. It is, therefore, hereby ordered that the Phillipsburg Board of Education proceed after January 1, 1929, to provide transportation facilities for those pupils whose homes are more than two miles distant from the schoolhouse.

December 21, 1928.

XI

INABILITY OF BOARD OF EDUCATION TO REMOVE CLERK IN OFFICE OF SECRETARY

WILLIAM ROCHFORD,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE CITY OF BAYONNE AND JOSEPH SKLENAR,	
<i>Secretary,</i>	
	} <i>Respondents.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

A hearing in this case conducted by the Assistant Commissioner on Wednesday, December 5, 1928, in the City of Bayonne revealed the following facts:

On June 19, 1924, the Secretary of the Bayonne Board of Education requested authority from the latter body in the following letter to appoint a bookkeeper in his office:

"Gentlemen:

I respectfully request that your Honorable Body give the matter of the constant increasing volume of business in my office your immediate attention. The new bookkeeping system, which the State Board of Education has installed for the ensuing fiscal year, alone requires the assistance of a person who has had experience in bookkeeping and accounting. If such a person were employed, it would relieve the situation and enable me to properly carry on the business of the office. I respectfully recommend that I be authorized to appoint such a person in accordance with Article VI, Chapter 57, New Jersey School Laws.

Respectfully submitted,

JOSEPH A. SKLENAR.
Secretary."

The board of education upon receipt of the above letter adopted the recommendation and authorized the secretary to make the appointment requested. Thereupon Joseph A. Sklenar, Secretary, wrote to the board on July 1, 1924, as follows:

"I have this day appointed William Rochford as Bookkeeper in my office in accordance with resolution of June 19, 1924."

The board then proceeded to fix the salary of the above named employee at \$2,500 per annum and in 1926 raised the amount of such annual salary to \$2,900. On September 20, 1928, the board of education adopted the following resolution terminating appellant's services as bookkeeper in the secretary's office and appointing another in his place:

"Resolved, That the services of William Rochford as bookkeeper in the office of the secretary of the board of education be terminated, effective immediately; and be it further

Resolved, That Jules Menell be and he is hereby appointed bookkeeper in the office of the secretary of the board of education at a salary of \$2,900 per year effective September 21, 1928."

On October 4, 1928, the board adopted a resolution by which William Rochford was appointed bookkeeper and accountant in the secretary's office for a term of three years at an annual salary of \$2,900, but on October 8th of the same year this latter resolution was rescinded. It is, therefore, from the resolution of September 20th, 1928, terminating his services as bookkeeper in the office of the secretary that William Rochford appeals to the Commissioner of Education.

Section 71, page 40 of the 1925 Compilation of the School Law provides as follows:

"The secretary may appoint and remove clerks in his office, but the number and salaries of such clerks shall be determined by the board of education."

It is the contention of the respondents that appellant was actually appointed not by the secretary, who according to their theory had no power in the first instance to act, but by the board of education itself in 1924 for an indeterminate term, that such appointment was therefore legally terminated at the will of the board on September 20, 1928, and that the latter was in no way bound by the subsequently rescinded three-year appointment of appellant, since an appointment for such a term was ultra vires and void. Respondents' counsel in discussing in his brief the statutory provision above quoted to the effect that "The secretary may appoint and remove clerks in his office," argues that the auxiliary "may" unless used in connection with the performance of a duty in which the public is interested is permissive only, and that accordingly the Legislature merely intended to give the secretary power to appoint clerks in his office in case the board failed to do so. In the Commissioner's opinion, however, such a construction confers upon the board of education an additional function which was in no way conferred by the Legislature upon it. The statute merely authorizes the board of education to determine "the number and salaries of such clerks", while it confers the actual power of appointment and change in personnel within the number designated by the board upon the secretary. The enumeration of the powers first of the secretary and then of the board of education connected by the conjunctive "but" in the Com-

missioner's opinion clearly indicates the separate and distinct nature of the powers of each. Whenever the Legislature has intended that the board of education should have the power of appointment and removal, such power has been definitely conferred. For instance, Section 69 of the School Law provides that "A secretary shall be appointed by the majority vote of all the members of the board of education; he shall be paid such salary as said board shall determine, and may be removed by a majority vote of all the members of said board." The provision for the appointment of a superintendent reads as follows: "Whenever a superintendent of schools shall be appointed, it shall be by a majority vote of all the members of the board of education. He shall receive such salary as said board may determine, which salary shall not be reduced during his employment. He may be removed by a majority vote of all the members of said board." A striking contrast to the statutory provision under consideration in the present case is that to be found in Section 84, providing for the appointment of assistant superintendents of schools. This statute does not give the superintendent the power to appoint but merely to nominate assistant superintendents, who are actually appointed by the board and removed by a majority vote of all the members of such body. Section 90, however, dealing with the business manager is a statutory provision similar to the one under consideration in the present case and provides in the same language that: "He (business manager) may appoint and remove clerks in his office, but the number and salaries of such clerks shall be determined by the board of education."

Moreover, the use by the Legislature of the auxiliary "may" in connection with the secretary's power to appoint and remove the clerks is clearly for the purpose of conceding that such power to the secretary and of defining just how far such official is to be allowed to go before the enumeration of the definite powers and functions of the board of education in the matter, namely, the determination of the number of such clerks and their salaries.

All of the above facts in connection with appellant's appointment indicate that the board of education in accordance with the statutory provisions authorized the establishment of the position of bookkeeper in the secretary's office, but that the actual appointment was made by the secretary. In the Commissioner's opinion, therefore, no one but the latter official could remove the appellant from his position so long as the determination by the board of education of the number of clerks in the secretary's office remained unchanged. Accordingly the resolution of the Bayonne Board, adopted September 20, 1928, purporting to terminate appellant's services, but making no change whatever in the number of clerks had in the Commissioner's opinion no effect whatever upon the status of the appellant who, therefore, continues to hold his position as bookkeeper in the office of the secretary under the original designation of the latter official in 1924.

It is therefore hereby ordered that the Bayonne Board of Education proceed to pay appellant his compensation from September 20, 1928, at the rate which he was receiving at that time and that the board continue to pay such compensation as long as appellant continues to be employed by the secretary as bookkeeper in the office of the latter official.

January 3, 1929.

XII

NECESSITY OF MAJORITY AFFIRMATIVE ACTION BY BOARD
OF EDUCATION IN INCREASING TEACHERS' SALARIES

MARY I. MINIHAN,	} <div style="display: inline-block; vertical-align: middle; text-align: center;"> <i>Appellant,</i> <i>vs.</i> <i>Respondent.</i> </div>
BOARD OF EDUCATION OF THE CITY OF	
BAYONNE,	

DECISION OF THE COMMISSIONER OF EDUCATION

Mary I. Minihan, a teacher in the public schools of the City of Bayonne, appeals to the Commissioner of Education because of the refusal of the board of education to act in accordance with a resolution offered by Lavey Levine at a meeting of the Board of Education in the City of Bayonne held on January 5, 1928, as follows:

"22. By Trustee Levine.

WHEREAS, Sufficient money was included in the school budget for the current year to adjust the salaries of all teachers who have taught in the schools of Bayonne thirteen and one-half years or more, but who have not reached the elementary schedule maximum of \$2,800.00 according to the schedule of salaries adopted by this Board and now in force; therefore be it

Resolved, That the salaries of all teachers who have taught in these schools of Bayonne thirteen and one-half years or more, but who have not reached the elementary schedule maximum of \$2,800.00 be placed at the maximum elementary schedule of \$2,800.00 effective as of September 1st, 1927.

Trustee Levine moved the adoption of the resolution.

Lost.

Ayes: Trustees Levine and President Chamberlin.

Nays: Trustees O'Leary, Loye and Nealon.

Excused: Vice-President Lee.

Not voting: Trustees Wauters and Hayes.

Absent: Trustee Tokaraki."

The foregoing resolution, vote and ruling were submitted in evidence at a hearing held in Bayonne February 5, 1929.

Section 132 of the 1928 Compilation of the School Law (Sec. 88, S. S. P. L. 1903) provides as follows:

"No principal or teacher shall be appointed, transferred or dismissed, nor the amount of his salary fixed; no school term shall be determined, nor shall any course of study be adopted or altered, nor textbooks selected, except by a majority vote of the whole number of members of the board of education."

It is agreed by counsel that the board of education consists of nine members and in accordance with the above provision of law five votes are necessary to fix the salary of petitioner.

It is contended by counsel for appellant that instead of the motion being lost as declared by the president, the ruling was improperly made, as Vice-President Lee, who asked to be excused, but who was not excused by the board and the non-voting members Wauters and Hayes should be considered as having voted in the affirmative, which would make five for and three against the resolution thus adopting it.

In support of this contention counsel cites the manual of the board of education, page 5, paragraph 16, as follows:

"Each member who is present when a question is put, shall vote for or against the same unless excused by the Board of Education, provided the president shall not vote when appeals are taken from his decisions."

and submits supporting evidence to show that Vice-President Lee was not excused by resolution of the board of education. He quotes Ruling Case Law, volume 19, page 890, section 190:

"If members present desire to defeat a measure they must vote against it for inaction will not accomplish their purpose. Their silence is acquiescence rather than opposition."

Counsel also attempted to show a special appropriation submitted to the Board of School Estimate providing funds for the increase in salaries required by the resolution. While the testimony did not disclose the inclusion of such an item in the informational budget submitted to the Board of School Estimate, such inclusion would not in the opinion of the Commissioner have any effect upon the case. The motion was made on January 5, 1928, and at such time there was money available in the current expense account to make the payments incurred by the proposed increase provided the motion was carried according to the statute above quoted. It, therefore, appears that the sole question involved in this case is whether the resolution was lost as declared by the chair or whether it was carried as contended by appellant's counsel.

In the case of Thorpe vs. Board of Education of the City of Bayonne, decided by the Commissioner June 7, 1928, and affirmed by the State Board of Education, the Commissioner said:

"It is, however, the general consensus of judicial opinion in various states as well as that of Cushing's Manual and of textbook writers upon the subject of the procedure of public boards or bodies that where a majority vote of those present and constituting a quorum is required for the passage of a resolution, those who do not vote will be considered as acquiescing in the passage of the resolution before the board and to have accordingly voted in the affirmative."

Such was also the opinion of the New Jersey Supreme Court in the Case of Mount vs. Parker, 32 N. J. L. 341, which held as follows:

"It being the well established law that *where no specified number of votes is required*, but a majority of a board, regularly convened are entitled to act, a person declining to vote is to be considered as assenting to the votes of those who do."

In this case, however, a specified number of votes is required, and since the board consists of nine members an affirmative vote of five is necessary for the passage of the resolution above cited.

In the case of McCurdy vs. Matawan Board of Education, decided by the Commissioner of Education October 19, 1926, and affirmed by the State Board

of Education, it appears that in the vote for the election of a supervising principal there were four affirmative votes and three in the negative and that upon such vote the president announced that the motion was carried. It was held in this case that the announcement by the president, who was not recorded as voting, was equivalent to his casting a vote. In support of this ruling the case of *Roberts vs. Dancer*, 93 S. E. 297, decided by the Court of Errors and Appeals of Georgia was given which holds as follows:

"In the present instance we think concurrence must have been evidenced in some more active and positive manner than by acquiescence, which is altogether implied, and that in some way actual and positive manifestation of such intent must have been given. It is our opinion that the statement of the chairman, in declaring the resolution carried, when the circumstances were such that his vote became necessary to its adoption, was equivalent to the express and formal casting of his vote therefor."

It is to be noted that in this case the Court of Errors and Appeals did not accept silence as acquiescence, but considered only that the chairman in his ruling showed positive manifestation of his intention to vote affirmatively.

The case of *Schermerhorn vs Mayor and Aldermen of Jersey City*, 53 N. J. L. 112, appears to be directly in point. In that case the Board of Aldermen consisted of twelve members and a president, who also had the right to vote and therefore constituted a voting board of thirteen members. In voting for an ordinance requiring that three-fourths of all the members * * * shall agree to the passage, there were nine votes in favor of the ordinance including the president's, two against and two members not voting. The Court held that ten votes were necessary to meet the specific requirements of three-fourths of all the members and decided accordingly that the resolution having received but nine affirmative votes failed of passage. If the Court had held that the two members not voting were to be considered as favoring the resolution, then there would have been eleven votes in favor and two against which would have made the resolution effective. In this same case the Court refers to the Constitution of our State giving the authority by which statutes are passed: "That no bill or joint resolution shall pass unless there shall be a majority of all the members of each body personally present and agreeing thereto."

The requirement of eleven affirmative votes in the Senate and thirty-one affirmative votes in the House is necessary to the passage of a bill or joint resolution, and the failure of any member to vote, in no case gives the authority to record such member in the affirmative.

In accordance with the authorities above cited in the cases where a specific number of votes is required, it is the opinion of the Commissioner that the resolution in this case presented to the Board of Education of the City of Bayonne on January 5, 1928, was not passed by the statutory number of votes and therefore is void and of no effect. The appeal is hereby dismissed.

March 25, 1929.

DECISION OF THE STATE BOARD OF EDUCATION

The Appellant petitioned the Commissioner of Education to rescind the action of the Board of Education of Bayonne refusing to act in accordance with a resolution offered at a meeting of the Board held on January 5, 1928,

providing that the salaries of all teachers in the Bayonne schools who had taught thirteen and a half years or more, but had not reached the elementary schedule maximum of \$2,800.00, be placed at that maximum as of September 1, 1927. The Board consists of nine members; two voted for the resolution, three against it, three did not vote and one was absent.

The parties did not desire a hearing before this Committee and no brief has been filed for the Appellant, but the record shows that it is her counsel's contention that the members not voting should be recorded as having voted in the affirmative. Testimony was taken before the Commissioner who delivered a written opinion in which he overruled the Appellant's contention and dismissed the Petition for reasons fully stated in the opinion. We agree with his conclusions, and recommend that the decision be affirmed.

July 13, 1929.

XIII

LEGALITY OF DISMISSAL OF SCHOOL JANITOR

LEO MAY,

Appellant,

vs.

BOARD OF EDUCATION OF THE TOWNSHIP OF NORTH BERGEN,

Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Leo May, a regularly employed janitor in the school district of the Township of North Bergen, appeals from the action of the board in dismissing him from its employ from and after July 15, 1928. A complaint was filed with the board of education against the appellant by E. W. Oliver, Principal of School No. 9, to which Mr. May had been assigned by the board, setting forth that on May 7th appellant engaged in a fight or brawl with William Freese, another janitor, and that he uttered words derogatory to said William Freese, such acts being in the opinion of the complainant prejudicial to the discipline of the school. A copy of the complaint was served upon Mr. May and a hearing set for the evening of July 2nd, at which appellant appeared with counsel. A stenographic record was taken at the hearing which is submitted as a part of the record in this case. At the conclusion of the hearing on July 2nd the board adjourned to meet on July 12th to consider the evidence as shown by the transcript of the stenographic record and after consideration of the testimony the following resolution was passed:

"Now Therefore Be It Resolved: That we, the Board of Education of the Township of North Bergen, do hereby find the said Leo May guilty of conduct prejudicial to the discipline of said school and the rules and regulations of the Board of Education in that he did, in the boiler room of Public School No. 9, on May 7th, 1928, he then and there being a janitor in the public school system of the Township of North Bergen, engage in a fight or brawl with William Freese, another janitor in said

public school system and then and there in charge of the boiler room of said Public School No. 9, and be it

Further Resolved: That the said Leo May, for the infraction of the rules of which he has thus been found guilty, be and he hereby is dismissed as a janitor in the school system of the Township of North Bergen, in the County of Hudson, said dismissal to date from and after July 15, 1928."

A further hearing was held before the Assistant Commissioner of Education in the office of the County Superintendent of Schools of Hudson County on Wednesday, February 27, 1929, at which an opportunity was given appellant's counsel to show prejudice by the board at its hearing.

Section 382, Article XXVII, page 220 of the 1925 Edition of the School Law reads as follows:

"No public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased except upon sworn complaint for cause, and upon a hearing had before such board. * * * If upon such hearing it shall appear that the person charged is guilty of the neglect, misbehavior or other offense set forth in said complaint, then said board may discharge, dismiss or suspend such janitor or reduce his pay or compensation but not otherwise."

The transcript of testimony taken at the hearing on July 2nd discloses that Leo May did provoke a brawl or fight with William Freese, another janitor in the building, as set forth in the complaint. Testimony was not taken upon the charge of derogatory language.

There was no evidence produced before the Assistant Commissioner of Education which in his opinion indicates any prejudice on the part of the North Bergen Board of Education at the hearing held by it.

In the case of John W. Eggers, Jr., vs. Board of Education of the City of Elizabeth (where said Eggers had been dismissed by the board for violation of rules of the board) the State Board of Education in its decision of February 5, 1927, sustained the dismissal and said:

"The record of the hearing of the charges before the board of education shows that the respondent in fact had a fair trial and there is no evidence of prejudice. This board has frequently held in such cases the decision of the local board will not be reversed. (Fitch vs. Board of Education of South Amboy, N. J. School Law 568; Cheeseman vs. Board of Education of Gloucester City, N. J. School Law, 1925, 551.)

The State Board of Education in support of its action in affirming the decision of the Elizabeth Board of Education cites:

"Where the judgment of the trial court is fairly supported by the record, its findings of fact will not be disturbed by the Appellate Court." Martin vs. Smith, 125 Atl. Rep. 142.

"The Appellate Courts of this State have held that even if it were possible to reach a different conclusion they will not review the testimony upon which a municipal officer is dismissed." Hailes vs. The Mayor, 128 Atl. Rep. 150.

"On an appeal by a police officer to review the action of the Commissioner of Public Safety of the City of Passaic in dismissing the officer

for a dereliction of duty, Judge Minturn held that since there was evidence upon which the Commissioner might reasonably found his conclusion of the officer's guilt he would not weigh the testimony or form an independent judgment." Hoar vs. Preiskel, 128 Atl. Rep. 857.

Since the testimony supports the charge set forth in the complaint and the supplementary hearing before the Assistant Commissioner shows the board of education conducted its hearing without prejudice to the appellant, this case appears to be directly in point with the decision of the State Board of Education in the case of Eggers vs. Elizabeth Board of Education above cited. It is, therefore, the opinion of the Commissioner of Education that the Board of Education of the Township of North Bergen acted within its authority in dismissing the appellant and its decision is accordingly hereby affirmed.

March 5, 1929.

XIV

ILLEGALITY OF DISMISSAL OF SCHOOL JANITOR EMPLOYED FOR INDETERMINATE TERM

ELWOOD CLAYTON,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE TOWNSHIP OF MATAWAN,	
<i>Respondent.</i>	

DECISION OF THE COMMISSIONER OF EDUCATION

The stipulation of facts in this case agreed upon by counsel for both appellant and respondent reveals that appellant was first employed as a janitor in the schools of Matawan Township by the following motion duly adopted by the board of education of that district on January 27, 1927:

"That Elwood Clayton be employed as janitor of the grammar school for \$1,200 per year payable in monthly installments, providing his work is satisfactory."

In the minutes of a meeting of the board held on January 18, 1928, appeared the following item: "Mr. Kuhns moved, seconded by Mr. Stemler that Elwood Clayton be appointed janitor of the grammar school to the end of the present school year." On June 20, 1928, at a regular meeting, according to the stipulation, a motion was made and carried "That Charles W. Ellison, Jr., be appointed janitor of the Matawan Graded School for the school year 1928-29, at \$1,200 per year payable in monthly installments."

Appellant claims that his original employment was for an indeterminate term, that he never accepted any reemployment in January, 1928, for a specific term, namely, until the end of that school year, and that consequently the tenure protection afforded public school janitors by Section 382 of the School Law and covering him during his indeterminate term was violated by the action of the Matawan Board of Education on June 20, 1928, in appointing Charles W. Ellison, Jr., in his place as school janitor for the school year

1928-29. It is contended by the respondent, on the other hand, that the appellant was originally appointed January 27, 1927, for a term of one year, that he was subsequently on January 18, 1928, reappointed for another definite term, namely, until the close of that school year, and that consequently his tenure protection did not extend beyond the expiration of his term on June 30, 1928.

Whether, therefore, appellant was actually under tenure on July 1, 1928, and his services thus unlawfully terminated by the respondent on that date depends upon whether under the terms of his original employment in January, 1927, he was serving an indeterminate term the protection of which was not subsequently waived by any acceptance on his part of employment for a definite period.

As above indicated, appellant was first employed by the Matawan Board of Education on January 26, 1927, as janitor of the Grammar School "for \$1,200 per year payable in monthly installments, providing his work is satisfactory." 26 Cyc. 974 gives it as a general rule throughout the United States that "a hiring at so much per day, week, month, quarter or year raises no presumption that the hiring was for such a period but only at the rate fixed for whatever time the party may serve." This ruling is followed in the decisions of many States. In the case of Greer vs. Arlington Mills, 43 Atl. Rep. 609, the Court held that "a contract to pay one Greer \$800 a year for services is not a contract for a year but a contract to pay at the rate of \$800 a year for services rendered and is determinable at will by either party * * * the fact that the compensation is measured at so much a day, month or year does not necessarily make such hiring a hiring for a day, month or year, but that in all such cases the contract may be put an end to by either party at any time, unless the time is fixed, and the recovery had at the rate fixed for the services actually rendered." A similar ruling was also given by the Court in the case cited by appellant's counsel in his brief, namely Haney vs. Caldwell, 35 Ark. 156, 168, in which it was held that "an engagement at a salary of \$2,500 per annum has been held not to be a contract for any definite time." In what is also apparently the leading case in the United States upon this subject, namely, Martin vs. Insurance Company, 42 N. E. 416, the opinion stated that:

"A contract to pay one \$2,500 a year for services is not a contract for a year but a contract to pay at the rate of \$2,500 a year for services actually rendered and is determinable at will by either party."

In New Jersey it is true that in such cases as Beach vs. Mullen, 34 N. J. L. 343, and Manhattan Horse Manure Company, 103, Atl. 984, the courts have held contracts of employment in which the salary was fixed at so much per year or month to be limited to those periods of time, but in the latter case there were other provisions in the contract besides that regarding salary, which plainly limited the duration of the agreement to one year, while in the former the Court upheld the theory of the term being fixed by the method of compensation upon the hypothesis that the method of payment determines the term when "the payment of monthly or weekly wages is the only circumstance from which the duration of the contract is to be inferred. Consistently, the Court held in the case of State, Stanford, Pros. vs. Fisher Varnish Company, 43 N. J. L. 151, that a "per annum" stipulation of increase in salary was no more than a measure of compensation when it was plainly indicated that the book-

keeper's original employment was a weekly one. Even in the case of Willis vs. Wyllys Corporation, 98 N. J. L. 180, the Court's ruling that an employment "at the rate of \$7,500 per year" constituted a contract for one year, was based upon the only evidence before the Court as to the duration of the term, namely, the contract provision as to compensation, and was not given in the face of any statutory provision for protection of an incumbent of a position upon appointment, such as the statute governing school janitors.

While Section 381, page 220 of the School Law authorizes boards of education to "make such proper rules and regulation as may be necessary for the employment, discharge, management and control of the public school janitors employed by such board not inconsistent with the provisions of this act," Section 382, page 220 provides in part as follows: "No public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased, except upon sworn complaint for cause and upon a hearing had before such board."

It is thus clear that the above statutory provision is plainly intended to confer tenure protection upon a public school janitor from the time of his appointment to extend indefinitely unless specifically waived by the janitor's acceptance of a definite term appointment. Almost invariably there is contained in the appointment of a janitor by a board of education a stipulation that the compensation is to be given at so much "per year" or is to be "at the rate of a given amount per year," and if such a provision is to be officially deemed to fix the employment at one year, then the protection conferred by the statute is valueless except for a very limited term in every instance. Such the Commissioner believes to be entirely contrary to the intention of the Legislature. In the Commissioner's opinion, therefore, a public school janitor is presumed to accept employment upon the basis of the protection conferred by statute and it would require a contract with very specifically defined limitations as to term to indicate any waiver upon the part of a janitor or any intention to thus limit the extent of a statutory protection. Waiver has been held to be "the intentional relinquishment of a known right with both knowledge of its existence and an intention to relinquish it." (*Portland and F. D. Co. vs. Spillman*, 23 Or. 587, *Holdsworth vs. Tucker*, 143 Mass. 374, *Montague's Admr. vs. Massey*, 76 Va. 314.)

The law providing for protection in public office of veterans of the United States military service is similar in phraseology to the Public School Janitor Law, but the cases holding that the protection of such law has been waived by the acceptance of a definite term contract all show very definite limitations as to the duration of the term. For instance, in the case of *Hardy vs. Orange*, reported in 61 N. J. L. 620, and in which it was held that protection had been waived, it appears that the prosecutor, an honorably discharged Union soldier, was appointed keeper of the reservoir "for the period of one year from that date at an annual salary of \$540." Also, in the case of *Horan vs. Orange*, 29 Vroom, 533, in which a similar ruling was given by the Court, the public school janitor, who was also a war veteran, was first appointed by the Orange Board of Education on June 23, 1893, janitor of School No. 1 "for a period of one year from the first of July then next," and was reappointed by said board on June 26, 1894, "janitor of said school for the year ending July 1, 1895." In both of the above cases it is apparent that the contract of employment held

by the Court to constitute a waiver by the employee of the tenure protection conferred by statute, contained very definite limitations as to term. In the case of *DeBolt vs. Mount Laurel Township Board of Education* the State Board of Education held that the janitor had by his several contracts of employment waived indeterminate statutory protection, but this conclusion was not based upon any contract provision as to payment of compensation but upon the fact that the appellant had definitely applied for employment "for one year" or for "full term—ten months," etc.

In the present case under consideration, however, the terms of appellant's original employment on January 27, 1927, contained no definite term limitation, but merely a provision for employment as janitor "for \$1,200 per year, payable in monthly installments, providing his work is satisfactory." There was no statement that employment was to run for "the ensuing year" or for "one year from a certain date" or even a date when such employment was to begin. The provision in respect to the work proving satisfactory in no way assists the theory of the fixing of a definite term to which appellant assented, but on the contrary would indicate an intention on the part of the board of education in inserting this provision to safeguard its right to take steps against appellant during an indeterminate term in case his services proved unsatisfactory.

It is, moreover, the opinion of the Commissioner that the appellant is not shown to have accepted in January, 1928, any reappointment for a definite term, namely, until the end of that school year. In the Commissioner's opinion it requires just as definite action on the part of an employee to waive the indeterminate term protection under which he had been for some time employed as to waive such indeterminate term protection at the time of his original appointment. Although it is true, as above indicated, that an item covering appellant's reappointment until the end of the school year appears in the minutes of the board meeting of January 18, 1928, there is no evidence whatever that appellant ever sought such reappointment or accepted it with its definite limitation as to term or that he even received any official notice of such action. If, when a certain school employee is already enjoying protection through an indeterminate term, a school board could proceed by resolution to impose a definite limitation upon that term in spite of the fact that such action was neither sought nor consented to by the incumbent, the statutory protection originally gained and enjoyed would be valueless when no longer favored by the board of education.

In view of all the facts of the case it is therefore the opinion of the Commissioner of Education that the appellant's original appointment on January 27, 1927, was for an indeterminate term and that not only was there accordingly no waiver on the part of the appellant of continuous statutory protection at the time of his original employment, but that there was no subsequent waiver by appellant of such protection by any acceptance of reappointment for a definite term.

It is, therefore, the Commissioner's opinion that in the entire absence of charges and a hearing as provided for in Section 382 of the School Law above quoted, appellant's services as janitor in the Matawan schools were unlawfully terminated by the Matawan Township School Board on July 1, 1928. It is therefore hereby ordered that the Matawan Township Board of Education at once reinstate the appellant, Elwood Clayton, as janitor in the public schools of

that township and pay him his salary from the date of his dismissal at the rate he was receiving at that time.

February 25, 1929.

XV

IRREGULARITIES INSUFFICIENT FOR INVALIDATION OF
ANNUAL SCHOOL ELECTION

IN THE MATTER OF THE CONDUCT OF }
THE ANNUAL SCHOOL ELECTION IN }
THE TOWNSHIP OF MENDHAM, MORRIS }
COUNTY. }

DECISION OF THE COMMISSIONER OF EDUCATION

A. R. Crane appeals to the Commissioner of Education to set aside the annual school election held in Mendham Township, Morris County, February 13, 1929, because the manner in which it was conducted was in his opinion prejudicial to his rights as a candidate for membership on the board of education and other irregularities were sufficient to invalidate said election.

A hearing was held in the Court House at Morristown February 27, 1929, at which a number of people testified.

The evidence discloses that immediately following the organization for the election, the chairman made a statement to those present (approximately eight to twelve persons) as follows:

"Mrs. Martha Hoppler is going to run and I have been up to see Mr. Crane, but he was not home, but his wife said if anyone wanted to run he was willing to drop out."

There was no testimony to show that this statement by the chairman caused anyone to change his vote or otherwise affected the result of the election.

A teacher in the district was asked to give a ballot to each person present and to all others who appeared to vote. Another teacher of the district who is not a resident of Mendham Township was elected secretary of the meeting.

There was testimony by one witness presented by appellant to show that some voters were assisted in voting and the marking of ballots in a number of cases could be observed by others, but such testimony was overwhelmingly refuted by witnesses produced on behalf of Mrs. Hoppler, the candidate declared elected by the officials on February 13th.

The Commissioner cannot see in the evidence any good reasons for invalidating the election. The meeting was held in a small one-room school building. While about fifty people attended this meeting, there were not more than a dozen present at the time of organization and the testimony shows that it was not customary for more than a dozen people to vote at such elections. The chairman should not make any statement about the election other than to declare the polls open and any necessary information as to the order of securing ballots and presenting them to the officials. The chairman in talking in a neighborly way and making the statement referred to exceeded the right of that office, but the evidence does not show that the vote was affected by the chairman's announcement.

The election officials should have entire control of the conduct of the election rather than to have others assisting. There was, however, no indication that the assistance by the teacher in handing out the ballots affected the results.

The notice of the annual meeting is to the legal voters of the district and it may be accordingly implied that the election officials shall be voters of the district. The law names no specific qualifications for officials and the teacher acting as clerk even though not a citizen of the district was certainly not prejudicial to any candidate.

A secret ballot is essential to meet the statutory regulations. Where ballots are marked so as to be observed by others or where assistance is given in marking by other than officials, such votes should be considered illegal votes, and when the number of such illegal ballots is equal to the plurality of a successful candidate over a defeated candidate, it has been held by the Commissioner to be a failure to elect in such case. The testimony fails to show any definite violation of law in the marking of ballots by the voters.

The result of the annual school election as determined by the officials in Mendham Township, Morris County, is hereby sustained and the appeal is dismissed.

March 28, 1929.

XVI

ILLEGAL VOTING RESULTING IN FAILURE TO ELECT BOARD MEMBER

IN THE MATTER OF THE CONDUCT OF }
THE ANNUAL SCHOOL ELECTION IN }
THE TOWNSHIP OF SOUTH BRUNSWICK, }
MIDDLESEX COUNTY. }

DECISION OF THE COMMISSIONER OF EDUCATION

George Walter, a candidate for membership on the South Brunswick Township (Middlesex County) Board of Education appeals to the Commissioner to set aside the election for members of the board of education held at the annual meeting, February 13, 1929, for the following reasons:

That a number of people voted whose names do not appear on the registry list of the preceding general election.

No one sat to register voters on the supplementary list from 7:00 P. M. to 9:00 P. M. on the evening preceding the election.

The addresses of persons voting did not appear on the poll list.

Polls were not opened and organized at the hour advertised.

Voters were allowed to mark their ballots in the room without using the booths provided and that some ballots were cast wherein the marking was exposed to the observation of others.

The returns to the County Superintendent by the District Clerk omitted the names of appellant and William Baker, Jr.

A hearing in this case was conducted in the Court House at New Brunswick on March 20, 1929, at which a number of witnesses testified. The evidence discloses the following vote for candidates for the three-year term:

William Baker, Jr.	108	votes
A. C. Beekman	313	"
Leon H. Black	245	"
John VanAken	360	"
George Walter	238	"

The names of more than seven voters, but less than fifty voters, did not appear on the registry list of the preceding general election. It was admitted that neither the clerk nor any member of the board of education sat at the polling place between 7:00 and 9:00 P. M. on the evening preceding the election, but no testimony was presented to show that any voter appeared to be registered at that time and was subsequently denied the right to cast his ballot at the annual meeting. The poll list showed the omission of addresses following the names of the voters. The meeting was called for the hours from four o'clock to nine o'clock, but it appears that approximately twenty-five minutes elapsed before the organization for election was completed. Booths were arranged for the convenience of the voters, but in the rush of voting some ballots were marked outside of the booths. There was no evidence to show that the marking of any ballot was intentionally exposed to the observation of other persons. In sending the returns to the County Superintendent of Schools the District Clerk gave the number of votes cast for those who were declared elected but omitted the names of the defeated candidates, although the tally sheet enclosed with the ballots gave the number of votes cast for each candidate.

It has been held by the Commissioner that minor irregularities in the conduct of an annual school election should not invalidate the expressed will of the people and unless the rights of candidates are affected by failure to carry out the definite provisions of the law, there will be no interference on the part of the Commissioner with the results as determined by the election officials. In this case, however, there was a difference of only seven votes between those cast for appellant, who was declared defeated, and Leon H. Black, who was declared elected; and since more than seven ballots were illegally cast, the Commissioner cannot determine the effect of such illegal ballots in the case of these two candidates. As there were sixty-eight votes difference between Leon H. Black and A. C. Beekman, who received the next highest number of ballots, the illegal ballots did not affect the result of the election as declared by the election officials except in the case of George Walter and Leon H. Black.

It is the opinion of the Commissioner that with the exception of the casting of ballots by unregistered voters the irregularities in this case are not sufficient to affect the election, and therefore John VanAken and A. C. Beekman are elected to membership on the South Brunswick Township Board of Education for the term of three years, but as there were sufficient illegal ballots cast to make possible the election of either Leon H. Black or George Walter, there is a failure to elect the third member for the three-year-term, and in accordance with such failure to elect, the County Superintendent of Schools is hereby authorized to appoint a person to fill such vacancy until the next annual school election.

March 25, 1929.

XVII

ARRANGEMENT OF CANDIDATES' NAMES ON BALLOT IN
OTHER THAN ALPHABETICAL ORDER AS GROUND FOR
INVALIDATION OF ANNUAL SCHOOL ELECTION

IN THE MATTER OF THE CONDUCT OF }
THE ANNUAL SCHOOL ELECTION IN }
THE TOWNSHIP OF OCEAN, MON- }
MOUTH COUNTY. }

DECISION OF THE COMMISSIONER OF EDUCATION

Harold D. Shannon, a candidate for membership on the Ocean Township, Monmouth County, Board of Education, appeals to have the election set aside on the ground that the names were not arranged alphabetically on the official ballot and because there were not as many ruled blank spaces as there were vacancies to be filled for the three-year term.

It is admitted by the district clerk that the names were inadvertently not arranged alphabetically.

Section 120, paragraph VII of the 1928 Compilation of the School Law provides:

"The names of the candidates shall be printed upon the official ballot according to the alphabetical order of their surnames and the grouping of two or more candidates upon any ballot to be used for the election of members of the said board of education is hereby prohibited."

Paragraph IX of the same section reads in part as follows:

"Immediately after the space allotted to the names of the candidates there shall be as many ruled blank spaces as there are members to be voted for."

It is the opinion of the Commissioner that the latter provision would not invalidate an election unless from an examination of the ballots it appeared that the lack of space might have affected the vote. Since the arranging of the names in groups or without regard to the alphabetical requirement could affect the result of the election, the failure to comply with the statute is in the opinion of the Commissioner prejudicial to the rights of the candidates and constitutes sufficient cause to invalidate the election for members of the board of education.

Section 36, paragraph IV, reads:

"The County Superintendent of Schools shall have power: To appoint members of the board of education for a new township, incorporated town or borough school district and for any school district under his supervision which shall fail to elect members at the regular time. Such appointee shall serve only until the next election in the district for members of the board of education."

In accordance with the above provision the County Superintendent of Schools of Monmouth County is hereby authorized to appoint three members to fill the vacancies on the Ocean Township Board of Education until the next annual school election.

March 13, 1929.

XVIII

LEGALITY OF APPOINTMENT OF BOARD MEMBER BY COUNTY
SUPERINTENDENT AS RESULT OF TIE VOTE

IN THE MATTER OF THE CONDUCT OF }
THE ANNUAL SCHOOL ELECTION IN }
THE TOWNSHIP OF WASHINGTON, }
BURLINGTON COUNTY. }

DECISION OF THE COMMISSIONER OF EDUCATION

C. Roy Cramer appeals to the Commissioner of Education for a review of the annual school election of Washington Township held February 13, 1929, for the following reasons:

"That a review of said ballots, including those rejected, will probably cause a change in the results.

"That certain persons, who were candidates, could not qualify as members of said board and therefore had no right to be candidates.

"That the judges of election erred in declaring a tie and that, accordingly, appellant was duly elected a member of the said Board of Education.

"That the County Superintendent of Burlington County exceeded his right and authority in appointing Mrs. Hattie K. Ford as a member of said Board of Education, as there was not a failure to elect."

A hearing was conducted in the office of the County Superintendent of Schools at Mount Holly on Saturday, March 23, 1929.

A recount of the ballots confirmed the official count, except in one case where George Thomas, candidate for the three-year term, received one more vote, which did not affect the election results as declared by the officials on February 13, as follows:

J. B. Maxwell and George Thomas, who received 15 votes and 9 votes respectively were declared elected for the three-year term, and since C. Roy Cramer and Garfield Alloway each received 8 votes for the three-year term, there was a failure to elect the third member for that term.

Counsel for appellant objected to the counting of ballot No. 2 where a name was written in a blank space and then crossed off and a cross placed opposite the names of three other candidates, and to the refusal of the Assistant Commissioner to count ballots Nos. 1, 3, 4 and 5 where the voters placed crosses or plusses before the names of four or more candidates for the three-year term with but three to be elected and with directions on the ballot "vote for three."

Counsel also objected to the writing of any names in the blank spaces, contending that there is no provision in the School Law for personal choice candidates.

Evidence was submitted to show that Garfield Alloway is now and has been since the beginning of the school year transporting pupils for the Board of Education of Washington Township and holds that since the statutes provide (Section 124, P. 85, 1928, Compilation of School Law)

"A member of a 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, and shall be able to read and write. He shall not be interested directly or indirectly in any contract with nor claim against said board."

Garfield Alloway cannot qualify and therefore votes cast for him were not legal votes and should not be counted, which elects his client, C. Roy Cramer, with whom said Alloway was tied for the three-year term.

The Commissioner cannot agree with counsel that the School Law does not provide for the casting of ballots for others than those names appearing on the ballots. Section 120, paragraph 9, of the 1928 Compilation of the School Law, reads in part as follows:

"Immediately after the space allotted to the names of candidates there shall be as many ruled blank spaces as there are members to be voted for. Immediately to the left and on the same line with the name of each candidate and blank space there shall be printed a square the same size of type in which the name of the candidate is printed, which type shall, in no case, be larger than twenty-four point."

It appears that the Legislature made very definite provision for the casting of personal choice ballots. Decisions of the Commissioner counting ballots for personal choice candidates have been affirmed by the State Board of Education.

Neither can the Commissioner agree that Section 124 above cited, makes Garfield Alloway ineligible to membership on the board because he is employed in transporting pupils.

It is not necessary for the Commissioner to decide whether a candidate declared to be elected who has a contract with the board must terminate the contract before he takes the oath of office or at the time of assuming office. As a member, he shall not be interested in a contract with nor claim against the board. The holding of the contract by a candidate does not make votes cast for him illegal. The application of the law is a matter subsequent to election, regardless of its effect upon membership on the board. The result of the election as determined by the officials is hereby affirmed and the County Superintendent is accordingly authorized to fill the vacancy caused by the tie vote, resulting in a failure to elect.

The appeal is dismissed.

March 25, 1929.

Affirmed by State Board of Education without written opinion.

XIX

RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

IN THE MATTER OF THE RECOUNT OF
BALLOTS CAST AT THE ANNUAL ELEC-
TION IN THE SCHOOL DISTRICT OF
EATONTOWN TOWNSHIP, MONMOUTH
COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

James B. Hathaway, candidate for membership on the Board of Education of Eatontown Township at the annual school election held February 13, 1929, appeals to the Commissioner for a recount of the twenty-eight ballots which he claims were illegally rejected on the ground that if legally counted they would change the result of the election as indicated by the official report and as announced by the judge of the election. The review of the rejected ballots was held in the office of the County Superintendent of Schools at Freehold, on February 21, 1929.

The official report gives the vote for each as recorded under Column 1.

	Column 1	Column 2	Column 3
Harry Dennis	56 votes	0.....	56
Arthur Taylor	54 votes	3.....	57
Charles Falkenburg	55 votes	2.....	57
James B. Hathaway	51 votes	11.....	62
Edna A. Seely	46 votes	11.....	57
Ray H. Stillman	30 votes	9.....	39
James N. Wolcott	30 votes	3.....	33

The ballot for the full term was printed as required by law with names arranged and spaces for personal choice under "full term". There was to be one person elected for two years and the ballot was printed "unexpired term", whereas the statute provides that there should also be the length of the unexpired term which, in this case, was two years. Most of the twenty-eight ballots were rejected because the voters had written "three years" or "two years" respectively, after the names of the candidates which they evidently desired to be elected for the terms which they designated. Since the ballot was not marked for the part-term of two years, it appears that the voters wanted to make sure of the proper designation of the term of the candidates for whom they were voting. On some of the ballots all of the names receiving votes were written in under the full-term but with the designation of the term annexed, while in a few cases "three years" was marked after the name of the person voted for under the unexpired term. There were only three or four ballots marked as last described.

It is the opinion of the Commissioner that the marking of the ballots clearly showed the intent of the voters and that there was no reason to suspect

that they were marked for other reasons. The ballots were, therefore, counted with the result tabulated in Column 2 above. This addition to the official report makes the total for each candidate as shown in Column 3 above, which gives to James B. Hathaway, 62 votes, and 57 votes to each of the three receiving the next highest number.

In accordance with the final result James B. Hathaway is hereby declared elected as a member of the Board of Education of Eatontown Township for the term of three years and since there are three candidates each receiving 57 votes, there is a failure to elect in the case of the other two members and the County Superintendent is accordingly authorized to fill the two vacancies until the next annual election.

March 1, 1929.

XX

RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

IN THE MATTER OF THE RECOUNT OF
BALLOTS CAST AT THE ANNUAL ELEC-
TION IN THE TOWNSHIP OF LEBANON,
HUNTERDON COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

A petition for recount of the ballots cast at the annual school election in the Borough of Lebanon, Hunterdon County, held February 13, 1929, was filed by Harry D. Dilts, a candidate for membership for a term of three years, on the ground that there was a difference between the official tally and unofficial tallies for the candidates for the three-year term. The official report shows the following:

Mrs. Bertha S. Young	92 votes
Mrs. June Sisser	85 votes
Harry D. Dilts	83 votes

A recount was conducted by the Assistant Commissioner in the office of the County Superintendent of Schools at Flemington on March 4, 1929, at which all the candidates for the three-year term were present. The recount shows the following result:

Mrs. Bertha S. Young	92 votes
Mrs. June Sisser	85 votes
Harry D. Dilts	85 votes

There were two members to be elected for the three-year term, Mrs. Bertha S. Young has 92 votes and is therefore declared elected to membership on the board for a term of three years. Since Mrs. June Sisser and Harry D. Dilts each received 85 votes, there is a failure to elect the other member.

Section 35, Par. IV, Chapter I, S.S. 1903, provides:

"The County Superintendent of Schools shall have power: To appoint members of the board of education for a new township, incorporated town

or borough school district and for any school 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."

In accordance with the above provision, the County Superintendent of Schools is hereby authorized to appoint a person to fill the vacancy on the Lebanon Borough Board of Education until the next annual school election.

March 6, 1929.

XXI

RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

IN THE MATTER OF THE REVIEW OF THE
ANNUAL SCHOOL ELECTION IN THE
BOROUGH OF UNION BEACH, MON-
MOUTH COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

Hattie Austin, the appellant in this case, who as a candidate received 161 votes in the annual election for members of the Board of Education of Union Beach, brings this action to contest the validity of the election of Thomas F. Lyons, who received a total of 175 votes.

It is contended by the appellant and admitted by the respondent, Thomas F. Lyons, that the nomination petition, on the strength of which respondent's name as a candidate was placed upon the official ballot, was not properly verified by the oath of one of the signers of such petition as required by Section 120, paragraph (5) of the 1928 Compilation of the School Law, which provides as follows:

"Each of the said petitions shall be verified by the oath or affirmation of one or more of the signers thereof, taken and subscribed before a person qualified under the laws of this State to administer an oath, to the effect that such petition is signed in their own proper handwriting by each of the signers thereof; that the said signers are, to best knowledge and belief of the affiant, legally qualified to vote at the ensuing election, and that the said petition is prepared and filed in absolute good faith for the sole purpose of endorsing the candidate therein named in order to secure his election as a member of the said board of education."

Since the respondent, Thomas F. Lyons, admits the lack of the verification which the above quoted law so definitely requires for the petition by which he was nominated for school board membership in Union Beach Borough, it is the Commissioner's opinion that the respondent's name as a candidate was illegally placed upon the ballot and that his resulting election being accordingly illegal must be set aside.

Since Section 36, page 24 of the 1928 Compilation of the School Law authorizes the County Superintendent of Schools "to appoint members of the board of education for any school district under his supervision which shall fail to elect members at the regular time," and since the illegality of the election of the respondent, Thomas F. Lyons, has resulted in such a failure on the part

of the voters to elect the member of the Union Beach Borough Board of Education, there is hereby declared to be a vacancy on the board which the County Superintendent of Schools of Monmouth County is required by law to fill.

April 19th, 1929.

XXII

RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

IN THE MATTER OF THE CONDUCT OF
THE ANNUAL SCHOOL ELECTION IN THE
TOWNSHIP OF CLEMENTON, CAMDEN
COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

George W. Evans, a candidate for the three-year term on the Board of Education of the Township of Clementon, Camden County, appeals for a recount of the ballots cast at the annual school election held February 13, 1929, for the following reasons: There was a plurality of only ten votes between the number cast for him and that cast for Anthony L. King, who received the least number of votes of the candidates declared elected, forty-three ballots, many of which were marked for appellant were rejected by the election officials, there were disagreements as to the counts between the two officials who tallied in one district, and there was a difference of opinion between the citizens and election officials as to the counting of certain ballots in other districts. Because of the large number of rejected ballots in relation to the plurality, a recount of the rejected ballots was granted and testimony was taken to establish sufficient reason for a recount of the approximately fifteen hundred other ballots voted in the four election districts.

A hearing was conducted in the Court House at Camden on Thursday, March 7, 1929, at which the candidates declared elected and those declared defeated were represented by counsel. The testimony discloses an intention on the part of the officials to conduct the election and count the ballots in accordance with the law, but shows a number of ballots counted about which there was a difference of opinion, and several occasions in one district when the tally sheets were not in agreement.

Accordingly a recount of all the ballots was conducted on Tuesday, March 12th, with the following result:

	George W. Evans	Walter G. Gerow	Edwin Kirkbride	Anthony L. King	W. E. H. Simpkins	Alex. Watson
Lindenwold	342	373	333	350	322	371
Somerdale	81	160	76	181	69	162
Garden Lake.....	109	36	103	37	96	42
Clementon Heights	162	127	159	118	159	120
Rejected ballots (all districts)...	7	1	4	1	5	3
	701	697	675	687	651	698
Rank	1	3	5	4	6	2

There were 20 of the ballots counted by the Assistant Commissioner which were objected to by counsel for the defendants. On each of these ballots there were crosses opposite three or less names, but there was an attempt on the part of the voter to either cross out or erase a mark made in another square; but in each case the intent of the voter seems to be clear. These ballots are marked in evidence from 1 to 20 and when counted contributed to the above result, as follows:

Evans	17
Gerow	5
Kirkbride	15
King	3
Simpkins	14
Watson	2

There were 14 ballots counted by the Assistant Commissioner and also objected to by counsel, each of which appears to be marked plainly in the squares for three or less candidates, but in addition to the crosses there was on most of such ballots a cross in a square opposite a blank space and in a few cases a plus following the name prefixed by a cross. This group of ballots is numbered serially beginning with 1A and when counted contributed to the total as follows:

Evans	11
Gerow	4
Kirkbride	8
King	2
Simpkins	11
Watson	3

There were 6 ballots rejected in the recount because there was not a cross or plus mark in the square in front of the name, although crosses appeared after the names. Even though it might be considered that the intent of the voter could be ascertained in these ballots, they do not meet the statutory requirement of having the plus or cross mark in the square before the name. This group of ballots is numbered serially beginning with 1B.

There were 7 ballots in which there were four or more crosses before the names of candidates, with only three to be elected. There was some discussion as to whether some of these marks were more distinct than others and, therefore, should be counted, but the marks do not, in the opinion of the Commissioner, clearly show the intent of the voter and the ballots were accordingly rejected. These are numbered serially beginning with 1C.

There was 1 ballot rejected in the recount which had three crosses in the squares before the names, which also had a cross after each of the first four names. These latter crosses were entirely different from those in the squares and indicated marking by another person. This ballot is numbered 1D.

Counsel for the defendants submitted testimony, which was not contradicted, to show that the ballots, tally sheets and poll lists were not sealed by the election officials at the respective polling places, but that the ballot boxes were collected by the district clerk, who kept them locked for a day or two, and then wrapped the ballots and proceedings of each district separately and transmitted

them to the County Superintendent of Schools. During the recount of the ballots cast in the Lindenwold district, it was noted there was a skip in the numbering of ballots as they were strung after being counted at the election. The total missing numbers was nine. The person numbering the ballots was given opportunity to testify that she did not make the error while numbering, but she did not so testify.

Counsel also requested the right to submit further testimony to show that the packages when opened for the recount did not reveal the ballots tied in the same manner as they were placed in the ballot boxes by the officials. The right to submit such testimony within ten days from the date of this decision was granted and, therefore, this case may be reopened and a supplementary decision rendered in accordance with the testimony and argument on this point.

From an examination of all the proceedings and a review of the testimony there was in the opinion of the Commissioner no evidence of fraudulent acts, and since George W. Evans, Alexander Watson and Walter C. Gerow received the three highest number of votes for the three-year term, they are hereby declared elected for the term of three years as members of the Clementon Township, Camden County, Board of Education.

March 15, 1929.

XXIII

RECOUNT OF ANNUAL SCHOOL ELECTION BALLOTS

IN THE MATTER OF THE RECOUNT OF
BALLOTS CAST AT THE ANNUAL SCHOOL
ELECTION IN THE TOWNSHIP OF PE-
QUANNOCK, MORRIS COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

Joseph J. Pellett, a candidate for membership on the Pequannock Township, Morris County, Board of Education at the annual school meeting on February 13, 1929, appeals to the Commissioner of Education for a recount of the ballots cast at said election for the following reasons:

"That there were ballots rejected that clearly showed the intent of the voter and should have been counted.

"That the names on the tally sheets were not in rotation as printed on the official ballot, causing a confusion and mistakes in the tally.

"That his personal tally showed three more votes than was credited to him by the election board.

"That the number of ballots cast for George O. Parker was 186, whereas Vincent De LaMontaigne and appellant, defeated candidates, received 185 and 184 votes respectively."

A recount was conducted in the Court House at Morristown on Friday, March 15th, of which all candidates and the election officials were notified. The result of the recount follows:

Annie O. Norman	287
Samuel Arthur	210
Joseph J. Pellett	188
George O. Parker	186
Vincent De LaMontaigne	184
Samuel Lowe	71
Jerry J. O'Connell.....	65
Frederick J. Muller	63
Julia Dehnelt	56

There were three members to be elected for the three-year term, and since Annie O. Norman, Samuel H. Arthur and Joseph J. Pellet received the highest number of votes cast, they are hereby declared elected to membership on the Pequannock Township Board of Education for the term of three years.

March 19, 1929.

XXIV

LEGALITY OF DISMISSAL OF CLERICAL EMPLOYEE AS SECRETARY OF BOARD OF EDUCATION

WILLIAM ROCHFORD,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE CITY OF BAYONNE AND JOSEPH A. SKLENAR, SECRETARY,	
	} <i>Respondents.</i>

(PENDING BEFORE STATE BOARD OF EDUCATION)

Decision of the Commisisoner of Education dated May 8, 1929, in favor of respondents. Appeal before State Board of Education still pending.

XXV

RIGHT OF BOARD OF EDUCATION TO DESIGNATE HIGH SCHOOL FOR PUPIL'S ATTENDANCE

HENRY SCHIRM,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE TOWN OF GUTTENBERG,	
	} <i>Respondent.</i>

The Board of Education of the Town of Guttenberg on June 28, 1926, passed the following resolution:

"WHEREAS, The graduates of the Guttenberg Public School have been attending the West New York High School during several years past; and

WHEREAS, Arrangements have been made by the board of education to send high school pupils to the Demarest High School of Hoboken, New Jersey;

BE IT RESOLVED, That the graduates of this school, with the exception of seniors now attending other high schools be requested to enroll and transfer to the above-mentioned high school for the coming school term; and

BE IT FURTHER RESOLVED, That their parents be acquainted with the decision of the board and asked to comply with the recommendation of the board in this respect."

After the above action the board notified the parents of children attending high school that they could send such children to any other high school than the one designated in the above resolution by paying the difference between the tuition fee charged in the school in which they desire their children to be educated and the tuition fee charged by the Demarest High School, and the testimony taken before the Assistant Commissioner at Jersey City on June 11, 1929, further shows a transportation allowance equal to that required for attendance at the Demarest High School, provided such transportation was necessary to reach the school selected by the parent.

The appellant contends that this action by the board of education fails to comply with the provisions of the School Law providing facilities for high school pupils for the reason that the nearest high school to appellant's home is about three-quarters of a mile and there are several other high schools where his child could attend nearer than the Demarest High School, which is approximately five and one-half miles from the home of appellant; and furthermore the designation of the remote high school requires the parent to purchase lunches for his child, whereas by attendance at the nearest high school the child would come home during the noon lunch period. While appellant claimed that his daughter's health was impaired so that the longer travel was an excessive strain upon her, there was no testimony presented to verify this contention.

The respondent justifies its act in designating a more remote high school for the reason that the tuition charged by the Board of Education of the City of Hoboken is \$75.00 per pupil, whereas, the charges in the other high schools in that vicinity are \$125.00 to \$150.00 per pupil; and since trolley fare tickets can be purchased by the board of education for three cents each, making an almost negligible transportation cost, the board is saving from \$50.00 to \$75.00 per pupil by designating the Demarest High School as approved facilities for the Town of Guttenberg.

The School Law (1928 Edition, Section 196) provides that the board of education shall furnish suitable school facilities either in schools within the district convenient of access to the pupils or by providing transportation to designated schools. Chapter 281, P. L. 1929, provides that a child who is a resident of a district which does not furnish full high school courses may be admitted to a school in another district designated by the board of education.

The matter to be determined in this case is whether the board of education is providing adequate school facilities within the meaning of the law by designating a high school more than five miles away when other facilities are available which are nearer to the homes of the pupils. In the opinion of the Commissioner the board of education has not abused the discretion conferred upon it

by the School Law in providing a more remote high school, since the remoteness when alleviated by transportation is not such as to constitute inadequate facilities. Neither in the Commissioner's opinion are there any unusual circumstances which in any way increase the board's obligation in this particular case. As above stated, no testimony was offered to substantiate appellant's contention that his daughter's health was so precarious as to be injured by the five and one-half mile ride in the transportation vehicle; and in the Commissioner's opinion the determination of the adequacy of the school facilities provided by the respondent for appellant's daughter is in no way affected by the resulting necessity for her to purchase her daily lunches when attending the Hoboken High School.

While boards of education should try to decrease public school costs when such decrease is not detrimental to the welfare of the pupils of the district, there should, of course, be limitations as to the distance pupils should be required to travel when equal facilities are more readily accessible. The board of education would not be justified in searching beyond reasonable limits for a district willing to accept pupils at a low per capita cost because tuition in such district is a few dollars cheaper and furnished by it much below the actual per capita cost of education in the district.

The Commissioner is of the opinion that the Board of Education of the Town of Guttenberg acted within its authority in designating a high school five and one-half miles distant from the home of the appellant and providing adequate transportation thereto, even though there are other high schools more convenient for appellant's child to attend. The appeal is accordingly hereby dismissed.

June 18, 1929.

XXVI

LEGALITY OF AWARD OF TRANSPORTATION CONTRACT WITHOUT ADVERTISEMENT FOR BIDS

WILLIS SLACK,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF PLUMSTED	
TOWNSHIP, OCEAN COUNTY,	
	} <i>Respondent.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

Both appellant and respondent in this case have agreed that decision be rendered by the Commissioner of Education without the necessity of any hearing for the purpose of taking testimony. The facts, however, as revealed by the pleadings are as follows:

The Board of Education of Plumsted Township, Ocean County, publicly advertised that bids for the transportation of pupils on certain enumerated routes would be received on May 14th at eight o'clock P. M. in the New Egypt school building. The advertisement, after announcing the time and place for the receipt of bids proceeded to enumerate and describe the routes and to state

the duration of the proposed contracts and certain requirements to be exacted of the contractors with regard to the transportation of pupils. While the advertisement contained no reservation of the right to reject any or all bids, neither did it promise the award to the lowest bidder. When the bids were opened by the Plumsted Township School Board on May 14th, the lowest bid on Route No. 3, namely, \$1,100, was found to be that of the appellant, while the next lowest bid was that of Marvin S. Errickson, namely, \$1,145. The board of education thereupon awarded the contract for Route No. 3 to Marvin S. Errickson and the appellant proceeded to bring this appeal.

The board of education defends its action on the ground that the successful bidder was already well known to the board as the driver of its transportation vehicle to the Allentown High School, and was known to have the necessary suitable facilities, while the contrary was true of appellant, both with regard to required experience and available facilities.

In the Commissioner's opinion any obligation on the part of the Plumsted Township Board of Education to the appellant in this case as low bidder on the transportation contract for Route No. 3 must arise either from the statute or from the terms of the advertisement itself. While Section 184, page 123 of the 1928 Compilation of the School Law confers upon boards of education the right to "make rules and contracts for the transportation of children to and from school", there is no provision in the School Law which requires such boards to advertise for bids in the award of school transportation contracts or to award the contract to the lowest responsible bidder, even though such advertisement be made. So far, moreover, as the advertisement itself in this particular case is concerned, while as already stated there is no reservation of the right to reject any or all bids, neither is there any promise contained therein that the contract for any of the described routes will be awarded to the lowest bidder.

In deciding against the lowest bidder on a school transportation contract in a case identical as to the facts with this one, namely, Mendham Garage Company vs. Mendham Township Board of Education reported on page 267 of the 1928 Compilation of School Law Decisions, the Commissioner relied upon the authority of such New Jersey cases as James Oakley et al. vs. City of Atlantic City et al., 34 Vroom 127, and Martin Murray et al. vs. Mayor and Common Council of the City of Bayonne, 44 Vroom 313. In both of these cases the same principle as that in the present controversy was involved and the same decision rendered, and in the Oakley vs. Atlantic City action the Court held with regard to whether a contract must be awarded to the low bidder on a mere advertisement or request for proposals as follows:

"I think it has been quite clearly established in this Court that under the statute of 1894, even where proposals more or less general in their character are advertised for and received, the municipality is not bound to award the contract to the lowest bidder or even to award the contract upon such bids. No statute has been cited applicable to Atlantic City which requires such a course, and in the absence of such restriction it cannot be imported into this statute by construction when the power to contract is so absolutely conferred. I can find no violation of any legal principle in awarding a contract if it be done according to other prescribed formalities in a municipality

taking advantage of the information received by such a course of proposals, and in awarding a contract quite independent of them if it be done in the exercise of an honest discretion and judgment, and without abuse of the discretion vested in the municipal body possessed of authority."

In the present case under consideration, therefore, where the facts are the same as in the Mendham Garage case above referred to and where as in that case no abuse of discretion on the part of the board of education has been shown, since Mr. Errickson, to whom the contract was awarded had already been employed and found reliable by the Plumsted Township Board of Education, the Commissioner is constrained to follow the legal authorities by which he was guided in the former case. It is, therefore, his opinion that the Plumstead Township Board of Education in the absence of any statute or promise in its advertisement requiring the award of the contract to the lowest bidder and in the absence of any evidence of abuse of discretion acted entirely within its legal rights in awarding the transportation contract for Route No. 3 to Marvin S. Errickson, even though his bid of \$1,145 was not actually the lowest.

The appeal is accordingly hereby dismissed.

June 18, 1929.

XXVII

INVALIDATION OF TRANSPORTATION CONTRACT THROUGH INTEREST OF BOARD MEMBER

DAVID ROONEY,	} <i>Appellant,</i>
<i>vs.</i>	
MILLSTONE TOWNSHIP BOARD OF EDUCATION, TION,		} Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, one of the bidders for a school transportation contract in Millstone Township, Monmouth County, New Jersey, contests the legality of the award of such contract by the board of education on June 3, 1929, to W. F. Allen on the ground that Mr. Allen was on the date in question a member of the board and was present and acting as a member when the award was made.

There is no denial by the respondent of the facts as alleged in the appellant's petition and the sole question for determination by the Commissioner, therefore, is whether the award by the Millstone Township Board of Education of the transportation contract to W. F. Allen was void by reason of the latter's membership at that time on the board of education.

Section 124, Article VII, page 85 of the 1928 Compilation of the School Law provides in part as follows:

"He (a board of education member) shall not be interested, directly or indirectly, in any contract with or claim against said board."

The case of Joseph Engel vs. Passaic Township Board of Education, reported on page 266 of the 1928 Compilation of School Law Decisions, was held by the Commissioner of Education to come within the prohibition of the above statute even though the award of the transportation contract was made by the board, not to the member herself, but to her husband and without any active participation by the member in question in the proceeding of the board by which the award was made. The Commissioner in that case held that the board member as the wife of the contractor had an indirect interest in such contract within the meaning of the statute, and that the award was illegally made whether the board member actually participated or not in the official action of the board of education.

In the present case under consideration it appears that the board member, W. F. Allen, had a direct interest in the award of the transportation contract in question to himself and that, unlike the case above referred to, he did actually participate as a member in the action of the board on June 3, 1929, in awarding the contract.

The Commissioner is convinced of the soundness of the conclusions of law reached in the Engel vs. Passaic Township case above referred to, namely, that in all such instances there is a conflict between private interest and public duty which the law above quoted was intended to prohibit. It is, therefore, his opinion that the transportation contract in question was illegally awarded on June 3, 1929, by the Millstone Township Board of Education to W. F. Allen, a board member, and such contract is therefore accordingly hereby declared to be void and of no effect.

June 24, 1929.

XXVIII

ILLEGALITY OF DISMISSAL OF TEACHER UNDER TENURE

HATTIE PISTOR,	} <i>Appellant,</i>
<i>vs.</i>	
BOARD OF EDUCATION OF THE TOWN OF SECAUCUS,	
	} <i>Respondent.</i>

DECISION OF THE COMMISSIONER OF EDUCATION

The claim presented to the Commissioner by the above-named appellant in March, 1928, to the effect that the Secaucus Board of Education acted illegally in ending her services as a teacher on March 16, 1928, was denied by the Commissioner in a decision dated April 17th of that year on the ground that appellant had pursued two inconsistent remedies in first denying and then invoking the validity of the sixty days' mutual termination clause in the contract under which she was employed at the time of her dismissal. On appeal by her to the State Board of Education, however, the latter body on November 3, 1928, remanded the case to the Commissioner in order that appellant might have an opportunity to allege and prove before him a contention which she had inad-

vertently failed to allege in the earlier petition, namely, that she was actually under tenure by virtue of three consecutive calendar years of employment at the time of her dismissal on March 16, 1928.

Accordingly a hearing was held by the Assistant Commissioner at Jersey City on Friday, December 20th, at which testimony upon the above point was heard.

The evidence showed that appellant was first employed to fill a vacancy in the teaching staff of the Secaucus Schools on March 9, 1925, and that she received from the Secaucus School Board a compensation of \$5.00 a day for the five teaching days from March 9th, during the first half of such month, and the same compensation for the twelve teaching days in the last half of that month. The testimony further showed that appellant was employed in the Secaucus schools under contract for the three remaining months of the 1925 school year and that thereafter she was continuously employed under contract as a teacher in that district up to the time of her dismissal on March 16, 1928.

In view of the facts proved by the testimony produced at the hearing on December 20th, it is in the opinion of the Commissioner well established that the appellant was, without any intervening period of unemployment, continuously and regularly employed by the Secaucus Board of Education from March 9, 1925, until March 16, 1928, more than three full consecutive calendar years from the date of the original employment.

Section 176, page 113 of the 1925 Compilation of the School Law, known as the Teachers' Tenure Law, provides that "The service of all teachers, principals, supervising principals of the public schools in any school district of the State shall be during good behavior and efficiency after the expiration of a period of employment of three consecutive years in that district", and in view of the above statute it is the Commissioner's opinion that appellant's tenure rights in the School District of Secaucus, which under her employment accrued on March 9, 1928, were clearly violated by the termination of her services on March 16, 1928.

It is therefore ordered that appellant be at once reinstated as a teacher in the Secaucus Schools and that her salary be paid from the date of her dismissal at the rate she was receiving at that time.

January 3, 1929.

SECONDARY OR HIGH SCHOOL EDUCATION

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

	<i>Tuition Pupils</i>	<i>Enroll- ment</i>		<i>Tuition Pupils</i>	<i>Enroll- ment</i>
Atlantic County—			Gloucester City	9	317
Atlantic City	584	2,296	Haddonfield	285	655
Egg Harbor City ..	54	130	Haddon Heights ..	508	776
Hammonton	125	389	Merchantville	2	170
Pleasantville	50	454			
Bergen County—			Cape May County—		
Bogota	224	577	Cape May City ...	111	200
Cliffside Park			Cape May Court		
Grantwood	86	676	House	48	192
Closter	51	148	Ocean City	67	387
Dumont	127	310	Wildwood	124	375
East Rutherford ...	258	504	Woodbine .....	..	104
Englewood	283	810			
Fort Lee	39	291	Cumberland County—		
Garfield	85	756	Bridgeton	480	963
Hackensack	471	1,213	Millville	70	592
Hasbrouck Heights	68	283	Port Norris	3	94
Leonia .....	..	683	Vineland	217	875
Lyndhurst .....	..	529			
Park Ridge	185	267	Essex County—		
Ramsey	266	397	Belleville .....	..	717
Ridgefield Park ...	22	549	Bloomfield	57	1,083
Ridgewood	336	939	Caldwell	166	470
Rutherford	90	668	East Orange	8	2,148
Teaneck .....	..	102	Glen Ridge	9	346
Tenafly	347	540	Irvington	10	1,353
Westwood	69	263	Millburn	8	211
Burlington County—			Montclair	73	1,562
Bordentown	199	344	Newark—		
Burlington	249	533	Barringer	15	1,687
Moorestown	281	518	Central	6	3,102
Mount Holly	126	350	East Side .....	..	1,844
Palmyra	236	418	South Side	4	1,966
Pemberton	180	211	West Side	8	1,413
Camden County—			9th Grade Junior .	..	1,652
Audubon	31	422	Nutley	2	733
Camden	219	3,043	Orange	4	948
Collingswood	939	South Orange	26	1,237
			Verona	1	200
			West Orange	63	880

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	<i>Tuition Pupils</i>	<i>Enroll- ment</i>		<i>Tuition Pupils</i>	<i>Enroll- ment</i>
Gloucester County—			South Amboy	10	130
Clayton	40	112	South River	199	417
Glassboro	275	452	Woodbridge	1	467
Paulsboro	110	312			
Pitman	63	275	Monmouth County—		
Swedesboro .....	..	141	Allentown	71	144
Woodbury	609	956	Asbury Park	555	1,141
			Atlantic Highlands .	3	99
Hudson County—			Freehold	269	509
Bayonne .....	..	2,360	Keyport	63	254
Harrison	34	235	Leonardo	132	446
Hoboken (De- marest)	149	1,275	Long Branch	55	857
Jersey City—			Manasquan	157	282
H. Snyder Junior High (Ninth Grade) .....	..	848	Matawan	54	211
Dickinson	169	4,993	Ocean Grove	180	496
Lincoln .....	..	2,689	Red Bank	230	872
Kearny	176	1,340			
Union City—			Morris County—		
Union Hill	392	872	Boonton	189	432
Emerson	133	845	Butler	420	510
Weehawken	11	481	Chatham	21	183
West New York ...	369	1,349	Dover	132	519
			Madison	61	309
Hunterdon County—			Morristown	421	872
Clinton	104	159	Netcong	58	124
Flemington	253	406	Rockaway	63	167
Frenchtown	161	198	Succasunna	95	213
Hampton	42	83	Wharton	31	125
High Bridge	69	162			
Lambertville	100	318	Ocean County—		
			Barnegat	70	106
Mercer County—			Lakewood	129	562
Hightstown	75	204	Point Pleasant ...	119	222
Hopewell	18	188	Toms River	135	297
Princeton	188	499	Tuckerton	55	118
Trenton	316	3,870			
			Passaic County—		
Middlesex County—			Clifton .....	..	1,499
Carteret .....	..	284	Passaic	1	2,071
Jamesburg	49	101	Paterson—		
Metuchen	29	183	Central	822	2,525
New Brunswick ...	405	1,462	Eastside	204	2,639
Perth Amboy	39	1,282			
			Salem County—		
			Penns Grove	186	375
			Salem	173	479
			Woodstown	151	314

	<i>Tuition Pupils</i>	<i>Enroll- ment</i>		<i>Tuition Pupils</i>	<i>Enroll- ment</i>
Somerset County—			Linden	1	526
Bernardsville	116	345	Plainfield	120	1,321
Bound Brook	424	606	Rahway	46	473
North Plainfield ...	73	420	Roselle	3	437
Somerville	306	561	Roselle Park	117	464
			Summit	137	722
Sussex County—			Union	1	334
Franklin	11	148	Westfield	38	644
Hamburg	47	97			
Newton	242	400	Warren County—		
Sussex	88	133	Belvidere	121	194
			Blairstown	17	63
Union County—			Hackettstown	137	271
Cranford	25	375	Oxford .....	..	46
Elizabeth	7	3,068	Phillipsburg	232	792
Hillside	336	Washington	53	168

Three-Year Schools

Mendham Borough ..	5	63	Scotch Plains	14	155
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Two-Year Schools

Mays Landing	49	Rumson	40
Newport	26			

One-Year Schools

Woodridge	67	Mountain Lakes	27
Englishtown	2	29			

ENROLLMENT IN INTERMEDIATE SCHOOLS

There are twenty-nine districts maintaining approved junior high schools. These districts with their enrollments are:

Bergen County—			Camden County—		
Cliffside Park	80	769	Audubon	23	396
*Lodi Borough .....	..	619	Camden	16	3,180
*Maywood .....	..	115	Collingswood	152	678
Rutherford	1	851	*Pensauken Twp. ..	..	737

* Intermediate Schools P. L. (1923) Chapter 69.

	<i>Tuition Pupils</i>	<i>Enroll- ment</i>		<i>Tuition Pupils</i>	<i>Enroll- ment</i>
Cape May County—			New Brunswick ...	227	1,314
Ocean City	65	355	South Amboy	21	191
Essex County—			Monmouth County—		
Glen Ridge	11	311	Long Branch	48	794
Montclair	50	1,437	Red Bank	127	708
South Orange	9	661			
Maplewood	3	529	Passaic County—		
West Orange	48	957	*Pompton Lakes	5	190
Hudson County—			Sussex County—		
Bayonne .....	..	1,953	Franklin	31	219
Jersey City .....	..	3,462			
Mercer County—			Union County—		
Princeton	115	315	Elizabeth	1	4,043
Trenton	365	4,526	*Garwood .....	..	187
			*Springfield .....	..	168
Middlesex County—			Summit	57	532
*Highland Park	4	408	Westfield	41	674

The ninth grade pupils of these junior schools are also recorded in the four-year schools of the same districts.

ENROLLMENT IN ACCREDITED EVENING SCHOOLS

Barringer (Newark) .	..	1,070	Dickinson (J. City) .	43	1,650
Bayonne .....	..	597	Trenton .....	..	741

* Intermediate Schools P. L. (1923) Chapter 69.

The following tables of statistics are arranged in the same way as in previous reports so that comparison from year to year may easily be made.

TABLE I

COMPARATIVE STATISTICS BY TOTALS

	1925	1926	1927	1928	1929	Inc.	Decr.
Approved four-year high schools	145	149	150	155	156	1	..
Registered three-year high schools	6	4	5	2	2	..	..
Registered two-year high schools	5	4	6	5	3	..	2
Registered one-year high schools	1	4	3	3	3	..	..
Total registration in high schools	88,194	91,943*	101,977*	111,080*	117,899	6,819	..
Pupils attending schools in adjoining districts	17,991	23,758	19,040	19,904	19,755	..	149
Total school enrollment of the State	702,690	720,346	739,010	753,754	770,879	17,126	..
High school teachers—							
Men	1,149	1,246	1,422	1,449	1,511	62	..
Women	2,054	2,129	2,368	2,417	2,618	201	..
	3,203	3,375	3,790	3,866	4,129	263	

* Approved evening school pupils are included in these figures.

There are now 156 districts maintaining approved four-year public high schools in this State; 2 three-year schools; 3 two-year schools; 3 one-year schools; 45 intermediate schools and 4 accredited evening high schools.

The district of Newark maintains five senior high schools, Jersey City two, Union City two, and Paterson two.

The increase in total registration over last year is 6,819 or *6.1. The percentages of increase for the last ten years, that is since the close of the world war, are 7.5%, 13%, 18%, 10.5%, 6.4%, 2%, 4%, 7.4% (*10.9% including evening school pupils), 9.2% (*8.9% including evening school pupils), and *6.1%.

High school facilities are now generally available.

The average salary for men teachers in the high schools of the State in 1929 was \$2,747; for women teachers in the high school \$2,403. The corresponding salaries for 1928 were \$2,791.00 and \$2,336.00.

* This increase includes 4,058 evening high school pupils. Without these the per cent increase over last year's day high school enrollment is 5.4%. The latter is the ratio to be compared with the increases in previous years.

TABLE II

GRADE IX

TOTAL REGISTRATION OF SCHOOLS BY CLASSES

	1925	1926	1927	1928	1929
Four-year schools	34,331	35,297	38,787	42,949	46,341
Three-year schools	254	228	312	256	113
Two-year schools	213	121	464	159	74
One-year schools	15	150	93	125	123
Intermediate schools (P. L., Chapter 69, 1923)	0	130	324	402	712
Accredited evening high schools	0	0	1,514	1,116	1,318
Total	34,813	35,926	41,494	45,007	48,681

GRADE X

	1925	1926	1927	1928	1929
Four-year schools	23,807	25,448	26,041	29,060	30,408
Three-year schools	153	126	195	131	58
Two-year schools	151	87	304	87	41
One-year schools	0	0	0	0	0
Accredited evening high schools	0	0	1,004	908	1,125
Total	24,111	25,661	27,544	30,186	31,632

GRADE XI

	1925	1926	1927	1928	1929
Four-year schools	15,903	16,580	17,835	18,982	19,758
Three-year schools	124	95	132	63	47
Two-year schools	0	0	0	0	0
One-year schools	0	0	0	0	0
Accredited evening high schools	0	0	485	669	882
Total	16,027	16,675	18,452	19,714	20,687

GRADE XII

	1925	1926	1927	1928	1929
Four-year schools	12,920	13,516	14,184	15,516	15,989
Three-year schools	0	0	0	0	0
Two-year schools	0	0	0	0	0
One-year schools	0	0	0	0	0
Accredited evening high schools	0	0	185	427	733
Total	12,920	13,516	14,369	15,943	16,722
Four-year schools P. G.	123	165	118	230	177
Grand Total	88,194	91,943	101,977	111,080	117,899

TABLE III

PERSISTENCE OF CLASSES OF 1926, 1927, 1928 AND 1929 COMPARED

		<i>Per Cent</i>	<i>Per Cent</i>	<i>Per Cent</i>	<i>Per Cent</i>
	<i>Enrollment</i>	1929	1928	1927	1926
1926, Grade IX	35,926	100	100	100	100
1927, Grade X	27,544	76.7	73.7	68.3	69.1
1928, Grade XI	19,714	54.9	53.0	47.3	47.8
1929, Grade XII	16,722	46.5	46.0	40.7	40.3

TABLE IV

PERCENTAGE OF ENROLLMENT BY GRADES

	1925	1926	1927	1928	1929
Grade IX	39.69	39.07	40.6	40.3	41.3
Grade X	27.33	27.80	27.0	27.2	26.8
Grade XI	18.17	18.13	18.1	17.8	17.6
Grade XII	14.78	14.70	14.1	14.4	14.2

This table shows that from year to year on the average the whole high school population is distributed among the four years of the course approximately in the proportion of: 1st year, 41; 2d year, 27; 3d year, 17.5; 4th year, 14.

TABLE V

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS

	1925	1926	1927	1928	1929
Colleges	2,523	2,380	3,383	2,836	3,347
Technical schools	364	440	482	554	632
Normal schools	1,584	1,682	1,809	1,629	1,774
Law schools	177	235	228	238	238
Medical schools	79	93	100	148	156
Dental schools	55	70	63	65	92
Other higher institutions ..	636	838	961	1,053	1,268
Total	5,418	5,738	7,026	6,523	7,507
Total graduates	10,888	11,472	13,130	13,234	14,620
Percentage of graduates proposing to go on for additional study	49.8	50.0	53.5	49.2	51.3

Table V bears out the general impression that approximately 50% of the high school graduates plan to pursue further study in higher institutions.

PERIODIC STUDIES OF CURRICULA ENROLLMENT

In accordance with the plan established in 1916 to report the registration of pupils by subjects every four years instead of annually, a table was prepared showing the registration of pupils in Foreign Languages in 1925 and 1929. A table on registration in Arts is also included in this year's report.

The following tables show the trends in these statistics:

TABLE VI

ENROLLMENT IN FOREIGN LANGUAGES IN 1928-29

LATIN

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	6,115	5,262	3,195	3,881	1,743	1,860	760	971	23,787
Three-year	11	7	8	4	2	4	..	..	36
Two-year	4	7	7	11	..	..	..	..	29
One-year	21	18	..	..	..	..	..	..	39
Total	6,151	5,294	3,210	3,896	1,745	1,864	760	971	23,891
Grand total	11,445		7,106		3,609		1,731		
Per cent of pupils in grades	24.2		23.3		18.2		10.8		21.0

FRENCH

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	2,384	2,638	5,088	5,822	3,135	3,848	1,095	1,554	25,564
Three-year	3	5	9	14	5	11	..	..	47
Two-year .....	..	..	3	14	..	..	..	..	17
One-year .....	..	..	..	..	..	..	..	..	..
Total	2,387	2,643	5,100	5,850	3,140	3,859	1,095	1,554	25,628
Grand total	5,030		10,950		6,999		2,649		
Percent of pupils in grades	10.6		35.9		35.3		16.5		22.5

SPANISH

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	2,064	1,676	3,744	3,258	1,860	1,674	509	445	15,230
Three-year .....	..	..	..	..	..	..	..	..	..
Two-year .....	..	..	..	..	..	..	..	..	..
One-year .....	..	..	..	..	..	..	..	..	..
Total	2,064	1,676	3,744	3,258	1,860	1,674	509	445	15,230
Grand total	3,740		7,002		3,534		954		
Per cent of pupils in grades	7.9		22.9		17.8		6.		13.4

GERMAN

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	973	794	1,370	1,082	543	415	165	160	5,502
Three-year .....	..	..	..	..	..	..	..	..	..
Two-year .....	..	..	..	..	..	..	..	..	..
One-year .....	..	..	..	..	..	..	..	..	..
Total	973	794	1,370	1,082	543	415	165	160	5,502
Grand total	1,767		2,452		958		325		
Per cent of pupils in grades	3.7		8.0		4.8		2.0		4.8

ITALIAN

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	152	104	60	36	25	16	11	4	408
Grand total	256		96		41		15		
Per cent of pupils in grades .....	.5		.3		.2		.09		.3

GREEK

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	8	13	6	3	2	1	4	1	38
Grand total	21		9		3		5		
Per cent of pupils in grades .....	.05		.03		.02		.03		.03

TABLE VII
ENROLLMENT IN FOREIGN LANGUAGE SUBJECTS IN 1924-1925

LATIN									
<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	5,517	4,401	3,587	3,159	1,588	1,607	705	900	21,464
Three-year	55	51	23	44	7	12	..	..	192
Two-year	60	48	28	41	..	..	..	..	177
One-year	8	7	..	..	..	..	..	..	15
Total	5,640	4,507	3,638	3,244	1,595	1,619	705	900	21,848
Grand total	10,147		6,882		3,214		1,605		
Per cent of pupils in grades	29		28.5		20		12.5		24.8
FRENCH									
<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	1,521	1,233	4,111	5,045	2,365	3,346	1,133	1,754	20,508
Three-year	10	5	30	46	14	39	..	..	144
Two-year	12	20	11	24	..	..	..	..	67
One-year .....	..	..	..	..	..	..	..	..	..
Total	1,543	1,258	4,152	5,115	2,379	3,385	1,133	1,754	20,719
Grand total	2,801		9,267		5,764		2,887		
Per cent of pupils in grades	8		38		36		22		23.5

SPANISH

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	1,799	1,096	3,530	3,080	2,082	1,920	862	733	15,102
Three-year	25	27	10	8	..	..	..	..	70
Two-year .....	..	2	24	21	..	..	..	..	47
One-year .....	..	..	..	..	..	..	..	..	..
Total	1,824	1,125	3,564	3,109	2,082	1,920	862	733	15,219
Grand total	2,949		6,673		4,002		1,595		
Per cent of pupils in grades	8		28		25		12		17

GERMAN

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	415	214	542	452	200	191	116	68	2,198
Grand total	629		994		391		184		
Per cent of pupils in grades	1.4		4		2.4		1.5		2.5

ITALIAN

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	159	125	227	87	61	18	17	5	699
Grand total	284		314		79		22		
Per cent of pupils in grades	0.8		1.3		0.5		0.2		0.8

GREEK

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	4	..	2	3	5	4	18
Grand total			4		5		9		

TABLE VIII

ENROLLMENT IN MUSIC AND DRAWING IN 1928-1929

MUSIC

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	4,515	5,787	1,023	1,485	606	942	395	883	15,636
Three-year .....	..	..	..	..	..	..	..	..	..
Two-year	25	35	12	17	..	..	..	..	89
One-year	13	14	..	..	..	..	..	..	27
Total	4,553	5,836	1,035	1,502	606	942	395	883	15,752
Grand total	10,389		2,537		1,548		1,278		
Per cent of pupils in grades	21.9		8.3		7.8		8.		13.9

MECHANICAL DRAWING

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	5,980	387	2,728	166	1,110	95	544	40	11,050
Three-year .....	..	..	..	..	..	..	..	..	..
Two-year .....	..	..	..	..	..	..	..	..	..
One-year	7	..	..	..	..	..	..	..	7
Total	5,987	387	2,728	166	1,110	95	544	40	11,057
Grand total	6,374		2,894		1,205		584		
Per cent of pupils in grades	13.4		9.5		6.0		3.6		9.7

DRAWING

<i>School</i>	<i>Grade IX</i>		<i>Grade X</i>		<i>Grade XI</i>		<i>Grade XII</i>		<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	
Four-year	3,646	5,906	1,867	2,928	537	1,516	539	1,144	18,083
Three-year .....	..	..	..	..	..	..	..	..	..
Two-year .....	..	..	..	..	..	..	..	..	..
One-year .....	..	10	..	..	..	..	..	..	10
Total	3,646	5,916	1,867	2,928	537	1,516	539	1,144	18,093
Grand total	9,562		4,795		2,053		1,683		
Per cent of pupils in grades	20.0		15.7		10.4		10.5		15.9

Of the 164 public approved high schools of New Jersey, 156 are four-year schools, or senior high schools, in school districts having approved junior high schools. The small partial high schools are either in process of expansion to a full high school program with prospect of giving improved service, or are wisely considering the possibility of arranging with adjoining districts for the tuition of their pupils.

Approval of the high school at Oxford, Warren County, was withdrawn at the end of the school year. This action was taken following careful investigation of the educational and financial questions involved and after ample notice to the school district. However, the apportionments of school funds for high school teachers had been made on April 1, 1929, and the Oxford Board of Education employed the high school teachers for another year. The Commissioner of Education has arranged that the State Department of Education will validate at their face value the credentials of pupils attending the Oxford School this year who are transferred to other high schools or who otherwise need the validation of credentials, provided that as high a standard of instruction is maintained during the year as was in effect during the time that the school was approved.

Small and partial high schools are heavily handicapped in rendering tolerable educational service because of the difficulty of furnishing individual and class instruction adapted to the needs of small groups. Having this in mind, the school authorities of Mendham Borough, Morris County, requested that approval of their three-year high school in that borough be withdrawn and that permission to organize a junior high school be granted them. They plan to send the senior high school pupils of the borough to the Morristown High School, and to use their entire present teaching force in developing their junior high school program. The change is a desirable one in every respect. It should result in better teaching of the pupils in Mendham and greater opportunities for those who are sent to the larger high school for their senior high school work.

The difficulty of articulation exists and will exist in every case where pupils are transferred from a system organized on one plan to a system organized on the other. When pupils are transferred from a junior high school to the larger high school organized on the eight-four basis there is urgent need for conference and guidance involving the teachers of both schools. There is probably no insurmountable obstacle to the progress of pupils in the tenth year if individual programs are worked out for all pupils. On the contrary, the pupil with rich junior high school experience should be able to make more significant selection of senior high school studies and to accomplish more consistent mastery in subject matter fields because of his junior high school education.

A different and more difficult problem of articulation is presented by the pupils of several school districts of the State who go from a school organized on the eight-year plan of elementary education to the ninth year of a junior high school in an adjoining district. The difficulty in these cases is that, though the pupil may have satisfactory mastery of the elementary subject matter, he is placed for *one* year with groups of pupils who have been together for two years of a definite organization and then makes a transition to the senior high school, thus losing the essential advantages of the junior high

school without receiving the supposed advantage of the four-year high school.

It is desirable that school districts which send pupils to a senior high school in a district which maintains a junior high school should adopt the junior high school plan, if possible. If it is not practicable for such a district to develop an adequate junior high school program it would probably be well for it to develop a six-year elementary school program and arrange for the tuition of its junior high school pupils in the adjoining district.

There are some school districts in which neither of these plans is immediately feasible and which must continue for some time to send pupils to a senior or junior high school without specific provision for curricular articulation. In these cases there is clearly a need for much conference and cooperation between the people responsible for the administration of both school systems.

If there is general agreement that a school system is responsible for the continuous growth of its pupils and that a careful cumulative record of pupil progress and constant educational guidance contribute to that growth, it would seem evident that pupils transferred from one school system to another should have at least an equally significant record of their progress and equally consistent guidance during and after their transfer to the new school system. There are obstacles to be overcome in providing this guidance and in interpreting these records of progress. The problems are new and difficult even in the case of pupils who stay in one school system during their entire public school career. It should be the business of some one to see that their solution should be sought for those pupils who are sent regularly to another school system for a part of their school life.

The responsibility is a joint one. The school system which sends pupils to another school district is by no means relieved of responsibility when it has arranged for their transportation and paid their tuition. The transaction is not primarily a physical or financial transaction. Neither has the receiving district a right to consider its duty done when it has accepted the tuition fee and reported the attendance figures and scholastic records to the sending district. The pupils have become pupils of the receiving district without losing their status and their rights as pupils of the sending district. They need and are entitled to the solicitous educational care of both districts as a compensation for the inconvenience and educational risks involved in the transfer.

To accomplish this, the educational authorities of the two districts should arrange for cooperation including a study of pupil capacity and progress in the elementary school, a timely, comprehensive, and thorough explanation of secondary school courses, interchange of purposeful visits of teachers between the two schools and repeated sympathetic conference between teachers of the two school systems about the progress of individual pupils.

Some receiving high schools have already provided some such service as this. Others have apparently assumed that it is not needed. It has apparently occurred to but few of the districts sending pupils to a central high school that any special cooperation as to educational matters is needed.

The county superintendents of schools can do much to promote this type of cooperation, and it may be that we can expect them to add this responsibility to their other duties. Their opportunity to promote this service both for city and other school districts is probably better than that of any other school official.

STATE HIGH SCHOOL CONFERENCE

The eleventh annual State High School Conference was held at New Brunswick on May 3 and 4, 1929. Nearly 1,700 teachers and school administrators attended the sessions. Eighteen State associations of teachers contributed separate programs and afforded their members opportunity to attend the general sessions.

The conference was arranged as usual by the State High School Teachers' Association, Rutgers University, and the State Department of Education. These three agencies have been active in contributing the considerable service, and generous in meeting the rather heavy expense connected with the conference. The large attendance indicates that our high school teachers consider the conference a valuable one and plans are under way to continue and improve this service.

The fact that the conference has always been held at New Brunswick and that large use has been made of the generous hospitality offered by the University has led to a misunderstanding of the nature of the conference, the impression being somewhat common that the conference is held by the University. It is often referred to as the "Rutgers Conference". This misunderstanding which, of course, Rutgers University would be anxious to correct, is not a serious matter in itself as the relations between the High School Teachers' Association, the State Department, and Rutgers University are those of hearty cooperation and good will. It is also true that New Brunswick is centrally located and a convenient place to hold the conference.

It might be desirable to vary the place of meeting in order that the hospitality of Rutgers may not be taken as a matter of course and that the nature of the conference as a joint responsibility of the three agencies may be properly emphasized. I suggest that the State Department invite the conference to meet at our State Teachers' College at Montclair, as soon as we have suitable accommodations there, and that we make ourselves responsible for the comfort of those who attend by providing meeting places and arranging for meals and lodging as Rutgers has done for several years.

SCHOLARSHIPS FOR HIGH SCHOOL GRADUATES

THE THOMAS A. EDISON SCHOLARSHIP

Mr. Thomas A. Edison offered this year to give a four-year scholarship in a technological school to the graduate of one of the secondary schools of the United States. As his plan required a preliminary selection from each State, he asked the cooperation of the State Department of Education in choosing the New Jersey candidate. The interest in this scholarship award was particularly keen because of Mr. Edison's eminence and because of the wide newspaper and radio publicity given to Mr. Edison's plan.

The Department secured the services of a representative committee of public and private secondary school principals and supervising principals to review all the information submitted on behalf of New Jersey candidates. In addition to this information, which included a complete transcript of the candidates' academic records and a report of their special success in scientific studies, the

committee gave each candidate a comprehensive examination in high school mathematics, physics and chemistry. From forty candidates who were highly recommended the committee finally selected John Osborn Reid of the East Orange High School, and as alternate Ahlborn Wheeler of the Montclair High School.

The committee was impressed with the excellence of the credentials offered by all candidates. Mr. Edison has not announced his final selection at the time this report is written, but there is no doubt that his choice will come from a highly qualified list of applicants.

COLORADO SCHOOL OF MINES

The scholarship offered annually by the Colorado School of Mines was awarded this year to Merrell L. Condit of the South Amboy High School, South Amboy, New Jersey on the basis of scholarship.

MICHIGAN COLLEGE OF MINING AND TECHNOLOGY

The annual scholarship of the Michigan College of Mining and Technology was awarded this year to John H. Carson of the Camden High School.

BULLETINS

A number of articles on secondary school subjects were prepared by Mr. Rice or myself and published in the Bulletin of the Education Department. Among the subjects treated were the following:

Suggestions for Teachers' Visiting Days in the High Schools

New Commercial Teachers in the Junior and Senior High Schools of New Jersey

The Child-Centered Secondary School

Teaching Programs of New Jersey Commercial Teachers

The monthly secondary school letters issued by the Department carrying current announcements and containing studies of secondary school problems were not continued regularly through the year. However, several letters were sent as the need for them appeared. I am convinced, however, that the practice is a useful one and that the high school principals value the letters highly. Beginning with September, 1929, therefore, the practice will be resumed and letters on subjects of importance to the high schools of New Jersey will be issued through the Department each month. The Bulletin of the Department should also contain each month some material of special interest to workers in the field of secondary education.

VISITS TO SCHOOLS

Since entering the Department October 18, 1928, I have visited 66 high schools making some inspection of the work in each of them and conferring with teachers and principals about their work. I have also inspected such private schools as required my attention. In cooperation with other divisions of the department, I have collaborated in making investigations and reports on several local school systems. These reports are on file in the Department.

I have attended many local or county associations of teachers and have made a number of public addresses.

CURRICULA AND CREDENTIALS

The approval of the Department is required for all changes in high school curricula. As there should be and is a constant effort on the part of high school authorities to improve their service to the pupils by offering courses better adapted to their needs, the Department receives many requests for approval of proposed revisions. These requests are considered seriously and involve much careful study and correspondence, often requiring personal conferences with the school authorities concerned.

The validation of certificates or credentials of pupils transferring from school to school or from State to State continues to be a considerable and useful function of this Department. Approximately 4,200 such certificates have been validated during the year.

THE PRINCIPAL'S ANNUAL HIGH SCHOOL REPORT

The Department receives from each high school an annual report (Form A.6) giving statistical and descriptive data to show the condition and the activities of the school for the year. It is important that this report should show consistently and correctly the facts that it is intended to show, that the figures should tally with those of other official reports, and particularly that they should be on the same basis for each school so as to be capable of uniform interpretation. The registration and enrollment figures of the report on Form A.6 should correspond with those of Form A.3, the Annual Report of Educational Statistics, required for the whole school district.

Improved reports would result from a slight revision of the form for the high school report, giving more specific directions for answering certain questions. This revision will be undertaken by the Department during the present school year.

HIGH SCHOOL TESTING PROGRAMS FOR 1928-1929

In order to supplement in detail the information given in the annual high school report concerning the use of tests and measurements in the schools, a comprehensive inquiry blank was forwarded to all school districts on May 17, 1929. The blank provided for a full report of all tests used during the year, the number of pupils tested, the scores obtained, the method and purpose of administering each test and the uses made of it. The blank was in the form of a check list so arranged as to admit of convenient reporting and interpreting. Summary and comment follow:

Reports of intelligence and achievement tests given during the past year were received from 30 cities and 71 supervisory districts. The reports from these districts indicate that intelligence tests were given to 20,047 high school pupils in city districts and to 25,573 high school pupils in other supervisory districts.

Achievement tests in various subject matter fields were given to 52,083 pupils in the city high schools and to 55,201 pupils in the high schools of other districts. The figures for subject matter tests include duplications covering the several fields and do not, therefore, represent the net number of pupils tested. The actual number tested by each test in each district is shown in the accompanying reports.

The reports show that about half the testing was done by principals, slightly less than half by class teachers, and that in only a few cases were the tests given by psychologist, supervisor, department head, or superintendent.

Data from tests were made available generally to superintendents, principals, and teachers.

Intelligence tests were used mainly for classification of pupils, modifying instruction, and studying behavior problems. Less commonly the test results were used for grouping pupils within the home room, determining promotion, guidance, or for survey purposes.

Subject matter tests were used chiefly for diagnosis of difficulties, classification, and modifying teaching methods.

It appears from the report that local unstandardized tests are rather rarely used and that case studies of individual pupils are not common.

Answers to the following questions of the inquiry are tabulated below:

Are the intelligence scores entered upon the permanent record cards of pupils?

City High Schools		Other High Schools	
Yes, 21	No, 4	Yes, 60	No, 9

Are intelligence ratings ever disclosed to parents?

City High Schools		Other High Schools	
Yes, 8	No, 16	Yes, 32	No, 34

Are standardized tests used as a basis of comparing school with school within system?

City High Schools		Other High Schools	
Yes, 3	No, 13	Yes, 9	No, 44

Are standardized tests used as a basis for supervisory meetings?

City High Schools		Other High Schools	
Yes, 8	No, 9	Yes, 28	No, 24

Are standardized tests used as a basis of teachers' grouping of pupils?

City High Schools		Other High Schools	
Yes, 8	No, 9	Yes, 30	No, 18

Are standardized test scores entered on permanent record cards of pupils?

City High Schools		Other High Schools	
Yes, 7	No, 12	Yes, 37	No, 20

Is an annual report of testing made?

City High Schools		Other High Schools	
Yes, 4	No, 13	Yes, 22	No, 32

Are test results compiled for future reference?

City High Schools		Other High Schools	
Yes, 15	No, 4	Yes, 57	No, 3

Interpretation of test results is commonly made by the superintendent, the principal, or the teacher. In a few cases it was reported that superintendent, principal, and teacher conferred about the interpretation of test results. In several cases conference between teacher and principal was reported.

GUIDANCE AND SECONDARY EDUCATION

The high schools of the State increasingly recognize their obligation and accept their responsibility for the guidance of pupils as individuals. No longer content with the narrow function of the academy they are coming to consider secondary education valid and significant in the present and preparatory for all future living, largely because of its present validity and significance. The objectives toward which this view of education looks are no less definite than those of the college preparatory school. They are not even more numerous, though they include college preparation. But they are reached by no uniform or pre-determined route and they require a better knowledge of individual needs and abilities. To treat individual differences differently would be simple enough; to treat them appropriately and with some precision is less easy, but quite important enough to justify more than a random attempt. Evidence that more than a vague effort is being made appears in the program of educational guidance that many schools have adopted—a program beginning before the formal entrance to the senior high school, continuing through the senior high school, and in some cases reaching beyond the high school period in an attempt to “keep track” of high school graduates.

Problems of articulation will arise and defy solution so long as the arbitrary administrative limits of elementary, secondary, and higher education continue to dominate our practice. The serious study of accumulated records showing learning achievement and ability, the tendency to make those records continuous and significant, and the effort to use them in planning individual choices of curricula and of courses within a curriculum are becoming characteristic of our high school practice. To do this well for the pupils within a school system will be a difficult and important task. But it must somehow be done also for the many pupils who come to a central high school from surrounding districts which do not maintain high schools. Many high schools have established relations of cooperation and understanding with the schools which send them pupils for “tuition”. These relations should be close and continuous. Since a recent amendment to the school law tends to confirm and make relatively permanent the present designation of high schools for tuition pupils, it seems more worth while than ever to arrange for close cooperation between the districts which share responsibility for secondary school pupils. Almost all of the high schools in New Jersey receive some pupils from the elementary schools of other school districts. Many of our high schools receive a very large proportion of pupils from other school districts. It will be seen, therefore, that the problem is neither a minor one nor an easy one. It is hoped that the many people who can contribute to its better solution—superintendents, principals, teachers, and county superintendents—will give considerable attention to this question during the school year.

THE ATTITUDE OF THE DEPARTMENT TOWARD EXPERIMENT AND INNOVATION

The State Department is responsible for a measure of standardization. It must continue to carry that responsibility so that nothing of present value will be lost. Certain tolerable minimum levels of achievement, equipment, teacher qualification, curriculum content and the like must be maintained by adequate inspection, supervision and reports.

But it is not to be assumed that standardization will tend toward improvement, once that tolerable minimum level is reached. The very nature of standardization with its implication of finality is against such an assumption. Schools must change, and we cannot consistently advocate the development of liberal programs, adaptations based on experience, and a curriculum of activity while frowning too darkly on deviations from current or customary or mediocre practice. Standardization, at best, is a counsel of mediocrity. There is really nothing the matter with mediocrity except that it is not excellence. To encourage deviation from it in the right direction is the duty of every standardizing agency.

It should be the function of the Department, therefore, to permit responsible officials of excellent schools to undertake promising experiment. If the undertaking involves departure from current practice, or even from State Department standards, the Department should encourage it to the extent of authorizing provisional exceptions to our accrediting requirement in order that reports of the results of progressive procedures may be made available to the public schools of the State.

THE JUNIOR COLLEGE

The inclusive objective of education at any level is, of course, to meet the needs both of the individual and of social groups. It is our attempt to determine and define those needs, and to choose and plan curricula that will fit them, that results in long lists of objectives and much controversy.

We agree pretty well on the scope and function of elementary education. The issue here is not confused by the conflicting claims of other institutions. We have provided a rich environment for individual growth, and for integrating or unifying experiences.

The transition to the secondary school period has been facilitated by the junior high school movement and by a more liberal and more courageous differentiation of courses in the senior high school. We need be troubled no longer by questions of overlapping and articulation between the elementary schools and the more specialized and more diverse activities of secondary education. Not that the latter questions are by any means solved; but we have come to some agreement as to what they are and how they may be met. By determining the actual present and probable future needs of individuals and population groups we can make the secondary school serve both the individual and society.

The secondary school has not relinquished any of its integrating functions and has not repudiated its preparatory functions. Its usefulness in promoting individual growth through socializing experiences is becoming more apparent each year. Overlapping and confusion are apparent chiefly in its relation to the college, the university, and the professional school. There are several causes for this overlapping and confusion. College courses have become more diversified, more complex, and more advanced. The need of entering students for additional orientation and preparatory courses before undertaking more severe research has been noted and several experimental efforts made to meet it. There has been a pushing downward of increasingly difficult subject matter so that teaching materials formerly deemed appropriate for use in upper college

classes have been assigned to the lower college classes or even to upper senior high school classes. The demand for better preparation for professional schools, often the equivalent of two years beyond the senior high school, has been met in a variety of ways—sometimes by differentiation of the first two years of the liberal arts college, sometimes by the organization of a pre-professional two-year course in the professional school itself, sometimes by “post-graduate” high school instruction.

The university demands more, the college seems to need more, and the secondary school constantly strives to offer more—all these influences tending to lengthen the period of secondary education.

Not only in preparing for advanced liberal arts studies and the more exacting professions, but in preparing for other occupations, commerce, industry, and so-called junior, or minor, or semi-professions, there is a pronounced need for a lengthened secondary school period filled with properly selected activities and experiences.

A study of the announced objectives of junior colleges now in existence shows their essential identity with the objectives of secondary education. The Junior College is a frank extension of the secondary school and, with the junior and senior high schools, provides for pupils between twelve or thirteen and nineteen or twenty years of age—or for the so-called school “grades” from the seventh to the fourteenth.

The objectives most frequently mentioned in Junior College catalogues are:

1. Popularizing Higher Education
2. Continuing Home Influence Through Period of Immaturity
3. Furnishing Moral Training
4. Completing Education of Pupils Not Going On
5. Occupational Training
6. Offering Two Years of Work Acceptable to Colleges and Universities
7. Offering Better Instruction
8. Attention to Individual Students

In California where there has been definite state control since 1917 and where the Junior College has had the longest period of trial on a large scale, Professor Proctor of Stanford University recognized four distinct functions:

1. Preparatory—for later college attendance
2. To provide popular, local or easily accessible education beyond the twelfth grade.
3. Vocational or semi-professional preparation
4. Guidance

The Junior College movement has now reached practically all parts of the country. It has legal sanction in twenty-four states and is recognized by all the so-called regional accrediting agencies except the New England Association. These agencies have set up their standardizing machinery and are in general agreement as to standards for admission of pupils—specifying as a rule that entrance requirements shall be the same as those of the four-year colleges.

In New Jersey the Junior College as such is just now beginning. The Newark experiment was not continued long enough to permit a fair estimate of its value.

There is a considerable amount of work of junior college grade done by various institutions in New Jersey in preparation for professional schools or for business.

Our first definite responsibility for approving a junior college was assumed last year when the Centenary Collegiate Institute of Hackettstown announced its plan for a junior college and inquired what the State Department of Public Instruction required of such an institution.

Private schools, even when financially independent, find it convenient to have the formal approval of accrediting and standardizing agencies. The approval of credentials by an authorized governmental agency not only smooths the way for transferring students, but adds a certain public sanction to the private excellence of the institutions. Few schools fail to apply for a place on the approved list.

Private institutions should not be approved on a perceptibly lower scale of requirements than we would accept from a public institution and it seemed wise to prepare and adopt a set of standards for junior colleges in New Jersey with the distinct understanding that they would be modified as experience proves modification desirable.

The following is an outline of these initial regulations:

1. *Entrance Requirement:* High school graduation with the major portion of the high school course definitely related to the curriculum of the junior college. That is, provision is made for continuity of secondary school experience.
2. *Graduation:* Sixty semester hours equivalent in quantity and quality to standard college freshman and sophomore work.
3. *Degrees* shall not be granted.
4. *Teaching Staff:* Master's Degree (earned) or equivalent. Not fewer than five faculty members representing departments of English, mathematics, history, science, foreign language
5. *Teaching Schedule:* Not more than 16 hours per week for each instructor. Average class size of not more than 30
6. *Size:* Approval will not be granted to institution of meager enrollment. Initial registration must be not less than 60 and continued approval shall depend on maintenance of adequate registration. Schools enrolling fewer than 100 not encouraged.
7. *Resources:* For initial approval:
 - (a) Income \$20,000.00 annually
 - (b) Suitable separate building or ample space in a high school building in *addition* to the space normally required for high school purposes
 - (c) Adequate library—professionally administered and with adequate budget maintenance
Minimum 2,500 volumes, \$500 book budget
 - (d) Adequate salaries, and evidence that present secondary school facilities are ample. That is, the junior college may not be developed at the expense of the present educational program.

8. State Department inspection required
9. Full annual reports required
10. Quality of work done a factor in continued approval
11. School year—not less than 36 weeks

It should be emphasized again that these or any other standards are subject to revision and are intended rather to protect institutions from a too meager program of studies than to indicate their best line of development. The Junior College as a level of secondary education will stay with us. Whether it will continue as a two-year unit is a question less easily answered.

There is room for experiment with other arrangement of units than the 6-3-3-2. It is a question whether a period of two years is long enough to justify a separate educational unit and whether happier results might follow the adding of another year to both the junior and the senior high school—making a 6-4-4 division of pre-university school time.

Whatever direction the movement takes in New Jersey it seems to me that its possibilities for usefulness are great. Various obvious safeguards must be provided. There are few school districts, probably none outside of our largest cities, which could finance a junior college of respectable size or depend solely on local pupils for enrollment. We shall be obliged to guard against encouraging small and weak institutions. The quality of teaching, adequacy of equipment, and insistence on honest achievement will have to be assured. Legal sanctions must be secured by legislation. So-called articulation with university and professional courses and, no less, with business, commerce, and industry must be studied and developed.

But with these safeguards provided, the possible advantages of public junior colleges make an impressive list:

1. Better provision for local and regional needs
2. More opportunity for pre-professional studies
3. More prolonged guidance
4. Better secondary school instruction
5. Relief of the present congestion in freshman and sophomore enrollments of four-year colleges
6. Definite and adequate training for the semi- and minor professions and for business, commerce, and industry
7. Making the whole secondary school period a coordinated unit
8. Economy of time by preventing overlapping with higher education.

RECOMMENDATIONS

The Division of Secondary Education needs additional office space.

A number of small high schools require further study with a view to determining whether the pupils can be better served in neighboring high schools on a tuition basis.

A few districts have inadequate facilities and continue to need advice and encouragement to bring about improvement.

The Division should undertake the revision of the High School Manual and of several of the syllabi now in use.

The increasing demand from school districts for consultation on curriculum adaptations, teaching materials, equipment, improvement of teachers in service, studies of current practice, proposed experiment, and high school needs in general is beyond the power of the present staff to meet. The demand is a legitimate one, and points to our need for additional staff personnel.

The service that Mr. Rice has been able to render in the field of commercial studies and the allied social and economic studies should be duplicated by other specialists in other scholarship fields. It is important that whoever is added to our staff should have sound scholarship and a thorough understanding of the function of secondary education, and that he should be a stimulating and effective supervisor.

REPORT OF MR. L. A. RICE, ASSISTANT IN SECONDARY EDUCATION

"The following is a brief report of my work for the fiscal year ending June 30, 1929:

SUMMER AND EXTENSION COURSES

As a part of our teacher-training program, six courses were offered at Rutgers University in the Summer School of 1928. These were:

Principles and Problems of Business Education	60 hours
Tests and Measurements in Business Education	30 hours
Materials and Methods in Junior Business Training	60 hours
The Teaching of Bookkeeping	30 hours
The Teaching of Shorthand	30 hours
The Teaching of Typewriting	30 hours

Our total student enrollment was 27, including 23 New Jersey commercial teachers, three prospective teachers, and one teacher from New York State. As many of our New Jersey commercial teachers attended as were enrolled in any other institution offering commercial-teacher-training work, and only one (New York University) equalled our percentage. Several other commercial teachers were in the Rutgers Summer School but were obliged to take general courses in satisfaction of degree requirements.

For the summer session of 1929, the following courses are proposed:

Principles and Problems of Business Education	60 hours
Tests and Measurements in Business Education	45 hours
The Teaching of Elementary Business Training	45 hours
The Teaching of Bookkeeping	45 hours
The Teaching of Shorthand	45 hours
The Teaching of Typewriting	45 hours
The Teaching of Commercial Law	30 hours
Advanced Business Correspondence	30 hours

A number of the methods courses have been lengthened because of the introduction of demonstration classes as a part of the work. Courses in Elementary Business Training, Typewriting, Bookkeeping, Commercial Arithmetic, and Gregg Shorthand will be offered in the Demonstration School.

Last year I taught the first two courses listed and will teach them again this year. Mr. William L. Einolf of Weaver High School, Hartford, Connecticut is returning to give Teaching of Bookkeeping and Teaching of Elementary Business Training with the addition of Teaching Commercial Law. Miss Elizabeth Baker, Director of Secretarial Studies, Scudder School, New York, will again give Teaching of Shorthand, Teaching of Typewriting and Advanced Business Correspondence.

During the school year, I gave a course in Principles and Problems of Business Education at Hackettstown. Commercial teachers from within a radius of twenty-two miles of Hackettstown attended. Eight completed the work for credit, several others having to discontinue because of the difficulties of transportation.

There were demands from three other groups of teachers not within commuting distance of New York or Philadelphia for similar courses. At least one of these will be offered during the next school year. The interest of commercial teachers in such courses is a promising indication of desire for improvement and the need should be met.

VISITS AND CONFERENCES

During the past year, I visited 105 high schools, one continuation school, and one vocational school, these two visits being at the request of the Division of Vocational Education. Ninety-one conferences with principals and superintendents were held. In all of these visits and conferences recommendations were made as to improvement of teaching, equipment, and curriculum revision.

I attended fifteen county institutes, acting as instructor in most of them; represented the Department at the Eastern Commercial Teachers' Association and the Iowa Research Conference in Commercial Education, and participated in the program of the National Association of Commercial-Teacher-Training Institutions; was present at meetings of the State Teachers' Association, the High School Principals' Association, the New Jersey High School Commercial Teachers' Association, and other smaller groups, taking part in a number of the programs. A successful conference of Heads of Commercial Departments in the large high schools was held on May 25, at which this group made plans for broader activities for the school year of 1929-1930.

SYLLABI

The three syllabi printed at the beginning of this year have been well received and many teachers have said they are most helpful. The Elementary Business Training syllabus has been completed and is now ready for publication. Outlines for economics and commercial geography are well under way, and may be completed in October. It is our hope to have advanced bookkeeping, office practice, commercial law, and commercial arithmetic finished next year.

RESEARCH STUDIES

A study was made of extra-curricular activities of the high schools as given in the annual reports. This was published in the October, 1928, number of the Education Bulletin as suggestions for visiting days for high school teachers.

The incoming commercial teachers in September, 1928, were carefully studied and a report made concerning their training, experience, salaries, and location. This report was summarized in an article in the January, 1929, Education Bulletin.

A study was made of the teaching programs of commercial teachers throughout the state, and of commercial teachers' experience, training, and recent enrollment in summer and extension courses. The first part of this study is printed in full in the report of proceedings of the National Association of Commercial-Teacher-Training Institutions for 1929, and a summary appears in the June, 1929, Education Bulletin. The second part of the study has not been published.

Considerable progress has been made on a study of various phases of commercial education in the state in 1927-1928 compared with those of 1915-1916. This study will not be completed, however, until fall.

In addition to these studies, we have cooperated in the giving of a series of tests for the Bureau of Public Personnel Research, Washington, D. C., as a part of a nation-wide study to determine the frequency and relative difficulty of factors in shorthand transcription. Results of this study will be available next year.

Provision should also be made for the issuance of permanent secondary certificates to those teachers who now hold permanent special certificates and who have completed the academic requirements for a secondary certificate.

Since the present training center for commercial teachers seems unable to attract a sufficient number of candidates to provide an adequate share of new teacher-candidates, further provision should be made by establishing a center elsewhere to aid in this work. Such a center, when established, should have demonstration-school facilities, and should be capable of maintaining extension courses for groups of commercial teachers in various parts of the State."

ELEMENTARY EDUCATION

In submitting the report of the Elementary Division for 1928-1929, I wish to report specifically upon those activities under my immediate direction during that portion of the year following my appointment to the Assistant Commissionership, and to indicate as fully as possible those events and activities prior to that date which have direct bearing upon the program of the year. I assumed the duties of the Assistant Commissioner in charge of Elementary Education on October 17, 1928. This report, then, includes specifically the program between that date and June 30, 1929.

I. A BRIEF FUNCTIONAL ANALYSIS

A concept of the function of the Assistant Commissionership in the Elementary Division is useful as a background for this report. The office is largely a supervisory one. To the maintenance and advancement of a true State educational program uniformity and standardization of procedure is usually undesirable, except in those administrative details wherein uniformity lends accuracy and reliability to the more objectively measurable aspects of the program. Thus, in the realm of finance, attendance, building regulations, transportation, and the like, a certain amount of regulatory control on standard specifications is entirely desired. However, in recent years, a tendency has arisen in the instructional programs tending to the belief that we may have a "standard" educational program, for the "standard" child, in the "standard" community. Much encouragement to this conception of State or local programs has arisen through the widening influence of educational measurements. Obviously, however, in dealing with humans, specificity of traits, wide differences in environment, and inability to measure the totality of experience have given pause to those for whom the realm of education is wider than the amassing and memorization of facts. At the end of a decade of intensive measurements we are confronted with the possibility that in attempting to "standardize" human behavior we are in grave danger of losing the largest benefits from the measurement movement itself.

If, in the Elementary Division, the function is largely supervisory, then it becomes needful further to conceive it as both a field and a research function, in which research, diagnosis, and improvement of instruction, share almost equally in the consideration of the Assistant Commissioner in charge. So have I conceived it; and the activities have been measured, at least partially, by these criteria.

Persons are to be educated. Persons do the work of teaching and supervising. Then, it is the study of the activities of these persons, with the use of all the instruments of precision which the Assistant Commissioner may command, which constitutes the task. In place of uniformity comes the need for reasonably common agreement upon the philosophy, psychology, and sociology of the educative task always with the proviso that, as knowledge increases concerning the needs of society or the ways in which children learn, techniques will change in conformity, not to a "standard" procedure but to a clinical awareness of the need for change.

To the Assistant Commissioner in charge of Elementary Education five lines of endeavor are open for the advancement of such a program, based on such a concept:

1. The supervision of the work of county helping teachers
2. The maintenance of a curriculum program
3. Participation in institutes and other supervisory conferences under the direction of the Commissioner
4. The measurement of specific accomplishments by the State Eighth Grade Efficiency Tests
5. The rendering of service to borough, town, and city districts in the advancement of local educational programs

II. THE PROGRAM

A. Supervision of the Work of the County Helping Teachers

The work of the county helping teachers needs, in this report, no defense and no historical explanation. This has been ably presented in previous reports. In order to familiarize myself with the personnel and the peculiar needs of the helping teacher territory each county of the State was visited with specific objectives in mind. These were:

1. To see the type of schools which constituted the characteristic problem of the county helping teacher
2. To observe typical instructional programs
3. To analyse the procedures which were typically employed by the several helping teachers for the investigation, diagnosis, and improvement of the program in their charge

In the accomplishment of this program, 31 days were spent in the helping teacher territory; 154 schools, and approximately 600 classrooms were visited. Whenever possible, a conference concluded the visitations of the day, at which time, questions of procedure, emphasis, and diagnosis of typical instructional endeavors were discussed and appraised. The county superintendent of schools almost invariably accompanied the Assistant Commissioner and helping teachers in the field and participated in the initial and summarizing conference. In most cases, a letter was subsequently directed to the county superintendent and helping teachers, calling attention to the typical needs and desirable trends. Aside from this type of field work, conferences were held in various counties with the county helping teachers and county superintendents pertaining to the following types of problems: testing programs, report procedures, introduction of demonstration centers, modification of instruction to meet individual needs, promotion of teacher-improvement programs, and provision of specific techniques for modernizing the procedures in teaching in light of a modern educational philosophy. Eleven such round table conferences were held.

Beginning in December, 1928, a series of County Helping Teacher Bulletins was issued, seven being sent out during the year. These covered topics specifically related to the work of helping teachers, as indicated by the titles:

Vol. I, No. 1—December, 1928—The Monthly Report of Helping Teachers

- Vol. I, No. 2—December, 1928—The Rural Social Science Curriculum
- Vol. I, No. 3—March, 1929—The Spring Conference
- Vol. I, No. 4—April, 1929—Social Science Program for Rural Schools
- Vol. I, No. 5—May, 1929—Annual Report of County Helping Teachers
- Vol. I, No. 6—June, 1929—Social Studies in Rural Schools
- Vol. I, No. 7—June, 1929—Program for the Montclair Helping Teacher Conference

The County Helping Teacher Bulletin is valuable to the staff, in that it furnishes a convenient vehicle for bringing to the field, reports of progress on specific activities, needful directions affecting conduct of work and, especially, a means for establishing and maintaining a continuous familiarity with the whole State program.

Under the head of curriculum activities, further report is made concerning the work of the committee which is building a social science course for one-room rural schools.

County helping teachers participated in two State supervisory conferences called by the Commissioner—one in September, 1928, and one in April, 1929. Further comment will be made elsewhere in this report concerning the part contributed to these conferences by the Assistant Commissioner and the helping teachers.

Important evidence exists to substantiate the belief that the work of the county helping teachers is of vital importance to the State program of education. Uniformity of supervisory procedures is not sought, nor is it desirable. There is evidence, however, of a common awareness on the part of helping teachers that the child is the point of departure in a modern educational program. No longer need it be said in New Jersey that rural teachers lack the field supervision and professional leadership needed to insure a sound approach to the instructional function. It must be reported that in almost every part of the State helping teachers are taking advantage of opportunities to acquaint parents and members of boards of education in the districts served with the concepts back of a modern program of elementary education. While, on the whole, more teachers of inadequate preparation are teaching in the rural districts than in the boroughs and cities, the effects of competent professional supervision are undoubtedly overcoming this lack of training—at least in part. The helping teachers, furthermore, ably assist the county superintendents and local employing boards in their efforts to further professionalize the approach to the task of teacher appointment.

With the appointment for this year of two additional helping teachers for music in Camden and Burlington Counties, further influence is being brought to bear upon this most important phase of school work. It is gratifying to observe that the trend in this supervisory service is already developing power in the classroom teachers themselves to give more intelligent attention to music as a part of the school life of the child. To promote music-mindedness in pupils and in schools rather than to add "just another subject to teach" has been the aim during this year. Music helping teachers have actively co-operated with other music supervisors to promote the festival spirit which must supplement the mere teaching of rote songs and recognition of musical symbols.

B. The Maintenance of a Curriculum Program

It is no longer necessary to defend the thesis that study of the curriculum is a major supervisory function.

The participation of the State Department of Public Instruction in curriculum revision programs must not be considered as merely supplemental to local studies. One of the surest means of interpreting the best in modern educational thought to the schools of the State is through the regular production of new and superior courses of study and monographs. Certain limitations of time and expenditure make it impossible to insure the careful research which might be desirable in these undertakings.

This year, two projects in curriculum revision and construction were under way—that of writing the monograph on Nature Study and Elementary Science, and that of “growing” one unit of a three-year rotation program of social science for one-room rural schools. The former will be issued during 1929-1930 as a State Monograph; the latter is to be experimentally tried out in rural schools and should appear in completed form in 1931-1932. The techniques employed in the two projects differ. There was appointed for the Nature Study and Elementary Science Monograph a committee of nineteen members. The committee membership comprised representatives from the teacher-training institutions of the State, helping teachers, teachers of science in public school systems, and supervising principals. After some discussion, the committee decided to issue the monograph in the form of a set of concept charts showing the development of scientific knowledge and experience in the lives of typical children. On this basis, units of work were then prepared covering rather generally the whole field of science as it functions in child experience. Emphasis throughout the monograph is placed on the needed experimental approach to all science knowledge and experience. It was recognized that many elementary teachers through training and experience have had small opportunity to familiarize themselves with this field. Therefore, the monograph is particularly rich in its inclusion of reference and source material. We are greatly indebted to the State Library Commission and to the State Museum for the compilation of lists of books and other available instructional material.

Mr. Roscoe L. West, during his incumbency of the Assistant Commissioner-ship, appointed a committee of helping teachers under the chairmanship of Miss Marcia A. Everett to experiment with and produce a course of study in social science, adapted particularly to the needs of the primary pupils of one-room rural schools. During this year the committee organized with five additional members and has constructed, experimentally administered, and appraised the first year's unit of this course. At least two years more will be needed for the completion of this task since the labor involved in selection of proper units of work, editing of final data, and assembling the same is very considerable. More than one-third of the helping teachers are cooperating with the basic committee in the experimental use of these units. The attack upon this problem is unique and promises large returns not only for the teachers who will ultimately use the course, but for those who are participating in the experimental phases.

C. Participation in Institutes and Other Conferences Under the Authorization of the Commissioner of Education

1. Following my appointment, I participated in seven county institutes and assisted in the presentation of the new English monograph. The institutes provide a convenient means for the initial presentation of a monograph and insure, at least in part, a common understanding of the philosophy and procedures set forth.
2. A special conference of the helping teachers was held at the Montclair Normal School during the latter part of August, 1928, by Mr. West. It was not my privilege to attend the conference but the full report which I received from Mr. West was exceedingly beneficial.
3. On dates of January 22, 23, 24, and 25, four conferences called by the Commissioner of Education for city and county superintendents, supervising principals and other supervisory officers, and held at the State Normal School at Glassboro, the State Normal School at Trenton, Morristown High School, and the State Normal School at Newark, respectively, proved to be beneficial and significant. As Assistant Commissioner in charge of Elementary Education, I participated in these conferences, presenting the issues involved in a program of child-centered schools. It is my belief that large benefits have already followed, and will follow, toward the realization of a modern conception of education as a result of these conferences.
4. Later, on April 11 and 12, the Commissioner's conference with county superintendents and helping teachers, held at Trenton, gave opportunity for a detailed discussion of techniques of supervision involved in the modern program referred to above. The emergencies of a true State program lies in those procedures which have been fostered by the Commissioner in such emphatic presentation and free discussion of strictly educational concepts. It is a rare privilege to have been associated in the program.

D. The State Eighth Grade Efficiency Tests

Continuing the policy of my predecessor, Mr. West, the State Eighth Grade Examinations were given this year, objectively scorable, and prepared and issued with ease of administration and review in mind. It is evident that in certain localities too great emphasis is still placed on the tests as promotional tests for entrance to high school. In order to indicate to the school authorities of the State a possible procedure for the use of the tests as diagnostic measures, a special report was made of the difficulty of the items in the January State Eighth Grade Arithmetic Test. This report is to be found on the pages which follow.

Reports on the January, May and June State Eighth Grade Examinations are herewith presented as a part of my annual report.

SUPPLEMENTARY REPORT ON JANUARY, 1929, STATE
EIGHTH GRADE EXAMINATIONS

TABLE I

MEDIANS—STATE EIGHTH GRADE TESTS

8-A (January Graduates)

Subject	No. of Items	State		Cities		Counties	
		No. Cases	Median	No. Cases	Median	No. Cases	Median
Arithmetic	50	9,272	40.7	7,511	40.8	1,761	39.8
English	50	9,396	37.8	7,637	37.9	1,759	37.5
Geography	50	9,036	43.01	7,075	43.4	1,961	42.3
History	50	9,173	32.8	7,453	32.8	1,720	33.0
Hygiene	50	9,236	39.9	7,478	39.7	1,758	40.9
Spelling	50	9,352	40.1	7,619	40.2	1,733	39.4
Partial Total (ex- cluding Geography) 250			187.2		187.2		187.0

TABLE II

MEDIANS—STATE EIGHTH GRADE TESTS

8-B (June Graduates)

Subject	No. of Items	State		Cities		Counties	
		No. Cases	Median	No. Cases	Median	No. Cases	Median
Arithmetic	50	19,572	37.3	6,600	37.6	12,972	37.2
English	50	19,532	34.9	6,624	34.7	12,908	34.9
Geography	50	19,529	41.2	6,649	40.4	12,880	41.6
History	50	19,541	27.3	6,616	26.4	12,925	27.8
Hygiene	50	19,352	38.5	6,529	36.5	12,823	39.5
Spelling	50	19,472	36.3	6,542	36.1	12,930	36.5
Partial Total (ex- cluding Geography) 250			170.7		167.7		172.2

TABLE III

SUGGESTED MARKS

*8-A Pupils (January Graduates)**On the Basis of Approximate 10-20-40-20-10 Percentile Division*

<i>Subject</i>	<i>No. Cases</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Arithmetic	9,272	46-50	43-50	37-42	32-36	31 & below
English	9,396	44-50	40-43	35-39	31-34	30 & below
Geography	9,036	47-50	45-46	40-44	36-39	35 & below
History	9,173	40-50	36-39	28-35	22-27	21 & below
Hygiene	9,236	45-50	42-44	37-41	34-36	33 & below
Spelling	9,352	47-50	43-46	36-42	30-35	29 & below
Partial Total (ex- cluding Geography)	9,172	214 to 250	199 to 213.9	174.8 to 198.9	155.0 to 174.7	0-154.9

TABLE IV

EXACT PERCENTAGES

SUGGESTED MARKS

*8-A Pupils (January Graduates)**On the Basis of Approximate 10-20-40-20-10 Percentile Divisions*

<i>Subject</i>	<i>No. Cases</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Arithmetic	9,272	15.1	18.9	37.8	17.6	10.6
English	9,396	10.7	23.9	35.6	16.3	13.5
Geography	9,036	16.4	17.3	38.4	16.4	11.5
History	9,173	12.8	19.7	39.0	18.6	9.9
Hygiene	9,236	12.0	21.0	39.7	15.7	11.6
Spelling	9,352	12.1	21.6	36.8	17.5	12.0
Partial Total (excluding Geography)	9,172	10.0	20.0	40.0	20.0	10.0

TABLE V

SUGGESTED MARKS

*8-B Pupils (June Graduates)**On the Basis of Approximate 10-20-40-20-10 Percentile Divisions*

<i>Subject</i>	<i>No. Cases</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Arithmetic	19,572	44-50	40-43	33-39	27-32	26 & below
English	19,532	42-50	37-41	30-36	25-29	24 & below
Geography	19,529	46-50	43-45	37-42	32-36	31 & below
History	19,541	37-50	31-36	22-30	16-21	15 & below
Hygiene	19,352	44-50	41-43	36-40	32-35	31 & below
Spelling	19,472	45-50	40-44	31-39	23-30	22 & below
Partial Total (excluding Geography)	19,382	200-250	180-199	150-179	130-149	129 & below

TABLE VI

EXACT PERCENTAGES

SUGGESTED MARKS

*8-B Pupils (June Graduates)**On the Basis of Approximate 10-20-40-20-10 Percentile Divisions*

<i>Subject</i>	<i>No. Cases</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Arithmetic	19,572	14.1	20.4	36.8	19.1	9.6
English	19,532	10.7	25.6	39.6	16.2	7.9
Geography	19,529	14.8	21.8	37.8	15.7	9.9
History	19,541	10.9	22.0	41.1	18.8	7.2
Hygiene	19,352	12.6	19.4	35.4	19.4	13.2
Spelling	19,472	12.6	20.4	39.0	19.0	8.9
Partial Total (excluding Geography)	19,382	11.5	24.3	42.5	15.1	6.6

In the study of this supplementary report it is to be noted that any tabulation of the relative accomplishments of pupils attending junior high school organizations is omitted. This tabulation was not possible due to the fact that only

one of two districts reported on this basis. County superintendents were not asked originally to report separately on these schools in borough districts under their jurisdiction, and an insufficient number of cities with junior high school organizations reported 8-A scores to make the study valid for the State. Those having junior high schools may, however, compare their medians with State, city, or county medians and so obtain partial data for their use. The study will be possible following the June, 1929, tests.

It is further to be noted that use has still been made of the *Partial Total* item in the tabulations. The *Partial Total* is, however, not to be considered a valid or reliable statistical device since these scores and medians have not been weighted to equalize the differences, due to the variability in the spread of distribution of scores on each test. If any future use is made of the *Partial Total* this weighted total will be employed. For purposes of comparison with Partial Totals given in past examinations, those reported are given on the same basis as in past reports. By employing the method, with the scores for their districts, city and county superintendents may obtain properly weighted scores by the usual process of reducing all distributions to a common mean Standard Deviation (Sigma) or other convenient measure of variability. (See McCall, "How to Experiment in Education", pp. 51-ff)

Owing to the fact that the returns from county superintendents covering helping teacher districts were not given in terms of 8-A and 8-B scores, this tabulation is not included in this report.

We are enclosing with this supplementary report tables showing the distribution of median scores for all test elements for counties and cities in the State. These are given for 8-A pupils (January graduates) and 8-B (June graduates)

THE STUDY OF ARITHMETIC SCORES ON THE JANUARY, 1929, TEST FOR 8-A PUPILS

As stated earlier, it seemed desirable to make a study of the scores obtained in one of the sections of the tests given in January for 8-A pupils. The test in arithmetic was selected, as is already known. The tabulation of the frequency of correct answers to each of the fifty (50) items of the arithmetic test was made from a sample of approximately one thousand (1,000) test papers completed by 8-A pupils (January graduates). The method of sampling was stipulated by asking each city and county superintendent to select from the alphabetically stacked returns every tenth test, beginning at test No. 1 and continuing till one-tenth of the total scores from the city and county were tabulated for each item of the test. There was thus obtained a sampling of the correct responses of 1,000 pupils on each arithmetic test item. Upon receipt of these tabulations the data were assembled and a distribution of the correct responses to each item made. Expressed statistically, the following information was obtained:

1. The Mean (Average) number of correct responses = 659
2. The Standard Deviation (Sigma) = 132.25
3. P. E. of Mean = 3.1 plus

From these measures the Sigma Position of each problem (item) was determined as a measure of the difficulty of each item. The following table gives the statistical difficulty of each item according to its *Sigma Position* on the base-line of a normal curve of frequency.

On this table is shown the particular skill or learning tested by the item. In reading the scale a negative ("minus" sigma) position indicates greater difficulty than the difficulty of the average item, and a positive ("plus" sigma) position indicates a lesser difficulty than that of the average item. Differences in difficulty are found by obtaining the algebraic difference between the Sigma Positions of the two items to be compared. For example, if item *a* has a Sigma Position of minus 2.1 and item *b* a Sigma Position of plus 1, the difference in difficulty may be expressed as 3.1 Sigmas. This method of expressing differences is more reliable than that of expressing the difference in terms of per cent of correct responses since, if a sufficiently large sampling is made, as the distance from the average accomplishment widens in either direction difficulty or ease of accomplishment tends to become more significant. It is not proper to say that if one example is solved by 20 per cent of the pupils and another by 40 per cent the latter is half as hard, or the former twice as hard. As learnings become more widely divergent from those accomplished by the average of a group, the likelihood of correct response to these learnings decreases very rapidly, if the learnings are becoming more difficult, or increases very rapidly, if the learnings are becoming easier. This is a well known statistical law familiar to all reviewing this study. Whenever teachers or other school officials construct tests with unweighted elements therein (the usual procedure) it is exceedingly unwise to give the equivalent values usually assigned to each element or item of the test. Herein lies the gross injustice and inaccuracy in the "100 per cent perfect" system of marking tests. Unless a test is constructed of items of known equal difficulty, statistically determined, the same thing will happen as would occur if each of the fifty items of the test under consideration were given a score of 2 to equal 100 per cent. A study of the data which follows makes this evident at once.

For your convenience, the examination in arithmetic on which the report is based, is given below.

1. Add:	\$9.27	2. Add:	5 lbs. 8 oz.
	3.70		11 lbs. 7 oz.
	.56		9 lbs. 9 oz.
	78.37		
	9.24		
	3.	3. Subtract:	\$915.
	80.54		199.01
	9.65		
	.44	4. Subtract:	4 ft. 6 in.
			1 ft. 9 in.
5. Multiply:	\$26.08		
	370	6. Multiply:	95.37
			607
7. Multiply:	4 qt. 1 pt.		
	3	8. Divide:	
			86)\$780.02

9. Work these examples in fractions:

$$11. \quad 2\frac{1}{2} + \frac{3}{4}$$

$$2\frac{1}{2} \times \frac{3}{4}$$

$$10. \quad 2\frac{1}{2} - \frac{3}{4}$$

$$12. \quad 2\frac{1}{2} \div \frac{3}{4}$$

In these examples in decimal fractions the decimal point has been omitted from the answer. Copy the answer in the space left for it, putting in the decimal point in the right place.

$$13. \quad 48.5 + 1.032 + 15 + .0275 =$$

$$645595$$

$$14. \quad 34.1 - 7.003 = 27097$$

$$16. \quad .003 \times 500 = 1500$$

$$15. \quad 5 \div .25 = 2000$$

Below you will find a number of statements. Draw a line under the part in the parentheses which makes each statement true.

Sample—A yard contains (3 $5\frac{1}{2}$ 6 12) feet.

You should underline 3 because 3 makes the statement correct.

17. When written in figures, one hundred thousand, one hundred seven is written (10000107 100107 101007).
18. In figures, one hundred and one-tenth is written (10010 10.01 100.1 1001.).
19. Of the numbers .701 .0937 .9 .98 the largest is (.701 .0937 .98 .9).
20. The answer to an example in addition is called the (product remainder sum difference quotient).
21. The sum of four numbers (is always greater than may be less than may be equal to) the sum of any three of them.
22. If you know the multiplier and the product, you can find the multiplicand by (subtraction division multiplication fractions).
23. To add the fractions $\frac{2}{3}$, $\frac{1}{4}$, $\frac{5}{8}$, they must first be changed to (6ths 12ths 24ths 32nds).
24. To add similar fractions we should (add the numerators add the denominators add the numerators and the denominators).
25. The important thing to keep in mind in division of fractions is (common multiple inversion cancellation improper fraction).
26. In an acre there are (320 640 $30\frac{1}{4}$ 160 9) square rods.
27. A bushel contains about ($7\frac{1}{2}$ 8 $1\frac{1}{2}$ 32) cubic feet.
28. A gallon contains (32 8 16 4 2) quarts.
29. A mile is (640 160 5280 320 1760) rods.
30. A square foot contains (144 9 36 $30\frac{1}{4}$ 12) square inches.
31. A cent is (.001 .1 .01 1.00) of a dollar.
32. The contents of a box are measured by units of (surface, volume, length, counting).
33. To find the area of a circle, we may use the short formula ($A=L+W$ $A=\pi r^2$ $A=cxd$ $A=bh$).
34. A formula to use in finding the perimeter of a rectangle is ($P=L \times w$ $P=TL+2w$ $P=L \times w$).
35. The best formula to use for finding the area of a triangle is ($A=b \times a$ $A=b+a$ $A=2ba$ $A=a \times b$).

Certain numbers may be written either as per cents, decimals, or fractions. In each of the five lines below, one form is given. Place in the parentheses on each line, the two other forms that equal exactly the same as the one given.

	<i>Per Cent</i>	<i>Decimal</i>	<i>Fraction</i>
Sample—	20%	(.20)	($\frac{1}{5}$)
36.	75%	()	()
37.	()	()	$\frac{3}{2}$
38.	()	.66 $\frac{2}{3}$	()
39.	12½%	()	()
40.	()	.005	()

Below are given some problems which you will work. Do any necessary computation on extra paper. Write the answer only in the space at the right for the answer to the problem.

41. I bought 8 oranges at 5c each and a box of candy for 49c. How much change should I receive from a two dollar bill?
42. When bananas are 3 for 5c, how many can I buy for 50c?
43. I had 60 pigeons. Twelve of them died. What per cent of my flock is still living?
44. A damaged overcoat worth \$24.00 was sold for a reduction of $16\frac{2}{3}\%$. What did it cost the man who bought it?
45. A team won 30 baseball games and lost 20. What per cent of its games did it win?
46. A rug is 9 feet long and 12 feet wide. Will it fit in a room that contains 105 square feet?
47. How long is it from 8:00 in the morning till 3:00 in the afternoon of the same day?
48. A man lost $87\frac{1}{2}\%$ of his money. What fractional part of his money was that?
49. What must I pay for $\frac{3}{4}$ pound of cheese that is worth 48c per pound?
50. My house is assessed at \$8000. If taxes are \$4.12 a hundred, how much tax must I pay on the house for a year?

ANSWERS

Arithmetic

1—\$194.77	13—64.5595	25—inversion
2—26 lb. 8 oz.	14—26.097	26—160
3—\$715.99	15—20.00	27— $1\frac{1}{2}$
4—2 ft. 9 in.	16—1.500	28—4
5—9649.60 or 9649.6	17—100107	29—320
6—57889.59	18—100.1	30—144
7—13 qt. 1 pt.	19—.98	31—.01
8—907	20—sum	32—volume
9— $3\frac{1}{4}$	21—always greater than	33— $a=\pi r^2$
10— $1\frac{3}{4}$	22—division	34— $p=2L+2W$
11— $1\frac{1}{8}$	23—24ths.	35— $a=b \times a$
12— $3\frac{1}{3}$	24—add the numerator	2

36—.75; $\frac{3}{4}$ (No partial credit)	39—.125 or .12 $\frac{1}{2}$; $\frac{1}{8}$ (No partial credit)	43—80% 44—\$20.00
37—150%; 1.50 or 1.5 (No partial credit)	40— $\frac{1}{2}\%$ or .5%; 1/200 (No partial credit)	45—60% 46—No.
38—66 $\frac{2}{3}\%$, $\frac{2}{3}$ (No partial credit)	41—\$1.11 42—30 49—36c	47—7 hours 48— $\frac{7}{8}$ 50—\$329.60

TABLE VII.

Showing the Sigma Position in difficulty of each of the 50 items in the January, 1929, State Eighth Grade Test in Arithmetic, for 1,000 Pupils 8-A (January Graduates)

MINUS SIGMAS: more difficult than average—PLUS SIGMAS: less difficult

Problem

No.	Sigma Position		Skills or Learnings Tested
1.	plus	.5 Sigmas	Addit.—Denom. No. with \$.
2.	minus	.2 Sigmas	Addit.—Denom. No. with lbs. and oz.
3.	plus	.6 Sigmas	Subt.—Denom. No. with \$.
4.	minus	.1 Sigmas	Subt.—Denom. No. with ft. and in.
5.	plus	.4 Sigmas	Mult.—Denom. No. with \$.
6.	plus	.2 Sigmas	Mult. of decimals
7.	minus	1.1 Sigmas	Mult.—Denom. No. with qt. and pt.
8.	plus	.6 Sigmas	Div.—Denom. No. with \$.
9.	plus	.6 Sigmas	Addit. fract. and mixed numbers.
10.	plus	.3 Sigmas	Subt. fract. and mixed numbers.
11.	plus	.5 Sigmas	Mult. fract. and mixed numbers.
12.	plus	.3 Sigmas	Div. fract. and mixed numbers.
13.	plus	1.04 Sigmas	Placement of decimal-addition.
14.	plus	1.0 Sigmas	Placement of decimal-subt.
15.	plus	.3 Sigmas	Placement of decimal-division
16.	plus	1.2 Sigmas	Placement of decimal-multiplication
17.	plus	.4 Sigmas	Writing numbers
18.	plus	1.1 Sigmas	Writing numbers with decimals
19.	minus	2.5 Sigmas	Judgment of value of decimal
20.	plus	1.0 Sigmas	Definition of terms
21.	minus	.6 Sigmas	Arithmetic reasoning
22.	minus	.2 Sigmas	Abstract knowledge of process
23.	plus	.9 Sigmas	Process (concrete) add. fract.
24.	minus	.6 Sigmas	Process (abstract) add. fract.
25.	minus	.4 Sigmas	Arith. reasoning (abstract)
26.	minus	.9 Sigmas	Isolated fact in sq. meas.
27.	minus	3.3 Sigmas	Isolated fact in cu. meas.
28.	plus	.1 Sigmas	Isolated fact in liquid meas.
29.	minus	.8 Sigmas	Isolated fact in linear meas.
30.	plus	.5 Sigmas	Isolated fact in sq. meas.
31.		0 Sigmas (Mean)	Aliquot parts of \$.
32.		0 Sigmas (Mean)	Knowledge of process (abstract)

Problem

<i>No.</i>	<i>Sigma Position</i>			<i>Skills or Learnings Tested</i>
33.	plus	.1	Sigmas	Formula
34.	minus	.4	Sigmas	Formula (Vocab. difficulty)
35.	plus	.2	Sigmas	Formula
36.	plus	1.0	Sigmas	Identification of fract., dec. and per cent
37.	minus	1.4	Sigmas	Identification of fract., dec. and per cent
38.	plus	.8	Sigmas	Identification of fract., dec. and per cent
39.	plus	.5	Sigmas	Identification of fract., dec. and per cent
40.	minus	3.1	Sigmas	Identification of fract., dec. and per cent
41.	plus	.9	Sigmas	Problem—3 Steps—add., mult., subt.
42.	plus	.9	Sigmas	Problem—2 Steps—mult., div.
43.	minus	.5	Sigmas	Problem—3 Steps—subt., div. per cent
44.	minus	.4	Sigmas	Problem—3 Steps—per cent
45.	minus	1.3	Sigmas	Problem—3 Steps—per cent
46.	minus	.1	Sigmas	Ability to estimate
47.	plus	.6	Sigmas	Duration of time
48.	plus	.6	Sigmas	Knowledge of equiv. of fract. & per cent
49.	plus	1.0	Sigmas	Knowledge of fractional part
50.	plus	1.0	Sigmas	Problem—4 steps—taxation

A further tabulation will show that, generally speaking, these statements are true:

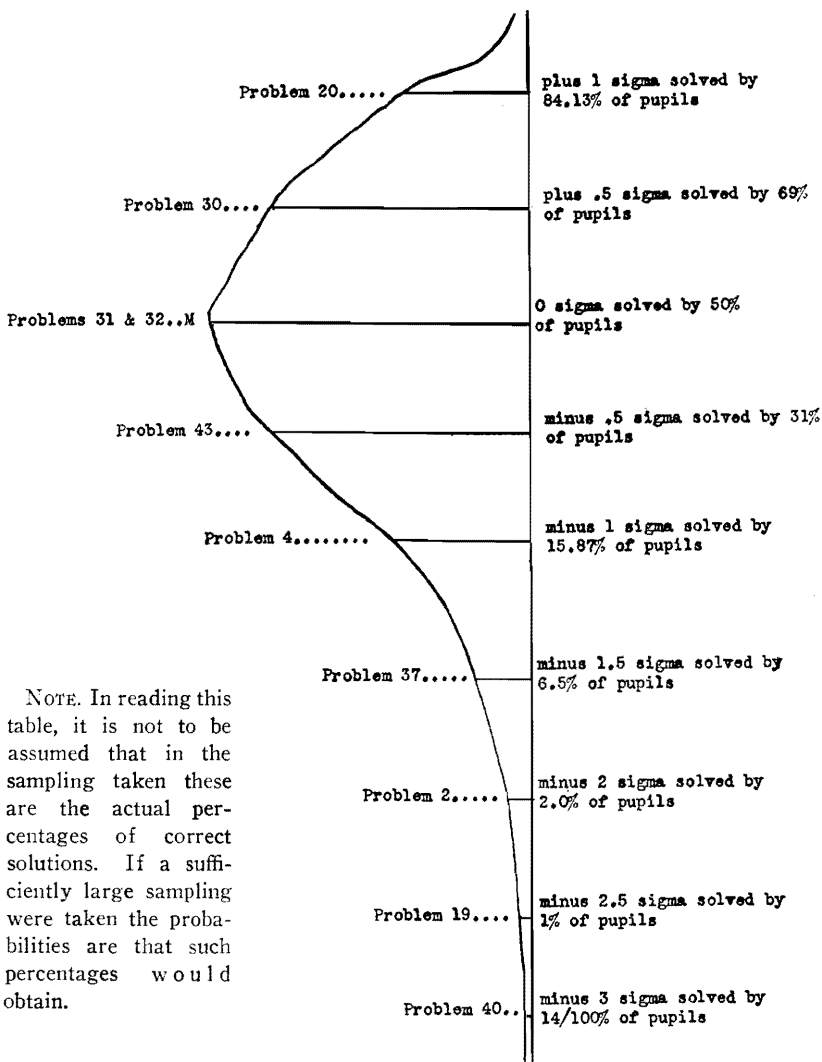
- That it is significantly easier to do computations in denominate numbers when money is involved than it is to do similar computations in the abstract or with other measures.
- That knowledge of abstract processes, arithmetic reasoning, deduction of formulae, estimating questions involving linear, square, and cubic measure are in the more difficult classification to at least 50 per cent of the pupils.
- Problems involving division in percentage are more difficult than those involving addition, subtraction, or multiplication of percentage.
- Numerous other comparisons are evident.

Now, among other things, examinations are valuable to the extent that we use their results in overcoming difficulties they disclose as characteristic of a large number of pupils. The attention to drills, the proper proportion of time to be spent on processes involving various skills and learnings, are so indicated as to enable the wise teacher to budget time and effort with her individual pupils. Arithmetic is largely a matter of establishing automatic response patterns to number situations, and developing in pupils a sensitive regard for the relationships peculiar to quantitative phenomena. Efficiency here is a real life situation and necessity. Table VIII below gives a method of translating the above Sigma Positions into terms of the percentages of this particular total group who are likely to give correct responses to the various test elements. If any superintendent or principal wishes to locate the Sigma Position of each item in terms of the likelihood of 10,000 pupils to respond with a correct solution, tables in Rugg, "Statistical Methods Applied to Education", will give the technique. If the table of page 389 is used, remember to add 5,000 to the number opposite the X/Sigma column and point off two places to find

the per cent, when Sigma Position is plus; and to subtract from 5,000 and point off two places, if the Sigma Position is minus. Example: Sigma Position equals plus 1.1; Read 3643, add 5000, and point off two places; i. e. 60.43% of pupils will probably answer this correctly.—See Rugg, p. 389). A few anchor positions are indicated on the accompanying frequency curve. Remember that this sampling resulted in a positively skewed distribution of scores. The “tailing off” of the more difficult problems or items causes this.

TABLE VIII

Skewed frequency curve showing sigma positions of selected problems, and the probable percentage of pupils correctly solving problems so located.



NOTE. In reading this table, it is not to be assumed that in the sampling taken these are the actual percentages of correct solutions. If a sufficiently large sampling were taken the probabilities are that such percentages would obtain.

CONCLUSION

It is hoped that this brief review will be of assistance and interest to school officials, and that it will suggest one technique to follow in diagnosis of arithmetic difficulties. Of course, there are numbers of different ways to establish difficulty of items; this method is statistically sound and reliable and easily administered.

PRELIMINARY REPORT ON STATE EIGHTH GRADE EXAMINATIONS GIVEN
MAY 8, 1929

Table I.—State medians in each subject

Table II.—“Mark” divisions for the State, based on an “A”, “B”, “C”, “D”, “E”, or corresponding 10-20-40-20-10% basis

Table III.—Exact percentages covering “Mark” divisions

A supplementary report will be issued at a later date covering:

1. A report on the difficulty of the fifty (50) items in the geography examination.
2. Tabulation of the results of pupils in helping teacher territory
3. Tabulation on the accomplishment of pupils in supervisory districts
4. A chart of the medians attained in each subject, showing the relative accomplishment of cities, counties, and the State as a whole, based on the total number of reports from all districts participating in the May examinations

The tables for the preliminary report follow:

TABLE I

STATE EIGHTH GRADE EXAMINATIONS, MAY 8, 1929

<i>Subject</i>	<i>State Medians</i>	<i>State Median</i>
Arithmetic		36.7
English		36.6
Geography		41.7
History		34.5
Hygiene		40.6
Spelling		34.0
Partial Total (excluding Geography)		178.05

TABLE II

STATE EIGHTH GRADE EXAMINATIONS, MAY 8, 1929

"Mark" Divisions Based on Number Right on Approximate 10-20-40-20-10%

Subject	Distribution				
	"A"	"B"	"C"	"D"	"E"
Arithmetic	44-50	40-43	32-39	26-31	25 and below
English	43-50	39-42	33-38	28-32	27 and below
Geography	47-50	44-46	38-43	33-37	32 and below
History	41-50	37-40	31-36	26-30	25 and below
Hygiene	45-50	42-44	38-41	35-37	34 and below
Spelling	44-50	38-43	27-37	19-26	18 and below
Partial Total (excluding Geography)	206-250	190-205	164-189	140-163	0-139

TABLE III

STATE EIGHTH GRADE EXAMINATIONS, MAY 8, 1929

Exact Percentages for "Mark" Divisions

Subject	"A"	"B"	"C"	"D"	"E"
Arithmetic	11.7	20.2	40.4	17.7	10.0
English	13.3	20.8	36.8	19.0	10.1
Geography	10.9	22.3	39.9	17.7	9.2
History	11.7	21.3	37.3	19.7	10.0
Hygiene	11.4	25.4	36.9	15.7	10.6
Spelling	11.5	22.1	40.0	17.1	9.3
Partial Total (excluding Geography)	11.1	20.0	39.5	21.0	8.4

FINAL REPORT OF STATE EIGHTH GRADE EXAMINATIONS GIVEN MAY 8, 1929

TABLE I

STATE MEDIANS

STATE EIGHTH GRADE EXAMINATIONS GIVEN MAY 8, 1929

<i>Subject</i>	<i>State Medians Prelim. Report</i>	<i>State Medians Final Report</i>
Arithmetic	36.7	36.5
English	36.6	36.08
Geography	41.7	41.6
History	34.5	34.6
Hygiene	40.6	40.6
Spelling	34.0	34.1
Partial Total (excluding Geo- graphy)	178.05	178.3

TABLE II

STATE EIGHTH GRADE EXAMINATIONS, MAY 8, 1929

*"Mark" Divisions Based on Number Right on Approximate
10-20-40-20-10% Distribution*

<i>Subject</i>	<i>"A"</i>	<i>"B"</i>	<i>"C"</i>	<i>"D"</i>	<i>"E"</i>
Arithmetic	44-50	40-43	32-39	26-31	25 and below
English	43-50	39-42	33-38	28-32	27 and below
Geography	47-50	44-46	38-43	33-37	32 and below
History	41-50	37-40	31-36	26-30	25 and below
Hygiene	45-50	42-44	38-41	35-37	34 and below
Spelling	44-50	38-43	27-37	19-26	18 and below
Partial Total (excluding Geography)	206-250	190-205	164-189	140-163	0-139

TABLE III

STATE EIGHTH GRADE EXAMINATIONS, MAY 8, 1929

Exact Percentages for "Mark" Divisions

<i>Subject</i>	<i>"A"</i>	<i>"B"</i>	<i>"C"</i>	<i>"D"</i>	<i>"E"</i>
Arithmetic	11.7	20.2	40.4	17.7	10.0
English	13.3	20.8	36.8	19.0	10.1
Geography	10.9	22.3	39.9	17.7	9.2
History	11.7	21.3	37.3	19.7	10.0
Hygiene	11.4	25.4	36.9	15.7	10.6
Spelling	11.5	22.1	40.0	17.1	9.3
Partial Total (excluding Geography)	11.1	20.0	39.5	21.0	8.4

TABLE IV

MEDIANS, SHOWING RELATIVE ACCOMPLISHMENT OF ALL DISTRICTS
PARTICIPATING

State Eighth Grade Examinations Given May 8, 1929

<i>Subject</i>	<i>State</i>	<i>Cities</i>	<i>Counties</i>	<i>Helping Teacher Districts</i>	<i>Supervisory Districts</i>
Arithmetic	36.5	37.2	36.5	36.5	36.5
English	36.08	36.5	36.0	35.2	36.3
Geography	41.6	41.3	41.7	41.0	41.8
History	34.6	35.02	34.6	34.0	34.8
Hygiene	40.6	40.6	40.7	40.6	40.9
Spelling	34.1	35.4	33.9	34.6	34.1
Partial Total (excluding Geography)	178.3	178.4	178.3	175.8	179.4
No. cases approx.	13,455	1,801	11,654	2,739	7,303

MEDIANS AND COUNTY RANKING CHART—MAY 8, 1929

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	38.2	2	37.8	1	43.0	2	34.8	5	41.7	1	35.3	2	185.4	1.
2.....	39.9	1	35.3	11	41.3	8	37.6	1	41.6	2	33.4	8	185.0	2.
3.....	37.8	3	37.1	2	42.2	6	35.8	2	41.2	4	35.3	2	184.0	3.
4.....	36.7	5	36.0	6	39.7	13	35.0	4	40.6	7	34.7	4	179.7	4.
5.....	35.0	12	36.1	4	42.2	6	35.2	3	41.3	3	32.5	10	177.6	5.
6.....	36.0	8	36.1	4	41.0	9	34.6	6	39.4	14	34.5	5	177.5	6.
7.....	35.8	10	36.9	3	39.4	14	34.3	8	40.6	7	30.9	14	176.4	7.
8.....	35.4	11	35.6	8	42.7	3	34.2	9	40.7	6	33.8	6	175.4	8.
9.....	36.3	6	35.3	11	40.9	10	31.5	14	39.8	12	31.0	13	174.5	9.
10.....	36.3	6	35.8	7	42.4	5	31.9	13	40.5	10	31.7	11	174.3	10.
11.....	34.9	13	35.5	10	40.8	11	32.4	10	40.9	5	32.8	9	174.05	11.
12.....	31.1	16	33.3	14	42.7	3	32.4	10	40.0	11	33.5	7	173.4	12.
13.....	37.0	4	35.6	8	43.1	1	34.5	7	40.4	9	35.7	1	170.7	13.
14.....	35.9	9	34.5	13	39.3	16	32.2	12	39.4	14	31.4	12	169.4	14.
15.....	32.5	14	31.2	15	39.4	14	30.9	15	39.7	13	28.2	16	159.1	15.
16.....	31.7	15	29.7	16	40.5	12	30.1	16	39.1	16	28.9	15	156.8	16.
State	36.5		36.08		41.6		40.6		34.6		34.1		178.3	
County	36.5		36.0		41.7		34.6		40.7		33.9		178.3	

Counties included in this report are: Atlantic, Bergen, Burlington, Camden, Cape May, Cumberland, Essex, Gloucester, Hunterdon, Middlesex, Monmouth, Morris, Ocean, Salem, Somerset, Union.

Your county is No.....

MEDIAN AND CITY RANKING CHART—MAY 8, 1929

<i>City No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	43.6	1	39.8	1	39.7	8	39.1	2	43.7	2	38.0	2	198.8	1.
2.....	39.8	2	38.8	2	42.5	3	38.0	3	41.0	4	37.4	3	191.2	2.
3.....	35.7	7	34.4	8	45.7	1	39.7	1	45.7	1	38.3	1	190.7	3.
4.....	38.4	3	36.2	5	42.1	4	36.7	4	39.9	8	37.0	4	183.3	4.
5.....	37.3	4	34.5	7	41.3	5	32.4	9	38.1	10	35.7	6	174.9	5.
6.....	35.8	6	35.8	6	41.0	6	34.8	6	40.3	7	32.7	8	173.2	6.
7.....	32.5	10	38.2	3	40.6	7	34.2	7	41.1	3	31.9	9	172.9	7.
8.....	34.1	9	32.6	10	42.6	2	35.2	5	39.1	9	36.2	5	171.8	8.
9.....	35.0	8	33.0	9	36.7	10	33.2	8	41.0	4	35.2	7	171.7	9.
10.....	36.4	5	36.6	4	38.5	9	30.5	10	41.0	4	30.9	10	170.0	10.
State	36.5		36.08		41.6		40.6		34.6		34.1		178.3	
City	37.2		36.5		41.3		35.02		40.06		35.4		178.4	

Cities included in this report are: Asbury Park, Bordentown, Bridgeton, Cape May, Irvington, Millville, Newark, Orange, Plainfield, Pleasantville.

Your city is No.....

MEDIANS AND COUNTY RANKING CHART—HELPING TEACHER DISTRICTS—MAY 8, 1929

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	39.6	3	38.5	1	44.7	1	37.4	2	42.5	1	38.4	1	192.8	1.
2.....	40.9	1	37.9	2	42.9	2	37.1	3	41.7	2	37.0	2	190.5	2.
3.....	39.7	2	35.6	6	40.9	7	37.6	1	41.2	4	33.6	4	185.1	3.
4.....	36.8	5	36.1	5	36.2	13	36.2	4	40.9	6	35.8	3	182.6	4.
5.....	37.3	4	36.2	4	42.1	6	34.8	5	40.5	7	31.9	9	176.8	5.
6.....	35.7	9	33.7	10	42.4	4	33.8	6	41.1	5	33.0	5	174.6	6.
7.....	36.3	8	35.3	7	40.9	7	31.4	9	39.8	9	31.0	11	174.5	7.
8.....	36.6	6	34.3	8	42.5	3	32.6	7	40.2	8	33.0	5	173.8	8.
9.....	36.6	6	32.6	11	42.4	4	31.8	8	39.6	11	32.4	7	170.0	9.
10.....	32.7	11	33.9	9	38.9	12	31.4	9	41.4	3	32.1	8	166.2	10.
11.....	33.0	10	37.1	3	40.6	9	31.0	11	39.7	10	31.7	10	164.2	11.
12.....	31.7	12	30.7	12	39.0	11	30.2	12	38.7	12	26.0	13	154.7	12.
13.....	31.6	13	28.4	13	39.5	10	29.1	13	38.6	13	27.7	12	153.1	13.
State	36.5		36.08		41.6		40.6		34.6		34.1		178.3	
County														
H. T. Med..	36.5		35.2		41.0		34.0		40.6		34.6		175.8	

Counties included in this report are: Atlantic, Bergen, Burlington, Camden, Cape May, Cumberland, Essex, Gloucester, Hunterdon, Monmouth, Ocean, Salem, Somerset.

Your county is No.....

MEDIAN AND COUNTY RANKING CHART—SUPERVISING PRINCIPAL DISTRICTS

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	38.0	2	36.8	3	43.9	1	35.04	3	39.8	10	38.1	1	183.2	1.
2.....	37.5	4	37.3	2	42.1	7	35.6	1	41.1	3	35.1	2	183.1	2.
3.....	37.7	3	37.6	1	42.4	4	33.8	6	41.3	2	34.3	5	182.8	3.
4.....	38.5	1	34.4	8	43.4	2	32.7	7	40.0	7	34.5	3	178.2	4.
5.....	36.7	5	35.9	6	41.2	8	34.4	5	40.4	6	33.6	6	178.2	4.
6.....	34.5	9	36.1	4	42.2	5	35.3	2	41.5	1	32.7	8	177.8	6.
7.....	35.1	8	35.7	7	42.8	3	34.9	4	41.1	3	34.5	3	176.4	7.
8.....	35.4	7	36.0	5	41.2	8	32.7	7	40.7	5	33.1	7	176.3	8.
9.....	36.4	6	33.4	9	38.7	11	32.7	7	39.3	11	32.5	9	171.6	9.
10.....	31.9	11	32.8	10	42.2	5	32.5	10	40.1	8	32.0	10	164.7	10.
11.....	32.7	10	31.4	11	39.6	10	30.9	11	40.1	8	29.1	11	161.1	11.
State	36.5		36.08		41.6		40.6		34.6		34.1		178.3	
County														
S. P. Med..	36.5		36.3		41.8		34.8		40.9		34.1		179.4	

Counties included in this report are: Atlantic, Bergen, Burlington, Camden, Cape May, Essex, Gloucester, Hunterdon, Monmouth, Ocean, Somerset.

Your county is No.....

PRELIMINARY REPORT—STATE EIGHTH GRADE EXAMINATIONS
GIVEN JUNE 12, 1929

STATE EIGHTH GRADE EXAMINATIONS—JUNE 12, 1929

"MARK" DIVISIONS—BASED ON NUMBER RIGHT ON AN APPROXIMATE
10-20-40-20-10% DISTRIBUTION

<i>Subject</i>	<i>"A"</i>	<i>"B"</i>	<i>"C"</i>	<i>"D"</i>	<i>"E"</i>
Arithmetic	44-50	40-43	32-39	26-31	25 and below
English	43-50	39-42	33-38	28-32	27 and below
Geography	47-50	44-46	38-43	33-37	32 and below
History	41-50	37-40	31-36	26-30	25 and below
Hygiene	45-50	42-44	38-41	35-37	34 and below
Spelling	44-50	38-43	27-37	19-26	18 and below
Partial total (excl. Geog.)	206-250	190-205	164-189	140-163	0-139

MEDIAN AND COUNTY RANKING CHART—JUNE, 1929

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	38.5	1	41.0	5	43.4	2	37.5	5	39.7	1	41.6	3	195.2	1.
2.....	35.0	8	45.8	1	42.5	3	37.1	7	38.4	7	43.4	2	194.4	2.
3.....	38.4	2	42.5	3	44.2	1	38.8	2	38.7	4	38.9	8	194.2	3.
4.....	37.8	3	40.8	6	42.4	4	37.8	4	37.8	8	41.5	4	193.2	4.
5.....	37.3	4	40.7	8	41.3	5	37.5	5	38.5	6	40.04	5	192.4	5.
6.....	35.4	5	39.2	13	41.1	6	35.5	13	38.6	5	43.6	1	190.8	6.
7.....	34.8	9	39.9	12	41.1	6	36.0	10	39.5	2	39.7	6	187.7	7.
8.....	35.2	6	40.5	9	40.3	11	36.4	8	37.8	8	38.9	8	186.0	8.
9.....	32.0	14	42.7	2	40.7	10	41.3	1	35.2	15	37.0	13	184.0	9.
10.....	35.2	6	42.3	4	41.05	8	36.2	9	37.0	12	39.1	7	183.3	10.
11.....	34.4	11	40.2	11	40.07	13	35.9	11	35.4	14	37.3	11	179.5	11.
12.....	32.8	13	40.3	10	37.7	15	38.4	3	36.7	13	35.0	14	179.4	12.
13.....	33.2	12	38.3	14	39.8	14	34.7	14	37.4	10	37.3	11	176.6	13.
14.....	34.8	9	36.04	15	40.9	9	33.4	15	38.8	3	34.8	15	172.6	14.
15.....	31.4	15	40.8	6	40.2	12	35.9	11	37.3	11	37.4	10	160.5	15.
State	35.3		40.5		40.7		35.9		36.5		39.1		183.6	
County.....	36.04		40.7		41.5		36.8		37.7		39.08		186.6	

The counties included in this report are: Atlantic, Camden, Cumberland, Essex, Gloucester, Hudson, Mercer, Middlesex, Monmouth, Morris, Passaic, Salem, Sussex, Union and Warren.

Your county is No.....

City No.	Arith.	Rank	Eng.	Rank	Geog.	Rank	Hist.	Rank	Hyg.	Rank	Spell.	Rank	P. T.	Rank
1.....	42.3	1	43.3	2	42.8	5	40.2	1	38.6	4	41.7	4	203.2	1.
2.....	39.7	2	41.9	9	43.7	1	38.6	4	38.5	5	41.0	7	197.5	2.
3.....	37.8	7	40.6	15	43.3	3	37.4	8	39.3	3	44.1	1	195.9	3.
4.....	38.7	4	41.06	12	...	..	38.2	5	39.4	2	39.8	11	194.3	4.
5.....	39.7	2	43.9	1	40.6	14	35.9	13	35.8	18	42.3	2	193.1	5.
6.....	36.7	9	42.7	5	40.7	12	38.2	5	37.1	8	41.8	3	192.9	6.
7.....	37.7	8	43.3	2	39.5	16	33.8	19	34.7	24	39.9	10	187.6	7.
8.....	38.1	5	43.0	4	35.6	23	38.9	2	36.5	12	35.2	24	186.5	8.
9.....	35.9	13	39.6	18	42.6	6	36.4	11	36.9	11	40.8	8	186.1	9.
10.....	36.0	12	36.6	26	42.5	7	38.0	7	36.0	17	36.0	22	184.0	10.
11.....	35.5	15	40.5	16	40.7	12	35.1	17	36.03	16	41.1	6	183.8	11.
12.....	33.6	19	39.6	18	35.9	22	36.5	10	40.0	1	38.1	14	183.8	11.
13.....	36.7	9	37.9	24	39.5	16	37.2	9	36.3	13	38.1	14	183.3	13.
14.....	36.5	11	41.2	10	43.2	4	36.02	12	36.06	15	37.1	19	183.0	14.
15.....	33.2	20	41.2	10	43.6	2	38.9	2	35.3	22	37.6	17	182.8	15.
16.....	34.5	17	39.6	18	41.5	9	34.6	18	36.3	13	41.4	5	182.7	16.
17.....	35.9	13	42.2	8	41.3	11	33.8	19	35.6	20	40.03	9	182.6	17.
18.....	34.6	16	40.7	14	41.8	8	35.6	14	35.4	21	39.7	12	180.9	18.
19.....	32.6	21	42.3	7	38.7	19	33.4	22	34.8	23	36.3	20	179.5	19.
20.....	31.1	24	42.4	6	38.6	20	32.7	24	34.4	25	34.2	26	178.9	20.
21.....	32.6	21	40.1	17	...	..	33.0	23	37.1	8	38.7	13	177.0	21.
22.....	32.0	23	38.5	22	39.6	15	35.2	15	37.0	10	36.1	21	174.8	22.
23.....	28.3	26	37.8	25	35.3	25	35.2	15	35.8	18	38.02	16	171.8	23.
24.....	38.1	5	38.8	21	41.5	9	33.7	21	37.8	7	30.3	28	170.8	24.
25.....	34.0	18	40.8	13	35.6	23	31.6	27	38.4	6	34.5	25	169.4	25.
26.....	30.5	25	38.1	23	36.9	21	32.3	26	33.1	26	37.5	18	167.4	26.
27.....	24.7	27	35.6	28	39.3	18	30.6	28	33.0	27	31.5	27	154.4	27.
28.....	22.6	28	36.4	27	29.8	26	32.6	25	32.1	28	35.5	23	153.3	28.
State	35.3		40.5		40.7		35.9		36.5		39.1		183.6	
City	34.9		40.5		40.3		35.4		35.9		39.1		172.06	

The cities included in this report are: Atlantic City, Bayonne, Bloomfield, Camden, Clifton, East Orange, Elizabeth, Englewood, Gloucester, Hoboken, Jersey City, Kearny, Long Branch, Montclair, Newark, New Brunswick, North Bergen, Ocean City, Passaic, Paterson, Perth Amboy, Phillipsburg, Rahway, South Amboy, Summit, Trenton, Union City and West New York.

None city is No

MEDIAN AND COUNTY RANKING CHART—HELPING TEACHER DISTRICTS—JUNE, 1929

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	41.1	1	44.2	2	43.2	1	40.7	2	36.9	5	40.0	4	202.0	1.
2.....	39.5	2	44.6	1	42.2	2	39.3	3	39.8	1	40.3	3	196.2	2.
3.....	38.0	4	40.1	6	39.8	6	37.7	4	37.5	4	40.6	2	195.7	3.
4.....	38.5	3	44.0	3	40.0	4	33.0	6	36.0	7	47.0	1	195.0	4.
5.....	36.0	5	42.0	4	41.3	3	41.0	1	39.5	2	39.6	5	192.0	5.
6.....	35.0	6	41.5	5	40.0	4	37.5	5	36.5	6	38.0	6	186.6	6.
7.....	30.1	8	36.9	7	37.3	8	32.6	7	35.9	8	35.6	7	168.2	7.
8.....	30.9	7	31.1	8	39.7	7	31.1	8	38.9	3	33.0	8	161.4	8.
State	35.3		40.5		40.7		35.9		36.5		39.1		183.6	
County														
H. T. Med..	35.3		38.8		40.1		35.8		37.5		37.4		182.0	

The counties included in this report are: Atlantic, Gloucester, Morris, Mercer, Passaic, Salem, Sussex and Warren.

Your county is No.....

MEDIANS AND COUNTY RANKING CHART—SUPERVISING PRINCIPAL DISTRICTS—JUNE, 1929

<i>County No.</i>	<i>Arith.</i>	<i>Rank</i>	<i>Eng.</i>	<i>Rank</i>	<i>Geog.</i>	<i>Rank</i>	<i>Hist.</i>	<i>Rank</i>	<i>Hyg.</i>	<i>Rank</i>	<i>Spell.</i>	<i>Rank</i>	<i>P. T.</i>	<i>Rank</i>
1.....	38.5	1	41.0	5	43.4	2	37.5	4	39.7	1	41.6	2	195.2	1.
2.....	34.8	6	45.8	1	42.6	4	37.3	6	38.4	6	43.3	1	194.4	2.
3.....	38.05	2	42.3	3	44.3	1	38.7	1	38.9	3	38.7	8	193.5	3.
4.....	37.2	3	40.8	6	41.5	6	37.4	5	38.6	5	40.0	4	192.0	4.
5.....	34.8	6	39.9	9	41.1	7	36.0	9	39.5	2	39.7	5	187.7	5.
6.....	32.4	9	42.6	2	43.4	2	38.2	3	37.1	8	40.5	3	186.9	6.
7.....	35.4	5	40.6	7	42.2	5	36.7	8	38.7	4	39.0	6	185.9	7.
8.....	35.6	4	39.9	9	39.9	9	37.2	7	37.4	7	38.1	9	184.4	8.
9.....	32.6	8	41.7	4	40.1	8	35.3	10	36.1	10	39.0	6	180.3	9.
10.....	32.1	10	40.0	8	37.3	10	38.5	2	36.7	9	34.3	10	177.06	10.
State	35.3		40.5		40.7		35.9		36.5		39.1		183.6	
County														
S. P. Med...	36.6		41.4		42.4		37.5		38.4		39.9		180.6	

The counties included in this report are: Atlantic, Camden, Essex, Gloucester, Mercer, Morris, Passaic, Salem, Somerset and Warren.

Your county is No.....

The following committee aided the Assistant Commissioner of Education in the preparation of the State Eighth Grade Examinations for 1929:

Mr. C. R. Rounds, English Director

Miss Marie Hennes, Principal

Mr. George A. Kipp, City Superintendent of Schools

Miss Jennie M. Haver, County Helping Teacher

Mr. S. G. Winans, Instructor in Mathematics

E. Service to borough, town and city districts

While, to be sure, the major portion of the direct contacts in the field made by the Assistant Commissioner in charge of Elementary Education is that involved in the county helping teacher territory, my conception of the work compels me to believe that no one field should take precedence to the exclusion of all others. My contacts with borough, town, and city situations came partly through participation in surveys under direction of the Commissioner. I have made it a policy, however, to select during this year a group of these urban districts and to become acquainted with the kind of educational opportunity provided the pupils in certain types of local administrative units. Thirteen borough and nine city districts were visited and approximately one hundred and sixty-five classroom situations thus seen. Regardless of what other measures of a supervisory nature are employed the classroom visitation gives to a State supervisory officer two definite kinds of information not otherwise obtainable. First, it indicates to him what is in the thought of the local administrative and supervisory personnel when "good teaching situations" are indicated. No better way can be devised for obtaining first hand, authentic information of what constitutes a "good" school program in the minds of the local professional authorities than to visit with these authorities, and afterward to sit down and appraise the day's experience in the light of the criteria imposed by a modern concept of child life, child need, and the function of teaching.

The Assistant Commissioner would welcome far greater opportunity to render this particular service. It is my experience that schoolmen and women of New Jersey instead of looking upon these days as "inspection" days actively cooperate and are eager for this exchange of views and interpretation of trends. This sort of conference needs careful planning and a definite follow-up through correspondence to convince local school people of the genuineness of the interest of the Assistant Commissioner. Outstanding teaching frequently is encountered in these visitations, which it is the business of the State to know and encourage.

COMMISSIONER OF EDUCATION

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ANNUAL STATISTICAL REPORT OF HELPING TEACHERS School Year 1928-1929

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 Schalble	4	17	6	2	9	50	28	7	15	7	5	1282
	E. Helfrich	7	15	5	5	5	42	33	5	4	7	12	878
Bergen	Agnes E. Brown	6	6	2	0	4	22	19	2	0	2	1	529
	Mrs. E. Carroll	8	8	0	0	8	48	46	2	0	2	5	1158
	Norma C. Leiter	4	9	0	1	8	47	43	2	2	4	6	1871
	Melvia Wormuth	5	11	3	2	6	44	40	4	0	5	1	1182
Burlington ...	Hulda Hewitt	6	9	0	0	9	46	24	13	9	2	5	1246
	C. B. LeConey	5	8	0	1	7	49	28	14	7	10	4	1674
	M. R. Purnell	6	8	0	3	5	37	19	14	4	1	5	1204
	Alma Prentice	7	15	3	7	5	37	15	17	5	6	2	1200
Camden	Mrs. H. A. Amelsen	6	10	1	3	6	62	28	31	3	11	6	2181
	Olivia Richman	6	12	0	3	9	63	29	22	12	11	11	2155
	Mrs. E. Glading	4	17	6	1	10	68	31	17	20	7	17	2384
Cape May ...	Roxana S. Gandy	7	21	9	7	5	41	13	19	9	6	11	1035
Cumberland ..	Nella H. Cole	6	22	12	4	6	54	34	13	7	7	2	1809
	Jean F. Mackay	6	18	6	4	8	56	29	18	9	0	2	1792
Essex	Margaret Millmine	6	9	0	1	8	55	49	5	1	7	4	1498
	Lilla E. Payne	2	9	1	0	8	65	65	0	0	5	12	1496
Gloucester ...	Marian C. Beck	4	11	1	0	10	45	22	15	8	6	5	1355
	Katherine Smith	6	16	5	2	9	57	34	18	5	6	4	1607
Hunterdon ...	Jennie M. Haver	10	22	10	7	5	41	16	17	8	4	10	1477
	Mrs. M. M. Lawson	4	23	25	2	1	38	18	11	9	6	8	1354
	Sarah Strong	7	27	22	3	2	39	20	5	14	9	3	1287
Mercer	Dorothy B. Smith	3	6	0	1	5	28	24	4	0	2	5	1029
Monmouth ...	Kathryn M. Parker	5	14	5	3	6	36	19	13	4	4	5	1526
	Mrs. M. S. Gibson	5	16	11	0	5	38	21	14	3	5	4	1400
	Charlotte Wilson	7	13	1	5	7	46	33	11	2	5	5	1563
Morris	Arlene Keephart	6	13	6	2	5	31	17	11	3	5	3	842
Ocean	Mrs. Sara Hernberg	10	15	6	5	4	43	24	17	2	4	6	1383
	Mary H. Young	10	20	8	6	6	42	20	17	5	2	4	1401
Passaic	Clara Barlett	6	14	6	5	3	45	32	11	2	6	0	1438
Salem	Fannie B. Miller	6	21	11	4	6	47	27	14	6	4	5	1647
	E. Van Syckle	4	16	10	1	5	47	19	19	9	2	9	1690
Somerset	A. P. Hagaman	5	17	8	6	3	30	14	7	9	8	5	1001
	L. M. Sydenham	5	18	11	5	2	29	7	13	9	3	5	905
Sussex	Florence Farber	7	34	34	0	0	34	7	23	0	5	7	818
	Ruby A. Miller	10	22	12	6	4	36	8	16	12	3	6	1017
Warren	Vera M. Telfer	6	26	13	6	7	53	22	0	31	6	11	1806
	Marcla Everett	10	29	19	6	4	50	22	0	28	8	7	1544
	Totals	237	622	278	119	225	1741	999	466	276	208	228	54684
MUSIC HELPING TEACHERS													
Burlington	Miriam Sparrow	11	18	2	6	10	59	28	25	6	7	11	1704
Camden	Ethel McKinley	7	28	7	6	15	92	34	30	28	14	12	3215
Cape May	Mrs. Grace Crone	8	27	10	10	7	57	24	22	11	6	9	1454
Ocean	Marie Snyder	19	34	14	11	9	77	38	32	7	2	6	2513
	Totals	45	107	33	33	41	285	124	109	52	29	38	6886

III. SUMMARY AND RECOMMENDATIONS

A. The following indicates in tabular form some of the varied kinds of activities engaged in by the writer as Assistant Commissioner of Education in charge of Elementary schools, for the period from October 16, 1928, to June 30, 1929:

TABULATION OF FIELD APPOINTMENTS

Days in visiting schools with county helping teachers	31
Borough and township districts visited	13
City districts visited	9
Days spent in conducting survey activities	12
Number of institutes attended	7
Number of talks before teacher groups	12
Number of talks before parent-teacher groups	3
Number of commencement addresses	8
Number of State educational conferences	7
Number of conferences with boards of education	7
Number of curriculum conferences	8
Number of testing committee meetings	3
Dedications	3
Number of supervisory round tables held	9
Number of helping teacher round tables held	11
Number of other professional meetings	15
Personal interviews in the field, other than above	31

It was also a rare privilege for me to spend two days with Dr. J. C. Morrison, Assistant Commissioner of Education, in charge of the Elementary Division for the State of New York, at Albany.

B. Suggestions for consideration of the Commissioner of Education

1. A brief study made during the year and submitted at an earlier date recommended an optimum teacher load for the helping teachers of thirty-five. Recommendations for new appointments for the school year 1929-1930, with the optimum load as a goal, would increase the regular staff of helping teachers by five. Two appointments have been made prior to July 1, 1929, namely, an additional helping teacher for Cumberland County and an additional helping teacher for Morris County. Three appointments are pending as of July 1:

One additional helping teacher for each of the counties of Camden, Gloucester and Warren.

Additional appointments of helping teachers over a five-year period is recommended toward the optimum number mentioned above.

2. The program of the music helping teachers should be carefully appraised, looking toward a steady extension of this service to other counties as the need becomes evident.
3. Consideration should be given to the problems arising from the studies being conducted each year in curriculum revision. Production of satisfactory monographs is becoming increasingly difficult as the general quality of curriculum making becomes better. The State Department of

Public Instruction in issuing these monographs is faced with the need for more extended research than is possible when the Assistant Commissioner has only the help afforded by a voluntary part-time committee from the field. Creditable work is done, to be sure, by these volunteer committees, but some much needed bibliographical and other research, organization study, and expert oversight, which are time-consuming, have to be omitted. Since these courses represent to the classroom teacher and supervisory officers one of the most direct services given by the State Department of Public Instruction, the shaping of the State educational program will be greatly advanced when we may insure much greater care in the preparation of monographs and in curriculum service generally. In just what manner this service may be bettered may be determined only after careful consideration. The need, however, is quite evident.

4. It is hoped that a definite plan may be presented, presumably in cooperation with the Division of Teacher Training, for the extension of demonstration centers in the State, particularly in rural localities. The work of the demonstration school at Vineland is already producing an observable betterment in teaching techniques in the territory served.
5. It is my belief that the State Eighth Grade Efficiency Tests may be further improved by the careful selection of a committee for more or less extended tenure to assist in the preparation of the tests and to act as an advisory committee to study the test results, with a view to improving their validity. The committee may be, as at present, voluntary in nature. The practice of making annually a new selection of the entire committee seriously hinders a really scientific approach to the construction of tests.
6. It is my recommendation that the State Eighth Grade Tests be so prepared and calibrated that at least six forms of statistically equivalent difficulty be prepared; that they be standardized for the State sampling, and that for a five-year period these equivalent forms be used in order that proper comparisons and diagnoses, now entirely impossible, may be made by the State; that the subjects of arithmetic, history, geography, and spelling be the first to be standardized. The statistical and field procedures are perfectly possible and comparatively uncomplex. Coachability of tests is a factor which may be overcome by revisions every fifth year.
7. There is very definite evidence of a need in the State for a more modern conception of the program of instruction for typical groups of pupils. Those seriously retarded, specially handicapped, physically or emotionally, and those of the very superior type mentally are frequently dealt with administratively by segregation with small regard for the sort of educational program afforded.
8. With the added emphasis now given to the school program for five-year old pupils, the "pro-primary" and kindergarten field show evidence too frequently of becoming mechanized to a degree harmful to the normal growth of the pupils affected. While the formation of pre-primary classes may be an administrative solution entirely justifiable, the need for a modernly conceivable kindergarten monograph is plainly evident.

There should be provided the necessary curriculum material to overcome the regrettable practices disclosed in many "pre-primary" and kindergarten groups, due to a tendency to introduce formalized learnings before the mind of the child is ready for such learnings. This is vicious and dangerous and must be reckoned a major problem.

9. During the spring of 1929, under the direction of the Commissioner of Education, I cooperated with the Assistant Commissioner in charge of Secondary Education in sending out in the State inquiries regarding the status of educational tests and measurements in the elementary schools of the cities, towns, boroughs, and other supervisory districts of the State. At the time of writing this report the compilation of results had not yet been completed nor has there been an extended study of the material. A great deal of information can be gathered from this survey relative to the status of educational testing programs in the State.

VOCATIONAL EDUCATION, INDUSTRIAL ARTS, AND CONTINUATION SCHOOLS

The following report deals with the activities under the supervision of the Vocational Division for the year ending June 30, 1929. These activities include, as heretofore, the various lines of work organized under the Vocational School Law, the Continuation School Act, the Manual Training Law, and the law accepting Federal Aid for Rehabilitation. A brief summary of the significant trends and outstanding events in these fields is given followed by a discussion of some of the more important items. The principal features referred to above may be listed as follows:

1.—*Trades and Industries.* The opening of the Camden County Vocational School; the provision of additional facilities in the Paterson Vocational School; the construction of a new vocational school building for girls in Essex County; the promotion of apprentice training; the further development of activities in foreman training

2.—*Home Economics.* The readjustment of the full-time vocational school for girls, placing more emphasis than heretofore on preparation for industrial employment; the initiation of departments of vocational home economics in the junior and senior high schools; the development of home economics instruction in elementary schools and its relation to the health program

3.—*Agriculture.* The establishment of new departments of agriculture in Vineland and in Camden County; the extension of the influence of the Future Farmers' Association as a factor in agricultural education; the development of more effective project work to supplement the classroom instruction in agriculture

4.—*Continuation Schools.* The attainment of better health inspection, supervision, and practice for employed minors; the development of the continuation schools as a stabilizing factor in the employment of adolescent boys and girls; improvement in the teaching practices and the thrift programs of the continuation schools

5.—*Industrial Arts.* A growing interest in diversified types of shop work; more attention to the selection of equipment that conforms to the standards set up by the State; a tendency in the senior high schools towards the development of instruction along lines of technical training

6.—*Rehabilitation.* Preliminary steps in the reorganization of the Rehabilitation work to secure further separation between vocational training and physical restoration; more exact accounting as between these two types of work; increase in the number of training cases

7.—*Teacher Training.* An increase of 249 persons in the total number of persons registered in teacher training courses; a tendency on the part of teachers to select courses for which college credit may be granted; the development of training for evening vocational teachers in service

TRADE AND INDUSTRIAL EDUCATION

During the last school year facilities for trade and industrial education for boys were increased by the opening of the Camden County Vocational School and an addition to the Paterson Vocational School. The plans for the organization of the Camden school were outlined in last year's report. During the year just closed marked progress has been made in carrying out these plans and the school has operated throughout the year with an enrollment of 509 pupils and 18 teachers in the day classes and 688 pupils and 29 teachers in the evening classes.

The new addition to the Paterson Vocational School has made available increased facilities for both day and evening classes. These facilities were greatly needed. The trade extension classes have been so over-crowded during the past several years as to limit the efficiency of the instruction as well as the range of the courses. The school is now rapidly correcting this condition.

The addition to the Paterson School besides providing a number of new shops has afforded excellent opportunities for actual trade work for the pupils in the day school. The walls, roof, and rough flooring were constructed under contract, but through agreements with contractors and organized labor the installation of finished floors, interior partitions, plumbing, steamfitting, and electric wiring was left to the pupils in the building trades courses. It is interesting to note that the transformer vault (which is the most modern type of transformer installation in New Jersey) was constructed jointly by journeyman electricians and pupils of the electrical department of the all-day vocational school.

Last year plans were made by the Rahway Board of Education for the establishment of a part-time cooperative course in the Rahway High School. This department was opened in September 1928 and is making very satisfactory progress. In initiating this work careful attention was given by Mr. Perry, the local supervisor of vocational education, to selecting pupils for this course and assigning them to the trades of their choice.

The plan was inaugurated with 14 teams of 28 boys who were placed in 9 different trades. One boy spends a week in industry, while his team mate attends school. At the end of the week the boys change places.

The instruction during the school period is given in a special course and includes the mathematics, science, and drawing necessary for success in carrying out the trade operations. The non-vocational subjects which also form a part of the course embrace industrial history and civics, English, general mechanics, and physical education. The time devoted to the teaching of related vocational subjects is approximately the same as that given to the non-

vocational subjects. Not only are these boys securing in this way a thorough education, but, meanwhile, they are earning more than it costs. Last year the wages for the group amounted to approximately \$6,000.

It is expected that the plan will be expanded during the coming year by the addition of approximately thirty more students. This practice will be continued until about 90 boys are enrolled in the cooperative course. When the maximum enrollment has been reached, a study will be made to determine the need for further expansion.

Apprentice Training. There was a slight increase in the number of apprentices enrolled during the last year. In some districts there has been a decided drop in apprentice enrollment because of the lack of employment in the building trades. The opening of the Camden County School, however, helped to overcome losses in enrollment in other parts of the State. Approximately 90 per cent of the apprentices attending evening classes come from the building trades, and a depression in these trades is usually accompanied by a falling off of interest in apprentice training. Building operations in Atlantic City have been practically at a standstill during the past two years and the apprentices who have been out of work leave the city or seek employment in other fields. This has naturally affected the enrollment in apprentice classes in this district.

A comparison of the growth of the apprentice classes in the evening schools of New Jersey during the last five years is shown in the following table:

ENROLLMENT IN APPRENTICE CLASSES

1923-24	1924-25	1925-26	1926-27	1927-28	1928-29
1,463	2,176	2,572	3,068	3,693	3,767

A new departure is the establishment of part-time classes for apprentices in the bricklaying and plastering trades in Essex County. These boys are now attending classes during working hours instead of at night as heretofore. This makes it possible to give more effective instruction, as the pupils are better fitted physically and mentally than they are at night after a hard day of labor on the job, followed by considerable time spent in travelling to their homes and returning to the evening school. As the beneficial results of the present movement in Essex County are recognized, it is hoped that part-time classes of this type will spread to the other industrial sections of the State.

During the last year the Vocational Division has made an earnest attempt to promote apprentice classes in the manufacturing fields. The results of such efforts, however, have not been so successful as in the building trades. This is due in part to the fact that apprenticeship in the manufacturing trades has not been fostered by industry to the extent that it has been in the building trades. The manufacturing industries have had a tendency to specialize their workers. This practice has extended even to the more skilled branches of tool and dye making until at present there is a great shortage of men who can be classified as expert tool makers. The few industries which have retained an apprentice system operate their own training departments and in most instances they are giving excellent training in trade manipulations. While these plants also give some trade technical instruction, it is not usually organized on a scientific basis.

The Newark Chamber of Commerce has a committee on apprenticeship which has recently been devoting some attention to apprentice training in the manufacturing industries. As yet, however, this movement has not proceeded beyond the stage where groups interested in this problem have come **together to discuss** possible types of training in this field.

The Bloomfield Manufacturers' Association is also attempting to develop a plan for apprentice training. Under the scheme proposed by this organization an apprentice will not be indentured to an employer but to the Association and will be rotated among the employers so that he will obtain a full round of experiences. This scheme offers an ideal method of training highly skilled mechanics. The administration of it, however, under modern production conditions will necessitate close supervision. The Department of Public Instruction is planning to give attention to the development of this plan during the coming year in cooperation with the Bloomfield Manufacturers' Association and the Essex County Vocational Schools.

Trade Extension Classes for Journeymen. Each year the value of short unit courses for journeyman workers is being recognized by both the mature workers in the trades and by those in charge of trade extension classes in local districts. There is a growing demand in the larger industrial centers for courses in oxyacetylene welding for plumbers, since modern building specifications usually require all plumbing piping over 1" to be welded. Structural steel workers are also beginning to request courses in electric arc welding. Welding of this type is being used in modern steel construction and will eventually displace the noisy riveting operations now considered necessary for the safe construction of steel-framed buildings. During the last year the Camden County School established electric arc welding courses for shipyard workers.

A very successful course for radio maintenance and repair men was operated in the Atlantic City Evening Vocational School. With the rapid development of the radio industry, which has given us the radio set with complicated electrical circuits and electro-mechanical equipment, has come the need for expert repair and maintenance workers who can replace and adjust such equipment so that it may function as it has been designed to do.

Foreman Conference Leaders. The training of foreman conference leaders in the industrial district of Passaic County which was begun early in 1928 was continued during the past school year, and eight very competent conference leaders were trained for the Botany Worsted Mills and the Garfield Worsted Mills.

A second group of foreman conference leaders were also trained in Newark. These men were recruited from the Newark industrial district by the North Jersey Employers' Association. They represented general foremen, production managers, superintendents, and personnel men from the following industries:

Westinghouse Electric and Mfg. Co.	Newark
Thomson Machine Company	Belleville
Eastwood Wire Company	Belleville
Pyrene Manufacturing Company	Newark
Walter Kidde Company	Belleville
U. S. Metals Refining Company	Carteret

This group met once a week for two-hour periods for approximately 25 weeks, during which time they had an opportunity to conduct conferences with the group of which they were members.

Conferences with Industrial Executives. Industrial development during the past twenty-five years has been in the field of machines and materials. Industrial developments during the next ten years will depend upon the intelligent development of the working forces who operate the machines and fabricate the materials.

Industrial leaders already recognize that in many instances the skilled worker represents a larger financial investment than does the machine which he operates, and in many cases the machine can also be more easily replaced than can the worker. Industrial executives know a great deal more about the causes of machine and material behavior and failure than they do about human behavior.

On two occasions last spring groups of industrial executives consisting of superintendents, personnel directors, employment managers, and production managers of some of the largest industries of northern New Jersey on invitation of the Vocational Division met at the New Jersey State Teachers' College, Montclair, to discuss problems of human behavior in industry. The speaker at these meetings was Dr. Caroline Zachry of the faculty of the college. It is hoped that these meetings are but preliminary to an industrial forum in which actual cases of human behavior in industry may be studied. All this is as significant for schools engaged in preparing young people for industrial employment as it is for the industries themselves.

VOCATIONAL EDUCATION FOR GIRLS

Certain readjustments in the State-aided vocational schools for girls have been going on for several years. While this has been a gradual process it has resulted in some definite changes, and the situation as a whole is somewhat different from that of a few years ago. Vocational work for girls in New Jersey is now organized as follows.

The Essex County Vocational School for Girls, which was formerly the Newark Vocational School, has become an industrial rather than a home economics school with a considerable number of trade preparatory courses. It has one "general course" in which home economics instruction is given to a special group. The trade preparatory courses are commercial design, dress-making, millinery, power-machine operating, manicuring with care of the hair and skin, training of dental assistants, office practice, tea room work, and cooperative training with both the department stores and hospitals. The registration has been limited by lack of space in spite of the fact that three annexes have been opened to relieve overcrowding. Next September the school will be housed in a new building with adequate facilities for the present courses and opportunity to develop new work.

Atlantic City has all-day vocational schools for two groups—the main school which is in the Illinois Avenue building, and a department for colored girls in the Indiana Avenue school. These are both organized as vocational home economics schools with trade departments. Training for trade dressmaking, office practice, and manicuring with care of the hair is given at both schools. The department at the Indiana Avenue school was reorganized two years ago

and now has excellent prospects for development. The growth of both these schools will, to a certain extent, depend on the opportunities which they can offer girls to prepare for employment. In a resort city which has no industries the organization of such courses is a difficult problem.

The all-day vocational school in Elizabeth is organized as a vocational home economics school with trade departments of dressmaking and office practice. The buildings used by the school have recently been put in better condition and there have also been definite improvements in the internal organization. This school will develop as it is able to open trade preparatory courses for girls.

Orange has all-day vocational home economics classes operating as a department in the Central School. This school is organized on essentially the same basis as when first established.

Jersey City maintains vocational home economics instruction in small departments which are more or less a part of the organization of three different schools. If these departments could be brought together in one central unit under a competent woman, there would be the nucleus of a good institution similar to the other separately organized schools. Jersey City has the need and the field for a vocational school for girls which would permit of attention to industrial employments.

In Franklin the home economics work was discontinued as a vocational subject at the end of the last school year by advice of the State Department and is now being reorganized on a general home economics basis. During the year Bridgeton established a department of vocational home economics in the high school. This is the first department of this kind to be organized in a high school under the new plan. Fifty pupils were registered the first year, and there is every prospect of successful development. The department is fortunate in having excellent teachers and a superintendent of schools who believes in the work.

This is the present situation in regard to the vocational schools for girls. This type of school is apparently most successful in this State when established as a separate school under competent direction with opportunity to organize trade training for pupils who must have employment when they leave school. Such schools, however, are only possible for relatively large districts. Developments in the immediate future will probably be along the line of vocational home economics departments in the high schools. It is expected that two or three such departments, similar to the one in Bridgeton, will be organized in the coming year.

General Home Economics. General home economics instruction in the schools of New Jersey has continued to develop both by the establishment of work in new districts and by increasing facilities in districts where classes have for some time been maintained. There are now about 175 school districts where instruction in home economics subjects is part of the general school program. The total registration is approximately 100,000. While there is considerable work in the high schools, the greater part of the enrollment is in the elementary schools—especially in the seventh and eighth grades. This is in part due to the fact that many of the smaller districts, which do not maintain high schools, give home economics instruction in the intermediate grades.

Food and clothing are the home economics subjects in which instruction is generally given. This represents a much wider range of subject matter than instruction formerly designated as domestic science and domestic art which was usually limited to cooking and sewing. While skill to produce is still important for the average woman, she also needs the more abstract "skills" which enable her to make intelligent selection from the products of industry. Manufacturing of food and clothing is becoming a highly specialized process and a woman needs technical knowledge to enable her to deal with her purchasing problems. Furthermore, science is showing that proper food—and, to a less extent, proper clothing—are important factors in maintaining health. In broadening the scope of instruction from cooking and sewing to food and clothing, the school is endeavoring to meet this situation and give the girl some knowledge of the varied factors which are more and more entering into successful home management.

Home Economics and the Health Program. Food and clothing as factors in health is the subject to which special attention has been given during the last year. This has not meant the organization of a separate program so much as emphasizing the health content of what is already being taught.

In the foods work the three most effective projects have been the height and weight charts, better selection of meals in the school lunch, and devices to increase the use of milk, fruit, and green vegetables. The height and weight charts have been used in a number of schools to direct attention to overweight and underweight. The classes have not only planned diets to correct these conditions but cooked the different foods and served demonstration meals. Permanent improvement is a long, slow process, but reports show that some pupils have persevered until they have achieved it. The efforts of the girl to improve her physical condition have often educated her mother, and this has reacted favorably on the family diet.

When the school has a lunchroom under the supervision of the home economics instructor, there is an opportunity to work with the whole school for better food habits. In a number of cases the girls in the foods classes have prepared for the lunchroom attractive posters illustrating the relation of different foods to health and growth, and have also set up sample trays showing good and bad lunch selections. In one school the nurse gave the home economics teachers a list of pupils who needed "corrective feeding" and each noon the trays of these pupils were checked to see that their diet schedule was followed. Special dishes were prepared in the cooking classes for pupils who would not drink the amount of milk which they needed.

Health habit charts were used as an incentive for pupils to increase the amount of milk, fruit, and green vegetables as well as to acquire other health habits of sleep, fresh air, exercise and cleanliness. Credits in the form of stars were given weekly with special rewards for pupils having high monthly scores. When a pupil showed no improvement, a visit to her mother often helped to correct unfavorable home conditions.

Clothing is a more difficult subject in which to organize health instruction. Style is the controlling factor in this field, and style and health are sometimes in direct opposition. One health project was very cleverly organized to utilize the "style factor" in securing better posture. Emphasis was placed on the importance of an erect carriage in showing off a dress. Round shoulders are

not only difficult to fit but the "sagging type" to which they belong seldom wears clothes with style or good effect. Shoes and their relation to posture and health were another feature of clothing-health instruction. Illustrative material of considerable interest was prepared by pupils. One girl went so far as to sacrifice her high-heeled pumps as Exhibit A in what a girl cannot wear on the "Road to Health". Cleanliness of clothes and person was another point stressed by clothing teachers as contributing to health conditions. When this was well handled, it resulted in worthwhile class discussion and a better understanding of the health and style value of cleanliness in personal habits.

The year's attention to health instruction as a part of the home economics program has shown that every food lesson, when well taught, is a health lesson and that health is an important asset to the girl who would be well groomed.

AGRICULTURAL EDUCATION

During the year covered by this report instruction in Vocational Agriculture was given by 31 teachers employed for the full year and three special teachers employed for short periods in the winter months. Classes were held in fifty-five centers with an attendance of 1211 pupils. Of these, 714 were boys ranging in age from 14 to 21, and 497 were adults. Pupils from every county in the State, except Ocean, Essex, Hudson and Union, were included in these agricultural classes.

Besides the regular class instruction, the agricultural teachers are called upon to assist in many community activities of an agricultural nature. These activities may be grouped into three types: (1) helping individual farmers and their sons with agricultural problems, (2) organizing or cooperating with other agricultural agencies in organizing group meetings for farmers, (3) contributing agricultural information at meetings organized by others. Records for the year show that the teachers gave individual help to 7,827 persons, an average of 261 per teacher. They organized or helped to organize 1,259 farmers' meetings with a total attendance of 211,999 and contributed information at 805 meetings organized by other agencies at which there was an attendance of 416,041 individuals. This community work of the teachers is very far-reaching and is an important by-product of vocational agriculture in the public schools of the State.

Two school systems—Vineland and Camden County Vocational School—added vocational agriculture during the year. At Vineland the course is organized on the same basis as in the rural high schools. The instruction last year was given to a selected group of high school boys and dealt chiefly with poultry farming and small fruit and vegetable culture, the major farm enterprises of the region. At the Camden County School the instruction was along floricultural lines. A modern greenhouse as a part of the school equipment was completed during the year and a group of 25 boys grew the plants and kept this greenhouse operating to capacity. In addition to this course for day students, an evening class for florists and one for amateur gardeners were conducted.

A new development during the year was a series of two-week courses in farm tractor repair for adults held at three centers in Cape May and Atlantic Counties. A specialist in farm machinery was employed for these classes. The farmers brought their tractors to a central location and gave them a complete overhauling under the supervision of the instructor. This work was

accompanied by instruction in the care, repair and operation of farm tractors. The only expense to the farmers was the cost for new parts that needed to be supplied. These courses were so successful that the farmers have asked that they be continued.

During the year the New Jersey high school boys in the vocational agricultural classes had a large part in organizing what is known as the Future Farmers of America—a national organization of boys studying vocational agriculture in the public schools of the country. At a meeting in Kansas City attended by boys in vocational agriculture from nearly every State in the Union, Leslie Applegate, a junior in the agricultural department of the Freehold High School, was elected the first president of this Association. The purposes of the Future Farmers of America, as stated in their constitution, are “to promote vocational education in agriculture in the public schools of the United States, to create more interest in the intelligent choice of farming occupations, to create and nurture a love of country life, to encourage recreational and educational activities for students in vocational agriculture, to promote thrift, to encourage cooperative effort among students of vocational agriculture, to strengthen the confidence of the farm boy in himself and his work, to promote scholarship among students of vocational agriculture, and to develop rural leadership.”

Four New Jersey high school boys—James Pettit, Jr., of Salem; Edward Lipman, of New Brunswick; Cancy Lorenzo, of Newton, and Arthur Hawkins, of Clinton—competing with ninety-three boys from thirty-one States, won the vocational boys' milk judging contest at the National Dairy Exposition at Memphis, Tennessee, on October 15, 1928 and took second honors in judging cattle of the four chief dairy breeds—Holsteins, Ayrshires, Jerseys, Guernseys—losing to Kansas by only 62 points out of a possible 2,400 points. In individual breed honors, the New Jersey team was first with Jerseys and second with Ayrshires. These boys earned the right to represent the State by competing in a series of judging contests held in various parts of the State during the spring and summer. The first contests were held in the local schools and later the best trained boys from the different schools met in State-wide competition, with the result that the four boys listed above were selected for the national contest.

The major emphasis in the work of the agricultural department last year was placed on the supervised and directed farm practice of the boys enrolled in these courses. It is through the participation of the pupils in actual farm work that they become familiar with the scientific principles taught in the schoolroom and laboratory. This farm practice is of several types and is made to fit the needs of the individual pupils. The most frequently used type is the home project, in which the pupil conducts a farm enterprise of his own on the home farm. These enterprises may be either major or minor projects. In the former, the pupil carries the enterprise for several years, while in the latter he carries the work for a season. The advantage of the major project is that the pupil profits by his mistakes and corrects them in succeeding years. He also has an opportunity to increase his enterprise from year to year and by the time he is graduated from school has a sizable business that frequently starts him in farming. Many pupils carry one major project and several minor projects, in this way becoming familiar with several of the farm enter-

prises in the community in which they live. The amount of actual farm practice that the pupils do on the project basis is considerable. For example, in poultry work selected by 142 high school boys last year, the total number of birds owned by the pupils was 22,684.

A second phase of the farm practice work is systematic farm employment of the hired-man type. This is particularly applicable to the pupils from the agricultural department of the Paterson High School where most of the boys in the classes are from the city. These boys are in school for six months of the year and are employed on farms in the vicinity for the other six months. The teachers of agriculture secure employment for the boys, adjust differences that arise between the farmer and his workmen, and meet the pupils frequently to explain the why and the how of the farm operations in which they are engaged.

A third type of farm practice in which the agricultural pupils engage is the keeping of farm records and cost accounts of enterprises on the father's farm. For example, suppose the boy's father has a herd of 30 dairy cows on which, as too often happens, no complete records of yields of milk, cost of feed, etc., are kept. In such a case the agricultural teacher will arrange with the father to have the boy take over the keeping of a complete set of records of the herd. He will weigh the milk of each cow, test it for butter fat at stated intervals, weigh and compute the cost of the hay and concentrates the cow consumes, figure interest and depreciation on the investment, and at the end of the year give his father a complete account of the gain or loss on each cow in the herd. Frequently he will find that some cows are kept at a loss, in which case the advice will be to dispose of them. Incidentally such records and accounts are a good lesson to the father as well as the boy.

Another type of supervised practice deals with minor farm jobs such as building a brooder house for the father, pruning and spraying a block of fruit trees, topworking apple trees, establishing a new lawn, planning and planting the home grounds, overhauling a gasoline engine, constructing an irrigation system, spraying vegetables, planting a cover crop, culling the poultry flock, and feeding the dairy herd.

A boy who conducts a major project and one or two minor projects and at the same time carries out a series of farm jobs as outlined in the previous paragraph, has a complete supervised practice program which implies knowledge and skill in all the various enterprises of the farm.

At the Camden County Vocational School and the Middletown Township High School, where school greenhouses are maintained, projects take the form of directed practice in growing potted plants and cut flowers. Under the direction of the teacher, the boys do the work of preparing the soil, planting the seeds, making cuttings, growing plants, and marketing the crop. This work is done on a commercial basis and is made to pay a return on the investment. The gross receipts from each of the greenhouses at those two schools the past year was something over \$1,200.

The adults, as well as the high school boys, who attend classes conducted by the teachers of agriculture have supervised practice, but of a different type. These men are practicing farmers and wish help with certain specific farm problems. To get this help they frequently attend special evening courses conducted by the school. This instruction the teachers supplement by visits to

the farms from time to time for the purpose of observing the farmers' problems at first hand. Usually these problems deal with some phase of a farm enterprise rather than with the enterprise as a whole. Examples are methods of marketing products, checking up on feeding rations, combating diseases in poultry, methods of pruning and spraying fruit trees.

All the directed and supervised farm practice work of the pupils in vocational agriculture is reported to the State Department of Public Instruction. A preliminary report is made in November. This makes it possible for the new pupil to have sufficient time to choose the type of practice that best fits his needs. In February of the following year a complete report of each pupil's practice program is submitted and this is followed by a final report after the work has been completed. During the year a new blank for reporting supervised practice was compiled in cooperation with the teachers. This is a form that takes care of the home projects and also the great range of other types of supervised practice such as is found under the six-six plan at Paterson, in the floriculture work at Merchantville and Leonardo, and in certain phases of the evening course work.

The supervised practice work last year showed decided improvement over former years. The teachers made a more thorough study of the farm needs of their pupils and aided them in organizing programs of supervised practice that fit in with the farm business rather than trying to modify the farm business to fit the pupils' practice work.

CONTINUATION SCHOOLS

In the year covered by this report Continuation Schools were conducted by forty-two districts and two counties. This is a decrease of one district from the preceding year. The district discontinuing its school was Dover. Although the number of employed minors between the ages of 14 and 16 years in Dover had dropped below the legal minimum of twenty during 1927-28, the school was maintained during that year but was discontinued the following September. General industrial conditions in this district were responsible for the lack of employment for this group.

The enrollment in the forty-two districts and two counties mentioned above was as follows: Boys, 8,412; girls, 10,638; total, 19,050. This represents a decrease of five hundred forty-seven (547) from the preceding year, when 19,597 were enrolled. Twenty-one districts reported slight increases in enrollment, whereas twenty-three districts showed small decreases, none exceeding one hundred pupils. This decrease in enrollment corresponds to a like decrease in the number of age and schooling certificates registered by the Department of Labor. Such a decrease is a healthy sign regarding the employment of minors of school age. As long as there are minors over the age of sixteen who are unemployed, those under that age should be "learning" rather than "earning".

From observation and from a careful analysis of the narrative reports of the districts, it is evident that the continuation schools of New Jersey are functioning as genuine social agencies. The teachers in these schools are emphasizing the importance of good habits of living and working. To that end the schools are exerting their best efforts in the direction of better physical examinations and health education, better understanding of the home and industrial

environment of employed minors and better insight into the psychology of employed minors.

The continuation schools are also aiding pupils in stabilizing their employment. As a result of these efforts fewer pupils are giving up their jobs for trivial reasons, and there is less shifting from job to job without intelligent thought. Two years ago one principal was surprised to find that during the school vacation over four hundred continuation school girls had been without work from two weeks to two months. The economic loss amounted to at least several thousand dollars. The school prepared a series of lessons on "Holding Your Job" and these were presented by the teachers in a forceful way. During the succeeding vacation period—and since then—the number of unemployed on the rolls of this school has been cut to less than fifty. In this instance the school unquestionably functioned to stabilize the employment of its pupils and did it most effectively. More important still, it stabilized the young people themselves, and this is the acid test of any school for adolescents.

The question of exempting minors from continuation school attendance is one which often causes school officials much perplexity. The law does not give to any person the power to exempt employed minors between the ages of fourteen and sixteen from continuation school attendance. Undoubtedly there are cases worthy of consideration in this respect. Furthermore there is no question but that some minors subject to the law have evaded such attendance. It is also true that from time to time there are cases in which school officials justifiably show special consideration in the application of the law. It has been the policy of the State Department not to use the term "exemption" in such cases but rather to suspend action if the case is bona fide and to encourage the substitution of some equivalent education. As a rule, however, substitution should not rest with the supervisor of school exemption certificates alone. Moreover, every such case should be registered and followed to see that equivalent education is given. In no case should politics be allowed to interfere with the proper handling of the situation.

At the beginning of the year the department set up as objectives to be emphasized this year: "Better Health, Inspection, Supervision and Practice for Employed Minors". Marked progress has been made during the year in attaining these objectives although much still remains to be done. It has been the custom, in most districts, to examine all the rest of the school population, and if any time of the medical, dental, or nursing staff remained, to apply it to examination of continuation school pupils. In many cases none remained. We are striving to secure thorough medical and dental examination previous to the issuing of working papers. While some districts are doing this, others are less careful, with the result that many minors are enrolled in the continuation school who need attention.

Full-time nurses for the continuation schools are now employed in three districts and their work has been very effective. Middlesex County, Elizabeth and the Girls' School in Newark have benefited from this plan. In many other schools the school nurses have willingly given of their time. Paterson has done outstanding work in securing the assistance of all the health agencies of the city in coping with the health problem in the continuation school. The work in Essex County and Trenton was also thorough. A special report was published during the year in the Education Bulletin of the State Department on the health program of the continuation schools.

INDUSTRIAL ARTS

The principal phases of the work in Manual Training, or Industrial Arts as it is more commonly called, which have engaged the attention of the State Department during the last year, have to do with professional improvement of teachers in-service, the diversification of instruction in shop work, and the selection of equipment to meet the standards set up by the State.

The professional improvement of teachers has taken the form, as in previous years, of extension courses given by the State Supervisor or carried out by local men under his direction. The details in regard to this work are discussed at another point in this report under the head of teacher training. While the second item mentioned above—the diversification of shop work—has been emphasized during the last year, it is not new in New Jersey, having been inaugurated several years ago. Until recently, however, many schools have been somewhat handicapped in their efforts to diversify their instruction, owing to the lack of proper facilities for this type of work. In the last two or three years many districts have constructed new buildings or made additions to old buildings, and this has given them better arranged and more fully equipped shops. This expansion of facilities has made it possible for many schools to extend the range of their shop instruction to include, in addition to woodwork, such fields as electricity, metal work, cement work, and auto mechanics.

Because of the immaturity of the boys, the brief time allotted to shop work, and the limitations of space and equipment, the instruction in these new subjects is necessarily elementary. In electricity, for example, the pupils build small motors, radio sets, transformers, and electric heaters; they wire door bells and run circuits for simple problems in lighting. The shop work is often supplemented by assigned reading and a certain amount of organized instruction pertaining to currents, conductors, batteries, and the measurements of electricity.

Instruction in metal work, cement work, and auto mechanics is similarly organized in elementary units.

Next to the training of teachers in-service nothing has done so much in recent years to improve the character of the instruction in Industrial Arts as the ruling of the State Board of Education, passed two years ago, in regard to equipment. This ruling reads as follows:

"On and after January 8, 1927, no application for State aid shall be granted to any district for the maintenance of instruction or the purchase of equipment for manual training in any school in which such instruction shall have been established or extended subsequent to the above mentioned date unless the adequacy and suitability of the equipment for carrying out the course of study in such school have first been approved by the Commissioner of Education."

In order to put this ruling into effect letters were first sent by the Department to the City Superintendents, County Superintendents, and Supervising Principals throughout the State informing them as to the purpose of the rule and offering the help of the State Supervisor in the selection and installation of equipment. Blank forms were also prepared for the use of districts in listing their equipment. As a result, school officials generally have adopted

the practice of calling upon the State Department to assist them in studying their needs and selecting equipment to meet local requirements. When the plans for new buildings are under construction, the architect is often directed by the local Board of Education to get the assistance of the State in laying out the shops. In response to these requests the State Department has held numerous conferences of this sort throughout the year. This procedure is not only giving the schools better shops but is also saving the local districts and the State hundreds of dollars in the funds appropriated for school purposes.

While the State Department has not adopted any hard and fast regulations, the following standards have been tentatively set up as desirable for general shops. In addition detailed specifications for unit shops have also been worked out. The specifications for home economics have been published in a special bulletin issued by the Department last June and will not be discussed here.

It is recommended that in a district of 30,000 population, or less, the school shop be organized as a "general shop". The size of the room to be used for such a shop should not be less than twenty-two feet wide and fifty-five feet long, or 210' square. A larger room is desirable. At one end of the shop it is desirable to have a small connecting room to be used for unfinished projects and supplies. A portion of this room can also be used for finishing projects. The size of this room should not be less than twenty-two feet by ten feet, or approximately 220 square feet. All doors and passages should be large enough to permit passage of equipment, machines, and completed projects made in the shop. Shop floors throughout should be finished in wood. The window area should not be less than 20 per cent of the floor area. The shop should have large windows for natural light, and electric light should be installed for artificial lighting. There should be an adequate system for ventilation. Provision should be made for several wall sockets for attaching electric soldering iron, glue pots, and light power machinery. The power line should be heavy enough to take care of the total requirements of the machine equipment. A switch-board and box should be installed in the room so that individual power machines can be controlled. Gas should be brought into the room so that a connection can be made for gas furnaces on metal-working benches. There should also be water connections in each shop to provide for running water and wash bowls. Provision should be made for a lumber rack. This can be made of $1\frac{1}{2}$ or 2 inch iron pipe set in the wall, or inserted into heavy timber fastened to the wall. These pipes should be placed about $3\frac{1}{2}$ feet apart and have four or five pipes in a row. The pipes should project from the wall about 30 inches. All shops should be equipped with a blackboard and a bulletin board. Wall space of about 15 to 20 feet should be reserved for lockers. These may be 2' x 3' x 8' providing six or eight compartments.

Provision should be made for the storage of shop tools. There are three plans in general use, any of which may be adopted: (1) Tools may be mounted on a wall board; (2) tools may be placed in a cabinet; (3) tools may be kept in a tool room, which room should not be less than 40 square feet.

If a finishing room is to be provided, it should not be less than 80 square feet in size.

REHABILITATION

The rehabilitation of persons disabled in industry is primarily a responsibility of the State Rehabilitation Commission. The Federal Rehabilitation Act, however, names the State Board of Education as the agency to cooperate with the Federal government and the State plan, based on the Federal act, designates the Commissioner of Education as the financial officer for the disbursement of Federal funds. This places on the Commissioner's office the responsibility of supervising the activities supported from Federal and State matching funds.

The activities of the Rehabilitation Commission in relation to the rehabilitation of adults are organized into two major divisions: (a) Physical rehabilitation, and (b) vocational training. It is the latter with which the State Department of Public Instruction is concerned.

When the Federal Rehabilitation Act first became effective, it was given a broad interpretation which permitted the use of Federal and State matching funds for the support of certain activities of the clinics and the compensation bureau. This was done because it was believed at that time that the work of these agencies was an integral part of the training program. While this gave an impetus to rehabilitation in the beginning, it resulted in more or less confusion of the responsibilities of the two major divisions. This not only handicapped the effective development of vocational training for the time being, but it also resulted in a situation in which the Federal and the State funds appropriated for training were being expended on work that contributed only indirectly to that end.

In order to correct this situation, the Federal Board for Vocational Education, at the request of the office of the Commissioner of Education, prepared a new set of record forms for the use of the Rehabilitation Commission. At the same time plans were formulated by the Commission and the State Department of Public Instruction providing for a more definite separation between the two divisions of the work. Marked progress has been made during the last year in putting these changes into effect, and it is confidently expected that the records and organization of the training division will soon be in a satisfactory condition.

New Jersey has been the only state to approach rehabilitation from the medical standpoint. When the Rehabilitation Commission began its activities about ten years ago, it very properly devoted most of its efforts to this phase of the problem. The wisdom of this procedure has been fully demonstrated by the outstanding work of the Commission in the field of physical rehabilitation. Now that the physical side of the work is well established, the Commission is giving more attention to training problems. The results of this policy are already becoming apparent, the number of cases in school training having increased during the last fiscal year from 20 to 30 and within the last three months to 85.

The problem of vocational training for the physically handicapped worker is an exceedingly difficult one. Certain cases can be trained in special schools of one sort or another, but the limit as to the range of occupations and number of trainees that can be handled in this way is soon reached. The only alternative is employment training. Because of the Compensation Act and the

problem of securing suitable types of work for training purposes, training on the job presents grave difficulties. As a result, progress in this field has been slow. It is planned, however, to give more attention in the future to this phase of the problem and it is believed that the coming year will show greater progress in employment training.

TEACHER TRAINING

The training of vocational teachers is carried on under the provisions of the Smith-Hughes Act and covers the three following fields: Trades and Industries, Home Economics and Agriculture. This work is divided into two divisions: pre-service training and in-service training.

Pre-service work in trades and industries is laid out to cover a three-year course in which men employed as mechanics during the day are given training in evening classes in such subjects as trade analysis, shop organization and methods of teaching. Last year 41 men were enrolled in this course. The pre-service training in home economics and agriculture is conducted at New Brunswick as undergraduate courses at the New Jersey College for Women and the State Agricultural College. Seventeen pupils were enrolled in home economics and 10 in agriculture. The number in home economics included only members of the two upper classes, as pupils do not begin to specialize until the junior year.

In-service training in the various fields is carried on by members of the Vocational Division at different centers in the State as the need arises. Last year courses of this kind, having a total enrollment of 708 pupils, were given in sixteen different centers. Detailed figures concerning the enrollment in these courses will be found in the appendix of this report. In addition to the above, courses were maintained at the Summer School in New Brunswick in cooperation with Rutgers University for teachers of industrial arts and trades and industries. These courses enrolled 131 teachers.

Following is a brief outline of the work given in some of the in-service courses during last year. Professional improvement courses for clothing teachers, conducted from a new viewpoint, were an important part of the program. These courses were organized for the purpose of "styling up" the clothing instruction throughout the State. The clothing teachers, it was assumed, knew the technique of their job as far as standard processes are concerned. They occasionally need to be brought up to date, however, on new processes and methods of construction which have come in with changing styles, such as the various "soft finishes" made necessary by the present mode. While new processes were included as a part of the course, more attention was given to color, line, selection of material and style with the expectation that this would function not only in classwork but in the instructors' own personal clothing problems. A teacher should exemplify what she is trying to teach. She should, if clothing is her subject, be well gowned and well groomed in order that her appearance may be a continual example and incentive to her pupils. "Style" is essential to successful clothing work. The woman who is going to sew does not wish her clothing to look "home-made". "Home-made" may be a term of praise when describing a cake but is usually regarded as quite the opposite when applied to a new dress. In the teaching of clothing,

stress has always been laid on process, and *style* has either been ignored or made a matter of minor importance. This, we believe, can no longer continue if clothing is to be "sold" to the school and to the community.

During the year three such courses were continued. The most important of these was one given at Newark in which the State Department had the assistance of L. Bamberger and Company. The store furnished instructors from their staff and business associates and drew on resources which the State Department could not otherwise have secured. More applications were received for this course than could be accepted, as it was decided to limit the class to eighty. The work was so successful that it is to be repeated during the coming year.

Two courses for teachers in South Jersey were given by an instructor who has special ability in this kind of work. She is a "Stylist", a high grade dressmaker and a teacher of considerable experience. The groups which she handled were small and the teacher required each member of the class to construct at least two dresses. Very definite suggestions and criticisms were given to the teachers on how to make these dresses a factor in improved personal appearance. In a number of cases the class problem served as a foundation on which to reconstruct the teacher's entire wardrobe.

These three courses have already had a very marked influence on the clothing instruction in the districts in which they were given. Better line, better color combination and a much "smarter" appearance are evident in garments made by the pupils.

In-service training for continuation school teachers was offered by the State Department in three centers: Newark, New Brunswick and the State Normal School at Glassboro. These courses were attended by 119 teachers. The subject matter of the courses was selected for the purpose of emphasizing the classroom needs of the teachers. In the classes at Newark and Glassboro the course dealt with "Guidance Values and Methods in the Continuation Schools". At New Brunswick the instructor concentrated on the organization and development of subject matter for continuation schools, the main objective being the working out of practical lesson sheets for continuation school use. The interest in these courses was keen and the attitude of those in attendance exceptionally good. The classes at Glassboro were held in the evening and several teachers enrolled in this course travelled fifty miles to take the work.

The in-service training of teachers of agriculture is regarded by the department as being fully as important as the preparatory work. The pre-service training is done in cooperation with Rutgers University and credit is given by the university for courses successfully completed. The program includes seminar courses in agricultural education, courses in the Principles and Techniques of Teaching, and subject matter courses in Plant Pathology, Poultry Pathology, Economics, and Entomology. A portion of the work is given at Newton, Vineland and Pleasantville, which are convenient centers for the teachers living in the northern and the southern sections of the State. The remainder of the work is given at the Agricultural College. With this program it is possible for each teacher to earn six points' graduate credit each year. The requirements for a Master's Degree in Education at the University are eighteen graduate credit hours plus a thesis equating six hours. The thesis work may be done on the students' own time. Thus, with the present arrange-

ment, it is possible for an employed teacher of agriculture to earn a master's degree in three years, provided he is able to complete his thesis while carrying on his regular school duties.

One of the most important phases of in-service training is the work being done with evening school teachers of trade and industrial classes. Many of these teachers are employed in industry during the day and have little or no time to give to the study of teaching methods and yet it is exceedingly important that they should be skillful teachers, for it is only such teachers who can hold their classes. The teaching problems of the evening vocational school differ from those of the day school. Every teacher recruited from the day school as well as those who come directly from industry, therefore, needs special preparation for evening school work.

In order to make training of this sort available, the Vocational Division offers from time to time special courses in evening school problems. Last year such courses were organized in Paterson, Passaic, Bayonne, Newark, Elizabeth and New Brunswick. The total number of teachers registered in this work was 167. It is planned to repeat these courses in the fall in Newark, Camden, Paterson and Atlantic City. A large registration has already been secured. With the completion of this work practically every teacher in the evening vocational schools of the State will have had some special training for evening school service.

TABLE I

Moneys Available from Smith Hughes Law for New Jersey * 1928-1929

YEAR	For Salaries of Teachers, Supervisors or Directors of Agricultural Educa- tion	For Salaries of Teachers of Trade, Home Eco- nomics and Industrial Subjects	For Training of Teachers of Vocational Subjects	Total for Year
1926 and annually thereafter	\$39,742.28	\$137,829.39	\$29,978.23	\$207,549.90

* These figures are based on the 1920 Census.
They will be changed by the 1930 Census.

TABLE II

Payments to Districts from Federal Funds for Vocational Education
for the Year Ending June 30, 1929

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Atlantic City	\$15,439.77				
Boys' Vocational School (Day)			\$3,431.42		
Boys' Vocational School (Eve.)			2,373.50		
Girls' Vocational School (Day)				\$5,282.10	
Girls' Vocational School (Eve.)				797.50	
Indiana Avenue School (Day)				1,644.65	
Indiana Avenue School (Eve.)				1,140.00	
Continuation School					\$770.60
Bayonne	7,063.70				
Boys' Vocational School (Day)			2,122.29		
Boys' Vocational School (Eve.)			2,514.00		
Continuation (School No. 10)					1,232.97
Silk Mill					1,194.44
Bordentown Industrial School for Colored Youth	3,890.30	\$1,226.78	591.12	2,072.40	
Bridgeton	3,988.67				
High School		2,689.45		740.53	
Continuation School					558.69
Buena Vista Twp. (Minotola) ...	462.36				
Continuation School					462.36
Burlington	732.07				
Continuation School					732.07
Camden	1,218.71				
Continuation School					1,213.71
Carlstadt	513.00				
High School (Eve.)			513.00		
Carteret	847.67				
Continuation School					847.67
Clifton	886.20				
Continuation School					886.20
Clinton	1,321.13				
High School		1,321.13			
East Newark	886.20				
Continuation School					886.20
Elizabeth	6,908.16				
Boys' Vocational School (Day)			1,307.20		
Boys' Vocational School (Eve.)			1,454.37		
Girls' Vocational School (Day)				1,259.85	
Girls' Vocational School (Eve.)				855.00	
Boys' Continuation School					1,078.85
Girls' Continuation School					972.89

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TABLE II—Continued

Payments to Districts from Federal Funds for Vocational Education
for the Year Ending June 30, 1929

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Freehold	\$1,321.13				
High School		\$1,321.13			
Flemington	1,462.68				
High School		1,462.68			
Garfield	1,021.06				
Continuation School					\$1,021.06
Glassboro	1,854.30				
High School		1,854.30			
Gloucester	539.42				
Continuation School					539.42
Hackensack	486.77				
Evening Vocational School			140.00		
Continuation School					346.77
Hackettstown	1,132.40				
High School		1,132.40			
Hamilton Township	481.63				
Continuation School					481.63
Hoboken	1,564.33				
Continuation School					1,564.33
Jersey City	8,212.25				
Evening Technical and In- dustrial High			1,734.00	870.00	
School No. 21					1,618.27
School No. 24				530.55	
School No. 25				1,472.22	1,125.09
School No. 32				862.12	
Kearny	999.73				
Evening Vocational School			75.00		924.73
Lambertville	1,226.77				
High School		1,226.77			
Landis Township	2,186.10				
High School		1,415.50			
Continuation School					770.60
Linden	963.26				
Continuation School					963.26
Lodi	809.13				
Continuation School					809.13
Madison	1,745.78				
High School		1,745.78			
Millville	500.89				
Continuation School					500.89

TABLE II—Continued

Payments to Districts from Federal Funds for Vocational Education
for the Year Ending June 30, 1929

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Middletown Township	\$1,509.87				
High School		\$1,509.87			
Moorestown	1,462.68				
High School		1,462.68			
Mount Holly	1,462.68				
High School		1,462.68			
New Brunswick	963.26				
Continuation					963.26
Newton	1,462.68				
High School		1,462.68			
Newark Technical School	561.00		\$561.00		
Newark	6,933.35				
Bergen Street Evening High				627.00	
Central High (Eve.)			735.00	864.00	
East Side High (Eve.)				147.00	
West Side High (Eve.)				762.50	
Newark School of Fine and In- dustrial Arts			484.25		
Continuation, Boys'					1,656.80
Continuation, Girls'					1,656.80
North Bergen	1,163.63				
Evening Vocational School			84.00	126.00	
Continuation					953.63
Orange	4,681.02				
Boys' Vocational School (Day)			768.95		
Boys' Vocational School (Eve.)			493.75		
Girls' Vocational School (Day)				3,000.82	
Girls' Vocational School (Eve.)				417.50	
Passaic	3,717.94				
Boys' Vocational School (Day)			711.28		
Evening Vocational School			1,626.00	224.75	
Continuation					1,155.91
Paterson	16,105.48	4,443.09			1,541.21
Day (full-time)			2,672.09		
Day (part-time)			1,387.09		
Evening			4,978.00	1,084.00	
Perth Amboy	770.60				
Continuation					770.60
Phillipsburg	616.48				
Continuation					616.48
Plainfield	1,303.34				
Evening School (Vocational)			552.00		
Continuation					751.34

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TABLE II—Continued

Payments to Districts from Federal Funds for Vocational Education
for the Year Ending June 30, 1929

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Rahway	\$2,863.83				
Evening Vocational School			\$936.00	\$560.00	
Part-time			1,367.83		
Ridgewood	102.50				
Evening Vocational School			102.50		
Riverside	577.95				
Continuation					\$577.95
Salem	1,132.40				
High School		1,132.40			
Sussex	1,179.58				
High School		1,179.58			
Trenton	2,638.43				
Evening Vocational School			400.00	100.00	
Continuation					2,138.43
Union City	1,543.71				
Evening Vocational School			330.00		
Continuation					1,213.71
Wallington	626.11				
Continuation					626.11
West New York	1,366.69				
Evening Vocational School			808.00		
Continuation					558.69
Westfield	90.00				
Evening Vocational School			90.00		
Woodstown	1,415.50				
High School		1,415.50			
Atlantic County	6,102.09				
Vocational Schools of Atlantic County		4,878.86		1,223.23 (E)	
Cape May County	2,311.95				
Vocational Schools of Cape May County		2,311.95			
Essex County	24,535.93				
Bloomfield Girls' Continuation					1,194.44
Orange, Boys' Continuation					1,078.85
Irvington, Boys' Vocational (Eve.)			1,323.50		
Irvington, Boys' Vocational (Day)			2,107.87		
Montclair, Boys' Vocational (Eve.)			540.50		
Montclair, Boys' Vocational (Day)			1,253.38		
Montclair, Boys' Vocational Part-time			462.36		

TABLE II—Continued

Payments to Districts from Federal Funds for Vocational Education
for the Year Ending June 30, 1929

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Essex County (Continued)—					
Newark Boys' Voc. (Day)			\$7,289.37		
Newark Boys' Voc. (Eve.)			4,490.00		
Newark Boys' Voc. Part-time			1,483.42		
Newark Girls' Voc. (Day)			3,312.24		
Camden County	\$7,713.33				
Vocational Schools of Camden County		\$2,170.43			
Evening			2,457.50		
Day			3,085.40		
Middlesex County	8,752.17				
Vocational Schools of Middlesex County					
South River				\$242.50	\$2,080.63
Perth Amboy, Day			2,085.77		
Evening			1,252.50	594.00	
New Brunswick, Part-time			96.33		
New Brunswick, Day			1,412.94		
Evening			987.50		
Totals	\$176,326.75	\$38,825.64	\$68,964.22	\$27,500.22	\$41,036.67

TABLE III
Enrollment in Continuation Schools

County	District	Enrollment					
		Boys	1928-1929 Girls	Total	1927-1928 Total	Per Cent Attendance Boys	Girls
Atlantic	Atlantic City	77	64	141	116	90	90
	Hammoncton	50	64	114	105	15.02	13.57
	Egg Harbor City	41	36	77	76	....	....
	Minotola (Buena Vista Twp.)	32	52	84	77	71.17	76.73
Bergen	East Rutherford	45	28	73	60	94.4	86.07
	Garfield	131	367	498	554	....	....
	Hackensack	66	95	161	171	97.7	97.7
	Lodi	75	85	160	200	82.2	83.9
	Wallington	61	62	123	91	93.5	97.3
Burlington ...	Burlington	30	37	67	65	87	86
	Riverside	21	27	48	46	98.2	99.3
Camden	Camden	403	645	1048	1109	96.37	96.88
	Gloucester City	44	52	96	71	....	....
Cumberland ...	Bridgeton	33	42	75	84	85	87
	Millville	60	73	133	166	95.34	95.36
	Vineland	79	89	168	186	99.23	99.88
Essex	Essex Co. (Orange and Bloomfield) .....	....	....	....	579	....	....
	Irvington	57	68	125	124	87.644	78.61
	Newark	1970	2002	3972	3901	....	....
	Orange City	61	70	131	101	95.95	99.51
Hudson	Bayonne	210	285	495	543	....	....
	East Newark	0	92	92	87	....	76.9
	Harrison	23	0	23	35	....	....
	Hoboken	179	155	334	421	79	78
	Jersey City	886	771	1657	1681	86.5	83.4
	Kearny	68	62	130	122	91.6	87.8
	North Bergen	107	102	209	233	93.29	91.50
	Union City	229	277	506	596	99.2	99.9
	Weehawken	18	25	43	84	85.64	80.49
	West New York	75	110	185	218	88.7	92

Mercer	Trenton	463	684	1147	1241	87.28	94.23
	Hamilton Twp.	73	46	119	113	80	76
Middlesex	Carteret	78	140	218	195	88	93
	New Brunswick	221	344	565	534	96.4	94.4
	Middlesex County (S. River)	132	295	427	414	92.6	95.7
	Perth Amboy	224	423	647	616	89.58	97.90
Morris	Boonton	5	26	31	56	85.5	91.23
	Dover .....	....	....	....	37	....	....
Passaic	Clifton	275	301	576	605	99.2	99.7
	Passaic	391	622	1013	1029	92.04	97.85
	Paterson	700	731	1431	1475	98	97
Union	Elizabeth	238	622	860	898	98	97.76
	Linden	102	125	227	231	98.29	99.49
	Plainfield	69	75	144	138	96.2	97.7
Warren	Phillipsburg	33	71	104	113	95.9	95.3
	Total	8412	10638	19050	19597	....	....

TABLE IV

All-Day Schools or Departments for Boys' Trades and Industries

SCHOOL OR DEPARTMENT	Length of Course in Years	Length of Year in Weeks	Length of School Week in Hours	Number Boys Enrolled	Number Teachers Employed	Cash Received for Work Done	ESTIMATED PRODUCTIVITY			TOTAL
							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	
Atlantic City—										
Boys' Vocational School	3	40	30	309	20			\$7,232.46	\$17,949.19	\$25,181.65
Bayonne Vocational School	2	40	30	610	25	\$624.48	\$1,216.59	4,965.12	3,380.24	10,186.34
Bordentown—										
Manual Training and Industrial School		37	19½	220	4					
Elizabeth—										
Boys' Vocational School	2	40	30	211	9	25.95	162.00	1,171.00	4,492.00	5,850.95
Franklin Vocational School				28		54.31	43.87	803.38	118.69	1,020.25
Jersey City—Public School No. 24.....				130		37.59	185.00	860.78	2,015.86	3,099.23
Public School No. 25.....				89		114.96	516.65	324.75	944.45	1,900.81
Public School No. 32.....				96		153.69	436.00	614.00	1,666.60	2,870.29
Orange Vocational School	2	40	30	106	5					
Passaic Vocational School	2	40	30	129	8					
Paterson Vocational School	2	45	35	287	11					
Camden County	2	40	30	443	18	7,691.53	3,191.28	12,062.00	1,282.15	24,226.96
Essex County—										
Irvington Vocational School.....	2	41	30	394	8	273.79		3,270.27	4,840.28	8,384.34
Montclair Vocational School.....	2	41	30	201	6	235.56	27.16	1,269.08	221.00	1,692.80
Newark Vocational School.....	2	41	30	1,576	27			6,557.86	402.44	6,960.30
Middlesex County—Voca. School 1....	2	39	30	186	7	479.57	731.79	1,530.57	7,773.24	10,515.17
Voca. School 2....	2	39	30	309	11	425.51	1,324.02	3,820.64	971.75	6,541.92
Essex County—Vocational School for Girls	2	40	30	708	22					
Totals				6,032		\$10,116.94	\$7,834.27	\$44,421.91	\$46,057.89	\$108,431.01

TABLE IV (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Printing	Electrical Work	Machine Shop	Pattern Making	Woodworking	Mechanical Drafting	Industrial Chemistry	Sheet Metal Work	Textile Trades	Auto Mechanics	Metal Trades	Plumbing	General Shop	Bricklaying	Carpentry	Architectural Drawing	Power Machine	Art Trades	Painting	Radio Repair and Maintenance	Business Trades	Dental Assistant
Atlantic City—																						
Boys' Vocational School	45	68			36			35		59		44			36	22						
Bayonne Vocational School	56	107	145		48	34				59												
Bordentown—																						
Manual Training and Industrial School	26				92					56	30											
Elizabeth—																						
Boys' Vocational School		49	43		39					41				39								
Franklin Vocational School			28		28																	
Jersey City—Public School No. 24....	39		44		47																	
Public School No. 25....			43		46																	
Public School No. 32....			47		49																	
Orange Vocational School	32		59		35																	
Passaic Vocational School	27		29		27			25	21						35							
Paterson Vocational School		32	68	30		61			21			37										
Camden County	54	51	55		44	25	28			52		24			38							
Essex County—																						
Irlington Vocational School.....	65	70	39		64	54				102												
Montclair Vocational School.....		70			28	20				53		20										
Newark Vocational School.....	163	179		75		216	32	44		245			250	45	149	152				26		
Newark Vocational School, Girls....																						
Middlesex County—Voca. School 1....	42	51			42	6				45							19	59			288	11
Vocational School No. 2.....		61	62		55	28	19	35								30			19			
Totals	549	738	642	105	690	444	76	114	46	733	30	125	289	45	258	231	19	59	84	26	288	11

TABLE IV (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Millinery	Hair Dressing	Tea Room Manager	Cafeteria	Dressmaking	Nurses	Pre-vocational	Vocational Agriculture
Atlantic City—								
Boys' Vocational School								
Bayonne Vocational School							161	
Bordentown—								
Manual Training and Industrial School								16
Elizabeth—								
Boys' Vocational School								
Franklin Vocational School								
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				21				
Essex County—								
Irvington Vocational School								
Montclair Vocational School								
Newark Vocational School								
Newark Vocational School for Girls	26	25	13		142	35		
Middlesex County—								
Vocational School No. 1								
Vocational School No. 2								
Totals	26	25	13	21	142	35	161	16

TABLE V
Part-Time Vocational Classes

SCHOOL OR DEPARTMENT	NUMBER HOURS OF INSTRUCTION.		Number Teachers Employed	Number Men in Attendance	Mechanics	Blue Print Reading	Bricklaying	Plastering	Mathematics	Mechanical Drawing	English	Science	Printing	Industrial Chemistry	Plumbing	Industries	History	Woodworking	Physical Training
	Total for Course	Total for This Year																	
Essex County—																			
Continuation, Newark		924	2	232			97	148											
Boys' Vocational, Montclair		707	1	71											71				
Paterson—																			
East Side High School	1224	474	5						24	24	24	24	3			20	20	5	24
Middlesex County—																			
Vocational School No. 2		134	1	19					30			30		19					
Rahway High School	1960	920	1	30	30	30													
Totals			10	352	30	30	97	148	54	24	24	54	3	19	71	20	20	5	24

TABLE VI

All-Day Schools or Departments for Girls

SCHOOL OR DEPARTMENT	Length of Year in Weeks	Length of School Week in Hours	Length of School Day in Hours	Number Teachers Employed	Number Girls Enrolled	DISTRIBUTION BY TRADE											
						Cooking	Sewing	Dressmaking	Laundry	Commercial	Trade	Academic	Elementary Vocational	Household Arts	Millinery	Hairdressing	Home Nursing
Atlantic City—																	
Girls' Vocational School	40	30	6	14	158	.....	.....	10	.....	71	.....	.....	25	2	3	17	.....
Indiana Avenue School	40	30	6	6	56	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....	.....
Bernards High School	40	28½	5½	1	9	9	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bordentown—																	
Manual Tr. & Ind. School	37	22¾	3¾	4	162	147	128	15	162	.....	.....	.....	.....	.....	.....	.....	.....
Bridgeton High School	40	27½	5½	2	54	54	54	54	.....	.....	.....	.....	.....	.....	.....	.....	14
Elizabeth Girls' Vocational School ..	40	30	6	7	100	.....	.....	62	.....	38	.....	.....	.....	.....	.....	.....	.....
Franklin Vocational School	40	30	6	3	21	21	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jersey City School No. 24	40	30	6	2	45	45	45	.....	.....	.....	.....	45	.....	.....	.....	.....	.....
School No. 25	40	30	6	3	33	33	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
School No. 32	40	30	6	4	122	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orange Vocational School	40	30	6	6	77	77	77	.....	.....	.....	.....	77	.....	.....	.....	.....	77
Totals .....	.....	.....	.....	52	837	386	367	141	162	109	31	122	25	2	3	17	91

TABLE VI (Continued)
All-Day Schools or Departments for Girls

SCHOOL OR DEPARTMENT	ESTIMATED PRODUCTIVITY			
	Cash Received for Work Done	Estimated Market Value of Work Done for Pupils	Estimated Market Value of Work Done for Others	TOTALS
Atlantic City—				
Girls' Vocational School	\$1,350.68	\$3,184.64	\$658.95	\$5,192.27
Indiana Avenue School	1,167.88	1,889.93	773.50	3,830.81
Bernards High School	45.77	115.00	25.00	185.77
Bordentown—				
Manual Training and Industrial School				
Elizabeth Girls' Vocational School	896.90	397.19		1,294.09
Franklin Vocational School	1,136.02	616.64	10.66	1,763.32
Jersey City Public School No. 24	301.33	297.48	702.98	1,301.79
Public School No. 25	845.06	209.72	124.64	1,179.42
Public School No. 32	269.95	480.55	774.10	1,524.60
Orange Girls' Vocational School	3,169.19	260.00	350.00	3,779.19
Totals	\$9,182.28	\$7,451.15	\$8,417.83	\$20,051.26

TABLE VII

Evening Vocational Classes for Men

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	Drafting	Woodwork	Masonry and Plastering	Auto Engines	Painting and Decorating	Engineering	Power Plant Operation	Machine Shop	Plumbing and Molding	Auto Ignition	Auto Mechanics	Auto Drivers
Atlantic City Boys' Vocational.....	76	2	532	19	57	26	64	33				36	23			86		39	45
Bayonne Evening Technical.....	69	2	330	13		44	30	47							30		37		
Elizabeth Boys' Vocational.....	70	2	548	19		51	169		13	10		42	17		35	66		68	22
Hackensack.....	64	2	48	2		48													
Jersey City—Evening Tech. & Ind.....	86	2	956	22	59	76	319							28	93				
Evening No. 32.....	70	2	73	2					35						38				
Kearny Evening School.....	29	2	16	1		16													
Newark—Fawcett School of Industrial Arts.....	154	2	1997	49															
Technical.....	134	2	1544	92												17			
West Side Even. High.....	90	2	37	2															
East Side Evening High.....	86	2	202	8	20										45	33			
Central High.....	86	2	176	7	42			20							21				
Bergen St. Evening High.....	86	2	41	2											19				
North Bergen Lincoln Evening Ind.....	42	2	14	1		14													
Orange—Evening.....	86	2	40	2		16									24				
Carlstadt.....	72	2	57	3				57								114			
Passaic Evening Vocational.....	100	2	330	10		62									41	25		66	
Paterson Vocational.....	80	2	829	39		171	110	32		27					77	134			
Plainfield Evening High.....	32	2	318	11		22	17									77			
Rahway Evening Vocational.....	64	2	236	7		31	28				28						19		
Ridgewood.....	41	2	19	1		19													
Trenton Evening Vocational.....	40	2	57	4			30									27			
Union City, Union Hill High.....	88	2	75	2												62			
Westfield High.....	40	2	17	1		13													
West New York.....	138	2	53	2		17													
Camden County.....	78	2	688	27	26	6	105			4					45	53		80	
Essex County—Irrington.....	88	2	374	12		48	61	43							41				39
Montclair.....	47	2	122	4		30	18					73						44	
Newark.....	91	2	1593	42	63	95	190					23		37	123			256	
Middlesex County—No. 1.....	71	2	214	6			36		43							32			
No. 2.....	71	2	319	9			30		35						54				
Totals.....			11645	421	294	805	1205	232	126	41	28	174	40	65	686	726	19	590	106

SCHOOL OR DISTRICT

SCHOOL, OR DISTRICT	Painting	Auto Repair	Die Cutting	Arts and Crafts	Water Analysis	Chemistry	Manual Training	Embroidery Mending	Patternmaking	Heat Treatment of Steel	Modelling	Die Chemistry	Jewelry	Interior Decoration	Textiles	Millinery	Ceramics	Mechanical Drawing	Architectural Drawing	Gymnasium	Shop Work	First Aid
Atlantic City Boys' Vocational	16	.	.
Pasayenne Evening Technical
Elizabeth Boys' Vocational	148	113	.	.
Hackensack
Jersey City Evening Technical & Ind.	18	.	.	.	.	.	.	.	.	.	.	.	.	.
Jersey City Evening No. 32
Kearny Evening School	64	.	37	75	.	35	34	231	331	.	.	.
Newark—Fairwell Sch. of Ind. Art.	.	.	27	148	.	.	.	.	.	.	.	.	.	.	.	.	.	2096	80	30	.	.
Technical	93	17	.	.	.	.	.	.	.	.	.	.	20	20	22	.	.
West Side Evening High	20	20	30	.	.
East Side Evening High	14	.	.	.	.	.	.	.	.	22	.	.	.	.
Central High
Bergen Street Evening High
North Bergen Lincoln E. I.
Oceanic—Evening
Carlstadt
Passaic Evening Vocational
Paterson Vocational	35	.	.	.	.	219	.	.	60	54	.	.
Plainfield Evening High	40	.	25	5
Rahway Evening Vocational
Ridgewood
Trenton Evening Vocational
Union City Union Hill High
Westfield High
West New York	16	15	53	.	.	.	.	.	.	.	.	.	.	25	45	.	.
Camden County
Essex County—Ivington	52	63	.	.
Montclair	16	.	.	.	30	.	.	.	.	.	.	.	.	42	.	.	.
Newark	32	62	.	.
Middlesex County—No. 1	21	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
No. 2	22	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Total	103	85	44	148	16	146	17	53	32	30	64	35	37	75	219	35	34	3794	698	16	25	57

TABLE VII—(Continued)

SCHOOL OR DISTRICT		Mathematics	Printing	Science	Millwork	Linotype and Monotype	Joining	Design	Radio Repairs	Costume Design	Estimating	Acetylene Welding	Steamfitting	Brick	Presswork	Tile Setting	Electroplating	Blue Print Reading	General	Commercial	Freehand Dr.	Commercial Art
Atlantic City Boys' Vocational																						
Bayonne Evening Technical	45	25	28						50		28	25	18	18				26			65	
Elizabeth Boys' Vocational																						
Hackensack																						
Jersey City Evening Technical & Ind.	202	70																			32	
Jersey City Evening No. 32																						
Kearny Evening School																						
Newark—Fairwell Sch. of Ind. Art	27		17					56		325									445	182		35
Technical																						
West Side Evening High																						
East Side Evening High							24															
Central High							20															
Bergen Street Evening High																						
North Bergen Lincoln E. I.																						
Orange—Evening																						
Carlsbad																						
Passaic Evening Vocational															22							
Paterson Vocational	18																					
Edmund Evening High	28	19																			77	
Kilgus Evening Vocational											12											
Kilguswood																						
Trenton Evening Vocational																						
Union City, U. Hill High																						
Westfield High																						
West New York	13		67	37	22								23	11	73							
Camden County																						
Essex County—Ivington			29																			
Essex County—Montclair																						
Essex County—Newark		129														51						
Middlesex County—No. 1	No. 2	21																				
Middlesex County—No. 2		36																				
Totals	370	321	84	37	22	44	56	50	325	40	25	23	69	73	51	62	41	445	324	32	35	

SCHOOL OR DISTRICT

Mathematics

Printing

Science

Millwork

Linotype and Monotype

Joining

Design

Radio Repairs

Costume Design

Estimating

Acetylene Welding

Steamfitting

Brick

Presswork

Tile Setting

Electroplating

Blue Print Reading

General

Commercial

Freehand Dr.

Commercial Art

TABLE VIII
Evening Vocational Classes for Women

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	Costume Design	Cafeteria Manage- ment	Domestic Science	Child Care
Atlantic City—Girls' Vocational	77	2	419	6	.....	283	42	193	107	.....	214	19	.....	.....	.....
Indiana Avenue	77	2	256	8	177	197	.....	.....	.....	27	194	.....	.....	.....	.....
Elizabeth Girls' Vocational	68	2	253	11	.....	124	86	.....	.....	37	.....	.....	26	.....	.....
Jersey City—Evening Tech. & Ind.	86	2	205	7	.....	140	33	.....	19	10	.....	.....	.....	.....	.....
Evening No. 32	70	2	63	2	34	29	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newark—Bergen Evening High	86	2	100	5	.....	54	25	.....	31	25	.....	.....	.....	.....	.....
Central High	86	2	237	5	104	35	.....	.....	35	60	.....	.....	.....	.....	.....
East Side High	86	2	81	3	21	29	.....	.....	.....	31	.....	.....	.....	.....	.....
West Side High	90	2	124	5	.....	64	14	.....	34	12	.....	.....	.....	.....	.....
North Bergen—Lincoln	43	2	50	1	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orange—Evening	86	2	77	2	77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic Evening Vocational	100	2	130	3	.....	88	44	.....	.....	.....	.....	.....	.....	.....	.....
Paterson—Central High	64	2	80	.....	.....	.....	.....	10	.....	.....	.....	.....	.....	70	.....
No. 10	64	2	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	.....
No. 12	64	2	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....
No. 15	64	2	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....
No. 21	64	2	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	.....
Rahway—Evening Vocational	64	2	201	4	57	.....	66	.....	.....	79	.....	.....	.....	.....	14
Trenton	40	2	20	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	.....
Brought Forward .....	.....	.....	2413	63	470	1000	406	203	226	281	408	19	26	207	14

TABLE VIII (Continued)
Evening Vocational Classes for Women

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	Costume Design	Cafeteria Manage- ment	Domestic Science	Child Care
Brought Forward			2413	63	470	1000	406	203	226	281	408	19	26	207	14
Atlantic County Vocational—															
Oak Road	9	2-2 1/2	9	1			9								
Middle Road, Hammonton	7	2-2 1/2	7	1			7								
Hammonton	5	2-2 1/2	5	1			5								
Rosedale	6	2-2 1/2	6	1			6								
Mizpah	7	2-2 1/2	8	1	8		8								
McKee City	5	2-2 1/2	7	1	7										
Nesco	6	2-2 1/2	5	1			5		5						
Newtonville	6	2-2 1/2	6	1	6		6								
Bargaintown	7	2-2 1/2	10	1			10								
Middlesex County Vocational—															
Perth Amboy	66	2	96	4	96										
South River	34	2	51	4	22		17			12					
Totals			2623	80	609	1000	479	203	231	293	408	19	26	207	14

TABLE IX
Agricultural Classes

SCHOOL OR DEPARTMENT	Number of Teachers Employed	Full Time			Unit Work			Evening		
		Number of Weeks School Was in Session	Enrollment		Number of Weeks School Was in Session	Enrollment		Number of Even'gs School Was in Session	Enrollment	
			Male	Female		Male	Female		Male	Female
Bordentown Manual Training	1	36	15	.....	.....	.....	.....	.....	.....	.....
Bridgeton High	2	40	58	.....	.....	.....	.....	.....	.....	.....
Clinton High	1	40	18	.....	.....	.....	.....	.....	.....	.....
Flemington High	1	40	28	.....	.....	.....	.....	.....	.....	.....
Freehold High	1	40	19	.....	.....	.....	.....	.....	.....	.....
Glassboro High	2	40	44	.....	.....	.....	.....	10	25	.....
Hackettstown High	1	40	10	.....	.....	.....	.....	.....	.....	.....
Hopewell Township High	1	.....	.....	.....	.....	.....	.....	10	15	.....
Lambertville High	2	40	17	.....	.....	.....	.....	10	15	.....
Leonardo High	1	40	26	.....	.....	.....	.....	.....	.....	.....
Madison Junior, Senior High	1	40	21	.....	.....	.....	.....	.....	.....	.....
Moorestown High	1	40	26	.....	.....	.....	.....	.....	.....	.....
Mt. Holly High	1	40	37	.....	.....	.....	.....	.....	.....	.....
New Brunswick High	1	40	43	.....	.....	.....	.....	.....	.....	.....
Newton High	2	40	18	.....	.....	.....	.....	10	8	.....
Paterson Central High (9-3)	3	40	19	.....	.....	.....	.....	.....	.....	.....
Paterson Central High (6-6)	3	24	35	.....	.....	.....	.....	.....	.....	.....
Salem High	1	40	17	.....	.....	.....	.....	.....	.....	.....
Sussex High	2	40	15	.....	.....	.....	.....	10	15	.....
Vineland High	1	40	34	.....	.....	.....	.....	.....	.....	.....
Woodstown High	1	40	22	.....	.....	.....	.....	.....	.....	.....
Atlantic County	6	40	9	.....	.....	.....	.....	6-22	267	.....
Camden County	4	40	26	.....	.....	.....	.....	10-40	66	.....
Cape May County	4	.....	.....	.....	18-38	119	.....	5-13	51	.....
Totals .....	.....	.....	557	.....	.....	119	.....	.....	462	.....

TABLE X
Comparative Enrollment for the Last Nine Years

Years	Boys	Girls	Total
1920-1921	8,587	11,029	19,616
1921-1922	7,845	10,261	18,106
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

Distribution of Enrollment According to Age

Age	Boys	Girls	Total	Boys' Average of Total	Girls' Average of Total	Total Average
14-15	3,623	4,077	7,700	19.02	21.4	40.42
15-16	4,164	5,866	10,030	21.86	30.79	52.65
Over 16	625	695	1,320	3.28	3.65	6.93
Total	8,412	10,638	19,050	55.84	44.16	100.00

Distribution of Those Leaving Continuation School and Reasons for Leaving

	Number Leaving
Becoming Sixteen	7,461
Returned to Day School	570
Change of Residence	1,165
Other Reasons	1,927
Total	11,123

Teachers Employed in Continuation Schools

	Male	Female	Total
Full Time	47	78	125
Part Time	38	50	88
Total	85	128	213

TABLE XI

Enrollment in Manual Training

Subject	Totals for Boys	Totals for Girls	Grand Total
Electricity	3,889	.....	3,889
Weaving .....	.....	305	305
Metal Work	12,780	.....	12,780
Mechanical Drawing	26,203	1,606	27,809
Woodwork	89,687	861	90,548
Sewing .....	.....	81,650	81,650
Primary Manual Training	58,348	52,906	111,254
Cooking	395	61,309	61,704
Agriculture	728	352	1,080
Printing	12,762	101	12,863
Cement Work	1,216	.....	1,216
Home Nursing .....	.....	959	959
Millinery .....	.....	430	430
Other activities	7,612	6,806	14,418
Grand Totals *	213,620	207,285	420,905
Total number different pupils ...	169,492	160,838	330,330

* Note: This enrollment includes duplication.

TABLE XII
Enrollment in Classes for the Training of Teachers

FIELD OF WORK	Enrollment				Total	Number of Teachers			
	Pre-Service Day	Evening	In-Service Day	Evening		Pre-Employment Male	Female	In-Service Male	Female
1. Agriculture	10		28		38	1½		6	
2. Continuation			119		119			1	
3. Industrial Arts			84		84			2	
(a) Summer School	64		67		131	4		5	
4. Home Economics	17		129		146	2	5%		5
5. Trades and Industries	37	4	114	167	322	2		14	1
Totals	128	4	541	167	840	9½	5%	28	6

TABLE XIII

Total Enrollment in Vocational and Continuation Schools and Manual Training Departments

	Boys	Girls	Men	Women	Totals
Industrial					
Day	5,226	806			6,032
Evening			10,778	867	11,645
Part-time			352		352
Home Economics					
Day	837				837
Evening				2,623	2,623
Part-time				71	71
Agriculture					
Day	557				557
Evening			462		462
Unit	119				119
Totals					
Vocational Schools	5,902	1,643	11,592	3,561	22,698
Continuation Schools	8,412	10,638			19,050
Manual Training	169,492	160,838			330,330
Grand Totals	183,806	173,119	11,592	3,561	372,078

EDUCATIONAL BUSINESS ACTIVITIES

In compliance with your request, I submit a report covering the activities in the supervision and direction of the business matters of education throughout the State which include:

Finance and bookkeeping, school buildings, teacher, pupil and cost accounting, attendance and school registers, and blanks and forms for use in carrying out the School Law.

HOW THE NEW JERSEY GOVERNMENTAL DOLLAR WAS SPENT IN 1927-28

The total expenditure, exclusive of expenditures from bond receipts, for the State, county and local municipal governments and public education in New Jersey for 1927-28 was \$306,214,362.30 as compared to \$270,298,595.51 in 1926-27. In 1927-28 the expenditure for education, including all State educational expenses, was \$98,412,057.03 as compared to \$88,108,740.80 in 1926-27. Out of every dollar expended in New Jersey for 1927-28, the municipal government expended 35.7 cents; education (State and local), 32.1 cents; State government, 16.7 cents, and county government, 15.5 cents. The total cost per capita on the above expenditures for the State in 1927-28 was \$78.52; municipal government, \$28.04; education (State and local), \$25.23; State government, \$13.07, and county government, \$12.18.

HOW THE SCHOOL DOLLAR WAS SPENT IN 1927-28

In 1927-28 there was expended the sum of \$98,412,057.03, exclusive of expenditures from bond receipts for education. Below are given the amounts spent for various purposes and the amount expended out of every dollar for each purpose as given.

<i>Purpose</i>	<i>Amount Expended</i>	<i>Amount of Each Dollar in Cents Expended for Each Purpose</i>
State Administration	\$213,547.82	0.2
County Administration	214,357.19	0.2
Local Administration	1,997,467.19	2.0
Supervision	5,378,512.95	5.5
Salaries of Teachers.....	46,416,758.78	47.2
Textbooks and Supplies.....	3,417,735.85	3.5
Operation	7,913,559.62	8.0
Maintenance of Plant.....	3,644,050.85	3.7
Transportation	1,876,551.50	1.9
Miscellaneous	5,718,817.71	5.8
Debt Service	14,489,198.70	14.7
Capital Outlay from Taxes.....	1,145,616.58	1.2
State Educational Institutions.....	3,284,827.29	3.3
Teachers' Pension and Annuity Fund.	2,701,055.00	2.8
Total Education Expenditure ...	\$98,412,057.03	

SOURCES OF SCHOOL INCOME FOR 1927-28

The total receipts for education in 1927-28 was \$134,965,943.39. Out of every dollar in receipts 52.3 cents were from district taxes; 15.5 cents from sale of bonds; 11.2 cents from State School Tax; 10.4 cents from previous year's balances; 5.8 cents from the Railroad Tax; 3.3 cents from other sources; 5 mills from county taxes; 5 mills from State funds, 4 mills from the income of the State School Fund, and 1 mill from the Federal Government.

HOW THE TAX DOLLAR WAS DISTRIBUTED FOR 1927

Total direct taxation for the year 1927 was \$252,590,354.79 as compared to \$231,025,458.07 in 1926. Schools received in 1927 the sum of \$88,029,055.98 from taxes as compared to \$77,283,850.89 in 1926. Out of every dollar raised by direct taxation in 1927, the municipal government received 43.1 cents; schools, 34.9 cents; county government, 15.0 cents, and the State government 7.0 cents.

ASSESSED WEALTH OF THE STATE FOR 1928

The net valuation taxable in the State increased from \$5,770,464,614 in 1927 to \$5,970,088,808 in 1928, which was an increase of \$199,624,194, or 3.5 per cent. In 1928 the assessed wealth per pupil enrolled was \$7,920.48 as compared to \$7,808.37 in 1927. The median district had an assessed wealth per pupil enrolled of \$4,544.53 and \$4,575.00 per resident pupil.

APPORTIONMENT OF SCHOOL MONEYS FOR 1929-30

For the school year 1929-30 there was apportioned to the counties and school districts the sum of \$19,921,486.01, of which \$19,705,021.01 was apportioned to the counties for distribution and \$216,465.00 to individual school districts. In the apportionment of 1929-30 the unexpended balances in the helping teacher accounts, amounting to \$5,933.39, were used for the first time.

The State School Tax for 1929 was \$17,187,854.83, which was an increase of \$1,129,042.65, or 7.0 per cent over that of 1928. The income of the State School Fund was \$500,000 for 1929-30, which was the same as for 1928-29. The Railroad Tax apportioned for 1929-30 was \$2,201,606.28, which was an increase of \$531,737.61, or 31.8 per cent over that of 1928-29. The interest on the Surplus Revenue for the year 1929-30 was \$26,091.51, which was a decrease of \$1,521.83, or 5.5 per cent from that of 1928-29.

The June, 1929, Education Bulletin gives a complete report of the apportionment of school moneys.

In the apportionment of \$45.00 for each dependent child, as provided in Chapter 233, Public Laws of 1926, a thorough study and investigation was made of the dependency of each child 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 1,111 names of pupils approved by county superintendents who were not entitled to consideration under the law, with a money value of \$49,995, which amount was apportioned to the counties of the State.

BOOKKEEPING AND FINANCIAL ACCOUNTING

During the school year 1928-29 there was received and expended \$132,663,-054.15 (including the balance on hand at the beginning of the year). The checking of the legal receipt and expenditures, with the necessary record incident thereto, devolves upon the Commissioner of Education and the county superintendents of schools. Direct service of instruction by the inspectors of accounts to secretaries and district clerks have been rendered to many school districts.

INSPECTIONS

Full inspections were made in every district in Cumberland, Essex, Mercer, Middlesex, Morris, Ocean, Salem, Somerset, Union and Warren. Some of the districts in Hunterdon and Sussex were also inspected. In all 229 school districts were inspected. In each one of these districts full inspections were made of the records of the secretaries, district clerks and custodians. In addition each official was given advice as to the proper handling of the board's business records.

It is gratifying to know that the interest in the proper handling of the accounts and other records brought, in many cases, a prompt and satisfactory response from the several employing boards. Their cooperation in requiring improved records was reflected in the quality of the annual reports to the county superintendents.

Inspection reports on receipt in the Department are graded on a uniform basis in order that comparison can be made primarily with former inspections, and also with the results in other counties for administrative purposes.

During the month of August, 1929, annual financial and statistical reports of the secretaries, district clerks, and custodians in 17 of the counties were inspected and checked in order that the county superintendents might correct errors so they would not appear in their annual statistical reports to the Commissioner. This service proved very valuable to the officials and saved much time in the final audit of the reports in the State Department.

SIMPLIFIED ACCOUNTING SYSTEM

The present accounting system for the school district in New Jersey was established in Article VI districts for the school year beginning July 1, 1925, and in Article VII districts for the school year beginning July 1, 1926. Three years' experience with this accounting system in the small Article VII districts indicated the need for a simplification of this accounting system for Article VII districts having ten teachers or less having no official activities. To meet this need, the accounting record has been simplified, and it will be used by many of these districts during the school year 1929-30.

In devising this simplified accounting system for Article VII districts having ten teachers or less, none of the principles of the present accounting system have been sacrificed. The process has been entirely one of simplification by the elimination of unused columns and a rearrangement of the record pages. The warrant book has been made one of the official accounting records of the board of education. Columns have been provided in the warrant book, as a part of the warrant stub, for a record of receipts and disbursements for each legal

account used by these districts. The financial record book contains the necessary forms for recording the contractual orders, the cost distribution of the orders as required for the district clerk's annual report to the county superintendent of schools, and the warrants issued in payment of the orders. Only such items of the cost distribution as apply to these districts are included. The forms are so devised that, opposite the one entry of each order, the entire transaction may be recorded, namely—charging the account, charging the proper item of the cost distribution, and recording the payment of the order. Forms are also provided in the financial record book for devising the detailed budget each year. It is believed that district clerks who have had no bookkeeping training will be able to record properly the various financial transactions through the use of the simplified system.

It is planned that the inspectors of accounts will visit the county superintendents of schools in each county and give instructions to him concerning the use of the system. The district clerks in the county who are to use the simplified system will be present at this conference. Since the School Law gives the county superintendent of schools direct supervision over the financial affairs of each Article VII district, it will become his duty to supervise the district clerks in their use of this simplified accounting system.

The counties with the number of districts which will receive this simplified system are Atlantic, 8; Bergen, 25; Burlington, 20; Camden, 14; Cape May, 10; Cumberland, 6; Essex, 2; Gloucester, 4; Hunterdon, 21; Mercer, 3; Middlesex, 4; Monmouth, 24; Morris, 13; Ocean, 28; Salem, 6; Somerset, 9; Sussex, 20; Union, 1; Warren, 15. Total, 233.

EFFICIENCY IN SERVICE

The large yearly increase in the volume of public school business not only demands increased accuracy in the record of receipts and expenditures, but also an advanced knowledge in the legal and economical expenditure of the public money. To assist in increasing the efficiency of effort of boards of education, service letters are issued to boards of education from time to time. These letters contained valuable suggestions bearing directly on the proper and timely handling of the people's business.

RECOMMENDATION

In my last report I recommended that a bill be drawn and passed providing that on and after July 1, 1929, every applicant for the position of secretary or district clerk be required to hold a certificate of qualification issued by the Commissioner of Education, based on education and fitness, before he or she can be selected by the board for the position. Such a law should not in any way prevent a secretary or district clerk now holding the position from being reelected as long as the board desires his or her service to continue. It would only apply to new officials. I wish again to make this recommendation. In order to improve the service rendered by the secretaries and district clerks, it is essential to have only those appointed who are fitted by education and experience.

STATE AID FOR EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS, MANUAL TRAINING AND VOCATIONAL EDUCATION

Budget requests were submitted by every district in the State which planned to give courses for foreign-born residents, and pupils in manual training and vocational education in 1929-30. Such data was tabulated in order to present to the State Budget Commission the amount necessary for State Aid in 1929-30.

During the year thirty-five school districts rendered detailed reports covering activities in evening schools for foreign-born residents, thirty-six districts and five counties submitted reports for vocational education, and two hundred six districts submitted reports for manual training. All of these reports when received by the Commissioner of Education were properly audited. After such audits, orders were issued upon the Comptroller for payment to such districts as were entitled to State aid. Orders for the amount of \$44,022 were made to districts for maintaining evening schools for foreign-born residents, \$626,989.67 to districts maintaining approved courses of manual training, and \$312,588.65 to thirty-six districts and five counties maintaining approved vocational schools or classes.

STATE SCHOOL FUNDS

Orders were made on the Comptroller payable to the twenty-one counties the amount due them from the State School Fund, State School Tax, Reserve Fund. Orders were made on the Comptroller payable to individual districts from the emergency fund and, to districts having pupils in charitable institutions.

ACADEMIC CERTIFICATE FUND

The total receipts of the Academic Certificate Fund for the year was \$12,082.02. The checks, money orders and cash received is deposited in the bank. At the end of each month a list of the applicants and check for the receipts of the month are sent to the State Treasurer.

INTERNAL BUSINESS OF THE DEPARTMENT

All bills, requisitions for blanks, forms, supplies, office furniture and equipment and payrolls for the State Department were handled in the usual course of business.

STATE SCHOOL BUILDING SURVEY

In the October, 1928, Special Education Bulletin a complete School Building Survey was published. In this bulletin the scores of 2,108 school buildings are given for the items as shown in the State School Building Score Card. The information contained in this survey will aid the various boards of education, school officials and citizens to determine the needs of each building in order to improve such school buildings to a proper standard.

SCHOOL HOUSING SURVEY FOR 1928-29

The number of pupils on part-time, as of October 1, 1928, was 46,113, which was 1,039 pupils less than that reported October 1, 1927. There were 68 school districts, as of October 1, 1928, which had pupils on part-time, which was a decrease of 17 from that of October 1, 1927. In comparing the enrollment of

October 1, 1928, with the number of seatings in school buildings owned by the district, exclusive of seatings in portable buildings, there were seventy school districts having enrollments exceeding seatings, while on October 1, 1927, there were sixty-four districts. The seating shortage based on this comparison was 13,059 as compared to 11,836 as of October 1, 1927. There were, as of October 1, 1927, accommodations for 10,981 pupils in portable and rented rooms, while in October 1, 1928, the total was 11,436, which was an increase of 455 seatings. Thirty-one districts in 1928 used portables to relieve the seating shortage, which was eight less than in 1927. Fifty-five school districts rented rooms for classroom purposes in 1928 as compared to fifty-nine in 1927. In 1927-28 there were 37,647 new seatings provided, and plans were made to provide 45,140 new seatings for 1928-29. This survey is made each school year to aid in assisting local boards of education and their officials in supplying adequate school accommodation.

CAPITAL OUTLAY

The expenditures for capital outlay for the school years 1923-24 to and including 1927-28 were \$108,885,747.80, which makes an average yearly expenditure for the five-year period of \$21,777,149.76. During this five-year period one hundred fourteen school districts, of which twenty did not maintain their own schools, had no capital outlay expenditures. In 1927-28 two hundred twenty-seven school districts made no expenditures for capital outlay. The average expenditure per pupil in average daily attendance was \$34.73, while the median school district in the State had an average expenditure of \$19.33 per pupil in average daily attendance. The median for the city districts was \$39.76; for rural districts, \$4.41; urban districts, \$25.56; and counties, \$32.49 per pupil in average daily attendance.

The amounts expended for capital outlay for the school years 1924-25 to and including 1928-29 are given below.

<i>Year</i>	<i>Amount Expended</i>
1924-25	\$23,304,852.59
1925-26	22,403,903.36
1926-27	22,186,950.15
1927-28	22,484,443.46
1928-29	23,495,489.32

SCHOOL BUILDING PLANNING SERVICE

Many requests are made annually by local boards of education for aid in the correct planning of new or the remodeling of their old buildings to meet the conditions of a well-defined course of study. Aid is also given to school districts, upon request, by expert advice concerning the further development of their school plants as to location, size of building, and types of special rooms to meet their educational needs.

SURVEYS

During the school year 1928-29 there were undertaken and completed school building program surveys in the following school districts. Such building programs recommended the construction of new buildings or additions to old buildings which were immediately needed, those needed in five years and in ten years. This type of service to local communities is being requested by more districts each year. The following paragraphs give in summary some of the more important recommendations:

Ventnor City, Atlantic County—Erect a ten-classroom building with combined auditorium and gymnasium in 1932-33.

Palmyra, Burlington County—Erect at once a school building of twelve classrooms, with an auditorium and gymnasium to house pupils in the kindergarten and grades one to six, inclusive. Erect in 1932 a twelve to sixteen-room building according to the needs at that time, and abandon School Number One.

Roseland, Essex County—Erect immediately an addition to the present school building containing a kindergarten room, two classrooms and a combination auditorium and gymnasium, and purchase additional land.

Lawrence Township, Mercer County—Purchase immediately additional land for two schools and a new site of at least ten acres for a junior high school plant. Erect immediately a junior high school building of sixteen classrooms with special rooms, and an addition of eight classrooms with a combined auditorium and gymnasium to the Slackwood School. Erect in 1935-36 an addition of six classrooms with a combined auditorium and gymnasium to the Eldridge Park School and an addition of four classrooms with a combined auditorium and gymnasium to the Lawrenceville School.

Freehold Township, Monmouth County—Consolidate their schools into one school and erect immediately a new nine-classroom building with playroom facilities and inside toilets on a site of not less than five acres.

Howell Township, Monmouth County—Consolidate their elementary schools and adopt immediately one of two alternate plans. Plan one—Erect immediately a twelve-classroom building with playroom facilities and inside toilets on a site of not less than five acres on the county road about half-way between Adelphia and Farmingdale, and erect a four-classroom building with playroom facilities and inside toilets on site not less than three acres in the vicinity of the present Southard School. Plan two—Erect three buildings, one six classrooms, two four classrooms with playroom facilities and inside toilets near Adelphia, Farmingdale and the Southard School. These sites should be at least four, three and three acres respectively.

Point Pleasant Beach, Ocean County—Purchase additional land to the high school site. Erect immediately an addition of eight classrooms and manual training rooms to the high school building to house grades seven to twelve inclusive.

Scotch Plains, Union County—Purchase two sites for elementary schools. Erect immediately an elementary school of eight classrooms with combined auditorium and gymnasium to house kindergarten and grades one to six inclusive. Erect in 1932-33 an addition of ten classrooms, a laboratory and domestic

science rooms to the high school building, which should house grades seven to twelve inclusive. Erect an elementary school of eight classrooms with a combined auditorium and gymnasium to house the kindergarten and grades one to six inclusive.

In addition to the building surveys in Palmyra, Scotch Plains and Ventnor City, complete administrative and educational surveys were made and recommendations given.

Preliminary studies were made of Cinnaminson Township, Palmyra and Riverton of Burlington County with the purpose of consolidating these districts into one district, but conditions developed at the time which made it advisable to postpone action.

A preliminary study was made in Hawthorne, Passaic County, relative to a building program, but since a definite policy in regard to junior and senior high schools in the vicinity of Hawthorne has not been acted upon, no progress was made.

In Westwood, Bergen County, a preliminary study was made concerning a building program, but no action was taken as certain conditions developed which made such action unnecessary.

STATE DEPARTMENT BUILDING RECORDS

During the year a new building record form was put into use on which all information concerning the erection, cost and details of each building is entered. This record is of value for administrative purposes especially as the information was checked by the county and city superintendents.

SCHOOL WATER SUPPLIES

The rules of the State Board of Education require that drinking water from local sources 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 water companies are under the direct supervision of the State Department of Health and water tests from such sources are made at regular intervals.

Some 237 school districts, however, depend upon wells, springs or cisterns for their water supply. 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 Department of Health for analysis.

During the school year 1928-1929, 679 samples of water from 195 districts were tested. Over 40 districts made no effort to have their sources of water supply analyzed. Through the cooperation of the Department of Health, all test records showing the character of the water were recorded in the Department records.

County superintendents were notified of the results of the tests in each case and the use of unsafe water was discontinued.

The following table shows the number of districts in each county where tests were made, the sources of supply and the numbers considered safe, doubtful, and unsuitable from each source.

Counties	Districts Tested	WELLS			SPRINGS			CISTERNS			Totals
		Safe	Doubtful	Unsuitable	Safe	Doubtful	Unsuit- able	Safe	Doubtful	Unsuit- able	
Atlantic	10	36	12	3	..	..	..	..	..	..	52
Bergen	11	16	1	7	1	..	..	..	..	..	25
Burlington	15	16	23	3	..	..	..	..	..	..	42
Camden	6	14	3	2	..	..	..	..	..	..	19
Cape May	4	17	2	4	..	..	..	..	..	..	23
Cumberland	10	27	17	2	..	..	..	..	..	..	46
Essex	2	2	..	..	..	..	..	..	..	..	2
Gloucester	13	31	12	..	..	..	..	..	..	..	43
Hunterdon	12	19	4	16	6	0	9	..	1	..	55
Mercer	6	16	8	5	..	..	..	..	..	..	29
Middlesex	10	15	16	6	4	..	2	1	..	..	44
Monmouth	15	18	28	7	..	..	..	..	..	..	53
Morris	18	33	8	9	4	1	..	..	..	..	55
Ocean	10	18	2	1	..	..	..	1	..	..	22
Passaic	4	12	1	..	..	1	..	..	..	..	14
Salem	9	14	9	1	..	..	..	..	..	..	24
Somerset	12	21	11	6	..	..	..	..	..	..	38
Sussex	7	6	2	8	2	..	4	..	..	..	22
Union	3	3	..	..	..	..	..	..	1	..	3
Warren	18	12	4	4	10	..	11	11	1	15	68
	195	347	163	84	27	2	26	13	2	15	679

TEACHER, PUPIL AND COST ACCOUNTING

In studying and analyzing the educational and financial statistics of the school year 1927-28, a number of articles with statistical tables were published in the 1928-29 Education Bulletins. In the regular monthly issues of the Education Bulletin statistical articles were submitted to the extent of 228 pages. In addition to this there was submitted the "State School Building Survey" in the October, 1928, Special Education Bulletin of 254 pages.

The November, 1928, issue of the Education Bulletin analyzed the "Per Capita High School Costs for Tuition Purposes for the School Year 1927-28" and "School Housing Survey for 1928-29". December issue—"Statistical Summary of New Jersey School Districts for 1928-29" and "Summary of Educational Statistics for the School Year 1927-28". January issue—"Per Cent of Day School Operating Expenditures Devoted to the Various Major Items". March issue—"Instructional Costs Per Pupil in Average Daily Attendance". April issue—"How the New Jersey Governmental Dollar was spent in 1927-28" and "The Average Capital Outlay for Schools from 1923-24 to and including 1927-28 Per Pupil in Average Daily Attendance and the School Expenditures (1927-28) per each \$1,000 of Net Valuation Taxable (1928) for the Various School Districts of the State". June issue—"Comparison of School and Municipal Net Indebtedness, Per Cent Total Net Debt is of Assessed Wealth (1928) and School and Municipal Expenditures in the Various Communities of the State", "The Apportionment of School Moneys for 1929-30" and "School Attendance Survey, 1927-28".

These articles furnish a means of giving the school people and the public of the State a true picture of the magnitude and cost of their public school system and allows a comparison as between school districts.

STATISTICAL ANALYSIS OF THE SYSTEM

There were 108 school districts out of the 537 which had no bonded school indebtedness. The net bonded indebtedness per each \$1,000 of assessed wealth for the State was \$28.42, which was \$1.12 more than that of 1926-27. The median district had a net indebtedness of \$24.78 per each \$1,000 of net valuation taxable.

The total net school indebtedness of all school districts of the State was \$174,196,844.56, as of June 30, 1928, while the total net municipal indebtedness of these districts was \$195,927,130.49, as of December 31, 1927. The total net indebtedness, including school and municipal, was \$370,123,975.05. This total indebtedness was equal to 6.2 per cent of the 1928 State net valuation taxable. The per cent of total indebtedness chargeable to schools was 47.1, while that chargeable to municipal activities other than schools was 52.9 per cent. Forty-three districts in the State had neither school nor municipal indebtedness outstanding. One hundred thirty-three districts had no net municipal indebtedness. The median school district of the State had 57.0 per cent of its indebtedness chargeable to schools, and 43.0 per cent to other municipal purposes. This median district had a net bonded indebtedness of 4.9 per cent of the net valuation taxable.

The cost of education per pupil in average enrollment in the State for 1927-28 was \$105.87 as compared to \$101.05 for 1926-27. The cost per pupil in average daily attendance was \$113.90 for the State in 1927-28, as compared to \$108.44 in 1926-27. The median district had a cost of \$93.47 per pupil in average enrollment, and \$100.79 per pupil in average daily attendance.

The per cent attendance for the State in 1927-28 was 93.0 as compared to 93.2 in 1926-27. The median district in the State for 1927-28 had 92.8 per cent attendance.

The average tax rate of the State for district schools was \$1.15, \$1.63 for other local activities, and \$3.88 for all purposes (State, county, municipal and school) per each \$100 of net valuation taxable. The median district levied a tax of \$1.64 for schools, \$1.33 for other local purposes, and \$4.33 for total taxes per each \$100 of net valuation taxable.

There were twenty-three districts which maintained no schools as compared to twenty-two in 1926-27. Three districts had no resident enrollment. For the State as a whole the school districts expended \$15.66 per each \$1,000 of net valuation taxable for education. The median district expended \$22.01 per each \$1,000 of net valuation taxable. City districts expended \$16.15; rural districts, \$24.33, and urban districts, \$21.07.

The total local school expenditures for the year ending June 30, 1928, were \$112,112,247.15, while municipal expenditures amounted to \$110,140,509.69 for the fiscal year ending December 31, 1927. The total expenditures for the year, including school and municipal, were \$222,252,756.84 of which 50.4 per cent was devoted to schools and 49.6 per cent to municipal purposes other than schools. The median district expended 62.2 per cent of its total expenditures for schools and 37.8 per cent for municipal purposes other than schools. In the city school districts the median district expended 50.1 per cent of its total for schools and 49.9 per cent to municipal purposes other than schools.

The number of pupils enrolled in day schools increased from 739,010 in 1926-27 to 753,753 in 1927-28, which was an increase of 14,743 pupils, or 2.0 per cent over that of 1926-27. The total number of teachers increased from 24,041 in 1926-27 to 24,983 in 1927-28, which was an increase of 942 teachers, or 3.9 per cent.

HIGH SCHOOL COSTS FOR TUITION PURPOSES

The median cost for the 156 school districts maintaining approved high schools in 1927-28 was \$161.51 per pupil in average enrollment, while that of the twenty-six school districts maintaining approved junior high schools was \$155.93. The median rate of tuition charged in high schools was \$100 per pupil, which was the same for the junior high schools.

INSTRUCTIONAL COSTS

Twenty-three districts did maintain their own schools for the school year 1927-28. Out of the remaining 513 school districts, 243 expended no money for supervision; 4 expended no money for textbooks; 7 had no expenditures for supplies, and 189 made no expenditures for other instructional costs. The State expenditure per pupil in average daily attendance was \$7.99 for supervision;

\$71.25, for teachers' salaries; \$2.07, for textbooks; \$3.11, for supplies; \$0.26, for other instructional expenses, and \$84.68 for total instruction. The median district expended per pupil in average daily attendance \$7.14 for supervision; \$53.57, for teachers' salaries; \$2.20, for textbooks; \$2.93, for supplies; \$0.09, for other instructional costs, and \$63.04, for total instruction. Out of every dollar expended for instruction in 1927-28, teachers' salaries required 84.1 cents; supervision, 9.4 cents; supplies, 3.7 cents; textbooks, 2.5 cents, and other instructional costs, 3 mills.

OPERATING COSTS OF DAY SCHOOLS

The total cost of operating day schools in 1927-28 was 71,422,747.31, less tuition, with a cost of \$105.87 per pupil in average enrollment, and \$113.90 per pupil in average daily attendance. Out of every dollar expended for day schools in 1927-28, administration required 2.8 cents; supervision, 7.0 cents; instruction proper, 65.1 cents; operation, 10.4 cents; maintenance, 4.9 cents; coordinate activities, 2.2 cents; auxiliary agencies, 3.3 cents, and fixed charges, 4.3 cents.

CRIPPLED CHILDREN

In accordance with Chapter 53, Public Laws of 1928, forms were devised during the past school year to meet the conditions imposed by this act. A complete record was made of every physically handicapped child in the State, and many of the individual cases were taken up with the local boards of education, so that each physically handicapped child would receive an education.

ATTENDANCE

The number of pupils enrolled in day schools in 1928-29 was 770,879 as compared to 753,753 in 1927-28. This was an increase of 17,126 pupils, or 2.3 per cent. The number of days present in 1928-29 was 118,976,010 as compared to 117,884,511½ in 1927-28. This was an increase of 1,091,498½ days or .9 per cent.

The enrollment and total number of days present in day schools are given below for the school year 1914-15 to and including 1928-29.

<i>Year</i>	<i>Enrollment</i>	<i>Per Cent Increase</i>	<i>Total Number of Days Present</i>	<i>Per Cent Increase</i>
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
1925-26	720,346	2.5	109,384,932	.9
1926-27	739,010	2.6	115,502,255½	5.6
1927-28	753,753	2.0	117,884,511½	2.1
1928-29	770,879	2.3	118,976,010	.9

It is reasonable to expect that the per cent increase in days' attendance should increase in a like ratio with the increase in enrollment. In the period between 1914-15 and 1919-20 the per cent increase in total number of days

present was less than the per cent increase in enrollment. The same was true between 1924-25 and 1925-26 and between 1927-28 and 1928-29. In the periods between 1919-20 and 1924-25, 1925-26 and 1926-27, and 1926-27 and 1927-28, the per cent increase in total number of days present exceeded the increase in enrollment. When the per cent increase in days' attendance exceeds the per cent increase in enrollment the attendance is improving, and when per cent increase in enrollment is greater than the per cent increase in days present the attendance is not improving.

Good school attendance in addition to its value to the pupils has a monetary value to the school districts. From 1924-25 to 1929-30, the amount apportioned by county superintendents to districts on days' attendance has increased from \$7,870,883.66 to \$10,809,666.63. The value of a day's attendance in 1929-30 ranged from three cents a day in several counties to 25.6 cents in Atlantic County.

One hundred thirty-nine school districts in 1927-28 did not expend a single cent for the enforcement of compulsory education. Adequate enforcement of the compulsory education law necessitates the employment of competent attendance officers with suitable compensation. The services rendered by the attendance officers are usually directly related to the compensations received. The total cost of enforcing compulsory attendance for the school year 1927-28 was \$476,421.06 as compared to \$443,043.88 in 1926-27. This was an increase of \$33,377.18, or 7.5 per cent. The median district in New Jersey in 1927-28 expended only twenty-four cents per resident pupil for the enforcement of the compulsory education law. The average cost was sixty-three cents per resident pupil as compared to sixty cents in 1926-27.

In order to bring about a greater degree of uniformity in the enforcement of the compulsory education law, monthly and annual reports were devised for the attendance officers. These reports were to be submitted by the attendance officer in duplicate, one to the board of education and one to the county superintendent of schools.

In order properly to 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. When school opens in the fall a complete list of pupils of school age should be available so that each child not in school, public or private, on the opening day can be immediately traced and placed in school. Whenever a new child of school age moves into the district such child should be immediately placed in school. An annual school census cannot possibly accomplish this result.

In order to provide such a list to the boards of education, a system of continuing census has been devised. Two forms, A-230 (Field Card) and A-231 (Permanent Record Card), have been printed. Many of the districts, including some cities, have taken advantage of these forms and have started this system.

In the continuing form of census registration the board of education should see to it that the educational authority, chief attendance officer, principals, and teachers are made responsible for particular sections of the school district to note all changes in residence and to discover the presence of children who

should be in school. The older pupils can be of great assistance in keeping the continuing census information up-to-date. If not kept up-to-date the value of this system is nullified. In organizing the older school pupils in the large districts as enumerators, each pupil will be made responsible for the starting and continuance of the census in a certain small area, and after the original census is taken by the pupil, he or she will report all leaving and incoming children.

RECOMMENDATION

I again recommend that an appropriation be secured which will allow the appointment of an inspector of compulsory attendance to investigate and assist boards of education in coordinating the work of their attendance officers. Since the continuing census, which is now in operation in many of the school districts of the State and many more of them are getting ready to begin this system, it is essential that an inspector of compulsory attendance be provided.

SCHOOL REGISTERS

Twenty-eight thousand school registers were received from the school districts and examined during July and August. This audit is very important, since part of the apportionment of school moneys is made from the corrected attendance figures obtained from these registers. This work was done by nine experienced school teachers and one attendance auditor.

BLANKS AND FORMS

Blanks and forms for distribution used in the school districts are sent from this office to county and city superintendents. On March first an annual requisition from the county and city superintendents is received by this division ordering the blanks and forms needed for the next school year. New forms distributed were as follows: monthly attendance officer reports, yearly attendance officer reports, crippled children record cards, crippled children financial reports, two forms of continuing census cards, and dependent children cards.

During the year many monographs, School Laws, annual reports, normal school forms and pamphlets and legislative manuals have been distributed. A great number of monographs were requested by people outside the State for which we received \$67.70 in checks, money orders, or cash. This amount was deposited in the bank, a check drawn for the amount and sent to the State Treasurer.

Five thousand education bulletins, an increase of five hundred, were distributed monthly for ten months to school officials, teachers and other interested citizens in the State.

Four hundred twenty-two thousand five hundred twenty-eight eighth grade examination questions were distributed to county and city superintendents.

MIMEOGRAPHING

During the year 164 letters, including questionnaires, 15 legislative bulletins, 3 service letters, 9 reports, the State statistical summary, 17 tests and 4 surveys were mimeographed for members of the Department. Most of this material was also prepared and sent by mail.

FINANCIAL AND STATISTICAL SUMMARY OF THE NEW JERSEY SCHOOL SYSTEM
FOR THE SCHOOL YEAR ENDING JUNE 30, 1929

The tables and figures which appear on pages 320-465 of this report were secured from the 21 county superintendents' annual reports and received by them from the 539 boards of education in the State.

The figures presented furnish a complete picture of modern public school accounting in relation to its personnel, facilities and cost.

During the school year of 1929-30 there will be presented a detailed district analysis of the principal features of this summary which, taken in all its parts, will make an instructive pupil, teacher, administrative and cost survey.

TEACHER TRAINING

Teacher training is now recognized as a State function. City controlled schools are rapidly disappearing. With the abolition of the Jersey City Training School in June, 1929, none now exist in this State. The teacher-training program must, therefore, be so coordinated that the entire State will be served. This means that much research is necessary to determine the needs of the State. Careful plans must be made to fit the offerings of the various institutions to these needs. Certain institutions must specialize on specific curricula which may not be offered at all at another institution. Leadership must be exercised in the problems of selecting students, revising curricula, and developing proper buildings and facilities. This report constitutes, therefore, a summary of what has been projected and accomplished from October 1, 1928, to June 30, 1929.

Much of the progress of the year was made possible by the excellent surveys which were made during the years 1926-1927 and 1927-1928 under the direction of Dr. Guy C. Gamble and Dr. Marion Trabue respectively. These surveys had set forth the facts concerning the need for different kinds of teachers in the State and the sources of supply. Reliable predictions were on hand for the State's need for teachers for ten years in the future.

These surveys had shown very clearly how inadequate the opportunities within the State were for the training of secondary school teachers. From 60 to 70 per cent of the new teachers taken into the high schools in a given year secured their education in institutions outside of the State. A very large number of institutions was represented. It seemed highly desirable that there be a State teachers' college where policies approved by the State Department of Education could be developed and where New Jersey's young people could be given the opportunity to train themselves for this important work. In May, 1927, the State Board of Education approved the establishment of a four-year course for the training of the high school teachers at the Montclair Normal School. In September, 1927, this school admitted a class on a four-year program and took over a small group who had spent one year in the elementary field to form a second-year class in the college. The last class will be graduated from the two-year elementary curriculum at Montclair in January, 1930, and the first class to receive the A. B. degree from the four-year secondary curriculum will be graduated in June, 1930. In another year, therefore, we shall have a four-year college at Montclair specializing in the training of junior and senior high school teachers.

The special fields of music, health and physical education, and commercial subjects are taken care of for both the secondary and elementary schools at the Trenton Normal School. This school has also a manual training curriculum and four-year rural school and general elementary curricula as well as the regular two-year elementary curricula. The school at Paterson offers only the general elementary curriculum. Those at Newark and Glassboro offer the general elementary and kindergarten-primary curricula while the Newark school also offers a manual training curriculum. The following table indicates the differentiation of program in force during the year 1928-29.

TABLE I

SHOWING CURRICULA OFFERED BY THE NORMAL SCHOOLS FOR THE YEAR 1928-29

School	Gen. Elem. 2 yr.	Kgn. Prim. 2 yr.	Elem. & Jun. High 4 yr.	Rural 4 yr.	Man. Tr. 2 yr.	Com'l 3 yr.	Phys. Ed. 3 yr.	Music 3 & 4 yr.	Jr. & Sen. High 4 yr.
Glassboro	x	x							
Montclair	x	x							x
Newark	x	x			x				
Paterson	x								
Trenton	x	x	x	x	x	x	x	x	

One of the major projects of the division during the year was a study of desirable length of the various curricula. It has been apparent for some time that two years were inadequate for the proper preparation of elementary teachers. In our normal schools, one-fourth of this time has been devoted to practice teaching. In a year and a half, therefore, students were expected to secure general culture, a philosophy of education, and mastery of subject techniques. Education is both an art and a science. The science of education requires careful study. Accurate knowledge of educational practice has increased so rapidly during the past few years that adequate time must be allowed for the student to understand its significance.

In the years immediately following the War, standards could not be increased because there was an actual shortage of teachers. Gradually this shortage has been overcome until in many States there is now an oversupply of normal school graduates. Investigation shows that this condition has been reached in New Jersey, especially in the northern section of the State. On October 15, approximately 45 per cent of the graduates of the Montclair, Newark, and Paterson schools in June, 1925, had not secured positions. Increasing the length of the curriculum, decreases the output of a given school. For example, a school of six hundred on a two-year curriculum will graduate nearly three hundred per year, whereas on a three-year basis only about two hundred per year will be graduated. With an oversupply of normal school graduates, it is safe to reduce the output by increasing the length of the curriculum and thus increase the efficiency of the product.

It was proposed, therefore, that beginning with the entering class of September, 1929, the elementary, kindergarten-primary, and manual training curricula be extended to three years. It was also proposed that the music, commercial, and physical education curricula be extended from three to four years leading to the B.S. Degree in Education. These proposals were approved by the State Board of Education in January, 1929, and the detailed new curricula were approved in June.

On the opening of the new State Normal School at Jersey City in September, 1929, and the elimination of all students preparing to teach in the elementary grades from Montclair in February, 1930, the allocation of curricula will be as follows:

TABLE II

SHOWING CURRICULA TO BE OFFERED BY THE STATE NORMAL SCHOOLS AND
TEACHERS COLLEGES FOR THE YEAR 1929-30

School	Gen. Elem. 3 yr.	Kgn. Prim. 3 yr.	Elem. & Jun. High 4 yr.	Rural 4 yr.	Man. Tr. 3 yr.	Com'l 4 yr.	Phys. Ed. 4 yr.	Music 4 yr.	Jr. & Sen. High 4 yr.
Glassboro	x	x							
Jersey City	x	x							
Montclair									x
Newark	x	x			x				
Paterson	x								
Trenton	x	x	x	x	x	x	x	x	

I believe that lengthening the curricula will have a profound effect on the quality of teaching which will be available to the schools of the State. It will add a year of maturity to the graduates and enable the normal schools to demand a much higher standard of scholarship.

A second major activity for the year was the revision of the entrance requirements. It is by no means easy to set up methods which will select those students who will profit from a teacher-training program and make efficient teachers. A few years ago, any high school graduate could enter a normal school. But it is recognized now that high school graduation does not give one the right to seek training for a special occupation. The modern high school is a cosmopolitan institution with curricula for those intending to enter not only academic but also commercial and industrial occupations.

A teacher-training institution should demand a proper foundation in the fields of English, history, science, and mathematics, which are the major general fields of learning. If such a foundation does not exist the normal school is unable to professionalize its material but must give subject matter which should have been given before. Previously, the New Jersey normal schools made no specific requirements in terms of high school subjects. For some years, no student has been allowed to take entrance examinations unless the high school principal certified that he believed the applicant would be successful in normal school. This provision has acted as the first selective agency. Most high school principals have been conscientious in administering this rule and have refused to recommend students who were obviously unfitted for teaching.

The revised entrance rules set up specific high school units for admission to the various curricula.

A student must have at least twelve units from the fields of English, history, science, mathematics, and foreign language for admission to the general curricula. Special curricula provide for certain differences to fit the applicant for the respective curriculum. In other words, the graduate of a commercial curriculum will not be able to enter a normal school to prepare for general teaching. Often, such a person has entered normal school with no more than seven or eight out of the fifteen high school units in the general fields of knowledge. The person who starts to prepare to be a stenographer or a book-keeper should not expect to enter an occupation which requires a different sort of preparation without taking extra time to secure the necessary background. The normal school program is seriously injured when a large amount of time

must be given for the acquisition of knowledge on which professional courses are based.

Following are the detailed high school units required for admission to the various curricula as they were adopted by the State Board of Education. These requirements do not go into effect until the entering class of September, 1930, because of the necessity of giving to the high schools of the State proper notice of such subject requirements. When they become effective, it will be necessary for high schools to organize educational guidance so that those persons who expect to enter teaching may decide upon such a course early enough to take the subjects which will enable them to enter a State teacher-training institution.

CONSTANTS FOR ALL CURRICULA

English	4 Units
Mathematics (may be General Mathematics or Elementary Algebra or Commercial Arithmetic for applicants to the Manual Training, Physical Education, and Commercial Curricula)	1 Unit
American History and Problems of Democracy	1 Unit
Science (may be General Science)	1 Unit
Additional History or additional Science	1 Unit
	<hr/>
	8 Units

ADDITIONAL VARIABLES BY CURRICULA

1. Four-year Curriculum at Montclair

Mathematics	1 Unit
Foreign Language	2 or 3 Units
History or Science	1 Unit
(provided only 2 units are presented in Foreign Language)	
Free electives	3 Units
	<hr/>
Total Variables	7 Units

2. Three-year General, Kindergarten, Rural Curricula and Four-year General Curriculum at Trenton

Selected from History, Science, Mathematics, and Foreign Language	4 Units
(Nothing less than 2 units in Foreign Language will be credited)	
Free electives	3 Units
	<hr/>
Total Variables	7 Units

(The applicant must also show evidence of ability to take
courses in music).

3. Four-year Music Curriculum

Selected from History, Science, Mathematics, and Foreign Language	4 Units
(Nothing less than 2 units in Foreign Language will be credited)	
Free electives	3 Units
	<hr/>
Total Variables	7 Units
(Evidence of ability in music)	

4. Four-year Commercial Curriculum

Selected from Bookkeeping, Typewriting, Stenography, and Commercial Geography	4 Units
Free electives	3 Units
	<hr/>
Total Variables	7 Units
or	
Selected from History, Science, Mathematics, and Foreign Language	4 Units
Free electives	3 Units
	<hr/>
Total Variables	7 Units

5. Four-year Physical Education Curriculum

Science	1 Unit
(Chemistry preferred)	
Selected from History, Science, Mathematics, and Foreign Language	2 Units
Free electives	4 Units
	<hr/>
Total Variables	7 Units
(Evidence of proficiency in physical activities)	

6. Three-year Manual Training Curriculum

Selected from History, Science, Mathematics, and Foreign Language	2 Units
Industrial Arts, including Mechanical Drawing	2 Units
Free electives	3 Units
	<hr/>
Total Variables	7 Units
(Evidence of mechanical aptitude and proficiency)	

Significant changes were made during the year in the entrance examinations. Formerly, examinations were given in English, arithmetic, and spelling under a rule that an applicant must secure at least 60 per cent in each of the examinations and an average of 70 in the three. The examinations were based mainly on subject matter which the student completed before he entered high school. This resulted in the organization of special review courses in the high schools of the State to give the student the details of arithmetic and English, which, it was assumed, would be required in the examinations. A further

difficulty developed because the spelling test was given the same weight as the tests in English and arithmetic. It was found that if a reasonable test in spelling was given, the marks were so high that they inevitably brought up the average of a person who was weak in English and arithmetic above the required mark of 70.

It seems to be sound to expect high school seniors to have carried over a reasonable efficiency in the fundamental processes of arithmetic and in the application of these processes to everyday problems. If the high schools are not so organized that the maintenance of the arithmetic skill which pupils have at the end of the eighth grade is effective, then they face the criticism of allowing pupils to graduate from high school with less arithmetic ability than they had when they entered. On the other hand, it seems that part of the entrance examinations should consist of material which the student has actually studied in high school in order to test his mastery of a subject recently considered. This object was brought about by abolishing the examination in spelling and substituting an examination in American history and citizenship which is given in all high schools, either in the junior or senior year. It is also planned to broaden the scope of the examination in English and mathematics so that material which is designed for high school work may be included. This will not take effect until the examination of June, 1930. At that time, it is planned to include in the English certain questions concerning literature and in the mathematics items which will involve certain concepts of general mathematics which involve the simple and practical material from algebra and geometry.

The object of entrance examinations is to select those who will become most successful in teaching. We cannot be certain that examinations in the subjects mentioned above will be absolutely effective in accomplishing this purpose because we do not know how highly teaching success is correlated with knowledge of subject matter in various fields. It may be entirely possible that certain other qualifications of a person are more important for success in teaching than scholarship in English, mathematics, and history. This will be the subject of study during the next few years in order to determine, if possible, what relationship exists between the work of a student in normal school and her success on the entrance examinations, and between both of these factors and her later success in teaching.

Until we have better information, however, we are warranted in assuming that, on the whole, high success in teaching accompanies high scholarship in the subject matter which is to be taught. At any rate, we know so little about the personality factors entering into a person's success in teaching that we are not able at the present time to measure these factors or to use them to any extent as criterion of entrance of students into normal schools. We are attempting to secure the judgment of high school principals concerning the applicant's character and certain aspects of his habits which showed up in high school. This judgment, however, will be used only as a guiding factor for the development of a student in the normal school program. At the present time, therefore, the entrance requirements consist in brief of the following:

1. Certificate of age
2. Certificate of health
3. Testimonial of character

4. General recommendation from high school principal
5. Certificate of high school graduation showing units of work as prescribed
6. Examinations in English, American history and civics, mathematics, and in intelligence as shown by a standard intelligence test

In connection with the State Teachers' College at Montclair, it has been necessary because of the large number of applicants to adopt the definite policy of accepting only as many as can be accommodated at the school in view of the space available and the number of instructors on the staff. For example, in the May, 1929, examinations, there were 325 applicants for this institution, whereas, only 235 could be accepted. It would be highly desirable to adopt a similar policy for the other schools and to accept only as many each year as are warranted by the capacity of the school and the studies which the Department should make to determine the need of teachers in the State.

The statistics for the number who took the two examinations given during the year are as follows:

TABLE III

RESULTS OF NORMAL SCHOOL ENTRANCE EXAMINATIONS GIVEN
DECEMBER 3, 1928

<i>School</i>	<i>Number Taking Exams.</i>	<i>Number Below 60 in Arith.</i>	<i>Number Below 60 in English</i>	<i>Number Below 60 in Spell.</i>	<i>Number Below Average of 70</i>	<i>Total Number Failed</i>	<i>Per Cent Failed</i>
Glassboro	56	4	5	0	1	9	16.1
Newark	187	5	24	1	9	29	15.5
Paterson	91	5	3	0	3	11	12.0
Trenton	42	1	4	0	0	5	11.9
Total	376	15	36	1	13	54	14.3

TABLE IV

RESULTS OF NORMAL SCHOOL ENTRANCE EXAMINATIONS GIVEN
MAY 31, 1929

<i>School</i>	<i>No Taking Examination</i>	<i>No. Accepted</i>	<i>Per Cent Accepted</i>	<i>No. Failing Examination</i>	<i>Per Cent Rejected</i>
Glassboro	187	157	84	30	16
Jersey City	104	94	90.4	10	9.6
Newark	207	179	86.5	28	13.5
Paterson	117	95	81.2	22	18.8
Trenton	310	279	90	31	10
Montclair	325	235	93.8	20	6.2
		70*			
Total	1250	1109	88.7	141	11.3

*Accepted for admission to other schools because of lack of room at Montclair.

A third major activity during the year was the development of a salary schedule for the teacher-training institutions. A comprehensive report on this matter was prepared and submitted in February. Only the outstanding features are included in this report. In the past, salaries of individual instructors have been determined in accordance with the recommendation of the principal and the money available each year. No definite policy of increases or minimum requirements for different levels of work has ever been set down. It has been found in city school systems that in dealing with a large number of teachers it was, on the whole, desirable to have a definite salary schedule which would set minima, maxima, yearly increments and minimum qualifications for each grade of work in the system. The result of the policy which has been employed in the normal schools was a great variation in the salaries paid in the different schools for persons of like training, experience, and responsibility. For the year 1928-29, salaries of instructors ranged from less than \$1500 to \$4000, and in the Montclair Teachers College from \$2300 to \$5000. Salaries of heads of departments ranged from \$2400 to \$4000 in the normal schools and to \$5000 in Montclair. Average salaries of instructors were as follows:

Trenton	\$2694
Newark	2806
Montclair (normal)	2870
Paterson	2894
Glassboro	3011
Montclair (college)	3462

This matter had been studied by the Department for two or three years and had also been the subject of a separate investigation made by the Association of Normal School Teachers. These studies were augmented during the year by careful studies of salaries paid in the teacher-training institutions in neighboring States and in the high schools of the cities in New Jersey which were in proximity to the normal schools. For this latter purpose, the cities of Atlantic City, Camden, Jersey City, Montclair, Newark, Paterson and Trenton were used. The normal schools were found to be below these cities in a number of comparisons. For example, in the per cent of teachers receiving less than \$2500, Jersey City had only 2.1 per cent and five of the seven had less than 10 per cent in this category. There were 14.2 per cent of all normal school teachers in this group, 16.3 per cent in Paterson and 50 per cent in Camden.

In per cent receiving less than \$3000, all except Camden showed a lower per cent than the normal schools.

In per cent above \$3500, Camden had none, but the other six cities were far above the normal schools. Newark had 63 per cent in this group, whereas the normal schools had 6 per cent. It was clear that the normal schools were at a great disadvantage, as compared with the high schools of these cities, in the possibilities of offering their staffs the hope of an ultimate satisfactory salary.

In median salary, it was found that in Newark the median was in the group receiving from \$4000 to \$4099, whereas in the normal schools it was in the group receiving from \$2900 to \$2999. Six cities had a median higher than the normal schools and only one (Camden) lower.

In recommending a salary schedule, eight standards were set up, as follows:

1. Salaries in the New Jersey normals should be high enough to enable the schools to compete with the normal schools of the neighboring States and with the New Jersey city school systems in attracting and holding desirable instructors.
2. Salaries in the New Jersey normals should be high enough to maintain the standards of living essential to leadership, professional spirit and productive work in training teachers for all the State.
3. Salary schedules should be uniform for all the normal schools.
4. Teachers of equal training, efficiency and responsibility in either the normal schools or the teachers colleges should be on the same schedule.
5. The number of years of teaching experience must be taken into consideration.
6. The amount and kind of academic and professional training should be a factor in determining the salary.
7. No teacher now employed should be reduced in salary.
8. Provision should be made to keep teachers alert and growing professionally.

The salary schedule and rules as adopted by the State Board at its April meeting are given herewith.

STATE OF NEW JERSEY

Salary Schedule for Normal Schools and Teachers Colleges

Group	Minimum Training for Future Appointees at Entrance	Minimum Experience	Minimum Salary	Maximum Salary	Increments
A. Instructor	Bachelor's Degree	3 Years	\$2,200	\$3,500—Bachelor's Degree \$3,750— $\frac{1}{2}$ year graduate work \$4,000—1 year graduate work	\$150—Bachelor's Degree \$175— $\frac{1}{2}$ year graduate work \$200—1 year graduate work
B. Assistant Professor	Bachelor's Degree plus 1 year graduate work	7 Years		\$4,600	\$200
C. Associate Professor	Bachelor's Degree plus 2 years graduate work	12 Years		\$5,300	\$200
D. Professor	Bachelor's Degree plus 3 years graduate work or 2 years graduate work and outstanding research or authorship	15 Years		\$6,000	\$200
E. Training School Teachers*.	2 years normal school	3 Years	\$1,800	\$2,700	\$100

* Shall be put on Schedule of Instructor when same qualifications are reached.

EXPLANATIONS AND RULES OF OPERATION FOR SALARY SCHEDULE OF NORMAL
SCHOOLS AND TEACHERS COLLEGES

1. The granting of increments as provided on the salary schedule is subject to budgetary limitations.
2. To receive increments as provided, the work of a faculty member must be of a satisfactory nature as certified by the principal and approved by the Commissioner of Education.
3. In order that budgets may be accurately filed a faculty member applying for larger increment or higher maximum must file with the principal all credits before September 15 of each school year. The increase in increment or maximum will go into effect during the following school year.
4. All credits for increased increment or maximum shall be approved by the principal of the school and the Commissioner of Education before the course is taken if possible.
5. No faculty member now employed is to be reduced in salary. But present faculty members are not to be placed in other positions or to receive increments except as they meet the schedule requirements.
6. All faculty members in Groups A and E receiving less than the minimum shall be placed at the minimum provided they possess the qualifications as provided and are so certified by the principal.
7. Promotion from one group to another, such as from an instructorship to an assistant professorship, shall be made on the basis of efficiency of work as recommended by the principal of the school and approved by the Commissioner of Education.
8. When it is necessary to appoint a chairman of the teachers of a subject matter field, or an assistant principal, or a dean, or a head of a curriculum, or a head of apprentice training, or other similar administrative officer, such services may be recompensed by an amount of from \$250 to \$500 per year in addition to the salary received on the regular salary schedule.
9. The term "degree" in the salary schedule shall be interpreted as a degree in arts, letters, science or the field of teaching in which the faculty member serves.

This schedule meets the eight standards set up in the following ways:

The first standard of insuring ability to cope with competing schools is well met. The minimum for an instructor is about the same as the minimum of the city high schools in New Jersey. The maximum for the instructor with a Bachelor's Degree is slightly less than the maximum which may be secured in some of the New Jersey high schools but incentives are offered for the increase of this maximum by securing greater training.

The second standard of maintaining standards of leadership and productive work is met since it is reasonable to suppose that salaries as good as those paid in the normal schools of New York and Pennsylvania and in the local New Jersey school systems will enable the New Jersey normal schools and teachers colleges to secure as good talent as is entering the teaching profession anywhere. Salaries sufficient to accrue such talent will enable teachers to maintain the standards of living essential to leadership, professional spirit, and productive work in the training of teachers in the State. Furthermore, the opportunity for promotion to the higher level of the schedule gives an incentive which is not

present in most high schools and thereby provides an opportunity for securing teachers who might be unwilling to remain in a high school which has a limited schedule.

The third standard of uniformity for all schools regardless of location is met since the schedule is uniform for all the New Jersey normal schools and teachers colleges.

The fourth standard of a single schedule for both normal schools and teachers colleges is met since the opportunity is presented for teachers in the normal schools to be promoted to the higher levels of the schedule exactly as in the case of those in the teachers colleges. It should be noted, however, that this promotion will come only on the basis of advanced training and recognized efficiency.

The fifth standard of recognition of experience is met by granting increments up to a limited maximum on the basis of the number of years of experience.

The sixth standard of recognition of academic and professional training is met by the initial requirements and by increased increments and the maxima according to training.

The seventh standard of not reducing the salary of present teachers is met by a rule covering this point.

The eighth standard of promoting growth and efficiency is met by a number of provisions in the schedule as follows:

1. Larger increments for instructors who secure advanced training thus encouraging a teacher to secure her training early and to become more efficient at a comparatively early time in her teaching work.
2. Higher maxima for instructors who secure advanced training thus providing an incentive for increased study.
3. Provisions that a teacher's work must be certified as satisfactory by the principal before an increment is granted.
4. Recognition of advanced training and outstanding efficiency by promotion to a higher group, such as from instructor to assistant professor, such promotion to be made on recommendation of the principal and approved by the Commissioner of Education.
5. Recognition of qualities of leadership by appointment as chairman of a subject matter field or head of a curriculum, or to other administrative responsibility with additional compensation.

I believe that the adoption of this salary schedule will do much to stabilize the faculties of the normal schools and to assure them that adequate preparation and growth will be properly rewarded. Without efficient teachers, the teacher-training institutions cannot hope to fulfill their function in the State.

EXTENSION PROGRAM

There has been a growing tendency during the past few years to develop agencies for the education of teachers in service. Not only superintendents and supervisors but also the teachers themselves have come to realize that no one should expect to emerge from a normal school with a completed education. Financial inducements have been offered by many boards of education in order that those teachers who show the desire to improve their efficiency by taking advanced courses or expect to reach a higher maximum could secure additional

increments. Up to the year 1928-29, practically all of the opportunities for such courses had to be sought by New Jersey teachers from private institutions. New Jersey is fortunate in being situated near large universities in New York and Philadelphia and in being able to take advantage of the educational facilities offered by these universities. It has become increasingly apparent, however, that the State ought to offer opportunities for teacher growth for the purpose of improving the education being given to the children of the State. This kind of service had been offered in New Jersey only by the Glassboro Normal School, which, for two or three years, has employed a teacher who gave full time to extension courses, and also by the Trenton Normal School to a very limited extent.

Money was available during the year to offer extension work from all of the normal schools. This was done without any elaborate campaign of advertising but by merely informing interested superintendents and teachers that such courses were available. The response was extremely encouraging. In fact, the schools were not able to offer as many courses as were requested and were obliged, in some instances, to divide courses into two sections because of the large number of teachers enrolled. The courses were established on a high standard of quality and were administered in accordance with strict rules of attendance and standard of work. It is certain that this feature of the work of the normal school will develop into a very valuable service to the teachers of the State. It might also be said that such work is of value to the teachers in the normal schools because it brings them in contact with the actual conditions of teaching and with those who have been meeting educational problems for several years. Following is a table showing the number of courses offered by each school, and the number receiving certificates. In the future, this work should be carefully organized so that it will be integrated with the college program offered at Trenton, with the extension of the normal school curricula to three years, and with the summer schools of the State.

TABLE V

REPORT ON EXTENSION FOR FIRST SEMESTER 1928-29

<i>School</i>	<i>No. courses offered</i>	<i>No. Receiving Certificates</i>	<i>No. who finished course not receiving certificates</i>
Glassboro	3	101	0
Trenton	3	14	0
Total	6	115	

TABLE VI

REPORT ON EXTENSION FOR SECOND SEMESTER 1928-29

Glassboro	4	103	0
Newark	8	262	2
Paterson	14	306	12
Trenton	7	102	8
Montclair	21	1357	157
Total	54	2130	179

CONSTRUCTION AND ENLARGEMENT OF PLANT

In September, 1928, the second dormitory at Montclair (Chapin Hall), for which \$240,000 was appropriated by the Legislature of 1927 and \$25,000 for equipment by the Legislature of 1928, was opened. This gave Montclair two well built dormitories housing approximately 200 students.

The Legislature of 1928 appropriated \$525,000 to be added to the \$550,000 appropriated in 1927 for the construction of a normal school in Jersey City, also \$55,000 for equipment and grading in this school. Construction progressed on this project in accordance with the plans to open this school in September, 1929.

The Legislature of 1928 appropriated \$95,000 for the purchase of land for the erection of an entirely new school at Trenton. About 100 acres of land, including three lakes, four miles from Trenton, were purchased for this purpose.

The 1928 Legislature also appropriated \$225,000 for the erection of a high school at Montclair. It will be the purpose of this school to provide demonstration and laboratory facilities in connection with the new four-year course which is being offered at this institution. Construction was begun in the fall of 1928 so that the school may be opened in September, 1929.

The Legislature of 1929 made major appropriations for new buildings as follows: First unit, dormitory and power house at Trenton, \$985,000; second dormitory at Glassboro, \$125,000; equipment, second unit, at Jersey City, \$60,000; equipment, Demonstration School at Montclair, \$28,000. This Legislature also appropriated \$125,000 for the purchase of approximately thirty-nine acres of additional land at Montclair. This gives this institution about seventy acres which will make possible the development of a well planned college.

If the teacher-training institutions of the State are to be placed in adequate plants, it will be necessary to continue the program of construction which has been under way for the past two years. This will include an entire plant at Trenton, three or four new buildings at Montclair, and an entirely new plant at Paterson to take the place of the building now used which is owned by the city of Paterson. It should be the aim of the State to complete these projects within the next few years.

PHYSICAL AND HEALTH EDUCATION

The Division of Physical and Health Education respectfully submits herewith a report of its activities for the period from November 15, 1928, to July 1, 1929, together with a summary of conditions throughout the State and recommendations for future projects and activities.

Attention is respectfully invited to the fact that this report does not cover the full period of the fiscal year by reason of the change in directors during that period.

I. PRELIMINARY DIVISIONAL ACTIVITIES

A. *Organization*

The activities essential to full compliance with the several laws fall naturally into four major classes. Although the correlation between the four classes is high, each taken by itself represents a distinct line of endeavor. The convenience and practicability of the classification seemed to warrant its adoption as a program of operations and during the period covered by this report it was so used.

The four classes are:

1. Program construction, including the shaping of general policies and the introduction of standards
2. Field service
3. Personnel training
4. Promotional publicity and propaganda

B. *The preliminary survey*

With the change in divisional administration a complete and modern school health, safety, and physical education program became at once the directing factor and the ultimate goal of all activity. Under the circumstances, however, it seemed advisable to postpone immediate steps toward program construction until such time as a study of conditions and needs could be effected. The study was undertaken shortly after the director took office and only concluded with the closing of schools in June. It assumed extensive proportions reaching all types of schools and all parts of the State. Later in this report the important findings are summarized.

The form taken by the survey varied widely but it was shaped largely by the need for further information that became apparent as new situations arose. All county superintendents and many city superintendents and supervising principals were interviewed. Conferences were held with groups, such as the county helping teachers, physical education supervisors, nurses, and physicians. Many individuals encountered at public meetings contributed their observations. In addition, a large number of schools were visited which also afforded opportunities for obtaining first-hand information from teachers. The itinerary included all normal schools. Close study was given to the school laws, to available reports of earlier organized surveys, and to existing bulletins and courses of study. In rounding out the fundamentals the Commissioner of Education and the entire staff of the Department gave invaluable assistance.

C. Field service

During the period of the survey all requests for assistance were met and all invitations to address meetings were accepted.

1. Summary of field service

The following summary covers the period from December 1, 1928 to June 30, 1929. There are no records to show the activities of the personnel during the first five months of the fiscal year.

a. Meetings

- (1) Educational organizations addressed:
 - Home Economics Teachers of North Jersey
 - New Jersey High School Conference at New Brunswick
 - Elementary School Principals' Association of Warren County
 - Ocean County Teachers' Association
 - Atlantic County Associated Boards of Education
 - Newark Elementary School Physical Education Teachers' Association
 - Sussex County Teachers' Association
 - Sussex County Associated Boards of Education
 - Camden County Teachers' Association
 - Burlington County—special meeting with principals, nurses, and physical education teachers
 - Warren County Associated Boards of Education
 - Hudson County Physical Education Association
 - North Hudson County Associated Boards of Education
 - Gloucester County Teachers' Association
 - Mercer County Associated Boards of Education
 - Mercer County Supervising Principals' Round Table
 - Monmouth County Supervising Principals' Round Table
 - New Jersey Physical Education Association
- (2) Parent-teacher associations addressed
 - Camden County Council
 - Riverside
 - Hunterdon County Council
- (3) Service clubs addressed
 - Elizabeth Kiwanis
 - Camden Kiwanis
 - Elizabeth Rotary
 - Newton Rotary
- (4) Public health organizations addressed
 - Hudson County Tuberculosis League
 - Monmouth County Federation of Public Health Agencies
- (5) Unclassified groups addressed
 - Panzer College for Physical Education and Hygiene—graduation exercises
 - Medical Society of New Jersey—State Convention
 - Morristown—elementary school graduation exercises
 - Cranford Village Improvement Association
 - Hudson County Safety Council

(6) State meetings	
Superintendents and supervising principals—four meetings called by Commissioner of Education	
b. Statistical summary of field service	
(1) Schools visited	
High schools	43
Elementary schools	76
Rural schools	80
(2) Individual conferences in the field	
County superintendents	66
City superintendents	5
Supervising principals	37
Helping teachers	62
Elementary school principals	89
High school principals	15
Physical education teachers and supervisors	43
School nurses	4
School physicians	2
(3) Group conferences in the field:	
Number of conferences	52
Classification of persons attending group conferences	
County superintendents	
Supervising principals	
Nurses	
Physicians	
Dentists	
Physical education teachers	
Elementary school principals	
High School Principals	
Helping teachers	
(4) Demonstrations	
Gymnasium	10
Classroom	37
Playground	29
(5) Teachers' meetings	65

2. Surveys

Extensive surveys were conducted by the Director and the Assistant in Physical Education in the City of Elizabeth and in Delaware Township, Camden County.

D. *Promotional Activities*

In addition to the field service carried on during the period of the survey certain promotional activities were undertaken as follows:

1. Program construction in health and safety education

The first steps toward the preparation of a State program were taken in connection with a series of four district conferences for superintendents and

supervising principals called by the Commissioner. The following material prepared for those occasions was retained as of permanent value.

a. General aim of the State Department

The primary purpose of the State is to establish and further a health and safety program for the public schools from which the pupil will derive an increased capacity for education, freedom from handicaps to growth and development, the habits and attitudes that constitute safe and healthful living, a knowledge of the safe and hygienic conduct of life, and the ideals of health and safety that make for rich and worthy living for the family and community groups as well as for self.

b. Objectives of the State Department

- (1) To establish a standard program, approximating the ideal that will serve as a model or guide for the construction or expansion and the operation of a health and safety program in any type of public school system.
- (2) To establish and work for the adoption of an administrative policy that will insure complete integration of the health and safety program in all its aspects—aims, activities, personnel, supervision, etc.—with the general school organization already established for the traditional curriculum
- (3) To keep school administrators and school health workers informed of new developments in health and safety education by clearing, through the State Department office, excerpts, news items, reports, etc., gathered from current professional literature, research studies and convention reports
- (4) To extend upon request such advisory service of a professional nature as the Division of Physical and Health Education is able to render. The method will vary with the circumstances. It may be a survey or a less comprehensive study; a visitation of schools followed by a conference; a teachers' meeting; or a meeting with the health staff
- (5) To bring about in some form the organization of the school health personnel for the furtherance of professional interests
- (6) To establish standards in professional qualifications of the school health personnel
- (7) To provide opportunities whereby the school health personnel may receive through extension or summer courses, institutes, etc., further professional training in their respective fields
- (8) To give such publicity to the program and its results as will further progress through increased understanding and cooperation on the part of the home and the community
- (9) To assist in giving the prospective teacher, through the teacher-training institutions, a better understanding of the necessary skill for his part in the operation of the health and safety program.

c. General aims of a school health and safety program

- (1) To apply the principles of safe and healthful living to the educative or schooling process

- (2) To protect the physical and mental health of the pupil while at school
- (3) To establish measures for determining the health status of pupils, particularly with regard to deviations from the normal, whether physical or psychological
- (4) To promote, with the cooperation of the home, measures for the removal or correction of handicapping physical and mental defects or health conditions
- (5) To establish in the school preventive measures that will lessen the incidence of communicable disease
- (6) To provide for the training and instruction of the pupil in the activities and principles of safe and healthful living

d. Objectives for physical education

- (1) To promote normal growth and development of bodily structure
- (2) To conserve functional activity of and maintain proper balance between organic systems
- (3) To develop an erect and self-respecting carriage with graceful and effective movement
- (4) To develop coordination of the neuro-muscular mechanism
- (5) To prepare the pupil for society through conservation and socializing of original nature; the training and control of the emotions; and education of the powers of expression
- (6) To help the pupil to acquire skill in, and love for, physical activities—preferably those of the out-of-doors—that provide satisfaction and that can be continued in leisure time in the years after school
- (7) To bring out the intellectual conceptions and judgments which are closely integrated with muscle movements and with the emotional joy of accomplishment such as in highly skilled acts in games and athletics
- (8) To develop such qualities of character as honesty, generosity, modesty, fairness, and loyalty in social contacts through actual practice in the conduct of games and sports.

2. Publications

From the evident needs of the State as determined by the survey it was possible to prepare a schedule of publications in which was included the several programs and courses of study that constitute a unified program in health, safety, and physical education.

Immediately after the preparation of the schedule work was started on the compilation and classification of material for the publications. This material is exceedingly broad in scope and voluminous in quantity. It seemed necessary, therefore, to establish a filing procedure to care for it which, at the same time, would afford ready access to information as it may be needed in meeting requests from the field. This work has gone on as steadily as the more urgent work permitted. It will never be wholly finished, however, for current material is constantly being received. As rapidly as possible, this is being digested and filed.

The publications receiving immediate attention are two.
They are:

- (1) The Organization and Administration of Health, Safety and Physical Education
- (2) A School Health Program for the Physician, Dentist, and Nurse

3. Mimeographed bulletins and letters

In view of the time required for the preparation and distribution of publications it seemed feasible to establish a system whereby the school officials of the State would not be deprived of aids and information as they were prepared. The best method for distributing this material is by means of mimeographed bulletins and letters. The school authorities were notified of the plan. Since then several such bulletins have been issued. It is hoped that time will permit of regular attention to this service.

4. Standards for the prevention and control of communicable disease

During the year several conferences were held with a representative of the State Department of Health who has prepared a revision of the State Code governing disease control measures. It was the purpose of these conferences to arrive at one or more procedures that could be recommended to the schools of the State for adoption.

5. Summer normal schools

Plans were completed for the introduction of health education as a new course at the summer normal school. An outline was prepared for the use of the instructors. Similarly, outlines were prepared to serve as guides in the two previously established courses, viz., physical education and hygiene. At a conference of the summer school instructors this material, together with plans for the organization of the courses, was presented and discussed.

6. Pupil safety patrols

The cooperation of the State Police was sought and obtained for the promotion of safety education in the public schools. This was an outgrowth of a project of the State Police concerning the establishment and training of school patrols, particularly in the rural sections.

E. *Miscellaneous Activities*

1. National committees

The director was engaged in the following professional activities of national scope:

- a. Chairman of Committee on Honor Awards of American Physical Education Association
- b. Chairman of Committee on State Certification Requirements of American Physical Education Association
- c. Member of National Committee on Athletic Achievement Standards
- d. President of the Society of State Directors of Physical and Health Education

2. New Jersey Committee on Diphtheria Prevention

The director attended the monthly meetings of this organization as the representative of the Commissioner of Education.

3. Gymnasium construction

Extensive research was carried on by the Assistant in Physical Education in the field of gymnasium construction. It was his purpose to gather scientific data in anticipation of the proposed revision of the State Building Code.

4. School for the Deaf

The division was of assistance in locating a suitable nurse for the New Jersey School for the Deaf.

5. Conventions

The conventions attended were:

- a. The Department of Superintendence of the National Education Association, at Cleveland
- b. The American Physical Education Association at New Haven
- c. The National Tuberculosis Association at Atlantic City

II. SUMMARY OF CONDITIONS IN NEW JERSEY WITH RECOMMENDATIONS FOR MEETING CERTAIN PROBLEMS

A. *General Statement*

The most encouraging feature with respect to further development of the health, safety, and physical education program is the interest and eager receptivity manifest among the school authorities throughout the State. It is encouraging in that it indicates in a measure what may be expected in the way of accomplishment. And it is generally admitted that much remains to be accomplished. In that, too, there is a hopeful sign since it indicates frank recognition of the true status of the health program.

In the following topical outline an attempt is made to define conditions as interpreted in terms of needs together with recommendations concerning the manner of meeting them. General conditions, or those regarded as fundamental to the development of a State program, are given first consideration while specific details are omitted or given only incidental treatment.

The most urgent need of New Jersey is a basic program which can be used as a standard for the development of aims and procedures and as a guide for the coordination of the several unit-programs represented by health, safety, and physical education and related activities. Only through such a program, prepared specifically as a model, will normal uniform development along modern lines be assured. In realization of this the plans of the State call for the publication of a comprehensive program at the earliest possible date.

B. *Legislation*

Certain changes in legislation are suggested. The recommendations are made with a view to strengthening the status of a unified health, safety, and physical education program.

1. Terminology

A revision of the legal terms used is strongly urged. Some of those found in New Jersey laws are no longer recognized or they are being replaced by others of modern usage.

- a. For physical training, physical education should be substituted. This is the term universally used today and the one more truly definitive of purpose. It is the term used in the literature and by professional organizations. It is the term generally found in the laws of other States.
- b. For medical inspection, health supervision should be substituted. This is a positive term, whereas medical inspection sounds formal, militaristic, and therapeutic and frequently gives rise to opposition. Medicine in relation to the school is rarely understood while inspection meets with antagonism in the nature of human beings. As with physical training medical inspection is passing from common use. Co-incidentally the terms school physician, health director, and health adviser are replacing medical inspector.
- c. In place of physiology and hygiene, health education is the term recommended. The latter is in accord with the meaning of the legal text and with the purpose of the school. Physiology and hygiene are each contributory sciences to the broader and inclusive field—health education.

2. Omissions recommended

- a. Section 614 of the 1928 issue of New Jersey School Law is recommended for omission. This requires that a lecture on accident prevention and industrial, home, and school hygiene be given once each term in all schools by a representative of the American Museum of Safety.
- b. In Section 352 of the 1928 New Jersey School Law it is recommended that the word "indigent" be omitted from the fourth line. It is further recommended that in the same Section the limit to the amount that may be appropriated be omitted and no excess proviso substituted.
- c. In Section 407 of the 1928 New Jersey School Law it is recommended that the qualifying words "and shall include exercises, calisthenics, formation drills" be omitted.

3. Revisions recommended

- a. In Section 613 of the 1928 New Jersey School Law it is suggested that the words "in conjunction with the members of the Employers' Liability Commission and the director of the American Museum of Safety" be omitted in the next revision.
- b. The third paragraph of Section 335 of the 1928 School Law should be reworded to clarify the meaning. It is recommended that the revision be so written as to clearly designate that a physician, nurse, principal, or teacher may exclude from school any pupil whose presence is detrimental to the health of the other pupils in school. The law as written is causing much misunderstanding and, in each instance, delay or failure to act may seriously harm the health of pupils.

4. New legislation recommended

a. Retirement of school nurses

It is strongly recommended that provisions be made for the retirement and pensioning of school nurses in a manner similar to that legally provided for medical inspectors in section 336 of the 1928 New Jersey School Law.

b. Qualifications of school nurses

A law similar to section 414 of the 1928 New Jersey School Law but applying to the qualifications of school nurses is recommended.

c. Qualifications of health education teachers and supervisors

Attention is invited to the growing field of health education for which graduate schools of education are preparing teachers and supervisors. In view of the anticipated demand for such teachers and supervisors it is recommended that a law similar to section 414 of the 1928 New Jersey School Law be enacted to set standards for qualifications.

d. The present "Physical Training Law," section 407 of the 1928 New Jersey School Law, is so worded as to include health education, health supervision, and medical inspection. This represents a mixture of legal phrasing that is not true to actual practice. It is strongly recommended that a revision be effected whereby physical education, health education, and health supervision are separately provided for by legislation.

5. General recommendations

A reorganization is recommended. As the laws now stand medical inspection comes under two headings, viz., physical training and miscellaneous. It is provided for in both instances.

It would seem advisable to bring together under one main section all legislation pertaining to physical education, health education, hygiene instruction, safety education, building hygiene and sanitation, and fire drills.

6. General notes

It is perhaps sufficient to report without further specification that there is evidence indicating that the laws pertaining to the field of health, safety, and physical education are not being observed.

It can never be said that the health of school children in New Jersey is adequately protected until such time as the apportionment of State school moneys is determined by some other standard than that of pupil attendance.

C. Teacher Preparation and Certification

In health, safety, and physical education, the classroom teacher holds the same important and strategic position as he does in relation to the general curriculum. It is this fact that causes attention to be focused upon teacher training and standards for teacher qualification as the foremost of essentials in health program development. The teacher must be practiced in school health activities but, before that, he must be sympathetic for and enthusiastic toward child health work. He must be thoroughly acquainted with all procedures and their purposes. The meaning of play and its large contribution to education must be clearly understood and the teacher must be brought to a full realization of his opportunity for creating educative situations through the

medium of physical education. There is probably no fundamental factor in a State school health program of greater importance than teacher preparation. Laws and specialists become secondary in face of the possibilities open to the classroom teacher.

From observation and the reports of others it must be concluded that the teachers of New Jersey are only partially meeting the obligation which their position creates. To those who are conscious of their opportunity and who are trying, recognition and respect are due. It is, however, to the general condition that attention is directed. It is without doubt one of the outstanding points of weakness administratively as things stand. The tendency to leave the program to specialists, such as, physician, dentist, nurse, physical education supervisor, etc., is perhaps natural though wrong. Absence of a strong State program is one cause for this and lack of continuous supervisory follow-up is another. It is the exception rather than the rule to find teachers carrying out a well planned, objective physical education program. Many are leading pupils in daily exercise periods it is true, but the rich educational potentialities of physical education are often ignored. Supervisors are doing too frequently the work normally expected of teachers. Nurses are including among their duties certain health program activities of intimate relationship to the schooling processes. These would be more advantageous to all if administered by the teachers. The application of hygiene to instruction and to school management is not being as rigorously carried out as its importance warrants. It is meant that the principles underlying ventilation, lighting, seating, conservation of vision, disease prevention, mental health, etc., are not being applied as thoroughly nor as often as one would expect.

The above summary sketches briefly the conditions as found and is included here to give weight to the contention that the first criterion in the development of a state school health program is teacher preparation. Any program that may be introduced looks first to the classroom teacher for successful operation. The prospects for New Jersey are good. There is reason to believe, however, that results will eventually establish the necessity for allotting more time to health, safety, and physical education in the teacher training program. It is in itself a field of enormous scope and, to education, its relation is fundamental. In life, safe and healthful living, recreation in leisure time, physical vitality, and resistance are paramount. To the teacher they bring fitness, personality, happiness, and understanding of child-life needs. It is recommended, therefore, in order to attain full realization of the possibilities inherent in the health, safety, and physical education program that a larger proportion of the time allotment for teacher training be set aside for this combined field.

The health of the teacher constitutes one of the foremost criteria for teacher selection and in predicting teacher success. Furthermore, it is a prominent factor in the economics of teacher training and in teacher retirement. Its effect upon pupil health is far-reaching. Considering these and other points, teacher health becomes a matter of prime concern to the State. In recent years increasing recognition of this fact has been evident throughout the country. The ultimate objective in the procedures developed is the selection of a type of student in whom sound mental, physical, and social health is constitutional; a student of emotional and nervous stability; a student with buoyant spirit,

resistance to disease and fatigue, and love for wholesome recreational pursuits. The significance of health to the student and to the teacher from a professional point of view is obvious but its significance as a business factor of concern to boards of education is equally important. The selection of the healthy student-teacher rests with the State. It is respectfully recommended therefore, that for New Jersey, official consideration be given to a procedure whereby this is taken into account in the selection of applicants for admission to the normal schools and teachers' colleges.

Certification requirements for teachers and supervisors of physical education should be raised. This is needed in New Jersey and such a procedure will eventually react to improve the quality of the physical education instruction in the schools. The present requirements are inadequate in that one provision permits the certification of applicants with a low minimum of professional background and technical training. This is, more than any other factor, the cause of a low grade type of work that is giving rise to a great deal of dissatisfaction. The overemphasis on winning in athletics as contrasted to a well balanced physical education program may be attributed in part to the certification requirements.

Returning, in conclusion, to the subject of teacher preparation, it is recommended that the policies, aims, and activity programs of the State Department form the basis, in part at least, of the normal training curriculum. It is only through such cooperative endeavor that teachers will receive the fundamental preparation necessary to the intelligent organization and conduct of the work in the field. It is further recommended that contact with teachers in service be maintained by the normal school. This could be effected through extension courses, by field meetings or seminars, and, possibly, by some method of individual follow-up.

Additional opportunities for teacher training in health, safety, and physical education should be provided through the summer schools conducted by the State.

D. Medical Inspection

Medical inspection, as generally carried out in New Jersey, is a long way removed from the ideals and standards universally accepted for school health supervision. The work as a whole is in a state of confusion and instability. The reasons are several and they vary under different circumstances. No attempt to enumerate them will be made in this report. It is sufficient to recognize and acknowledge the existence of a serious problem.

The situation is far from hopeless. The essential thing is time. Given that and a strong State program of fair and purposeful standards and procedures it is no stretch of optimism to prophesy a change of conditions that should in the main prove satisfactory to the majority. The program so greatly needed is in the process of preparation.

Other contributory factors are adequate compensation for the school physician and a strong supervisory program for the school administrator.

Coincident with publication of the program mentioned above there will be recommendations concerning changes in the Rules of the State Board of Education Governing Medical Inspection.

Careful consideration is advised regarding the status of the school nurse. Here is an individual rendering service of sterling quality but who has practically no standing in New Jersey schools. The law permits boards of education to employ school nurses. Beyond that the things that stand for recognition and equality are missing. The nurse has no protection or stability of office such as that accorded teachers, janitors, and attendance officers under tenure of service laws. She is not required to meet qualifications nor to be certified. This is equivalent to having no professional rating. Thus, she is excluded from the privileges of the retirement pension or similar provisions.

On the other hand, too much cannot be said for the school nurse. As much as any one factor she has been responsible for the growth and phenomenal expansion of school health work. It is not difficult to foresee a future in which a larger part is to be given the school nurse. Ample evidence of this can be seen in isolated instances where new fields have been opened up to the nurse. There is much to be done upon which no beginning has as yet been attempted.

The nurse must in fairness be established in the school on a basis that will give her recognition equal to that accorded the teacher. This means higher qualifications, state certification, recognition by the education associations and retirement privileges. On behalf of the school nurse consideration of her status with a view to stabilization is recommended.

E. Protective Phases of Health Supervision

In the first line of protective measures is the school building itself. To be protective it must be so constructed and operated as to embody and fulfill the laws of hygiene and sanitation. There should be little concern over this particular thing but, as a matter of fact, not a few sins against health are being committed in many of the buildings being erected.

The solution of the problem, for it is a serious problem from the point of view of the health educator, is to be found in a mandatory State building code—a strong, inflexible code requiring absolute conformation to specified requirements. It is the only way by which full protection of pupil health may be guaranteed. General provisions and flexibility permit too many liberties.

After construction, the maintenance of sanitary conditions and operation under the laws of hygiene depends upon a code or program in which every feature is adequately covered and the part of every individual fully described. A set of standards such as this would help, it is thought, toward the improvement of conditions. The State school health program under construction will include this feature.

Another protective measure of importance is a code of standards governing the procedure for communicable disease prevention and control. It is mentioned elsewhere in this report that such a code is being prepared. It is greatly needed but its efficiency will depend upon the degree to which its rules are followed. More careful attention to such measures as exclusion and readmission, immunization, isolation, etc., is urged upon the school authorities.

Two other protective points have been referred to—one is the health of the teacher and the other is the certification of school nurses. With a better trained and a healthy personnel pupil health is in better hands.

Reference has already been made to the inconsistency existing between school health standards and the laws that provide for the appropriation of State funds on the basis of attendance. The only solution is, of course, some basis which does not place pupil health in jeopardy.

F. Health Education

Health education is the training and instructional phase of the health program. A narrow definition confines its application to the health teaching carried on by the classroom teacher, but recently its use is being extended to include all school health situations having educative value. The latter interpretation is preferred since it recognizes the principle of self-activity and the significance of personal experiences. Under it the nurse's visit, the school lunch, the use of the doormat, the dental clinic, and the like assume their true perspective as educative situations.

Although this division of the program is the least stabilized and the poorest organized, as well as being without a guiding course of study, it is not the weakest. This is due in a measure to the wealth of textbooks available and to the fact that it is the part of the health program to which the equipment of the teacher is best adapted. Moreover, as teachers learn to recognize the needs of their pupils for better health habits and attitudes, they turn to the health lesson or project as a means of fulfilling an obligation.

On the other hand, worthy as the teachers' efforts may be there are several fundamental weaknesses. First among these is the mistake of regarding health as the logical outcome of knowledge alone. The prevailing method is that of instruction in hygiene. This is usually scheduled for specified periods and conducted in the manner of a formal lesson. In this scheme the real essentials that preserve or improve health, that is, the activities and attitudes, are left largely to chance and the intelligence of parents. Opportunities right at hand, such as the conduct of school affairs and the protective features of the school itself, all close to the pupil's life and interests, are not utilized to the fullest extent. There is also too much importance attached to the value of devices and the entertaining features that have characterized the commercialized propaganda of outside organizations and business concerns. The tendency to moralize on health and to preach by precept is still so prevalent as to constitute a serious drawback. Another common error is that of attempting to impart to the child the adult point of view on health. A great deal of the negative type of teaching is still found although to a less extent than formerly. A reduction is also evident in the amount of anatomy and physiology being taught.

A serious fault is found in the failure to coordinate health supervision and health education. The opportunities for project study which the medical inspection program furnishes are not being utilized. Every examination or inspection is, or should be, an intimate experience of pupil life. At any rate, it is a real situation and often a novelty. If properly conducted it should be an occasion of interest and its findings a cause of awakened curiosity. Given the results for a class the teacher has the material in terms of number and per cent of defects for many interesting investigations always leading to pupil-deduced conclusions. The positive results, such as the normal or healthy conditions found, are even more valuable as bases for study.

G. Interscholastic Athletics

Certain aspects of the athletic situation in New Jersey present administrative difficulties of a critical nature. They are not new nor are they conditions peculiar to this State or any one section of it. They are elusive troubles as to cause and sometimes as to nature. Their existence, however, is undoubted and their persistence a source of considerable worry to school executives. No attempt to enumerate or to classify them in detail will be made in this report. They will be commented upon only in a general way.

The problems referred to above are neither minor nor local. They are instead deep-rooted or fundamental at source and of concern to all since that which affects one school bears some relation to others. It is believed, then, that the most effective solutions are those established for all schools either by the State or by the schools themselves acting cooperatively. With that end in view the following recommendations are made.

The State is in a position to correct certain faults through the medium of certification. This contention is based on the general axiom that the better trained teacher is a better person to assume leadership over children or youth. As a rule, the trained leader will have higher ideals and a better conception of the aims of education and the purpose of the school. Certification would automatically bar those not broadly trained for teaching. With this change athletics would be elevated to a higher plane. Moreover, athletic coaching under any definition is a form of teaching. It is an educative procedure. As a matter of fact, athletics is an integral part of the health and physical education program which is both legalized and recognized as a division of education. Consequently, the certification of teachers of athletics would not be a departure from policy but merely an addition to the classification.

An alternative to the certification of athletic coaches as such is a State requirement to the effect that all such coaches be regularly certified physical education teachers. This suggestion has merit. As previously stated, it is believed that the calibre of the athletic teacher would be raised under this plan in the majority of instances.

In New Jersey matters of eligibility and protest, as well as the organization of championship events, are capably handled by the New Jersey High School Interscholastic Athletic Association. No criticism of the Association or of its standards or methods can be made. It is felt, however, that the situation with respect to the problems mentioned would be improved if the high school principals would more actively participate in the affairs of the Association. The Association should be, in fact, an organization which includes high school principals established for the advancement of athletics and of athletic ideals, and for the administration of interscholastic athletics on a basis of mutual agreement. Under such a plan the State-wide government of athletics would be charged to the same school heads who in their respective schools are responsible for local administration and control.

H. Physical Education

The faults in this field are several. Foremost among them is the failure of the classroom teacher to participate in the program to the extent warranted by the educational and health possibilities. In fact, there is a marked depreciation in the attitude of the teacher as contrasted to his interest in other activities. This is indeed unfortunate since not only is the pupil a loser but

the teacher is lessening his efficiency and opportunities for real service. In fairness it must be said that the teacher is not alone at fault. A part of the blame should be attributed to the failure of the administrative officers to enforce what should be a fundamental criterion of organization.

Comments on the low certification requirements have already been recorded. This point is significant because of its bearing upon the type of teachers and supervisors being recruited. Too many teachers have very little professional background and no experience outside of boys' games and athletics. This is a matter calling for drastic change in the certification standards before physical education will enjoy the development it should have.

Wide differences in programs exist throughout the State. Naturally this is confusing to the administrative authorities, especially those who are sincere in their efforts to build an effective program. It is expected that the new State syllabus will serve to bring about order and stability.

New Jersey is deficient in three very important essentials. They are time, facilities, and personnel. The real significance of this is lost when put into writing. It cannot be emphasized strongly enough. The fact remains that the real values of physical education are lost in a program which does not receive adequate time for activity with proper facilities and under capable leadership. There is much pioneering yet to be done and a goodly portion of it will need to be undertaken among those responsible for administration.

Physical education is at its lowest ebb in the rural school districts of the State. The attitude of the teacher who, in most cases, had little or no physical education while in high school is one reason. Another is the presence of a large number of teachers not trained in the normal schools, and a third is the absence of supervision. A teacher without previous experience in physical education, without a clear understanding as to what is required, and without frequent supervisory assistance and follow-up cannot be blamed. Moreover, he is frequently working with children who do not know how to play or who represent a wide range of sizes and ages. It is indeed a difficult situation.

On the other hand, we are faced with fair evidence that above all things the rural school child needs play and social contacts. He needs a type of physical education that will offset awkwardness and shyness, such as, for example, rhythmic activities and games. He needs, too, the lessons of games in which cooperation, team work, subordination, and sportsmanship are stressed. In short, rural-life sociologists state that physical education is one of the greatest needs of the country child. The way to meet that need must of course be found. A State course of study will not do it nor will a law. Normal trained teachers is one essential but even with that advantage, and prior to the time when that objective is attained, there must be a trained personnel to bring direction and there must be administrative enforcement of the law. The first requirement would be met by providing special teachers in health and physical education or possibly helping teachers. For the second, renewed effort on the part of all supervisory officers is needed. Not until all administrative officials consistently and persistently work to improve physical education can we expect results.

I. Safety Education and Supervision

The great possibilities of safety education are but dimly recognized. Consequently, only a beginning has been made. It is developing, however, and in due time it will outgrow its swaddling clothes of lectures, posters, and plays and assume the mature proportions of a worthy subject.

The development along the line of patrols, councils, and clubs is probably in the right direction. But, unfortunately, such groups once organized and assigned to pupil-traffic control are too frequently left to themselves at that point and the inevitable stagnation sets in. These groups like all pupil organizations only flourish under intelligent adult direction. They require new interests and new enthusiasms. They need new projects to tax their energy. Given time, under the guidance of interested teachers the pupil safety organization will prove unexpectedly productive.

The school safety program has two distinct though related divisions—the educative and the protective. The former is the teaching phase. It is concerned with pupil training and instruction. The protective division consists primarily of supervisory activities. It includes everything that is done to insure pupil safety. However, when its activities are used for study purposes education also becomes one of its chief objectives. Similarly the educative activities are protective to the extent that they fashion safe conduct. This interrelationship is important since its fulfillment is the mark of a purposeful and well organized program.

In the program to be prepared by the State Department education and protection will be established as the principal aims. The program itself will follow the same natural division and consist of a course of study for teachers and a text of safety standards for the administrative officers. In both the points of practical correlation will be indicated.

The course of study will be designed to assist the teacher in organizing the home, school, street, and play experiences of the child for study and practice purposes. It will be adapted to age-grade needs and to both urban and rural conditions. All information necessary to full development of the topics will be included. The methods recommended will be identical with the best employed for other subjects and, wherever possible, the manner of using other subjects as a medium of safety education will be demonstrated.

For administrative officers the program will be in effect a text of standards for safety supervision. It will be organized around certain major activities or responsibilities, such as: building construction; fire prevention; transportation; equipment; the teaching process; the play program; the pupil on the street; and others of like nature. In addition there will be specific recommendations for manual training, shop work, home economics, and other special situations.

Throughout the program the emphasis will be not upon "Safety First", but upon "Safety for Better Adventure" which slogan conveys the philosophy of modern safety education.

PART III

REPORTS OF STATE TEACHERS COLLEGES AND STATE NORMAL SCHOOLS

For Year Ending June 30, 1929

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STATE TEACHERS COLLEGE AND STATE NORMAL SCHOOL AT TRENTON

The year closing June 30, 1929, marks two forward looking events of great significance in the history of the school. These are the purchase of a tract of about a hundred acres at Hillwood Lakes as the site for a new school and the lengthening of the two-year course to three years and the elimination of the elective three-year special courses fixing the minimum requirement in the special fields at four years.

The heavy expense of the upkeep of the old buildings and facilities inadequate to meet the requirements of the new curricula made some such step inevitable. Such a change as this involves careful planning to avoid costly mistakes and to insure a new structure adapted to the needs of the various departments. It is evident that no one individual can know the little details which mark the difference between a well planned school and one ill adapted to its purposes. These details can only be suggested by those who are to use them. In accordance with this principle the various departments of the school have prepared themselves for definite suggestions relative to general arrangement, size, and equipment of rooms as soon as the general scheme of construction is available.

The lengthening of the courses of study has radically affected the character of the school. This is nowhere more apparent than in the general esprit-de-corps. With faculty and student body there is a feeling that both scholarship and conduct must be on a higher level. This change of attitude is apparent, not only in the classroom, but in all the extra-curricular activities of the school. Student organizations exhibit a seriousness and businesslike attitude surpassing previous conditions, excellent as they were. This improvement is due in no small degree to the change of name. The entire student body felt that a teachers college brought responsibilities non-existent in a normal school.

The change in the courses also brought about an improvement in the standard of scholarship of those seeking admission to the school. The old idea that the best students from the high schools entered the academic college while the poorer students prepared for teaching no longer holds true. Of the class entering 1928-29, 73 per cent were in the first and second quartile of their high school classes. These figures receive striking corroboration from the distribution of scores in the Thorndike intelligence test in comparison with the distributed scores of freshmen in the smaller colleges.

PERCENTAGE FREQUENCIES OF SCORES THORNDIKE TESTS

<i>Score</i>	<i>Small Colleges</i>	<i>Trenton</i>
10-19	1.5	0
20-29	6	0
30-39	14.5	1.5
40-49	24.5	8.5
50-59	24	26
60-69	18.5	27.5
70-79	8	24
80-89	2	8.5
90-99	0.5	3
100-over	0	0.5
Median	51.5	65

Another result of the higher standards of teacher training is the transfer of students from other colleges. These are students who wish definite preparation for the profession but who also demand a high degree of scholastic attainment. During the year twenty-four students enrolled who had been admitted on transfer from colleges and other higher institutions of learning. These colleges include Pennsylvania State, William and Mary, Temple, Boston University, Syracuse, Cornell, Lafayette, and University of Pennsylvania. In addition to the twenty-four students registered probably a dozen others were refused admission because of unsatisfactory records.

A number of faculty changes for various reasons have occurred during the year. Robert G. Leavitt retired after thirty-six years of service. Victor L. Crowell was selected to fill the vacancy. Death claimed Wandell B. Secor and Robert W. Bliss. Helen Wright completed the year in the mathematics department and Josephine Peretz filled the other vacancy. Aline Beck, Bessie Davis, Flora Voelcker, and Harriet Taylor resigned to accept public school positions. These positions were filled by the appointment of E. Clare Schooler, Dorothy W. Ferguson, Louise Lawrence, and Frances Carr. Leave of absence for study was granted Mabel Hollies and Margaret Holmes. These vacancies were cared for by Florence Barraud and Olivia M. Coffin. Margaret Guenther married and was replaced by Gertrude Metcalf.

Two additional instructors were employed—Madge Burgard in industrial arts and Michael Travers with a program divided between science and commercial branches.

For the first time a definite policy for extension courses in chosen centers was established. The response from the State was most gratifying. Evidently the teacher-training institutions have an opportunity to render the schools of the State valuable assistance in the in-service training of teachers.

REPORT ON EXTENSION COURSES 1928-29

<i>Title of Course</i>	<i>Instructor</i>	<i>Location</i>	<i>Total No. Enrolled</i>	<i>No. Received Certificate</i>	<i>No. Who Finished Course But Did Not Receive Certificate</i>
			<i>Aver. Att.</i>		
Blackboard Drawing	Mabel Gaston	Bloomfield	35	Not a Credit Course	
Economics	Rachel Jarrold	New Brunswick	17	11	0
French Ia	C. T. Clark	New Brunswick	5	2	0
French Ib	C. T. Clark	New Brunswick	5	2	0
Music Appreciation	Mabel Bray	T. S. T. C.	26	9	4
Principles and Methods Elementary Education	Various	New Brunswick	14	12	0
Principles and Methods Elementary Education	Various	Flemington	44	25	3
Principles and Methods Elementary Education	Various	T. S. T. C.	48	33	1
Principles and Methods Intermediate Education	Various	T. S. T. C.	28	22	0
			<i>Approx. Att.</i>		
Supervision	Alice Smithick	West Orange	50	Not a Credit Course	

SCHOOL REPORT

TOTAL ENROLLMENT BY CURRICULA 1928-29

College	68
General	492
Kindergarten-Primary	39
Commercial	41
Music	31
Manual Training	12
Physical Education	52
Rural	33
Total	<hr/> 768 <hr/>

TOTAL ENROLLMENT BY COUNTIES 1928-29

Atlantic	3
Bergen	36
Burlington	56
Camden	4
Cape May	8
Cumberland	11
Essex	3
Gloucester	2
Hudson	35
Hunterdon	49
Mercer	255
Middlesex	67
Monmouth	72
Morris	8
Ocean	28
Passaic	3
Salem	5
Somerset	24
Sussex	14
Union	33
Warren	28
Other States	24
Total	<hr/> 768 <hr/>
Average enrollment for year 1928-29: 704	

ENTERING CLASSES BY CURRICULA

	<i>September 1928</i>	<i>February 1929</i>
College	22	...
General	195	39
Kindergarten-Primary	19	...
Commercial	19	...
Music	8	...
Physical Education	17	...
Manual Training	7	...
Total	<u>287</u>	<u>39</u>

NUMBER OF GRADUATES BY CURRICULA, 1928-29

	<i>First Semester</i>	<i>Second Semester</i>
Degree .....	...	12
General	41	152
Rural .....	...	26
Kindergarten-Primary	1	16
Commercial .....	...	8
Music .....	...	3
Physical Education .....	...	14
Manual Training .....	...	3
Total	<u>42</u>	<u>234</u>

EXPENDITURES 1928-29

Salaries and Wages	\$198,697.23
Materials and Supplies	37,656.16
Repairs and Replacements	19,165.52
Miscellaneous Expenses	6,264.93
Practice Teaching	13,605.38
Additions and Improvements	4,760.20
Total	<u>\$280,149.42</u>
Land and Expenses	<u>\$97,198.83</u>
Grand Total	<u>\$377,348.25</u>

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

I. Under the heading of general development of the institution I wish to report the following:

The first college classes were organized and began working September 1927. In September 1928 a total of 223 students were admitted, making a total of 376 college students. The regular January and June classes were graduated from the normal school department. During the spring the undergraduate students from this department were transferred to other normal schools in the State, with the exception of 30 senior students who had completed their theory work, and were prepared for full time practice teaching assignment in the fall of 1929. It might be stated as a matter of record that after this group of 30 is graduated, the New Jersey State Teachers College will be the only institution in the country devoted exclusively to the training of secondary school teachers. The changes in student personnel and general objectives have made it necessary to transfer 16 instructors of the normal school faculty to other New Jersey State teacher-training institutions.

The principal problems which have confronted the College during the year may be listed as follows: establishment of new policies, curriculum organization, development of new courses of study, selection of new members of the teaching staff, integration of departments and activities, selection of new equipment and supplies, development of library, selection of new textbooks, development of student personnel and preparation of instructional and building programs which look to the future.

Twenty-one extension courses were organized in February, 1929, for teachers in service. These courses were held in various centers in the State, and were attended by more than 2,000 teachers.

A new dormitory for girls, known as Chapin Hall, was completed during the first part of October. It was opened for occupancy on the fifteenth of the month, and filled to capacity.

In the spring of 1928 the State Legislature appropriated \$240,000 for the building of a new demonstration high school. The plans for this building were completed during the summer of the same year and ground was broken on December 20, 1928, by Robert Lynn Cox, then President of the State Board of Education, and Dr. Charles H. Elliott, State Commissioner of Education. Excavation and foundation work was carried on during the winter and the cornerstone was laid on May 18, 1929, by Colonel D. Stewart Craven, newly appointed President of the State Board of Education. Construction moved along very rapidly during the early summer months and it is reasonable to expect that the building will be ready for occupancy by October 1, 1929. This building will accommodate approximately one hundred and fifty junior and senior high school students and offer full equipment for secondary school work. A few rooms are specially designed for demonstration purposes and college class discussions.

In the spring of 1929 the State Legislature appropriated \$112,500 for the purchase of thirty-seven and one-half acres of ground joining the present campus to the north and west. This property is beautifully located and offers ample facilities for future developments. The whole campus is now being surveyed by our students in mathematics and landscaped by Brinley & Holbrook, landscape architects of New York, in order that a minimum ten-year program for the construction of buildings, roads, walks, and recreation fields, etc., may be developed.

At this time of transition when our organization and equipment are being adjusted to new purposes, it is of great importance that we should have not only a clear vision of the future and its needs, but that we should lay a solid foundation for our development. The State Legislature has cooperated with us in so far as their money would permit and the State Department of Public Instruction, together with the schoolmen and women of the State, have given valuable direction and assistance. The policies adopted assure us of an unusually well prepared student body and higher standards and greater efficiency in the teaching staff. The instructional procedure and curricula aim solely to prepare teachers for the junior and senior high schools of the State. Master teachers have been engaged for instructional and training purposes. A rich cultural background in general subject matter is being required. The subject matter requirements in the major and minor fields of specialization are unusually heavy and the amount of time required in purely educational studies has been reduced to a minimum. The growth of the institution is steady and continued emphasis is given to standards and the integration of all activities. Next year the college registration will total approximately 835.

II. Recommendations:

It is urgent that one new building be provided by the next legislature. The college is in great need of library, cafeteria, and auditorium facilities to include special rooms for music, dramatics, and fine arts. One new auditorium building with special rooms for music and dramatics and a basement cafeteria would release our present auditorium and cafeteria facilities for the following purposes: a library reading room, stack room, cataloguing room, conference room and storage room. This plan of having one new building provide the facilities of at least two is not a mere makeshift, but practical as well as economical.

I further recommend that the State Teachers College at Montclair be permitted to give courses for graduate credit and thereby promote its facility for cooperating with Rutgers University, Columbia University, New York University, and other graduate schools. Until we are able to credit our advanced extension and summer school courses toward a master's degree, the junior and senior high school teachers in service now holding bachelor's degrees may not have their courses with us credited for graduate work in other colleges of education.

We are continually receiving an abundant response from teachers in service who wish to matriculate for an A. B. degree in secondary education and meet the requirements while in service. I believe that the requests from these teachers, who have the advantage of maturity and successful experience,

should be recognized. To meet these demands and those from the students in our own institution, a summer school should be established at Montclair and our program of extension courses should be developed.

III. Faculty changes:

Transfers and withdrawals from June 1928-June 1929:

Ethel M. Alexander
Nora Atwood
Estella E. Baker
Mary F. Barrett
Myra I. Billings
Adele Cazin
Leila A. Clark
Corinne Crane
Evangeline Gerard
Blanche D. Grossnickle
Clara A. Hepburn
Irene E. Hoyt
Ella Huntting
Stella R. Laing
Edna H. Lane
Margaret Mathias
Frank McKenna
Fallie F. McKinley
W. Guy Morrison
Eunice H. Smith
Alice Thompson
Laura Woodward

New appointments from June 1928-June 1929:

Corinne Crane
John G. Flowers
Elwyn C. Gage
Evangeline Gerard
Earl R. Glenn
Margaret B. Holz
W. Paul Hamilton
Edna H. Lane
Frank McKenna
Virgil S. Mallory
Carl F. Mueller
Eunice H. Smith
W. Harry Snyder
Gertrude B. Winterfield

IV. Enrollment for the year 1928-1929:

Total by curricula:

Curricula for Secondary School Teachers	386
Curricula for Elementary School Teachers	
General Course	266
Kindergarten-Primary Course	78
	<hr/>
	730

Total by Counties:

<i>County</i>	<i>College</i>	<i>Normal School</i>	<i>Total</i>
Atlantic	3	2	5
Bergen	58	37	95
Burlington	1	0	1
Camden	3	3	6
Cape May	1	0	1
Cumberland	3	0	3
Essex	134	116	250
Gloucester	0	0	0
Hudson	60	44	104
Hunterdon	1	2	3
Mercer	0	1	1
Middlesex	1	8	9
Monmouth	5	15	20
Morris	17	17	34
Ocean	6	2	8
Passaic	60	63	123
Salem	0	1	1
Somerset	3	9	12
Sussex	9	4	13
Union	20	18	38
Warren	1	2	3
	<hr/>	<hr/>	<hr/>
	386	344	730

Average Enrollment for the Year:

College	386	Normal School	300
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Entering Classes: September

College	223	Normal School:	
		General	78
		Kindergarten-Primary	27

Graduates by Curricula:

January 1929—Normal School	General	74
	Kindergarten-Primary	14
June, 1929	General	76
	Kindergarten-Primary	33

Total for year	197
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EXPENDITURES

Salary and wages	\$163,253.00
Materials and supplies	28,314.96
Repairs and replacements	9,580.88
Miscellaneous expenses	5,238.96
Practice Teaching	22,855.53
Total	229,243.33

CAPITAL OUTLAY

Equipment for dormitory	\$24,789.82
Demonstration School	240,000.00
Land	125,000.00
Total	\$389,789.82
Grand Total	\$619,033.15

STATE NORMAL SCHOOL AT NEWARK

GENERAL

The year 1928-1929 at the New Jersey State Normal School at Newark has been completed with a reasonable degree of progress and successful achievement. The average enrollment for the year numbered 938 with an average attendance of 96 per cent. The personnel of the school was completed by an instructional staff of 46 members and a janitorial staff of 7.

HEALTH

The general health of the student body has been very good. There has been a very decided attempt to foster health ideals and to encourage the personal application of health principles through good health habits.

CURRICULA ACTIVITIES

This being the year prior to the introduction of the three-year course, there has been marked interest and activity on the part of the faculty both as a whole and as individuals in curriculum making. Many group meetings have been held for conference aside from those allowed for in the regularly appointed committees. Several studies were made to review the background of and to suggest the needs of our own student body.

Through an organized program of demonstration lessons, there was an effort made to unify the work in its various departments. A larger number of units of work were introduced and carried out than previously.

There has been a decided effort to promote the socialized atmosphere and procedure in the classrooms involving rearrangement of seats, introduction of tables, chairs, etc.

FIELD WORK

During the year of 1928-1929, we entered the elementary school field with a total of 1079 assignments to practice. This practice teaching involved 539 students and 60 towns. It was undertaken in four assignments of ten weeks each. The territory covered included the State as far north as Dover, south to Long Branch, and along the Hudson as far as Palisades Park. Practice teaching is one of the most important programs undertaken by our school and is reciprocal in its nature. More and more, it becomes apparent that the staff of training teachers in the field should be made to feel a part of the teaching training program. This would raise professional attitude and practice.

During the year, we graduated 489 students. A large number of these have been successfully placed in teaching positions. Many more placements might have been made if graduates had been willing to take positions in outlying districts or in places that took them away from their homes and out of commuting reach.

MANUAL TRAINING DEPARTMENT

During the year, we have endeavored to enlarge the activities of the manual training curricula by making the addition of a large general shop to be equipped with the necessary tools and machinery for the expansion of the work.

Our manual training course is one of the most effective in our school and meets one of the outstanding needs in the State. This year, we graduated 16 young men from this course all of whom are placed in teaching positions.

LIBRARY

Our library is one of the most constructive forces in our school. In order to greater facilitate the circulation of texts and reference books, a new book room has been arranged on the second floor so that books can be more easily and conveniently circulated.

SCHOOL SPIRIT

We have fostered a more democratic spirit on the part of the student body. There has been a marked increase in the participation of the students in matters pertaining to the curricula and extra-curricula welfare.

Our student council, carefully chosen by the student body, has been co-operative in developing a fine morale. One of the outstanding events of the year was an invitation of the officers of the student councils of the other normal schools in the State to spend a day at our school in order that they might further acquaint themselves with the common ideals and practices. This conference was largely attended and the entire program of activities was in the hands of our student council.

In order that clubs might be more effective, a period has been arranged for in the weekly schedule so that all students might have an opportunity to participate in extra-curricula activities.

The Reflector, the school publication edited by the students, expresses in a very fine way the cooperation, the literary merit, and the educational ideals of the student body.

At the general assemblies, many well known educators, musicians and public men of distinction have addressed the student body at various times. This activity provides uplift and keeps the students in touch with the literary and scientific movements of the day.

REPAIRS

In order to preserve the sanitary and healthful conditions of the building, the entire first floor including the auditorium has been repainted and redecorated.

Our cafeteria service has been greatly improved by the addition of a double service counter.

FACULTY CHANGES

During the year the following faculty changes have occurred:

Resignations—

Mrs. Agnes Vinton Miller, head of the science department, retired from active service on December 1, 1928.

Miss Eva E. Struble, head of the art department, resigned on June 1, 1929 in order to retire from active service.

Mr. Harold S. Sloan resigned as instructor in history and civics on June 30, 1929, to take up a position at the State Teachers College, Montclair, N. J.

Appointments—

Miss Laura E. Woodward was appointed as head of the science department on February 1, 1929.

EXTENSION WORK

Beginning in February, 1929, our school, sponsored by the State Department of Public Instruction, undertook for the first time to put an extension program in operation in the field adjacent to Newark. As a beginning, we offered only such courses as were requested with the program as outlined below. These courses were well received and the attendance and interest maintained so well that 262 teachers in service received certificates of credit. That this extension program is needed is proven by the large number of requests already on file for similar courses next year.

SCHOOL REPORT

Title of Course	Instructor	Location	Total Number Enrolled	Number receiving Certificate	No. who finished course but not receiving certificate
Applied Design	Miss Mitchell	Haledon	18	18	0
Blackboard Drawing	Miss Engels	Haledon	30	29	0
Blackboard Drawing	Miss Engels	Clifton	28	28	0
Music Appreciation	Miss Dunning	Bloomingtondale	33	24	0
Background for Teaching Nature Study	Miss Woodward	Nutley	119	68	0
Elements of Sociology	Mr. H. Sloan	Wallington	43	27	0
Elements of Sociology	Mr. H. Sloan	Bloomingtondale	42	35	1
Tests and Measurements for the Elementary School	Miss Downs	Wallington	39	33	1

RECOMMENDATIONS

In order that the work of the school may become more effective and meet the needs of the State, I suggest the following recommendations:

1. Additions—

An addition to the present building that will permit an enlargement of activities including:

- a. A larger and better equipped manual training department
- b. A better arrangement and equipment for the art and music departments
- c. Development of a department of home economics
- d. A gymnasium with better light and ventilation

There is a constantly increasing demand for teachers specially equipped and specially fitted along these lines and Newark is a natural center for the development of these courses.

2. Laboratory—

There is need for an establishment of a department for observation and demonstration teaching so as to afford increased laboratory opportunities for the study of technique.

3. Salary problems—

An increased remuneration for training teachers in the field who direct practice teaching.

STATISTICS

ENROLLMENT

		<i>Sept. 1928</i>	<i>Feb. 1929</i>	<i>Total</i>
1. Total by Curricula—	{ General	911	141	1052
	{ Kindergarten	40	10	50
	{ Manual Tr.	32	..	32
		<hr/> 983	<hr/> 151	<hr/> 1134

		<i>Sept. 1928</i>	<i>Feb. 1929</i>	<i>Total</i>
2. Total by Counties—	{ Bergen	48	7	55
	{ Essex	313	53	366
	{ Hudson	302	49	351
	{ Hunterdon	7	..	7
	{ Middlesex	79	12	91
	{ Monmouth	35	3	38
	{ Morris	35	2	37
	{ Ocean	1	..	1
	{ Passaic	37	12	49
	{ Somerset	12	..	12
	{ Sussex	3	..	3
	{ Union	106	13	119
	{ Warren	5	..	5
		<hr/> 983	<hr/> 151	<hr/> 1134

3. Average Enrollment for the Year 1928-1929—938.

		<i>Sept. 1928</i>	<i>Feb. 1929</i>	<i>Total</i>
4. Entering Classes by Curricula—	{ General	272	136	408
	{ Kindergarten	12	10	22
	{ Manual Tr.	15	..	15
		<hr/> 299	<hr/> 146	<hr/> 445
		<i>Jan. 1929</i>	<i>June 1929</i>	<i>Total</i>
5. Graduates by Curricula—	{ General	166	290	456
	{ Kindergarten	5	11	16
	{ Manual Tr.	1	16	17
		<hr/> 172	<hr/> 317	<hr/> 489

EXPENDITURES

Salaries and wages	\$134,048.73
Materials and supplies	17,544.94
Repairs and replacements	9,163.84
Miscellaneous expenses	1,778.44
	<hr/>
	\$162,535.95
Practice teaching	44,623.84
	<hr/>
	\$207,159.79

STATE NORMAL SCHOOL AT GLASSBORO

IMPROVING THE INSTRUCTION

During the year persistent efforts were made by the members of the faculty to relate definitely the work done by the students in the Normal School to the work of teaching. To accomplish this end the instructors were requested first of all to make an analysis of the task of training students to teach the elementary school subjects in the various grades. To aid them in doing this they were given an opportunity to observe their former students at work in the classroom during their practice teaching in the field; to supervise the work of two grades in the demonstration school during a ten weeks practice period, not only in their own subjects but also in other subjects of the elementary school, i. e., to assume responsibility for the supervision of all the work of these grades; to assist all the student-teachers in the demonstration school in planning their work whenever opportunity offered; to confer with the supervisors of practice regarding the results achieved by the student-teachers generally in their particular subjects; and to visit their fellow teachers to observe teaching procedures. The instructors also demonstrated approved methods by teaching lessons planned by the students under the guidance of the instructor.

As a result of this work the instructors not only worked and are working with a definiteness of purpose through the insight and skill developed in the procedures named above, but they also are able to relate the cultural and professional phases of their work more economically and efficiently. During the coming year the work will be continued and special efforts will be made to conduct the recitations in the Normal School in such a manner as to be most effective in achieving the desired results. Following are some of the topics which will be considered at faculty meetings:

TOPIC—THE RECITATION

1. Is the recitation as used in educational work an asset or a liability? Was it called into existence through need or was it adopted from some other field of human endeavor?
2. What are the advantages of a recitation period? The disadvantages?
3. What is the aim of the teacher in the recitation? Knowledge, education, skill, attitude, interest, outlook, insight, method of work?
4. Which of the above aims impels the student?
5. Under what conditions may the aims be realized?
6. What must be done with the recitation to make it a useful adjunct of school work?
7. Discussion of the following aspects of the recitation:
 - a. As a preparation
 - b. As a period for independent work
 - c. As an opportunity to get help and guidance from the teacher
 - d. As an opportunity for testing ideas concretely

- e. As an opportunity for reporting findings and making comparisons
 - f. As an opportunity for independent reading
 - g. As an opportunity for presenting and defending different points of view
 - h. As an opportunity for presenting facts beyond the students reach and comprehension
8. How may we change the recitations so as to transform our school work?

THE SPRING ROAD DEMONSTRATION SCHOOL

Perhaps the most promising undertaking during the year from the point of view of stimulation and growth of both students and faculty was the establishment of a demonstration school by the Normal School with the co-operation of the Landis Township Board of Education at what is known as the Spring Road section of Vineland.

The Spring Road schoolhouse is an ordinary two-room brick building situated in a community of farmers engaged for the most part in raising chickens, vegetables, and fruits. The building was erected before the New Jersey Code governing the construction of schoolhouses was in effect. Consequently the two rooms in the building, one upstairs and the other downstairs, are badly proportioned, have windows on both sides of the building, are heated by ventilating stoves, and are devoid of sanitary appliances, with toilets on the outside. Aside from the fact that it is well built, it has few of the qualities a modern building should possess. It is, however, probably neither better nor worse than the schoolhouses usually found in similar communities in New Jersey.

The Vineland Board of Education very generously laid new floors in the building, purchased movable furniture and individual lockers, and transformed an old cloak room into a kitchen for preparing school lunches. They transferred one of the regular teachers from another school in the district to this building to take charge of grades 4, 5, and 6, the teacher in charge of grades 1 to 3 having taught these classes for a number of years.

The supervisor of practice in the Normal School has charge of the instruction subject to the approval of the supervising principal and the board of education. The school is used for observation purposes by the Normal School students and teachers of the local district as well as other teachers in the State. The latter, however, may visit the school only by permission from the Normal School.

The Vineland Board of Education, supervising principal, teachers, and very particularly the community have cooperated in making the experiment a success. The Training School at Vineland through Dr. Edgar A. Doll, Director of Research, who is a patron of the Spring Road school, has been specially helpful. All the pupils have been given Binet as well as specific attainment tests so that comparisons may be made with standards of age, grade, and ability. In addition to demonstrating the type of work that may be done in an average rural school through the cooperation of all the forces usually responsible for the welfare of a school, it has proved a most valuable adjunct of the Normal School. There ought to be eight or ten such rural schools cooperating with the Normal School and each county should have one

or two, to inspire the other schools to greater effort in improving physical conditions and making the instruction more effective.

DORMITORY ACCOMMODATIONS

The New Dormitory erected during the past year was used by boarding students for the first time at the opening of the school in September. Seventy-two students in addition to the faculty adviser and nurse occupy this building. The division of the building into units accommodating eighteen pupils each has proven very acceptable to the students because of the comfort and convenience and to the advisers because of ease in administration. The advisers and students are unanimous in the opinion that future dormitories for this school should be built on the same plan.

The appropriation of \$125,000 granted by the Legislature for an additional dormitory to duplicate the first one will make room for the accommodation of one hundred seventy students in State-owned buildings—the two new dormitories and the Whitney House. During the present year there were approximately two hundred boarders. This number is likely to increase by the addition of a third year to the course, though this will not affect the number this coming year. Then, too, students are beginning to appreciate the advantages of living in the dormitories and even those living within commuting distances are beginning to make application for rooms. To make the three-year course truly effective each student should be required to live at least one full year on the campus.

Steps should be taken at once to secure an appropriation for an additional dormitory. The renting of buildings which were erected for domestic purposes is expensive and the buildings are not adapted to accommodate boarding students. Furthermore, no buildings will be available after next year.

CARE OF GROUNDS

The students continued the efforts put forth in preceding years to beautify the grounds by planting trees, shrubs, and flowering plants purchased by various societies and individuals. Definite plans were made to lay out a Japanese garden on the grounds and the place adapted for an outdoor theater has also been put in order. These two projects when actually carried out will add very materially to the beauty of the grounds.

An invasion of the golden oak scale on our beautiful native oak trees on the campus has been checked through the cooperation of the Federal and State Agricultural Bureaus. The Federal Bureau loaned the large spraying machines used against the codling moth with a supervisor to direct the work and the State provided the oil to spray all the trees on the fifty-five acres included in the campus. The results have been so satisfactory that a few repetitions will overcome the threatened destruction of our fine trees.

FACULTY CHANGES

The following changes occurred in the faculty:

<i>Resignations</i>	<i>Department</i>	<i>Appointments</i>
Geneva M. Christensen ..	Physical Education	Myra Luce
Flora B. Shirk	Music	Eleanor D. Schaible
Sadie Kintner	Kindergarten-Primary ..	Ora Lee Everts
Julia E. Gilbert	English	Dora McElwain
	Science	Flossie Arnold Sessions
	Library	Jessie Talmage
	Practice	Clella L. Finster

EXTENSION

Courses were offered to teachers in service by the extension director assisted by other members of the faculty. The requests for these courses were so numerous that it was impossible to comply with all of them even though no effort was made to create interest in establishing extension centers or to secure students. There has been an increasing demand for these courses ever since the opening of the school and this demand will be increased very materially by graduates from the two-year course who wish to secure the three-year diploma. An additional increase in the number of such students is in prospect as soon as the students pursuing the three-year course graduate. Information concerning the number of the courses offered, the centers at which they were offered, the instructors, and the enrollment follows:

<i>Title of Course</i>	<i>Instructor</i>	<i>Location</i>	<i>Total No. Enrolled</i>	<i>No. Receiving Certificate</i>	<i>No. who Finished Course not Receiving Certificate</i>
Music VII	Miss Florence Dare	Glassboro	47	31	0
Music VIII	Miss Florence Dare	Glassboro	30	23	0
English IV	Miss Emma Schweppe	Woodbury	138	47	0
Principles of Education	Miss Emma Schweppe	Wildwood	48	34	0
Reading Methods	Miss Nellie Turner	Egg Harbor	17	13	0
Educational Measurements	Mr. S. G. Winans	Paulsboro	45	41	0
Teaching of Social Studies	Miss Emma Schweppe	Bridgeton	20	15	0
			<hr/> 345	<hr/> 204	

FUTURE DEVELOPMENT

In my last report attention was called to the need for increased accommodations to house the school and to operate it more economically and effectively. The following list of immediate needs were presented and discussed:

1. Proper accommodations with adequate reading and conference rooms for the rapidly growing library
2. Adequate room for the music department
3. Accommodations for the number of training school pupils necessary for practice teaching
4. A dining room large enough to accommodate 250 boarding students
5. The manual arts room as originally purposed

There is urgent need for facilities named above, but it is so vital that proper provision be made for two at once that additional comment should be made.

Library Facilities

With the introduction of the three-year course it is becoming increasingly apparent that the work of the school will be seriously retarded unless immediate steps are taken to provide room for the accommodation of the rapidly growing library. Each year there is a large addition of books and, though the library has not yet reached the standard size, even now there is not room enough for the books, and the reading room is too small to afford opportunity for using the books advantageously. The extension of the course makes necessary the addition of an increasingly larger number of books and provision must be made for their care and opportunity for use, through increased accommodations. Increased shelf room and additional reading rooms must be provided at once unless we are to be in the anomalous position of having library books which are inaccessible to students.

Manual Arts Room

To properly prepare students for teaching who have a very limited background for appreciating and understanding the fundamental processes underlying the construction of articles which minister to man's comfort and convenience, a shop in which all kinds of constructive activities are carried on is an absolute necessity. The two strong urges in childhood are the disposition to search out and to make. Unless the teacher has a clear comprehension of the principles underlying the constructive processes she is unable to lead the pupils to discover for themselves through their own activity how the work of the world is done. Her children will fail to grasp the significance of industry and much of the work of the school will lack reality.

A shop should be provided in which all prospective teachers have an opportunity to study the makeup of the materials, to learn how to use the tools, and to gain an understanding of the fundamental processes in industry. There should be provision for woodwork, metal work, weaving, basketry, and all forms of so-called handwork. Only when teachers have gained such an experience have they the qualifications to open up the world of industry to children.

To meet the needs outlined in my last annual report including very particularly the two mentioned above, two wings should be added to the Normal School at an approximate cost of \$600,000.

ENROLLMENT STATISTICS 1928-1929

Enrollment by Curricula

During first half-year

General	374
Kindergarten-Primary	45
Upper Grades	90
	<hr/>
Total	509

Additional enrollments during second half-year

General	52
Kindergarten-Primary	0
Upper Grades	0
	<hr/>
Total	52

Total for year	561
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Enrollment of Entering Classes

September, 1928

General	147
Kindergarten-Primary	24
Upper Grades	52
General (Admitted with advanced standing)	20
	<hr/>

Total	243
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February, 1929

General	46
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Average Enrollment for the Year	495
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ENROLLMENT BY COUNTIES

County	September 1928			Class Entering February 1929			Irregulars			Totals		
	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Atlantic	0	48	48	0	6	6	1	1	2	1	55	56
Bergen	0	6	6	0	0	0	0	0	0	0	6	6
Burlington	0	19	19	0	0	0	0	1	1	0	20	20
Camden	2	146	148	0	20	20	0	2	2	2	168	170
Cape May	0	27	27	0	1	1	0	0	0	0	28	28
Cumberland	2	91	93	0	7	7	0	0	0	2	98	100
Essex	0	3	3	0	1	1	0	0	0	0	4	4
Gloucester	9	79	88	0	2	2	0	0	0	9	81	90
Hudson	0	9	9	0	4	4	0	0	0	0	13	13
Hunterdon	0	2	2	0	0	0	0	0	0	0	2	2
Mercer	0	1	1	0	0	0	0	0	0	0	1	1
Middlesex	0	0	0	0	0	0	0	0	0	0	0	0
Monmouth	0	6	6	0	1	1	0	0	0	0	7	7
Morris	0	0	0	0	0	0	0	0	0	0	0	0
Ocean	0	5	5	0	0	0	0	0	0	0	5	5
Passaic	0	4	4	0	0	0	0	0	0	0	4	4
Salem	0	37	37	0	3	3	0	0	0	0	40	40
Somerset	0	0	0	0	0	0	0	0	0	0	0	0
Sussex	0	0	0	0	0	0	0	0	0	0	0	0
Union	0	2	2	0	1	1	0	0	0	0	3	3
Warren	0	10	10	0	0	0	0	0	0	0	10	10
Out of State	0	1	1	0	1	1	0	0	0	0	2	2
Totals	13	496	509	0	47	47	1	4	5	14	547	561

GRADUATES

During and at end of first semester

<i>Curriculum</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
General	1	33	34
Kindergarten-Primary	0	2	2
Upper Grades	1	0	1
	<hr/>	<hr/>	<hr/>
Total	2	35	37

During and at end of second semester

General	0	142	142
Kindergarten-Primary	0	18	18
Upper Grades	3	31	34
	<hr/>	<hr/>	<hr/>
Total	3	191	194
Total for year	5	226	231

EXPENDITURES

Salaries and wages	\$99,315.64
Materials and supplies	25,008.36
Repairs	5,694.65
Miscellaneous	5,102.11
Practice Teaching, salaries.....	17,625.00
Practice Teaching, traveling expenses	1,986.45
Tree Spraying	987.14
	<hr/>
Total	\$155,719.35

STATE NORMAL SCHOOL AT PATERSON

GENERAL DEVELOPMENT OF THE SCHOOL

The building in which the school is housed is not State owned. This fact has much to do with the development of the school generally. The building is an elementary school building and lacks many of the facilities which are necessary to a program of teacher training. Nevertheless, our faculty members are very much interested in the program of teacher training and make use of their efforts to promote a proper esprit de corps. By these efforts the teaching outlook of the student has been held to a high standard.

There has been an especial effort made at this school to the end that subject matter is comprehended. This effort has taken the trend known as professionalized subject matter teaching. It is our opinion that this has improved the quality of instruction. Again this year much emphasis will be placed on subject matter of the various units of the curriculum.

Believing that attitude has much to do with successful teaching, some of our efforts have been directed toward improving the attitude toward the work of teaching. This has been largely accomplished by a program of extra curricular activities. These activities take the form of clubs. Each is organized, has its officers, and committees; and while in formal meetings each observes parliamentary rules of procedure. The activity centers around the interest of the members. Almost every interest is met by some form of extra curricular activity.

During the year one evening was set aside for parents' night. Parents and friends on this night visit the school, which is in actual session. This gives the parents a better idea of what the normal school is actually doing for their children. The students as well as parents look forward to this night. More than 250 visitors were present at this night session of the normal school.

FACULTY CHANGES

Three members were added to the faculty during the year. Mr. Cornelius R. Jaarsma, who had been employed by the Eastern Academy, was secured as instructor in psychology. Mr. Jaarsma has been well trained, both in the academic field and the field of practice. He is well liked by students and faculty.

Miss Claudia O'Keeffe was employed as an instructor of English. Miss O'Keeffe was secured from the Hyannis, Massachusetts, Normal School. She is well prepared for her position.

Miss Anna Hanratta was employed as instructor of geography. Miss Hanratta was well prepared and was successful. For family reasons she wished to return to her home in the West and has resigned.

EXTENSION PROGRAM

For Semester Beginning in February, 1929

<i>Title of Course</i>	<i>Instructor</i>	<i>Location</i>	<i>Total number enrolled</i>	<i>Number receiving certificate</i>	<i>No. who finished course but not receiving certificate</i>
Industrial Art	Miss Tiffany...	Prospect Park.	33	23	0
Professional Ethics and Teaching Personality.....	Miss Jackson..	Totowa	29	23	0
Industrial Art	Miss Tiffany...	Totowa	38	33	0
The Teaching of English.....	Miss Gill.....	East Paterson..	29	25	2
The Teaching of Reading.....	Miss Hatcher..	Lodi	30	13	0
The Learning Process in Relation to the Elementary			15	7	1
School Subjects	Mr. Jaarsma...	Lodi	15	11	0
The Teaching of English.....	Miss O'Keeffe..	Lodi	49	25	4
Literature of the Elementary School.....	Miss Abrams..	Garfield	42	25	0
The Teaching of Reading.....	Miss Hatcher..	Garfield	28	23	0
Literature of the Elementary School.....	Miss Jackson..	Pompton Lakes	39	27	0
The Teaching of Elementary Science.....	Mr. Fox.....	Little Falls...	61	24	0
The Learning Process in Relation to the Elementary			32	18	0
School Subjects	Mr. Jaarsma...	Ridgewood	43	30	4
The Teaching of English.....	Miss Gill.....	Hawthorne	—	—	—
Literature of the Elementary School.....	Miss Abrams..	Hawthorne	483	307	11

RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF THE SCHOOL

The greatest need of the Paterson State Normal School is the development of a health program. This year a health instructor has been added to the faculty. Already a program has been begun, and I believe the health needs of the students will be met.

The students who are graduated go out into the schools of the State to teach. They meet many problems, which appear new to them. The normal school should follow up all students; it should help them over difficult places; it should stimulate them to do their best. To do this a "follow up" supervisor or helping teacher should be added to our faculty.

STATISTICS

1. Enrollment for the year.....	545	
a. Total by curricula.....	545,	General Elementary
b. Total by counties:		
Bergen	148	
Hudson	5	
Monmouth	1	
Morris	11	
Passaic	375	
Sussex	2	
Union	1	
Out of State.....	2	
	<hr/>	
	545	
c. Average enrollment for the year.....	426	
d. Entering classes:		
September, 1928	133	
February, 1929	80	
e. Number of graduates by curricula:		
February, 1929.....	67,	General Elementary
June, 1929	119,	General Elementary
	<hr/>	
Total graduates.....	186	
2. Expenditures—Summary by Accounts		
a. Salaries and wages.....	\$57,278.30	
b. Materials and supplies.....	9,929.60	
c. Repairs		
d. Miscellaneous expenses	1,340.57	
e. Practice teaching, salaries	20,540.00	
f. Additions and improvements		
	<hr/>	
	\$89,088.47	

PART IV

REPORTS OF OTHER EDUCATIONAL INSTITUTIONS

For Year Ending June 30, 1929

Report of—	PAGE
New Jersey School for the Deaf, Alvin E. Pope, Superintendent	285
Manual Training and Industrial School for Colored Youth at Bordentown, William R. Valentine, Principal	287
School of Industrial Arts of Trenton, Frank F. Frederick, Director	291
Schools for Industrial Education, Hoboken, Richard A. Beyer, Director	293
Schools for Industrial Education, Newark, Allan R. Cullimore, Director	296

NEW JERSEY SCHOOL FOR THE DEAF

During the year 1928-29 the progress of the New Jersey School for the Deaf was facilitated by the addition of a Radioear. This instrument enabled us to utilize the residual hearing of a percentage of our pupils who had enough hearing to recognize noise but could not distinguish conversation. Through this medium, the speech of these pupils was greatly improved as was their ability to understand speech through the ear when amplified by the Radioear. Using this in conjunction with lip reading greatly increased their skill in that line.

In the primary department, a class of small children was organized who had over thirty-five per cent of hearing but who came to us as perfectly deaf children. We were successful in giving these children a great deal of natural language far in excess of what they would secure under the ordinary method of teaching. The work in this class was also facilitated by the use of the Radioear.

For years we had maintained the *Silent Worker* in our Printing Department and our deaf teachers were very much interested in its development. On account of the crowded conditions in the boys' dormitories we could not maintain a class of post-graduates, and without their assistance we could not continue the publication of the *Silent Worker* because it was interfering with the class work in printing. The small boys were not receiving the attention of the instructors who had to devote most of their time and the time of the older boys to getting out this magazine. Therefore, the number of issues was reduced to five making it a bimonthly magazine for the school year. This was preparatory to discontinuing the publication entirely. This magazine had a very large circulation among the deaf all over the world. Our deaf teachers were in charge of certain sections which gave them a great deal of international publicity. Consequently, most of them were too interested in the development of the *Silent Worker* and this did not contribute to the best development of the pupils. It was with sincere regrets that we reached this conclusion but there seemed no alternative.

In view of this fact, a complete reorganization of our printing department was planned, placing it on a strictly teaching basis. The foundation of this was laid by employing one of the best printing instructors in the State.

Plans were also made for reorganizing the art department the following year as our plans were not being properly executed.

The fact that some of our deaf teachers had reached the retirement age, and as this reorganization affected others, led to dissatisfaction among the deaf and they immediately organized a program of opposition to the school which greatly interfered with our expected progress for this year.

The following is the medical report for the year.

Each new pupil, upon admittance, received a physical examination, a Wasserman test, vaccination and the toxin anti-toxin treatment. Later in the year every pupil had a complete physical examination by the school physician.

All of the children were weighed frequently and those under weight received egg and milk feedings daily.

The eyes of all of the children were examined by the school oculist and glasses prescribed for those who needed them.

The school dentist came twice a week during the school year and the dental work was completed.

There were 5,246 cases treated in the dispensary and 87 admitted to the infirmary as patients.

MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR COLORED YOUTH, BORDENTOWN

The annual report of the Bordentown School for the year 1928-1929 is as follows:

ENROLLMENT			
<i>High School</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Fourth Year	12	7	19
Third Year	24	26	50
Second Year	34	23	57
First Year	40	38	78
<hr/>			
Total High School	110	94	204
<hr/>			
<i>Grades 6 to 8</i>			
Eighth	34	34	68
Seventh	49	19	68
Sixth	19	14	33
Special—Taking Trade Only ...	9	1	10
<hr/>			
Grand Total	221	162	383

There is a gradual increase in the total enrollment year by year and a noticeable improvement in the retention of students as the table below shows.

TABLE SHOWING THE RETENTION OF STUDENTS BY GRADES FOR THE
PAST THREE YEARS

<i>Grades</i>	<i>No. Enrolled</i>	<i>No. Dropped</i>	<i>No. Retained</i>	<i>1928-29 Per Cent Retained</i>	<i>1927-28 Per Cent Retained</i>	<i>1926-27 Per Cent Retained</i>
Fourth Year	19	1	18	95	100	..
Third Year	50	10	40	80	92	75
Second Year	57	8	49	86	79	77
First Year	78	15	63	81	86	62
Grade 8	68	15	53	78	85	80
Grade 7	68	14	54	79	76	76
Grade 6	33	6	27	79	83	81
Specials	10	5	5	50	100	100
Total Enrollment						
1928-1929	383	74	309	80	..	..
1927-1928	381	65	316	83	..	..
1926-1927	352	87	265	75	..	..

The number dropped includes students who left school for causes, the principal ones for 1928-1929 being:

<i>Cause</i>	<i>Boys</i>	<i>Girls</i>
Conduct	25	12
Dissatisfied	8	1
Lack of Funds	7	0
Request of Parents	4	1
Ill Health	3	13
Total	47	27

Another interesting feature in connection with attendance is the large turn-over in the grades and the much better retention of the high school pupils. This is shown by the table that follows:

<i>Grade</i>	<i>No. Old</i>	<i>No. New</i>
Senior Class	16	3
Third Year	40	10
Second Year	38	19
First Year	40	38
Grade 8	31	37
Grade 7	33	35
Grade 6	12	21
Specials	10	0
	220	163

EXTENSION WORK

Publicity

Programs were carried through with two clubs organized in interest of the Bordertown School, the Plainfield Scholarship Club and the Atlantic City Scholarship Club. Both clubs presented the Glee Club and Band in their respective communities, and placed the school before the public of those two cities in an impressive way. The Atlantic City Club awarded scholarships to the amount of \$125.00, and the Plainfield Club paid the expenses of one student and gave prizes of \$25.00 in addition. Successful concerts were presented by the school itself in Newark, Jersey City and Montclair, being attended by a total audience of more than 3,000 persons. The extension worker visited 14 schools in the State, where he made talks to the seventh and eighth grades, emphasizing the advantages of vocational training for colored youth. Visitors' days held on the campus for the inspection of the school by the public included Parents' Day, Old Students' Day, Field Day and Choir Day. Other activities carried on by the extension department included the Choir Contest, and the N. J. Colored Amateur Basketball Championship Tournament.

During the summer period from June to October, 299 applications were investigated by the extension worker, either by personal visits or through correspondence.

Graduate Placement

Increased emphasis was placed on the opening of lines of employment for graduates. The current industrial depression added to the natural difficulties of this work, but positions, temporary or permanent, were found for 23 boys and 4 girls, students recently out of school. Contacts were made with Edison, Worthington Pump, and Ford Motor Works of North Jersey with an eye to future employment for male graduates. The Imperial Laundry, Newark, Queen Laundry of Morristown, and Queen City Laundry of Plainfield were other concerns that promised to use Bordentown graduates in future openings after trade conditions became settled.

Vocational Agriculture

During the year we had 14 boys taking Vocational Agriculture. Following is a list of farm jobs in which these boys received supervised practice: filling silos, harvesting peaches, harvesting and storing root crops, selecting apples for exhibits, harvesting and storing winter apples, harvesting and preparing vegetables for market, constructing hot beds and cold frames, operating farm and garden tractors, sowing fall grain, planting hot bed, transplanting vegetables, putting out onion sets, cultivating vegetables, pruning and spraying apple trees, pruning and spraying peach trees and grape vines, making spray materials, preparing dairy cattle for shows, grooming dairy cattle and cleaning dairy barn, separating milk and operating milk machine, selecting and housing pullets, constructing poultry houses, culling hens and feeding for winter egg production, management of laying hens, preparing poultry for market, preparing eggs for market, cutting out and curing pork, making brine solution for sugar cure, smoking hams and making lard.

The results of our fruit on exhibition, as shown below, is a product of our vocational agricultural activities. These fruit trees were pruned and sprayed by our vocational agricultural class and most of the group helped with the harvesting and selection of the exhibit fruit.

During Agricultural Week, the class presented an original playlet—"It Pays to Spray and Prune Your Orchard"—in competition with 12 other vocational agricultural schools through the State. We won first prize for the best playlet presented, and second and third prizes for individual merit. This playlet was given in our school chapel for the benefit of the entire student body and faculty. By request it was also presented at New Brunswick in connection with the Annual Field Day Exercises of the Agricultural College and Experiment Station.

During the year two boys carried ownership projects in poultry production. From September to June these boys produced a total of 1770 dozens of eggs which sold for \$807.83. The feed cost was \$298.30. The net gain over feed cost was \$509.54. In addition to the laying hens, these two boys carried baby chick projects, one having 400 baby chicks and the other 350. The report of these baby chicks projects will be made during the year 1929-1930.

FAIRS AND EXHIBITS

At the Trenton State Fair we had one Holstein cow that placed fourth in her class. We had other cattle that made good showing, but did not get placed.

For the first time the school put fruit on competitive display. We made 21 entries of apples and won 19 prizes—10 first, 6 seconds and 3 third prizes. Our Grimes and Jonathans took first place in every entry.

At the State Horticultural Society Show in Atlantic City we won the following prizes: First best 25 apples of any variety exhibited from Burlington County; first best four single layer trays of Grimes in State; first best 5 Jonathans in State; second best 10 fancy baskets of apples on exhibit; second best plate of 5 Grimes on exhibit; second best plate of 5 Banana on exhibit; and third best four single layer trays of Paragons on exhibit.

During the Agricultural Week in Trenton, we won the following prizes at the Apple Show: First best fancy basket of Grimes; second best fancy basket of Paragons; second best 25 Paragons; second best four trays Paragons; and third best tray four trays any other commercial varieties.

COW TESTING ASSOCIATION

For three consecutive months—July, August, and September—our cow No. 5 (Pure bred Holstein) was the first high cow, County Association No. 1, in milk production. In July we had the second high herd in this association. In January we had the fourth high herd in Burlington County and the second and fourth high cows.

NEW BUILDINGS

The Legislature appropriated \$185,000 for a new dormitory for girls. This dormitory is now under construction and will relieve the congested conditions of living which have existed among the girls for many years. The dormitory will accommodate 100 girls, two in a room and ten teachers. It will contain an isolation ward, a dispensary, and also a beauty parlor which will be used to teach the work as a trade. This dormitory therefore will improve the standards of living of the girls and also assist in extending the limited range of trades now offered them.

During the year the Legislature appropriated \$150,000 for a new Trades Building. This has been sorely needed for a number of years. The number of boys has increased but the trade courses offered have been the same for about ten years. This building is expected to house under better conditions the trades now offered and to add about five additional trades. It is expected that the trade work of the school can within the next year be modernized and extended.

The firm of Brinley and Holbrook, landscape architects, has been employed to bring up to date the plans for future development outlined by Mr. Charles N. Lowrie in 1916. These plans of 1916 have been practically completed which involved a radical change in the topography of the grounds. These changes together with the roads and grading, have been made entirely by the employed labor of the school under the supervision of Mr. John Urquhart, the farm manager, between the farm seasons. As a result, the school possesses a plant well laid out, with a beautiful campus, with appropriate trees and shrubbery as a by-product of the farm labor. The new plans of development will extend the original plans to new areas and provide for the growing building demands of the school.

THE SCHOOL OF INDUSTRIAL ARTS OF THE CITY OF TRENTON

This is the thirty-first annual report of the School of Industrial Arts of the City of Trenton.

A statement of the enrollment in the School for the school year 1928-29 follows:

Males	983	
Females	463	1,446
<hr/>		
Attending evening only	1,052	
Attending day only	353	
Attending both day and evening	41	1,446
<hr/>		
Enrolled in the following courses:		
Architectural	142	
Ceramic	11	
Chemistry	33	
Dressmaking	269	
Electrical	88	
Fine and Applied Art	527	
Evening Technical	170	
Technical	42	
Trade:		
Automobile Mechanics	74	
Cabinet Making	59	
Carpentry	27	
Electric Wiring and Radio	26	
Machine Shop Practice	46	1,514
<hr/>		
Enrolled in more than one course	68	
		<hr/>
		1,446

Of the 527 enrolled in fine and applied art, 256 were children who attended Saturday mornings.

The work of the school has continued along the lines so long followed. With more experienced instructors, larger equipment and students each year enrolling with better preliminary preparation, the standards have been raised.

Accompanying this report is the schedule of courses and classes for 1929-30 giving full information of the work offered.

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL
EDUCATION OF TRENTON FOR YEAR ENDING JUNE 30, 1929

RECEIPTS

City Appropriation	\$44,100.00
State Appropriation	30,000.00
Tuition Fees	9,973.09
Materials Sold to Pupils	5,814.33
Rents	500.00
Prizes	343.50
Miscellaneous	31.00
Interest on Deposits	533.74
Income, H. C. Kelsey Legacy	300.00
Public Service, Share of Cost, Current Change ..	1,218.25
	<hr/>
	\$92,813.91
Balance on Hand July 1, 1928	5,302.98
	<hr/>
	\$98,116.89

DISBURSEMENTS

Teachers' Salaries	\$56,582.99
General Salaries	5,299.52
Janitors' Salaries	5,447.92
Fuel	2,570.91
Light and Power	1,625.20
Furniture and Equipment	3,174.81
Operating Equipment	2,528.71
Materials	4,576.63
Printing	758.75
Repairs	4,648.18
Advertising	386.52
Insurance	380.47
Models	523.75
Library	172.19
Prizes	300.00
Miscellaneous Expenses	232.12
	<hr/>
	\$89,208.67
Balance on Hand June 30, 1929	8,908.22
	<hr/>
	\$98,116.89

REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION, HOBOKEN

FINANCIAL REPORT

Fiscal year ending June 30, 1929

RECEIPTS

Balance of fund in hand July 1, 1928		\$30.54
Appropriation, City of Hoboken	\$10,000.00	
Appropriation, State of New Jersey	10,000.00	
Fees, Deposit for tuition	100.00	
Interest, Bank Balances	56.06	
	<hr/>	
Total receipts for year		\$20,156.06
	<hr/>	
Total receipts and balance in hand		\$20,186.60

DISBURSEMENTS

General Administration

Day School

Salary—Secretary	\$600.00	
Office expenses	212.21	
Fees returned	25.00	
Telephone service	52.10	
Advertising	52.07	
	<hr/>	
Total		\$941.38

School Administration and Instruction

Salary—Director	\$1,000.00	
Teachers	10,114.96	
	<hr/>	
Total		\$11,114.96

Operation and Maintenance

Repairs—Building	\$103.45	
Supplies—Janitor	168.04	
Light and water	253.70	
Equipment—Furniture and apparatus	1,240.65	
	<hr/>	
Total		\$1,765.84
	<hr/>	
Total cost of operating day school		\$13,822.18

SCHOOL REPORT

Evening School

Salaries—Teachers	\$5,240.50	
Janitor	368.00	
Supplies and material	438.52	
		<hr/>
Total cost of evening school		\$6,047.02
		<hr/>
Total disbursements for year	\$19,869.20	
Balance of fund in hand June 30, 1929	317.40	
		<hr/>
Total disbursements and balance in hand		\$20,186.60

RECONCILEMENT

Balance on hand June 30, 1929		\$317.40
Warrants outstanding		
Old	3.50	
No. 8823	43.24	
8828	176.29	
8829	50.00	
8830	30.00	
8831	9.30	
8832	4.25	
8833	24.04	
8834	9.98	350.60
		<hr/>
		\$668.00
Balance in Jefferson Trust Company, as of June 30, 1929		\$668.00
		<hr/> <hr/> <hr/>

REPORT OF DAY ACTIVITIES

The building of the Board of Trustees for Industrial Education is used for housing the continuation school for boys and girls, classes for outside schools to receive instruction in cooking and sewing, and office for supervisor of manual arts.

CONTINUATION SCHOOL

Date of opening	September 6, 1928
Date of closing	June 28, 1929
Actual number of hours school was open	1,023
Number of sessions	406
No. of pupils between 14-16 years—Boys	179
Girls	155
Outside schools, per each two weeks—	
9 Sewing classes—Girls	262
6 Cooking classes—Girls	60

Manual training activities for the public school system are supervised by Mr. Beyer who is also the director of the industrial school. Inventories, reports etc. are taken care of at this office.

There are five teachers in addition to the director and five teachers assigned by the public school for this work.

EVENING INDUSTRIAL SCHOOL

Term 1928-1929. Total number of students registered:

Cooking Department	9
Sewing and Dressmaking	97
Hairdressing and Manicuring	26
Blue Print and Mechanical Drawing	33
Figure Drawing	23
Home Hygiene	6
Advanced Typewriting	22
Textile Decoration	15
Lampshade Making	20
English	197
Total	448

SUMMARY REPORT OF ATTENDANCE OF EVENING SCHOOL

October 8, 1928, to March 8, 1929, inclusive

<i>Subject</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Total</i>
*Cooking	42	51	32	59	63	23	270
*Dressmaking	462	401	216	349	307	125	1,850
*Sewing	184	186	99	189	171	65	894
Hairdressing and Manicuring	136	116	54	77	78	44	505
Mechanical Drawing	165	122	64	144	117	44	656
Typewriting	85	77	40	64	71	29	366
Figure Drawing	50	81	41	74	70	30	346
Textile Decoration	17	41	33	10	25	15	141
Lampshade	36	66	40	35	35	14	226
*English	1,112	1,043	491	891	729	282	4,548
Home Hygiene	18	22	11	19	13	10	93
	<hr/> 2,307	<hr/> 2,206	<hr/> 1,121	<hr/> 1,911	<hr/> 1,679	<hr/> 681	<hr/> 9,905
No. sessions per month	16	18	10	19	18	6	87
Average attendance per sessions	144	123	112	101	93	114	114
Total number of pupils—sessions	9,905						
Total number of pupils—hours	19,810						

* Classes meeting three times a week. Remainder meet twice a week.

REPORT OF THE BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION, NEWARK

In the narrative report rendered for the year ending June 30, 1928, I made particular mention of the considerable amount of equipment which has been donated by certain individuals. I called to mind the expansion of our laboratories during this period and pointed out the very considerable increase in the number of students taking advantage of these added facilities.

During the year just past, we have received a further considerable amount of equipment. We have remodelled two of our laboratories; built an entirely new physics laboratory and added very materially to its equipment, as well as installing some very expensive measuring equipment in connection with the laboratory work in internal combustion engines.

In addition to this phase of the work, we have been particularly interested in the year past in extending our library facilities. We have definitely made contact with the Public Service Company's library which is conveniently located and which we find one of the best stocked engineering libraries in this part of the country. This service was made possible by Mr. Thomas N. McCarter, a member of our Board, who is president of the Public Service Corporation.

We have further extended our cooperative relations with the Newark Public Library and have a special service by which we obtain books, not only for individuals, but in considerable quantity and keep them in the school library for reference purposes.

We, therefore, have adopted the policy of using our own library in conjunction with these two services and spending the bulk of our money available for library purposes on the purchase of current engineering and scientific publications. This course has seemed particularly wise since an attempt to build up a separate library on our part would have been duplicating work already done and paid for by the taxpayers very close at hand. We have found the Newark Public Library very ready and willing to cooperate and even to purchase books upon our suggestion. The arrangement, we believe, is entirely feasible and practical and is certainly very much more economical than an attempt on our part to duplicate the facilities of either one or both of these libraries.

The College has enrolled this year between 350 and 400 students and the Evening School has enrolled about 1,800 and 300 have been turned away. There is no question but what we need immediately a further addition to take care of students in our Evening School. The school is and has been for several years crowded to the limit and it is absolutely necessary, in order to meet the proper demand, that we have further structures for classrooms and laboratories.

To this end, the Board of Trustees has sent a request to the Board of Regents of the State of New Jersey, asking for \$145,000.00 for an addition to our present Campbell Hall; and an amount of \$18,720.00 in addition to the amount already received by the State to cover the operating expenses of the students in the State and outside of Newark.

This request is one which in some way must be met within a very short space of time and it is sincerely to be hoped that the Board of Regents will give favorable consideration to this request, particularly as it relates to material equipment.

As the College has grown and its influence felt, it has been very necessary to align ourselves with certain organizations representing the engineering, scientific, and educational fields. It is wise to do this, not only from the standpoint of a direct good which we receive from such contacts, but from the standpoint of assuring our own students proper credit and proper recognition if they desire to transfer or to join any of the higher learned societies in their own field of professional endeavor.

The College has now a student chapter of the American Society of Mechanical Engineers, enjoying all the rights and privileges of such a chapter. Its work in the metropolitan area has been very significant in the past few years, and last year a member of this student branch and one of our own senior class won the highest national award for any mechanical senior student in the United States.

The College also has a student branch of the American Institute of Electrical Engineers and, while no member of this branch has won any national award, the branch has for the past three or four years taken an active and leading part in the professional work of the junior members of the society in this particular section.

The College has had a branch of the American Chemical Society in the past few years and this year a request is now pending for a branch of the American Society of Chemical Engineers and also one from the American Society of Civil Engineers. We have every reason to believe that requests for these branches will be granted.

In addition to this, the institution has asked for registration and recognition from the University of the State of New York through its Board of Regents. It is necessary to have this recognition if our own graduates are to be eligible for licensed engineers in the State of New York. After a very thorough study of the College, the University of the State of New York granted unqualified recognition or registration for all our professional courses.

In addition to these particular contacts on the outside, the College is a member of the American Association of Cooperative Colleges, an institutional member of the Society for the Promotion of Engineering Education, and has recently been admitted to the Association of Urban Universities.

The general development of the College has been, I believe, satisfactory during the period of last year.

The College has now been in existence ten years and I asked sometime ago that the Assistant Commissioner of Education, whose efforts were in particular responsible for the founding of the College, to render a progress report on the status of the institution.

Mr. O'Leary was kind enough to do this upon your authorization. In the original report, which Mr. O'Leary made to the State Board of Education in 1918, he pointed out three or four definite points of weakness; and it is my object in asking him to write this further or supplementary report to have

him state as to whether or not we had satisfactorily met and strengthened these particular points.

Mr. O'Leary particularly speaks about several lines of endeavor which he thinks the College should expand and I should like to call your attention particularly to the work which we have outlined as an option in the senior year along the lines of aeronautics; particularly with reference to internal combustion engines. You have perhaps seen the pamphlet which we have issued but I will attach one to this report for your record.

It is a pleasure to be asked to render such a report as this to you and I should very much like to elaborate upon it in any way which would interest you. It is rather difficult with the great mass of material which comes to hand in the course of the year to pick out certain things and to stress certain factors which would be of particular interest. But I would consider it a duty and a privilege if you would at any time ask for further elucidation on any of the points which I have touched.

BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION
NEWARK, N. J. TECHNICAL SCHOOL AND
ENGINEERING COLLEGE. SCHEDULE OF INCOME
AND EXPENDITURES FOR FISCAL YEAR
ENDING JUNE 30, 1929

REVENUES

City of Newark (Appropriation)	\$70,000.00
State of New Jersey (Appropriation)	30,000.00
Smith-Hughes (State and Federal)	1,002.00
College Tuition Fees	35,102.50
College Tuition Reusch Scholarships	141.32
College Tuition Individual	2,340.00
Evening School Tuition Fees	64,828.00
Interest on Investments	1,208.25
Interest on Bank Deposits	1,144.73
Rent of Property Owned (net)	1,967.32
Technical Inspection Service	2,054.77
Miscellaneous, Diplomas, Locker Keys, etc.	880.18
Total	<u>\$210,669.07</u>

EXPENDITURES

Educational Salaries—

College	\$72,717.17
Evening School	42,748.25
Supplies	160.35
Laboratory (Expendable)	2,495.45
Library	82.30

Operation—

Janitors Salaries	17,387.53
Janitors Supplies	1,215.28
Janitors Light	2,228.54
Janitors Heat	2,015.77
Janitors Power	390.32
Janitors Water	311.15
Janitors Repairs and Renewals	2,735.95
Janitors Insurance	954.43

Administration, Supervision and Clerical—

Salaries	30,919.72
Office Supplies	1,339.37
Printing and Publications	2,777.23
Miscellaneous, Telephone, Postage, etc.	3,048.00
Interest on Mortgage	6,500.00
Additions to Permanent Equipment	6,164.56
Commitment on Principal of Mortgage	10,000.00
Total	<u>\$206,191.37</u>

ASSETS

Cash in Bank and Appropriations for 1929-30 paid in advance ..	\$91,533.50
Inventories (Coal and Supplies)	1,346.35
Land	40,000.00
Laboratory Building	80,000.00
Academic	65,000.00
Campbell Hall	135,357.64
Educational Equipment	116,739.84
Donations (Invested Funds)	10,443.75
Insurance in Advance	868.88
Lynagh Property	15,000.00
Total	<u>\$556,289.96</u>

SCHOOL REPORT

LIABILITIES AND CAPITAL

Students Deposits	\$167.50
Mortgage on Property	120,000.00
Credit to City Appropriation	70,000.00
Donations (As Above)	10,443.75
Capital, Working and Invested	355,678.71
	<hr/>
Total	\$556,289.96
	<hr/>
This shows a balance of	\$4,477.70
From which should properly be deducted actual commitments as at June 30, 1929. Bills against us on that date as per schedule paid July 15, 1929, are	3,045.84
Which shows a balance for the period of	\$1,431.86

PART V

SUMMARY OF STATISTICS

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Indebtedness Statement	317
Special Supervisors and Teachers	317
Number of Employees Other Than Those Reported as Teachers	318

RECAPITULATION OF COSTS OF PUBLIC SCHOOLS

	Receipts	Increase or Decrease	Expenditures	Increase or Decrease
A—State Administration	\$217,175.93	\$3,628.11 I	\$217,175.93	\$3,628.11 I
B—County Administration	315,448.04	30,517.24 I	309,369.93	24,439.13 I
C—State Institutions	3,782,473.45	497,646.16 I	3,782,473.45	497,646.16 I
D—Teachers' Pension and Annuity Fund	2,974,582.00	273,527.00 I	2,974,582.00	273,527.00 I
E—State School Fund Expenses	4,000.00	.....	4,000.00	.....
F—Current Expenses of Schools within the districts (not including tuition transfers)	70,583,159.93	3,655,905.55 I	69,674,130.64	3,704,553.01 I
G—Repairs and Replacements of public school buildings within the districts	3,775,814.60	152,018.96 I	3,799,886.40	255,421.27 I
I—School Libraries	144,573.55	4,772.60 I	143,445.26	10,544.22 I
J—Manual Training Instruction within the districts	2,473,586.95	195,197.48 I	2,399,322.39	98,980.53 I
K—Vocational Education within the districts	1,453,002.32	20,489.43 I	1,510,390.07	135,739.24 I
L—Continuation School Expenses within the districts	476,561.74	4,226.84 I	472,568.20	17,642.62 I
M—Evening Schools for Foreign-born Residents expenses within the districts	107,679.15	11,858.94 I	95,872.31	1,652.44 I
N—Teachers' Libraries, expenses	500.00	300.00 D	500.00	300.00 D
O—County Vocational School expense included with regular vocational....	.....	.....	.....	.....
P—1—Redemption of and interest on bonds and payments to sinking fund within the districts	14,539,224.08	1,343,696.09 I	14,398,661.41	1,212,493.93 I
Total for expenses of schools for 1928-29	\$100,847,781.74	\$6,193,184.40 I	\$99,782,877.99	\$6,235,987.66 I

BALANCE STATEMENT

Total for expenses of schools for 1928-29	\$100,847,781.74	\$6,193,184.40 I	\$99,782,877.99	\$6,235,987.66 I
P—2—For payment of notes incurred for previous year's expenses	452,594.03	850,447.19 D	553,774.00	749,257.22 D
II—For Lands, Buildings, and Equipment of public schools within the districts (Capital Outlay)	19,594,889.48	2,800,190.70 D	23,466,402.63	981,959.17 I
F—1—Tuition Fees paid from district to district	2,950,369.78	377,233.06 I	2,836,456.89	363,206.76 I
Balance on hand beginning of year and at the close of the year.....	15,901,160.50	1,861,062.57 I	11,926,443.62	2,890,327.86 D
Expenditures and balance for previous year .....	.....	.....	1,180,830.40	839,273.13 I
Total	\$139,746,785.53	\$4,780,842.14 I	\$139,746,785.53	\$4,780,842.14 I

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

RECEIPTS

	1928-1929	Increase or Decrease
-State Administration:		
(1) State Board of Education, expenses	\$2,581.74	\$376.42 D
(2) State Board of Examiners, expenses	7,188.98	403.74 D
(3) Office of Commissioner of Education, salaries	129,276.75	729.69 I
(4) Office of Commissioner of Education, expenses	78,128.46	3,678.58 I
Total	\$217,175.93	3,628.11 I
-County Administration:		
(1) County Superintendents, salaries	\$105,000.00	4,754.13 I
(2) County Superintendents, expenses	57,938.84	6,599.26 I
(3) Helping Teachers and other County Officers, salaries and expenses	152,509.20	19,163.85 I
Total	315,448.04	30,517.24 I
-State Institutions:		
(1) State Normal School at Glassboro—		
Appropriated by State for current expense	\$155,719.35	14,032.91 I
Miscellaneous receipts .....	.....	1,126.64 D
Capital Outlay .....	.....	115,000.00 D
(2) State Normal School at Newark—		
Appropriated by State for current expense	207,159.79	1,090.60 I
(3) State Normal School at Trenton—		
Appropriated by State for current expense	273,661.70	11,475.71 I
Appropriated by State for Capital Outlay	101,961.88	101,961.88 I
Received for tuition and board	77,686.60	948.15 I
(4) Montclair State Teachers College—		
Appropriated by State for current expense	229,243.33	30,165.86 I
Appropriated by State for Capital Outlay	325,231.32	75,201.32 I
Received for tuition and board	51,998.50	14,628.96 I
(5) State Normal School at Paterson—		
Appropriated by State for current expense	89,088.47	15,310.64 I
(6) State Normal School at Jersey City—		
Appropriated by State for Capital Outlay	571,436.01	21,436.01 I
Appropriated by State for current expense	60,557.84	60,557.84 I
(7) New Jersey School for the Deaf—		
Appropriated by State for current expense	255,223.88	2,078.06 I
Appropriated by State for Capital Outlay	23,888.60	23,888.60 I
Received for tuition and board	3,437.00	1,344.00 I
(8) Manual Training and Industrial School for Colored Youth—		
Appropriated by State for current expense	125,491.74	9,916.62 D
Appropriated by State for Capital Outlay	208,136.48	208,136.48 I
Received for tuition and board	60,048.38	1,378.24 I
(9) Summer Schools for Training Teachers—		
Appropriated by State for current expense	32,499.76	3,608.21 I
Received for tuition	475.00	100.00 D
(10) Training of Vocational Teachers—		
Appropriated by State and Federal Government ...	67,329.32	4,247.45 I
(11) State University—		
Appropriated by State for current expense	862,138.50	32,208.50 I
Total	3,782,473.45	497,646.16 I
Teachers' Pension and Annuity Fund:		
(1) Operating expenses (Treas. Office)	\$5,410.00	840.00 D
(2) For office expenses, current pensions (matching pay- ments of teachers during year and increase in reserve)	2,969,172.00	274,367.00 I
Total	2,974,582.00	273,527.00 I
State School Fund Expenses	4,000.00	.....

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

RECEIPTS—Continued

RECEIPTS—Continued		1928-1929	Increase or Decrease
F—Current Expenses of Public Schools in Districts:			
(1) Apportioned by State from R. R. Tax	\$1,523,035.68	.....	\$180,891.81
(2) Apportioned for State School Tax	15,829,245.29**	.....	940,628.54
(3) Apportioned for State School Fund	499,928.07*	.....	.05
(4) From District Taxes	51,873,133.92	.....	2,677,809.29
Notes authorized by vote of the district	157,897.44	.....	177,844.66
(5) From Surplus Revenue	26,415.21	.....	1,288.34
(6) From One Percent Emergency Fund	67,238.93	.....	1,620.32
(7) Apportioned for pupils residing in charitable institutions	169,965.00	.....	33,975.00
(8) Interest on deposits within district	171,083.95	.....	16,179.74
(9) Returned premiums fire insurance	12,290.96	.....	2,863.33
(10) Sale of school books and other sources	252,720.30	.....	13,251.97
(11) Re-apportioned balances	205.18	.....	49.10
(12) Tuition receipts	2,950,369.78	.....	377,233.06
Total		\$73,533,529.71	4,033,138.61
G—Repairs and Replacements of Public School Buildings in districts:			
(1) From district taxes	\$3,542,637.23	.....	127,712.83
Notes authorized by vote of the district and additional funds by Board of Estimate	65,762.61	.....	431.72
(2) From other sources	167,414.76	.....	24,737.85
Total		\$3,775,814.60	152,018.96
H—Land, Buildings and Equipment of Public Schools in districts:			
(1) From District Tax	\$1,098,027.14	.....	9,141.79
(2) From sale of bonds or notes	18,011,079.37	.....	2,869,967.41
(3) From other sources	485,782.97	.....	60,634.92
Total		19,594,889.48	2,800,190.70
I—School Libraries:			
(1) From State	\$2,417.00	.....	1,193.00
(2) From District Taxes	128,191.04	.....	3,102.09
(3) From other sources	12,964.61	.....	2,863.51
Total		144,573.55	4,772.60
J—Manual Training in Public Schools:			
(1) From State	\$618,215.42	.....	51,876.54
(2) From District Tax and borrowed on notes	1,805,507.50	.....	139,573.18
(3) From other sources	48,190.70	.....	5,124.42
(4) From Federal Government	1,673.33	.....	1,376.67
Total		2,473,586.95	195,197.45
K—Vocational Education:			
(1) From State	\$122,049.70	.....	204,277.38
(2) From Federal Government	127,488.34	.....	6,726.92
(3) From District Taxes also County Taxes for County Vocational Schools	1,142,363.66	.....	205,028.32
(4) Other sources	61,100.62	.....	13,011.51
Total		1,453,002.32	20,489.41
L—Continuation Schools:			
(1) From District Taxes	\$376,298.80	.....	21,695.88
(2) From Federal Government	39,724.69	.....	1,148.01
(3) From State	2,264.98	.....	19,646.58
(4) Other sources	19,061.92	.....	17,793.78
(5) From County for Continuation Classes in County Vocational Schools	39,211.35	.....	26,627.48
Total		476,561.74	4,226.88

* Money apportioned to Continuation Schools from these amounts.

** Money withheld from Somerset County in 1927 paid in 1929 (\$23,642.70).

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

RECEIPTS—Continued

	1928-1929		Increase or Decrease
M—Evening Schools for Foreign-born Residents:			
(1) From State	\$44,422.00	.....	\$3,408.51 I
(2) From District Taxes	59,205.63	.....	7,859.31 I
(3) From other sources	4,051.52	.....	591.12 I
Total		107,679.15	11,858.94 I
N—Teachers' Libraries:			
(1) From State	\$250.00	.....	150.00 D
(2) From subscriptions	250.00	.....	150.00 D
Total		500.00	300.00 D
O—County Vocational Schools included with Vocational and Continuation Schools.			
P—For redemption of and interest on bonds and notes within the district and payments to sinking fund:			
(1) From District Tax	\$14,697,504.27	.....	363,318.33 I
(2) Other sources	294,303.84	.....	129,930.57 I
Total		14,991,808.11	493,248.90 I
Balance on hand at beginning of the year also amount reserved to pay outstanding orders (\$1,180,830.40).....		15,901,160.50	1,861,062.57 I
Total receipts during year and balance		\$139,746,785.53	\$4,780,842.14 I

EXPENDITURES

A—State Administration:			
(1) State Board of Education, expenses	\$2,581.74	.....	\$376.42 D
(2) Office of Commissioner of Education—			
Salary of Commissioner	\$12,625.00	.....	2,625.00 I
Salary—Five Asst. Commissioners	33,833.36	.....	1,166.04 D
Salary—Other Special Assistants	37,645.41	.....	645.41 I
Clerical Services	40,422.98	.....	7,287.74 I
Blanks, stationery, printing	33,881.97	.....	4,490.61 I
Pamphlets	7,319.30	.....	194.42 I
Incidental expenses	23,847.25	.....	473.01 D
Teachers' Institutes	4,591.18	.....	414.11 I
Continuation Schools	5,348.76	.....	264.70 I
Efficiency Test Work	5,000.00	.....	12,761.07 D
Exchange of cars—2 Fords and 1 Buick	2,890.00	.....	2,890.00 I
(3) State Board of Examiners	7,188.93	.....	4,408.27 I
Total		\$217,175.93	3,628.11 I
B—County Administration:			
(1) County Superintendents, salary	\$105,000.00	.....	4,754.13 I
(2) County Superintendents, expenses	57,938.84	.....	6,599.26 I
(3) Helping Teachers, salaries and ex- penses	138,194.59	.....	13,149.24 I
(4) County Truant Officer, salary and ex- penses	4,236.50	.....	63.50 D
(5) County Supervisor of Child Study	3,000.00	.....
Total		309,369.93	24,439.12 I
C—State Institutions:			
(1) State Normal School at Glassboro	\$155,719.35	.....	102,093.73 D
(2) State Normal School at Newark	207,159.79	.....	1,090.60 I
(3) State Normal School at Trenton	453,310.18	.....	114,385.74 I
(4) Montclair State Teachers College	606,533.15	.....	120,086.14 I
(5) State Normal School at Paterson	89,088.47	.....	15,310.64 I
(6) State Normal School at Jersey City	631,993.85	.....	81,993.85 I
(7) New Jersey School for the Deaf	282,549.48	.....	27,310.66 I
(8) Industrial School for Colored Youth	393,676.60	.....	199,598.10 I
(9) Summer Schools for training of teachers	32,974.76	.....	3,508.21 I
(10) Training of Vocational Teachers	67,829.32	.....	4,247.45 I
(11) State University	862,138.50	.....	32,208.50 I
Total		3,782,473.45	497,646.16 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

EXPENDITURES—Continued		Increase or	
		1928-1929	Decrease
D—Teachers' Pension and Annuity Fund:			
(1) Operating expenses (Treas. Office) ...	\$5,410.00	.....	\$840.00 D
(2) For office expenses, current pensions (Matching payments of teachers and for reserve)	2,969,172.00	.....	274,367.00 I
Total		\$2,974,582.00	273,527.00 I
E—State School Fund, expenses of administration		\$4,000.00	.....
F—Current Expenses of schools within the districts:			
(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools ex- clusive of costs of manual training and voca- tional training*	\$71,742,540.70	.....	\$3,949,815.85 I
(2) Expenditures for evening schools in districts	422,192.11	.....	49,018.63 I
(3) Expenditures for summer schools in districts	277,060.28	.....	36,361.48 I
(4) Teacher training classes and Hospital School in Jersey City	68,704.44	.....	32,563.81 I
Total		72,510,587.53	4,067,759.77 I
G—Repairs and replacements of public schools within the districts:			
(1) Repairs and replacements		3,799,886.40	255,421.27 I
H—For Land, Buildings and Equipment of public schools within the districts:			
(1) Purchase of land, erecting and enlarging schools, extraordinary repairs and new equipment		23,466,402.63	981,959.17 I
I—School Libraries within the districts		143,445.26	10,544.22 I
J—Manual Training Instruction within the districts		2,399,822.39	98,980.53 I
K—Vocational Instruction within the districts		1,510,390.07	135,759.24 I
L—Continuation Schools, instruction expenses		472,568.20	17,642.62 I
M—Evening Schools for Foreign-born Residents		95,872.31	1,652.44 I
N—Teachers' Libraries		500.00	300.00 D
O—County Vocational Schools, included with regular voca- tional schools.			
P—Redemption of and interest on bonds and notes and payments to sinking fund within the districts ..		14,952,435.41	463,236.71 I
Balance on hand at close of year		11,926,443.62	2,890,327.36 I
Expenditures and balance for previous year		1,180,830.40	839,273.13 I
Total payments and balance		\$139,746,785.53	\$4,780,842.14 I

* (The term "current expenses" as provided for in the School Law does not cover all expenses of operating day schools. To obtain the total operating expenses of day schools there must be added to the cost given above the expenses of repairs and replacements of buildings and equipment and the manual training and vocational costs in day schools for instruction, repair and replacement and other expenses, also cost of school libraries.)

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

COST OF EDUCATION		1928-1929		Increase or Decrease
Based on expenses of maintaining the public day schools.)				
Administration expenses		\$2,168,586.20		\$119,779.43 I
Instruction—				
Supervision	\$5,464,841.69			315,702.35 I
Instruction Proper	50,744,608.29			2,655,147.11 I
		56,208,949.98		2,970,849.46 I
Operation of School Plant		8,096,729.73		367,190.11 I
Maintenance of School Plant		3,861,659.11		267,416.85 I
Coordinate Activities—				
Attendance	\$476,773.57			24,121.73 I
Health	1,354,928.27			148,517.80 I
		1,831,701.84		172,639.53 I
Auxiliary Agencies—				
Library	\$143,445.26			10,544.22 I
Transportation	2,022,161.48			145,609.98 I
Other auxiliary agencies	514,275.16			54,598.21 I
		2,679,881.90		210,752.41 I
Fixed Charges—				
Leasing school rooms	\$44,100.05			5,176.17 D
Pensions	7,468.65			779.47 I
Insurance and workmen's compensation	495,549.83			101,291.27 D
Other fixed charges	22,234.48			8,825.36 D
		569,353.01		114,513.33 D
Total			\$75,416,861.77	3,994,114.46 I
Average yearly cost per pupil based on average enrollment in day schools				
			109.89	4.02 I
Average yearly cost per pupil based on average daily attendance in day schools				
			118.46	4.56 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

ENROLLMENT AND ATTENDANCE

Day Schools Only	1928-1929	Increase or Decrease	
Boys enrolled in day schools	393,476	9,152	I
Girls enrolled in day schools	377,303	7,974	I
Total enrollment in day schools	770,879	17,126	I
Total number of days present	118,976,010	1,091,498½	I
Average daily attendance	636,644	9,577	I
Possible number of days attendance	128,246,016½	1,415,426½	I
Average attendance of each pupil	154 days	2 days	D
Total number of days absent	9,261,008½	323,928	I
Average absence of each pupil	12 days		
Percent of attendance .....	.9278		
Total attendance in day and evening schools including all allowances as per law (not actual attendance)	121,056,918	1,113,623	I
Total number of times tardy	664,976½	9,993½	D
Less than one tardy session per pupil:			
Pupils neither absent nor tardy	46,090	4,133	D
Sessions truant	61,197½	7,600½	I
Total number of days transported	8,561,242½	744,575½	I
Pupils transported from without the district for whom cost of transportation is paid	19,755	1,406	I
Pupils transported from within the district for whom cost of transportation is paid	40,019	3,668	I
Number of tuition pupils sent to other districts:			
High school	21,659	1,755	I
Elementary	3,766	405	I
Number of tuition pupils received including those for whom tuition is paid by parents or others:			
High school	21,331	1,094	I
Elementary	7,992	891	I
Cases of suspension or expulsion during the year..	2,014	216	I
Number of pupils enrolled in:			
Rural schools—one room	10,197**	1,112	D
Rural schools—two rooms	11,672**	776	D
Kindergarten	46,069	475	I
Grade I	108,191	1,334	D
Grade II	82,147	1,553	I
Grade III	79,428	1,974	I
Grade IV	77,123	425	D
Grade V	78,081	592	I
Grade VI	71,808	2,306	I
Grade VII	51,685		
Grade VIII	41,050		
Approved Junior High Schools:			
Grade VII	10,158*		
Grade VIII	9,663*		
Grade IX	10,376*		
Senior High Schools in districts maintaining Approved Junior High Schools:			
Grade X	7,053*		
Grade XI	4,801*		
Grade XII	3,785*		
Four Year High Schools:			
Grade IX	32,256*		
Grade X	22,203*		
Grade XI	15,118*		
Grade XII	12,173*		
Subnormal Classes	3,817	218	I
Training Classes	166	89	D
Anaemic Classes	466	224	I
Backward and Incurable Classes	1,259	372	D
Crippled Classes	683	418	I
Classes for the blind	120	38	I
Classes for the deaf	146	8	I
Other Special Classes	754	105	D
Day Vocational Classes including County Vocational ..	6,712	4,088	I
County Day Vocational Classes		3,667	D
Continuation Classes including County Vocational ..	10,009	518	I
County Continuation Classes		1,941	D
Number of pupils on part-time (Less than legal amount of school time)	9,018	1,838	I
Number Elementary Manual Training pupils	149,560	764	D
Number High School Manual Training pupils	36,562	3,646	I
Total number Manual Training pupils	186,002	2,882	I

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

ENROLLMENT AND ATTENDANCE

Evening Schools		1928-1929	Increase or Decrease	
Number of evenings schools were maintained including legal holidays and institute days		68	1	I
Number of weeks schools were maintained		21	3	I
Male pupils enrolled		7,988	205	D
Female pupils enrolled		7,317	361	I
Total pupils enrolled in evening schools		15,305	156	I
Total attendance (1 night=½ day does not include allowances)		419,452	30,210	I
Average evening attendance		8,112	506	I
Amount expended for salaries of janitors		\$22,197.84	\$2,328.96	D

Accredited Evening High School		1928-1929	Increase or Decrease	
Number of evenings schools were maintained		134	52	D
Number of weeks schools were maintained		31	6	D
Male pupils enrolled		2,783	732	I
Female pupils enrolled		2,026	957	I
Total pupils enrolled in evening high school		4,809	1,689	I
Total evenings attendance		277,180½	76,973	I
Average evenings attendance		1,855	367	I
Amount expended for salaries of janitors		\$6,174.61	\$5,274.61	I

Summer Day Schools		1928-1929	Increase or Decrease	
Number of teachers:				
Men		279	43	I
Women		1,203	102	I
Total		1,482	145	I
Actual number of days school was kept open		28		
Number of pupils enrolled in Elementary		34,769	916	I
Number of pupils enrolled in High School		9,476	1,869	I
Total days attendance		883,227½	68,704½	I
Average daily attendance		34,842	404	I

Vocational Day Schools (Includes County Voca.)		1928-1929	Increase or Decrease	
Number of days schools kept open		186	3	D
Possible number of days attendance		862,597.16	403,246.66	I
Number of days present		908,687	477,979	I
Number of pupils enrolled		6,712	4,088	I
Average attendance		4,103	1,838	I

Continuation Schools		1928-1929	Increase or Decrease	
Number of hours school kept open		1,211	290	I
Possible number of hours attendance		2,318,459½	48,222.17	D
Number of hours present		2,112,625½	98,329.17	D
Number of pupils enrolled		19,009	518	I
(This includes County Continuation)				

Manual Training Evening		1928-1929	Increase or Decrease	
Number of evenings kept open		69	20	I
Number of pupils enrolled		16	334	D

Vocational Evening		1928-1929	Increase or Decrease	
Number of evenings kept open		72	4	D
Number of pupils enrolled		15,391	2,794	I

Evening School for Foreign-Born Residents		1928-1929	Increase or Decrease	
Number of evenings school kept open		74	1	D
Number of pupils enrolled		8,196	227	D

Colored Pupils in Day Schools		1928-1929	Increase or Decrease	
Number of school buildings used exclusively for colored pupils		62	1	D
Number of colored teachers employed:				
Men		44	5	I
Women		362	22	I
Total		406	27	I
Average salary:				
Men		\$1,625	\$71	D
Women		\$1,539	\$52	I
Number of colored pupils enrolled in colored schools		12,591	416	I
Number of colored pupils enrolled in all other schools		30,235	2,115	I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

NUMBER OF TEACHERS—DAY AND EVENING	1928-1929			Increase or Decrease		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening	4,447*	23,120*	27,567*	408*I	750*I	1,153*I
Superintendents	39	.....	39	...	...	...
Assistant Superintendents	15	5	20	1 D	1 D	2 D
Director County Vocational	3	.....	3	3 I	...	3 I
Assistant Director County Vocational	1	.....	1	1 I	...	1 I
Approved Supervising Principals	69*	5	74*	...	...	...
Unapproved Supervising Principals	103	9	112	5 I	3 D	2 I
Non-teaching Principals	395*	315	710*	13*I	22 I	35*I
Supervisors	9	82	91	1 D	...	1 D
Special Supervisors	109	361	470	5 D	3 D	8 D
Teachers—Rural Schools—one room	27	803	330	7 D	14 D	21 D
Teachers—Rural Schools—two rooms	35	312	347	8 D	29 D	37 D
Kindergarten Teachers .....	...	833	833	...	4 I	4 I
Teachers—Grades I-IV	6	8,638	8,644	3 D	253 I	250 I
Teachers—Grades V-VIII	363	6,358	6,721	51 I	142 I	193 I
Teachers—Grades VII-IX—Junior High	200	812	1,012	14 I	44 I	58 I
Teachers—Grades X-XII—Junior High	220	376	596	22 I	40 I	62 I
Teachers—Grades IX-XII	1,093	2,027	3,120	26 I	75 I	101 I
Short Term Teachers	22	122	144	15 I	14 I	29 I
Substitute Teachers	6	39	45	...	5 D	5 D
Special Teachers—Ungraded, backward and incorrigible classes	10	128	138	5 D	10 I	5 I
Special Teachers—Crippled Classes	1	39	40	1 I	20 I	21 I
Special Teachers—Subnormal Classes	19	259	278	7 I	14 I	21 I
Special Teachers—Deaf Classes .....	...	18	18	...	1 I	1 I
Special Teachers—Blind Classes .....	...	8	8	...	1 I	1 I
Special Teachers—Unclassified	211	831	1,042	36 I	87 I	123 I
Manual Training Teachers	443	401*	844*	26 I	15*I	41*I
Evening Manual Training Teachers	9	8	17	13 D	2 I	11 D
Vocational School Teachers	197	91	288	104 I	35 I	139 I
Evening Vocational School Teachers	341	112	453	89 I	6 D	83 I
Evening School Teachers	288	289	577	10 I	8 I	18 I
Accredited Evening High School Teachers	91	38	129	29 I	21 I	50 I
Teachers in Evening School for Foreign-born residents	61	145	206	2 D	3 I	1 I
Afternoon class English to Foreign-born Adults .....	...	3	3	...	3 I	3 I
Teachers—Continuation Schools—full time	47	87	134	1 I	4 I	5 I
Teachers—Continuation Schools—part time	14	23	37	5 D	9 D	14 D
Helping Teachers .....	...	43	43	...	2 I	2 I
College Graduates, men and women .....	...	...	5,956	...	...	526 I
Normal School Graduates, men and women .....	...	...	14,442*	...	...	1,744*D
Graduates of all other schools, men and women .....	...	...	5,768	...	...	2,245 I

* Fractional teacher due to teaching in various districts and counties.

SALARIES OF TEACHERS

Average salary per year paid to all day school teachers (28, 126—7=10) not including superintendents, assistant superintendents or evening school teachers of any kind

\$2,007.14 \$76.03 I

Average salary per month paid to all day school teachers

214.67 9.23 I

Average salary per year paid to—

	Men	Women	Men	Women
Superintendents	\$7,096	.....	\$240 I	.....
Assistant Superintendents	6,193	\$5,460	465 I	\$493 I
Director County Vocational School	6,634*	.....	...	...
Assistant Director County Vocational School	5,050*	.....	...	...
Approved Supervising Principals	4,447	3,575	189 I	135 I
Unapproved Supervising Principals	4,109	3,233	111 I	\$16 I
Non-teaching Principals	4,105	3,110	99 I	37 I
Supervisors	4,967	3,199	642 I	162 I
Special Supervisors	3,044	2,286	148 I	42 I
Rural School Teachers—one room	1,173	1,135	44 I	23 I
Rural School Teachers—two rooms	1,382	1,229	48 I	39 I
Kindergarten Teachers .....	.....	1,901	...	44 I
Elementary Teachers:				
Grades I-IV	1,592	1,704	73 I	81 I
Grades V-VIII	1,841	1,879	34 I	47 I
Junior High School Teachers:				
Grades VII-IX	2,105	2,216	27 D	15 D
Grades X-XII	2,912	2,500	90 I	89 I

* Not reported last year.

COMMISSIONER OF EDUCATION

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SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1928, and Ending June 30, 1929

High School Teachers:							
Grades IX-XII	2,747	2,403	44	D	67	I	
Short Term Teachers	1,216	992	141	D	125	D	
Substitute Teachers	681	918	369	D	53	I	
Special Teachers—Ungraded, backward and incorrigible classes	2,289	1,862	214	I	40	I	
Special Teachers—Crippled classes	2,400*	2,547	...		183	D	
Special Teachers—Subnormal classes	2,020	2,325	43	I	39	I	
Special Teachers—Deaf classes .....	...	2,734	...		129	I	
Special Teachers—Blind classes .....	...	2,866	...		33	I	
Special Teachers—Unclassified	2,503	2,091	165	I	32	I	
Manual Training Teachers	2,415	2,099	32	I	66	I	
Vocational School Teachers	2,705	2,366	60	D	204	I	
Continuation School Teachers—full time	2,400	2,289	8	I	18	D	
Continuation School Teachers—part time (per hour basis)	2.43	2.22	.30	I	.62	I	
Helping Teachers .....	...	2,810	...		33	D	
Average salary per night to—							
Manual Training Teachers	4.25	4.75	.67	D	.35	I	
Vocational Teachers	5.23	4.94	.65	D	.13	D	
Regular Evening School Teachers	4.55	3.96	.21	D	.08	D	
Accredited Evening High School Teachers	6.10	5.29	.55	D	.68	D	
Evening Schools for Foreign-born Residents—Teachers	4.77	4.19	.10	I	.04	I	
Afternoon English class (per hour basis) .....	....	2.00*	...		...

SCHOOL TERM

Average time the schools were maintained (a school month is 20 days)	9 mos. 7 days	1 day	D
--	---------------	-------	---

SCHOOL DISTRICTS, HOUSES, ETC.

	1928-1929	Increase or Decrease	
School districts	539	4	I
Buildings owned	2,313	69	I
Buildings rented	68	12	I
Total school buildings	2,381	81	I
Total rooms used	22,702*	22,702	I
Total number of classrooms	20,793	727	D
Classrooms used	20,283	691	D
Classrooms not used	510	36	D
Buildings completed during the year	53	11	I
Buildings enlarged during the year	57	1	D
Buildings remodeled during the year	30*	80	I
Buildings abandoned during the year	49*	49	I
One-room buildings	463	83	I
Two-room buildings	305	13	D
Three-room buildings	56	3	D
Four-room buildings	242	7	I
Five or more room buildings	1,247	45	I
Portable buildings	108*	108	I
Number of new classrooms added during year ...	695	229	I
Number of rooms used in portable buildings ...	144	19	I
Number of rooms used in rented buildings	122	36	I
Number of basement rooms used for classroom purposes	293	191	I
Number of manual training and domestic science rooms used	1,276*	1,276	I
Number of laboratories and other special rooms .	1,143*	1,143	I
Total number of seatings	800,550	27,977	I

VALUATION OF SCHOOL PROPERTY

Total value of school property	\$271,225,536.33	\$17,973,833.20	I
Average value of New Jersey school buildings ..	113,912.45	3,803.02	I

GRADUATES OF STATE NORMAL SCHOOLS

Trenton	321	34	I
Montclair State Teachers College	204	87	D
Newark	491	58	I
Glassboro	240	15	I
Paterson	204	51	I

* Not reported last year or classified differently.

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

	1925	1926	1927	1928	1929	Increase or Decrease	
Total enrollment of pupils in all schools, day and evening	729,446	744,266	756,087	772,022	790,993	18,971	I
This enrollment divided:							
Day schools	702,690	720,346	739,010	753,753	770,879	17,126	I
Evening schools	26,756	23,920	17,077	18,269	20,114	1,845	I
Boys in day schools	357,851	367,292	376,278	384,324	393,476	9,152	I
Girls in day schools	344,839	353,054	362,732	369,429	377,403	7,974	I
Boys in evening schools	15,806	13,218	9,503	10,244	10,771	527	I
Girls in evening schools	10,950	10,702	7,574	8,025	9,343	1,318	I
Average daily attendance in day schools....	573,986	586,823	612,381	627,067	636,644	9,577	I
Average absence of each pupil in days.....	13	13	II	12	12	....
Enrollment in:							
Kindergarten	42,065	44,318	46,577	45,594	46,069	475	I
*Primary schools	316,550	321,361	327,759	345,141	349,889	1,748	I
*Grammar schools	222,604	232,166	239,124	255,902	242,624	13,278	D
*High schools	86,885	90,306	94,081	100,045	107,765	7,720	I
One-room rural schools	13,668	12,309	11,595	11,309	10,197	1,112	D
Two-room rural schools	14,641	13,399	13,107	12,448	11,672	776	D
Teachers, total number	23,636	24,405	25,354	26,414	27,567†	1,153†	I
Men	3,510	3,682	3,817	4,044	4,447†	403†	I
Women	20,126	20,723	21,537	22,370	23,120†	750†	I
Teachers:							
One-room rural schools, total	415	387	370	351	330	21	D
Men	66	50	41	34	27	7	D
Women	349	337	329	317	303	14	D
Two-room rural schools, total	412	380	391	384	347	37	D
Men	56	44	46	43	35	8	D
Women	356	336	345	341	312	29	D
Kindergarten, total	755	779	811	829	833	4	I
Primary schools, total	7,773	7,973	8,201	8,394	8,644	250	I
Men	10	11	7	9	9	3	D
Women	7,763	7,962	8,194	8,385	8,638	253	I
Grammar schools, total	5,928	6,225	6,419	6,528	6,721	193	I
Men	311	349	359	312	363	51	I
Women	5,617	5,876	6,060	6,216	6,358	142	I

* 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 and counties.

**STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD
OF FIVE YEARS—(Continued)**

	1925	1926	1927	1928	1929	Increase or Decrease	
Teachers:							
High schools, total	3,108	3,217	2,887	3,019	3,120	101	I
Men	1,074	1,142	1,022	1,067	1,093	26	I
Women	2,034	2,075	1,865	1,952	2,027	75	I
Manual training, total	694	732	756	803	844†	41†	I
Men	354	378	386	417	443	26	I
Women	340	354	370	386	401†	15†	I
Salaries of teachers, total	\$39,847,567.48	\$42,848,860.44	\$46,086,582.94	\$48,493,911.43	\$52,439,959.84	\$3,946,048.41	I
Average salary per year paid to all-day school teachers	1,785.77	1,852.12	1,907.95	1,931.11	2,007.14	76.03	I
One-room rural schools:							
Men	1,089.41	1,107.10	1,098.17	1,129	1,173	44	I
Women	1,037.98	1,060.54	1,090.58	1,107	1,135	28	I
Kindergarten	1,715.32	1,767.31	1,811.59	1,857	1,901	44	I
Primary schools:							
Men	1,675.00	1,464.09	1,514.28	1,519	1,592	73	I
Women	1,546.10	1,593.40	1,642.96	1,673	1,704	31	I
Grammar schools:							
Men	1,732.25	1,803.98	1,827.12	1,807	1,841	34	I
Women	1,709.67	1,744.70	1,791.12	1,832	1,879	47	I
High schools:							
Men	2,647.45	2,694.96	2,754.87	2,791	2,747	44	D
Women	2,116.98	2,199.94	2,254.17	2,336	2,403	67	I
Schools in session, days	189	186	189	188	187	1 day	D
School districts, number	517	523	534	535	539	4	I
School buildings	2,225	2,240	2,287	2,300	2,381	81	I
Valuation of school property	\$185,677,876.99	\$212,743,705.10	\$241,512,241.97	\$253,251,703.13	\$271,225,536.33	\$17,973,833.20	I
Buildings completed during year	68	45	54	42	53	11	I
One-room buildings	540	514	511	430	463	33	I
Graduates of State normal schools:							
Trenton	254	162	231	287	321	34	I
Montclair State Teachers College	192	244	276	291	204	87	D
Newark	427	415	382	433	491	58	I
Glassboro	174	172	206	225	240	15	I
Paterson	95	141	100	153	204	51	I
Totals	1,142	1,134	1,195	1,389	1,460	71	I

† Fractional teacher due to teaching in various districts and counties.

CURRENT EXPENSES FOR EDUCATION

July 1, 1928, to June 30, 1929

Salaries, City Superintendents, Supervising Principals and Teachers	\$50,187,430.13	
		71.2%
Operation of school plant	8,096,729.73	
		11.5%
Maintenance of school plant (included in this is apparatus)	3,861,659.11	
		5.5%
Administrative expenses in school districts	1,796,001.50	
		2.5%
Supplies, summer school expenses	1,890,955.26	
		2.7%
Transportation expense	2,022,161.48	
		2.9%
Textbooks	1,291,582.15	
		1.8%
Medical inspection, supplies and expenses	1,354,928.27	
		1.9%
	<hr/>	
	\$70,501,447.63	

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1927			1928			1929		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$700	3	8	11	2	1	3	6	2	8
\$700 to \$799	1	13	14	2	4	6	1	2	3
800 to 899	9	76	85	3	48	51	4	29	33
900 to 999	11	179	190	13	171	184	4	146	150
1000 to 1099	15	560	575	16	509	525	15	440	455
1100 to 1199	20	941	961	13	896	909	17	871	888
1200 to 1299	41	1669	1710	36	1617	1653	39	1660	1699
1300 to 1399	49	1529	1578	37	1599	1636	45*	1484	1529*
1400 to 1499	70	1553	1623	74	1572	1646	55	1645*	1700*
1500 to 1599	71	1577	1648	92	1536	1628	109	1543	1652
1600 to 1699	120	1540	1660	116	1460	1576	108	1457	1565
1700 to 1799	104	1388	1492	121	1359	1480	131	1320	1451
1800 to 1899	154	1513	1667	145	1369	1514	160	1309	1469
1900 to 1999	138	1256	1394	139	1263	1402	130	1289	1419
2000 to 2499	610	4142	4752	619	4790	5409	654	4915	5569
2500 to 2999	520	1996	2516	551	2279	2830	531*	2629	3160*
3000 to 3499	383	445	828	450	630	1080	499*	928	1427*
3500 to 3999	255	161	416	270	212	491	320	310	630
4000 to 4499	244	91	335	212	131	343	225*	142	367*
4500 to 4999	67	17	84	114	27	141	116	31	147
5000 to 5499	63	5	68	52	6	58	60*	5	65*
5500 to 5999	27	1	28	40	3	43	57	5	62
6000 to 6999	29	....	29	37	....	37	36	....	36
7000 and over	29	1	30	33	1	34	44	1	45

* Fractional teacher due to teaching in various districts and counties.

SOURCES OF INCOME

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

1. Income from State School Fund	\$500,000.00	
2. Appropriated by Legislature from State Funds	1,219,103.01	
3. Appropriated by Legislature from Railroad Tax	8,099,624.85	
State Administration	\$217,175.93	
County Superintendents	105,000.00	
State Institutions	2,350,909.89	
Pension and Annuity Fund	2,974,582.00	
Vocational Schools	122,049.70	
Manual Training	618,215.42	
Evening Schools for Foreign-born Residents	44,422.00	
Counties to Distribute	1,667,269.91	
4. Appropriated by Federal Government		195,368.43
5. State School Tax		16,082,454.88
1928 Tax	\$16,038,812.18	
1927 Tax*	23,642.70	
6. Surplus Revenue		27,319.31
7. District Taxes		74,096,808.15
8. County Taxes		723,212.13
9. Sale of Bonds		18,011,079.37
10. Other Sources		4,888,985.27
11. Balances beginning of year		15,901,160.50
12. Re-apportioned balances		1,669.63
Grand total receipts for the year		\$139,746,785.53

* Money withheld from payments in 1927-28.

SCHOOL PROPERTY

The reported valuation of school property increased during the year from \$253,251,703 to \$271,225,536. Reported valuations for the past ten years are in round numbers as follows:

1920	\$102,000,000	1925	\$185,000,000
1921	116,000,000	1926	212,000,000
1922	133,000,000	1927	241,000,000
1923	151,000,000	1928	253,000,000
1924	170,000,000	1929	271,000,000

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

INDEBTEDNESS STATEMENT

June 30, 1929

Outstanding July 1, 1928	\$182,963,145.23
Bonds and Notes issued during year	21,178,817.60
Redeemed during year from District Taxes	5,607,189.61
Redeemed during year from Sinking Funds	853,698.49
Outstanding June 30, 1929	197,683,074.73
Amount in Sinking Fund June 30, 1928	14,568,792.94
District Taxes for Sinking Fund Requirements	722,761.80
Receipts from Interest and Other Sources	674,908.53
Total Sinking Fund Receipts, including amount in Fund June 30, 1928	15,966,463.27
Bonds redeemed during the year from Sinking Fund	853,698.49
Paid for premium on investments, etc.	11,597.65
Amount of money in Sinking Fund June 30, 1929	15,101,167.13

SPECIAL TEACHERS—UNCLASSIFIED

	Special Supervisors		Day Schools	
	Men	Women	Men	Women
Physical training	68	82	155	208
Music	23	117½	12	153
Drawing	2	91½	9	142
Penmanship	3	25	....	15
Others	13	45	35	313
Total	109	361	211	831

**NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED
AS TEACHERS**

	Full	Part
Secretary and District Clerk Offices	173	446
Business Managers' Office	58	1
Superintendents' Office	102	4
Supervisors' Office	162	31
Principals' Office	383	30
Janitors	2,358	587
Attendance Officers	229	382
Medical Inspectors	134	511
Nurses	307	232
Other Employees	697	222
Total	4,603	2,446

PART VI

SECTION A

FINANCIAL AND OTHER STATISTICS BY COUNTIES For Year Ending June 30, 1929

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TABLE 1

DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1929

COUNTIES	Current Expenses	Repairs and Replacements	Land Building Equipment	Library	Manual Training	Vocational	Continuation
Atlantic	\$1,454,449.11	\$109,300.00	\$12,800.00	\$2,000.00	\$56,162.50	\$99,400.00	\$800.00
Bergen	6,179,370.56	431,309.00	117,292.00	12,955.00	186,172.00	1,906.00	15,475.00
Burlington	1,079,980.52	60,850.00	21,000.00	100.00	25,699.25	2,150.00	.....
Camden	3,019,320.93	173,155.07	4,945.43	4,620.00	56,150.00	.....	33,375.00
Cape May	371,313.07	35,790.00	4,200.00	.....	20,000.00	.....	.....
Cumberland	678,490.09	39,350.00	3,600.00	2,695.00	21,850.00	4,575.00	5,230.00
Essex	12,551,132.15	942,189.00	321,055.00	46,960.00	329,224.00	111,602.00	93,200.00
Gloucester	833,359.03	61,350.00	20,963.00	1,550.00	29,450.00	1,800.00	.....
Hudson	7,925,321.65	474,401.75	23,389.80	8,265.00	400,650.00	165,805.00	91,695.00
Hunterdon	328,425.63	21,350.00	8,614.91	40.00	6,850.00	5,085.00	.....
Mercer	2,274,534.80	127,620.41	63,696.75	13,888.83	150,163.22	454.51	34,399.13
Middlesex	2,860,428.46	164,722.00	19,440.00	11,535.00	94,024.00	1,600.00	19,745.00
Monmouth	2,045,573.63	168,679.50	37,741.60	5,780.00	46,023.57	3,250.00	.....
Morris	1,506,090.50	114,265.00	25,000.00	4,130.00	35,625.00	2,000.00	1,000.00
Ocean	457,553.13	53,284.00	485.00	.....	13,500.00	.....	.....
Passaic	4,541,410.45	157,050.00	5,900.00	550.00	175,560.00	57,278.16	66,716.00
Salem	300,530.00	25,450.00	.....	750.00	8,250.00	2,550.00	.....
Somerset	804,796.50	50,000.00	23,700.00	825.00	19,313.00	.....	.....
Sussex	351,630.00	30,823.00	500.00	2,750.00	8,600.00	5,000.00	.....
Union	4,338,445.57	306,688.74	30,049.53	8,170.00	198,767.63	45,399.25	36,938.00
Warren	524,344.58	40,938.15	4,600.00	300.00	14,475.00	700.00	2,200.00
Total	\$54,487,409.27	\$3,588,563.62	\$757,372.42	\$127,923.83	\$1,896,509.17	\$510,554.92	\$400,773.13

TABLE 1—*Continued*
DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1929

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
Atlantic	\$2,000.00	\$563,473.95	\$8,229.33	\$2,207,074.82	\$427,156,734.00	1.54
Bergen	9,467.00	1,690,264.00	38,049.02	8,702,749.67	442,161,990.00	1.908
Burlington	136,460.00	673,922.12	1,549.71	1,886,078.48	67,766,073.00	2.05
Camden	3,000.00	673,922.12	13,489.85	3,881,978.40	342,730,068.00	1.133
Cape May	130.00	48,008.36	5,281.03	470,377.43	100,621,460.00	1.48
Chambersland	130.00	130,820.84	229,187.28	600,394.87	51,426,883.00	1.751
Essex	3,206,453.00	2,492,881.70	118,715.24	11,998,409.06	1,508,372,012.00	1.137
Glooucester	7,150.02	2,388,287.34	118,715.24	11,608,957.88	67,221,475.00	1.78
Hudson	12,368.00	62,697.14	282.18	433,344.86	1,229,008,818.00	1.948
Hammerdon	62,697.14	41,392.93	282.18	433,344.86	28,473,306.00	1.752
Mercer	4,749.33	720,882.19	41,392.93	3,440,532.10	287,301,402.00	1.1975
Middlesex	4,890.00	519,260.14	12,060.85	3,707,684.43	302,142,692.00	1.834
Monmouth	500.00	896,143.48	16,286.73	2,719,977.91	223,733,212.00	1.216
Morris	500.00	424,763.48	8,741.95	2,118,915.38	105,433,454.00	2.000
Ocean	125,897.51	125,897.51	613.59	681,333.23	49,106,160.00	1.224
Pasajic	2,100.00	164,326.88	210.02	5,171,101.51	422,243,183.00	1.225
Salem	58,150.41	58,150.41	2,927.29	455,680.41	34,021,483.00	1.339
Somerset	501,270.75	69,316.83	184.04	1,102,832.54	65,587,692.00	1.681
Sussex	69,316.83	543,428.74	18,000.12	468,803.47	32,968,068.00	1.421
Union	7,060.00	65,200.77	652,765.50	5,342,547.28	459,862,471.00	1.205
Warren					45,122,100.00	1.446
Total	\$54,382,363.12	\$14,266.81	\$125,331.15	\$74,763,086.67	\$6,273,260,375.00	1.1955
						\$887,541.50

TABLE 2.
FINANCIAL REPORT

RECEIPTS FOR CURRENT EXPENSE FROM STATE AND COUNTY FUNDS

COUNTIES.	\$500,000 State School Fund Appropriation	90% State School Tax	10% State School Tax Reserve Fund—Apportioned by County Superintendent	1% Emergency Fund	Apportioned for Pupils Residing in Charitable Institutions	Interest on Surplus Revenue	Reapportioned Balances	Railroad Tax
Atlantic	\$15,006.53	\$1,029,247.73	\$6,755.35	\$2,893.52	\$630.00	\$804.58		\$118,732.58
Bergen	46,211.94	936,252.61	40,925.12	8,000.00	5,490.00	1,311.04	\$38.82	108,004.79
Burlington	12,520.67	167,602.87	227,687.51	14,500.00	3,240.00	4,363.96	205.18	19,334.43
Camden	30,575.92	797,648.92	13,764.07	9,800.00	6,885.00	1,159.83		92,015.67
Cape May	4,021.20	233,420.22	1,810.19	7,500.00	180.00	552.87		26,927.03
Cumberland	9,449.27	128,414.27	103,984.63	4,250.00	2,340.00	1,334.46		14,813.69
Essex	101,041.25	3,517,473.20	45,484.77		41,535.00	196.95	172.54	406,055.09
Gloucester	10,025.47	165,267.96	140,164.45	1,000.00	180.00	1,811.50		19,065.08
Hudson	81,050.51	2,975,524.79	36,485.73		62,235.00	553.51		343,252.38
Hunterdon	4,628.07	66,311.47	103,196.27	1,345.41	3,555.00			7,649.60
Mercer	21,292.80	696,118.29	9,585.17		4,770.00	378.06		80,303.23
Middlesex	27,895.73	450,419.35	125,292.01		5,715.00			51,959.75
Monmouth	18,505.78	513,237.35	8,330.57	2,750.00	10,260.00	3,260.00	829.64	59,206.34
Morris	12,595.26	241,756.25	121,531.02		1,845.00	2,526.73		27,888.67
Ocean	4,064.02	106,908.62	54,924.13	9,200.00	1,620.00	904.10		12,332.83
Passaic	40,108.47	996,491.21	18,055.25	3,000.00	4,590.00	871.83		114,953.83
Salem	5,218.20	82,867.80	69,486.31	2,000.00	6,840.00	2,009.46		9,559.51
Somerset	8,242.39	*168,185.88	*79,932.23		4,545.00	2,869.09	423.45	17,452.65
Sussex	3,928.60	79,714.66	71,412.05		225.00	2,321.34		9,195.77
Union	36,581.53	1,003,465.87	16,467.56	1,000.00	3,285.00			115,758.42
Warren	6,964.46	109,866.00	73,815.98					12,673.99
Total	\$499,928.07	\$14,466,195.32	\$1,369,090.37	\$67,238.93	\$169,965.00	\$27,319.31	\$1,609.63	\$1,667,135.93

* Withheld, 1927—90 per cent State school tax, \$16,895.46; apportioned by county superintendent, \$6,747.24.

TABLE 2—Continued
FINANCIAL REPORT

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	Return Premiums Fire Insurance	Other Sources	
Atlantic	\$1,117,051.07		\$13,674.97	\$1,420.34	\$100,851.00	\$556.56	\$8,998.06	\$2,416,622.20
Bergen	5,531,484.53	\$58,424.21	13,250.29	2,976.68	464,398.43	2,204.24	31,225.82	7,250,207.52
Burlington	961,026.58	7,800.00	2,136.44	899.68	161,751.63	279.63	5,373.41	1,588,721.99
Camden	2,948,391.58	3,848.24	10,939.03	1,726.17	180,088.75	799.87	5,865.41	4,103,508.46
Cape May	351,173.48	2,800.00	3,705.19	471.92	42,483.27	59.93	3,487.10	678,592.42
Cumberland	562,507.42	2,000.00	681.57	701.62	76,076.70		543.94	907,097.57
Essex	12,097,237.10	1,896.99	31,791.82	5,770.66	112,948.99	3,863.17	66,117.53	16,431,495.96
Gloucester	795,437.61	7,000.00	2,091.74	197.57	126,589.00	670.11	4,212.63	1,274,613.12
Hudson	8,582,815.99		10,996.34	599.31	151,725.32	9.38	21,045.50	12,267,193.76
Hunterdon	302,878.40	2,100.00	398.79	304.71	97,687.55	57.24	1,641.64	591,754.15
Mercer	2,145,228.22		11,152.93	355.70	221,807.75	290.48	10,798.38	3,202,081.01
Middlesex	2,719,425.50	10,000.00	6,507.44	896.11	117,596.13	265.72	14,300.02	3,530,272.76
Monmouth	1,946,161.38	11,700.00	8,357.07	1,069.09	275,451.94	508.87	5,025.96	2,864,593.99
Morris	1,373,039.37	18,753.00	11,419.99	1,231.49	203,664.52	29.50	4,509.16	2,020,789.96
Ocean	411,440.00	1,175.00	1,586.26	358.59	66,161.05		740.40	711,415.06
Passaic	4,260,499.57	1,200.00	12,758.23	6,254.28	153,736.05	688.22	12,955.35	5,626,162.29
Salem	331,135.72	2,000.00	1,091.57	15.65	33,240.50	176.29	229.69	545,960.70
Somerset	704,602.62		5,524.21	513.94	104,353.30	691.68	1,887.79	1,609,224.23
Sussex	314,367.96	16,390.00	884.13	243.21	63,220.25	77.88	3,970.73	565,951.28
Union	4,002,912.43		20,984.07	2,812.80	93,310.38	1,012.96	16,278.49	5,313,870.11
Warren	472,256.53		1,142.27	198.15	73,227.27	49.21	3,655.56	753,849.42
Total ..	\$51,931,072.76	\$157,897.44	\$171,083.95	\$28,957.67	\$2,950,369.78	\$12,290.96	\$223,762.63	\$73,743,977.75

TABLE 2—Continued
FINANCIAL REPORT

COUNTIES	RECEIPTS FOR CURRENT EXPENSE		EXPENDITURES FOR CURRENT EXPENSE				Free Balance
	Balance on Hand Beginning of Year	Grands Total of Receipts and Balance of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders		
Atlantic	\$464,046.03	\$2,880,668.32	\$2,610,973.17	\$240,565.15	\$2,641,141.65		\$239,524.27
Bergen	463,615.55	7,713,823.07	7,005,719.94	708,103.13	7,012,360.97		701,462.10
Burlington	147,835.69	1,736,557.08	1,618,145.46	118,411.62	1,618,145.46		118,411.62
Canden	293,094.80	4,396,693.26	4,076,035.15	320,568.11	4,076,035.15		320,568.11
Cape May	130,612.52	809,254.94	682,197.61	127,057.33	682,197.61		127,057.33
Cumberland	153,286.21	1,000,334.78	975,746.68	84,637.10	975,746.68		84,637.10
Essex	860,807.42	17,392,293.08	16,158,589.03	1,133,714.05	16,192,671.09		1,009,612.99
Gloucester	147,195.35	1,421,808.47	1,285,008.96	136,799.51	1,285,008.96		136,799.51
Hampden	411,515.99	12,678,709.73	11,829,450.18	\$36,259.55	11,847,328.40		\$31,851.25
Hampshire	62,001.35	652,815.50	598,276.31	55,539.19	598,276.31		55,539.19
Marblehead	287,392.00	3,789,472.01	3,183,812.10	405,659.82	3,184,978.56		404,494.45
Middlesex	296,321.30	3,736,694.06	3,479,973.08	256,720.98	3,481,588.85		255,015.21
Monmouth	255,612.80	3,120,296.88	2,763,760.60	356,536.28	2,763,760.60		356,536.28
Morris	303,368.67	2,222,699.63	1,692,154.36	229,945.27	1,692,154.50		229,945.17
Ocean	63,289.31	774,704.37	711,073.65	63,630.71	711,073.60		63,630.71
Passaic	101,524.89	5,727,687.18	5,463,065.10	264,622.08	5,463,065.10		264,622.08
Salem	62,784.13	608,744.83	551,073.88	57,670.95	551,073.88		57,670.95
Somerset	118,153.81	1,217,378.64	1,081,702.69	135,675.95	1,081,702.69		135,675.95
Sussex	85,241.81	661,193.69	581,080.22	80,112.87	581,080.22		80,112.87
Union	340,460.39	5,654,330.50	5,184,101.44	470,229.06	5,209,833.08		444,497.42
Warren	66,104.78	819,956.20	765,096.58	54,859.62	765,096.58		54,859.62
Total	\$5,032,337.29	\$78,776,315.04	\$72,619,812.89	\$6,156,502.65	\$72,714,957.46		\$6,061,357.58

TABLE 3
FINANCIAL REPORT

COUNTIES	RECEIPTS FOR REPAIRS AND REPLACEMENTS						
	District Taxes	Notes Authorized by Vote of the District and Additional Funds	Sale of Buildings	Sale of Furniture and Equipment	Sale of Land	From Other Sources	Total Receipts
Atlantic	\$142,232.22	\$2,000.00	\$2,125.00	\$90.10		\$3,520.33	\$147,970.65
Bergen	439,871.20	2,086.65	45.00	344.77		21,692.20	463,818.17
Burlington	72,573.15	800.00	2,226.08	347.13		1,010.04	76,661.97
Camden	294,591.76	100.00		31.38		2,722.31	219,281.53
Cape May	38,091.81			45.00		2,052.54	40,288.85
Cumberland	40,765.00		28.50		\$60.00	3,644.04	43,897.54
Essex	763,011.14	12,000.00		2,151.76		42,680.43	821,823.33
Gloucester	55,450.00	2,609.29	51.00	194.05	1,360.60	323.69	59,988.93
Hudson	455,339.19	39,883.67		59.00		1,555.88	496,888.74
Hunterdon	24,638.63		88.50	45.00		2,640.51	26,802.51
Mercer	169,467.25				50.00	317.86	169,437.11
Middlesex	206,550.00		1,357.00	66.59	1,183.74	3,403.19	212,566.43
Monmouth	146,961.50		535.00	150.00		12,811.00	160,457.59
Morris	122,097.00	400.00	140.00			4,322.42	126,869.42
Ocean	51,055.00					126.93	51,151.93
Passaic	187,749.68	2,000.00		111.15		26,008.95	223,869.18
Salem	24,590.00		152.35	71.00	290.00	116.30	24,829.65
Somerset	51,282.70		998.55	164.80		2,041.36	54,467.41
Sussex	26,977.34	3,573.00	977.50	13.75		55.00	31,806.59
Union	289,225.01		400.00	10.25		8,888.91	298,624.17
Warren	38,152.75			7.00		3,343.15	41,502.90
Total	\$3,542,037.23	\$65,762.61	\$9,121.48	\$3,894.54	\$2,943.74	\$151,482.00	\$3,775,811.00

TABLE 3—Continued
FINANCIAL REPORT

COUNTIES.	RECEIPTS FOR REPAIRS AND REPLACEMENTS		EXPENDITURES FOR REPAIRS AND REPLACEMENTS			
	Balances on Hand Be- ginning 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	\$38,597.06	\$186,573.71	\$166,449.30	\$20,124.41	\$167,394.33	\$19,179.38
Bergen	106,322.27	570,140.44	510,207.66	59,932.78	510,210.91	59,929.53
Burlington	15,167.13	91,229.10	84,845.49	6,413.61	84,815.49	6,413.61
Camden	31,856.18	242,137.71	201,085.12	41,052.59	201,085.12	41,052.59
Cape May	9,662.67	49,951.52	47,193.52	2,758.00	47,193.52	2,758.00
Cumberland	5,960.10	49,857.04	41,918.31	7,939.33	41,918.31	7,939.33
Essex	123,427.23	945,250.56	812,095.21	133,155.35	813,869.40	131,381.16
Gloucester	18,772.17	78,761.10	58,335.66	20,425.44	58,335.66	20,425.44
Hudson	44,864.82	541,703.56	510,256.88	31,446.68	522,264.15	19,439.41
Hunterdon	847.20	27,649.71	25,374.25	2,275.46	25,374.25	2,275.46
Mercer	15,631.39	176,062.50	156,560.34	19,496.16	153,751.86	22,310.64
Middlesex	28,668.36	241,234.79	188,751.28	52,483.51	189,501.01	51,733.78
Monmouth	17,760.99	178,188.58	185,324.37	*7,135.79	185,324.37	*7,135.79
Morris	12,195.92	139,065.34	115,965.48	23,099.86	115,965.48	23,099.86
Ocean	14,258.22	65,410.15	54,068.06	11,342.09	54,068.06	11,342.09
Passaic	19,846.03	245,715.21	191,006.42	54,708.79	191,006.42	54,708.79
Salem	9,006.43	33,836.08	26,991.58	6,844.50	26,991.58	6,844.50
Somerset	13,686.40	68,153.81	58,345.66	9,808.15	58,345.66	9,808.15
Sussex	7,499.54	39,396.13	32,871.20	6,524.93	32,871.20	6,524.93
Union	41,772.52	339,796.69	272,837.64	66,959.05	284,368.38	55,428.31
Warren	5,553.07	47,055.97	35,231.24	11,824.73	35,231.24	11,824.73
Total	\$581,355.70	\$4,357,170.30	\$3,775,690.67	\$581,479.63	\$3,799,886.40	\$557,288.90

* Deficit.

TABLE 4
FINANCIAL REPORT

		RECEIPTS FOR LAND, BUILDINGS, EQUIPMENT						
		Sale of Bonds or Notes for Purchase of Land	District Tax for Pur- chase of Land	Sale of Bonds or Notes to Erect, Enlarge and Furnish School Build- ings	District Tax to Erect, Enlarge and Furnish School Buildings	From Other Sources	Total Receipts	Balance on Hand Be- ginning of Year
Atlantic	\$328,000.00		\$225,000.00	\$82,457.50	\$1,097.75	\$616,525.25	\$751,700.24	
Bergen	325,891.50	40,383.07	1,043,083.32	102,567.62	32,631.37	2,404,526.88	2,006,458.21	
Burlington	5,000.00	2,100.00	68,240.41	28,840.55	250.34	1,104,431.30	15,698.64	
Camden	85,000.00	5,350.00	721,126.00	1,300.00	327,143.28	1,142,513.28	259,867.30	
Cape May	12,000.00		134,886.76	8,000.00		145,736.76	59,501.83	
Cumberland	6,500.00	30,300.00	18,944.74	47,448.64	65.00	143,258.38	127,826.65	
Essex	573,490.00	2,900.00	4,609,143.69	397,213.28	29,522.37	5,532,271.34	2,882,768.66	
Gloucester	6,050.00	6,000.00	172,941.35	21,756.66	725.00	207,473.90	13,578.51	
Hudson	915,107.60	29,878.00	829,677.73	48,035.39	304.01	1,814,603.63	17,066.72	
Monterdon		1,000.00	7,500.00		950.00	9,450.00		
Mercer	30,400.00		1,294,387.22	41,562.25	1,778.23	1,370,800.68	163,878.08	
Middlesex	39,000.00	8,200.00	728,688.50	58,766.46	5,778.23	804,390.23	142,602.65	
Monmouth	64,700.00	5,200.00	453,749.39	22,692.61	58,713.16	604,963.76	158,504.12	
Morris	62,075.00	1,497.00	871,662.65	58,182.80	628.25	1,001,666.30	182,699.17	
Ocean	26,500.00	550.00	201,000.00	10,290.00		237,300.00	391,728.86	
Passaic	38,707.35	3,000.00	235,753.33	3,549.35	1,704.79	303,604.82	523,583.88	
Salem		300.00	11,000.00	3,200.00		205,473.26	578.08	
Somerset	25,300.00	15,000.00	161,000.00	3,913.26	60.00	2,108.32	145,698.51	
Sussex		1,500.00				33,849.16		
Union	512,482.05	15,811.31	1,822,969.70	56,626.21	6,041.48	2,441,473.35	553,249.65	
Warren	800.00	800.00	211,464.52		20,332.50	233,397.02	4,356.67	
Total	\$8,089,203.50	\$170,971.98	\$14,921,576.87	\$927,055.16	\$435,782.67	\$19,594,859.48	\$7,990,787.67	
* Deficit								

TABLE 4—Continued
FINANCIAL REPORT

COUNTIES	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	\$1,308,225.49	\$870,112.39	\$728,140.34	\$675,534.88	\$722,690.61
Bergen	1,470,833.69	2,093,438.63	366,922.46	3,965,263.02	353,692.06
Burlington	130,033.84	83,600.19	34,349.68	80,060.06	34,949.68
Camden	1,402,280.58	1,718,161.73	24,113.85	1,378,164.73	24,113.85
Cape May	246,288.59	391,306.55	33,432.24	201,866.35	13,432.54
Cumberland	271,053.03	336,133.91	13,823.36	256,136.67	14,889.36
Essex	8,355,040.80	6,354,832.11	1,400,197.83	7,446,832.50	938,167.30
Gloucester	22,462.41	217,354.44	3,111.91	214,354.14	3,111.91
Hudson	1,891,975.59	1,273,931.39	557,042.45	1,289,383.16	541,687.49
Hunterdon	4,672.45	3,849.35	85,846.07	9,810.56	*5,846.07
Monroe	1,323,747.60	1,671,741.46	169,955.96	1,409,098.51	127,679.05
Middlesex	1,942,702.90	945,357.12	67,345.18	977,212.73	65,486.17
Mumfouth	763,496.88	656,172.65	197,227.23	657,975.08	106,524.80
Warren	1,126,134.47	871,568.29	253,585.97	877,568.50	273,565.97
Ocean	328,028.99	246,174.22	52,851.64	275,174.22	52,851.64
Passaic	835,278.70	755,761.38	11,914.62	755,361.08	71,914.62
Salem	21,678.68	20,231.17	843.91	20,234.17	843.91
Somerset	351,171.57	324,843.55	26,328.02	324,843.55	26,328.02
Sussex	37,517.48	43,276.31	*5,718.83	43,236.51	*5,718.83
Union	2,997,725.69	2,332,169.87	765,613.12	2,513,402.13	484,320.87
Warren	237,133.69	176,499.34	61,554.35	176,196.34	61,554.35
Total	\$27,585,677.15	\$22,657,340.29	\$4,928,436.86	\$27,461,402.63	\$4,119,274.52

* Deficit.

TABLE 5
FINANCIAL REPORT

COUNTIES	RECEIPTS FOR LIBRARY					EXPENDITURES FOR LIBRARY				
	State Library Commis- sion	District Tax	Other Sources	Total Receipts	Balance on Hand Be- ginning Year	Total Receipts and Balance on Hand Be- ginning Year	Cash Expenditures Dur- ing Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	\$110.00	\$1,700.00	\$1,041.28	\$2,911.28	18,387.74	\$18,599.02	\$1,740.57	\$8,158.25	\$3,752.48	\$7,146.64
Bergen	570.00	17,425.41	4,814.86	22,810.27	6,978.91	28,789.18	22,523.94	6,265.24	22,523.94	6,265.24
Burlington	100.00	1,906.04	81.80	2,087.84	965.63	3,053.47	2,338.54	514.43	2,338.54	514.43
Camden	100.00	4,818.00	87.98	5,005.98	165.50	5,171.48	5,029.04	292.44	5,029.04	292.44
Cape May .....	.....	.....	.....	.....	957.63	957.63	236.33	717.30	236.33	717.30
Cumberland	150.00	2,707.08	244.50	3,101.67	217.17	3,418.84	3,160.21	258.63	3,160.21	258.63
Essex	110.00	35,788.00	2,198.80	38,086.80	8,877.50	46,964.30	29,081.39	9,985.06	37,980.78	9,765.58
Gloucester	175.00	1,309.00	253.00	1,831.00	329.08	2,160.08	1,714.02	630.16	1,714.02	1,714.02
Hudson	140.00	8,980.73	64.35	9,174.08	632.17	10,106.25	9,849.77	256.48	9,876.70	229.46
Hunterdon	10.00	40.00	.....	50.00	258.93	308.93	135.89	173.04	135.89	173.04
Mercer	80.00	14,259.77	172.06	14,436.83	17,137.14	31,623.97	15,234.25	16,389.72	15,234.25	16,389.72
Middlesex	210.00	11,145.00	371.23	11,726.23	1,718.32	13,444.55	11,456.43	1,988.12	11,565.98	1,878.57
Monmouth	290.00	8,298.20	127.63	8,625.83	912.32	9,538.14	8,390.06	1,178.08	8,390.06	1,178.08
Morris	100.00	3,610.00	.....	3,710.00	1,057.74	4,767.74	4,081.54	736.20	4,081.54	736.20
Ocean	70.00	2,520.00	.....	2,590.00	837.23	3,427.23	2,379.11	1,068.12	2,379.11	1,068.12
Passaic	90.00	570.00	1,722.08	2,392.08	615.06	3,007.14	1,357.01	1,650.90	1,357.01	1,650.90
Salem	190.00	550.00	150.50	1,090.50	741.36	1,791.86	918.53	783.42	918.53	783.42
Somerset	370.00	550.00	387.22	1,297.22	238.73	1,535.95	1,208.73	325.22	1,208.73	325.22
Sussex .....	.....	2,000.00	.....	2,000.00	201.03	2,201.03	2,829.73	378.70	2,829.73	378.70
Union	450.00	8,654.86	650.66	10,055.52	2,529.27	12,584.79	10,792.57	1,792.22	10,792.57	1,792.22
Warren	152.00	313.85	191.90	657.84	276.12	883.97	518.80	365.17	518.80	365.17
Total	\$3,417.00	\$128,191.94	\$12,964.01	\$144,573.55	\$17,273.31	\$191,847.16	\$143,077.00	\$48,769.56	\$143,445.26	\$48,401.90

TABLE 6
FINANCIAL REPORT

COUNTIES	RECEIPTS FOR MANUAL TRAINING					
	State Appropriation	Federal Funds	District Taxes	Subscriptions, Entertainments, Etc	Sale of Materials and Products	Other Sources
Atlantic	\$25,612.50		\$64,712.50		\$622.65	
Bergen	105,426.28		163,486.28		3,987.64	\$1,281.70
Burlington	25,635.89		26,128.39		1,775.30	400.00
Camden	37,175.00		53,500.00		888.68	9.28
Cape May	12,400.00		15,500.00		125.50	36.93
Cumberland	14,500.00		24,350.00		1,086.88	
Essex	65,500.00		308,570.34		10,487.88	9,637.39
Gloucester	27,175.00	\$1,673.33	25,875.00		759.66	1,635.61
Hudson	49,500.00		423,308.25		70.89	1.50
Hunterdon	6,150.00		6,060.00		774.65	50.00
Mercer	17,500.00		147,659.24		1,347.83	5.50
Middlesex	33,350.00		76,710.00		1,187.60	1,206.73
Monmouth	37,165.00		43,450.00		825.06	6.90
Morris	26,075.75		34,300.00		559.89	349.55
Ocean	5,250.00		5,250.00		75.20	
Passaic	28,550.00		162,590.00		4,617.40	291.92
Salem	7,150.00		7,650.00		142.71	35.00
Somerset	18,000.00		19,250.00		512.65	
Sussex	7,150.00		7,150.00		447.15	325.00
Union	61,900.00		176,337.50		2,197.51	93.35
Warren	7,050.00		13,700.00		381.61	
Total	\$618,215.42	\$1,673.33	\$1,805,507.50		\$32,774.34	\$15,416.36
						\$2,473,586.96

TABLE 6—Continued
FINANCIAL REPORT

COUNTIES	RECEIPTS FOR MANUAL TRAINING		EXPENDITURES FOR MANUAL TRAINING			
	Balance on Hand Be- ginning 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	\$45,157.16	\$136,104.81	\$88,624.44	\$47,480.37	\$88,627.49	\$47,477.32
Bergen	47,788.37	321,920.27	275,283.26	46,637.01	275,416.31	46,503.96
Burlington	*4,089.57	49,850.01	46,942.27	2,907.74	46,942.27	2,907.74
Camden	20,971.43	112,544.39	92,314.71	20,199.68	92,344.71	20,199.68
Cape May	2,663.02	30,725.45	25,684.05	5,041.40	25,684.05	5,041.40
Cumberland	4,067.71	44,004.59	36,020.75	7,983.84	36,020.75	7,983.84
Essex	39,233.73	433,429.34	368,565.22	64,924.12	371,000.51	62,428.83
Gloucester	15,587.42	72,756.02	50,586.55	22,169.47	50,586.55	22,169.47
Hudson	30,978.12	503,858.76	455,235.63	48,623.43	455,451.33	48,407.49
Hunterdon	3,665.92	16,700.57	13,692.49	3,608.08	13,692.49	3,608.08
Mercer	14,560.80	181,063.37	163,268.40	17,794.97	162,944.86	18,058.51
Middlesex	15,977.70	128,432.03	108,539.98	19,892.05	108,858.25	19,573.78
Monmouth	24,737.71	106,184.67	83,673.62	22,511.65	83,673.62	22,511.65
Morris	17,080.62	78,365.81	59,687.62	18,678.19	59,687.62	18,678.19
Ocean	8,815.37	19,390.57	9,109.88	10,280.69	9,109.88	10,280.69
Passaic	22,634.05	218,653.37	199,855.00	18,797.77	199,855.60	18,797.77
Salem	5,761.13	20,738.84	15,449.03	5,289.81	15,449.03	5,289.81
Somerset	8,960.17	46,722.82	32,088.57	14,634.25	32,088.57	14,634.25
Sussex	5,020.39	20,092.54	19,836.68	255.86	19,836.68	255.86
Union	18,261.07	258,789.43	229,591.40	29,198.03	230,980.85	27,808.58
Warren	3,661.83	24,793.44	22,171.57	2,621.87	22,171.57	2,621.87
Total	\$351,474.15	\$2,825,061.10	\$2,395,530.82	\$429,530.28	\$2,399,822.39	\$425,238.71

* Deficit.

TABLE 7
FINANCIAL REPORT

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 Be- ginning of Year	Total Receipts and Balance on Hand Be- ginning of Year	Cash Expenditures Dur- ing Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	\$34,218.68	\$29,659.30	\$137,100.00	\$7,118.25	\$199,687.23	\$49,132.35	\$248,819.58	\$184,033.70	\$64,785.88	\$184,033.70	\$61,785.88
Bergen	462.50	2,081.50	2,081.50	308.50	7,793.50	1,391.12	9,184.62	8,275.32	931.10	3,258.32	911.10
Burlington	2,625.00	3,166.00	4,100.00	308.50	10,259.50	6,273.75	16,533.25	15,652.42	884.20	6,252.42	984.20
Camden	10,000.00		99,260.00	1,051.36	111,511.36	11,692.56	123,203.92	117,419.73	5,666.99	122,057.00	159.75
Capo May	2,700.00	2,500.00	1,500.00	40.00	6,740.00	8,256.76	14,996.76	14,975.45	7,021.88	7,975.07	921.77
Cumberland	2,500.00	2,500.00	7,500.00	40.00	10,540.00	6,514.46	16,054.46	15,735.07	4,119.39	12,735.07	4,119.39
Essex	36,102.72		511,523.19	28,934.25	579,730.67	31,863.22	611,593.89	604,285.86	7,310.33	606,496.62	5,009.57
Gloucester											
Hudson		13,394.33	135,064.00	187.00	148,635.33	48,026.11	226,661.44	184,846.30	27,351.74	168,635.33	20,386.22
Montpelier		4,100.00	3,585.00	2,636.17	10,461.17	6,383.97	16,845.14	18,311.02	5,862.12	18,311.02	5,280.12
Mercury		540.00	1,640.21		2,680.21	4,812.28	7,492.49	1,001.50	6,290.99	1,001.50	1,001.50
Middlesex		7,285.91	85,263.34	1,828.45	94,377.61	129,178.85	129,178.85	115,419.30	1,268.81	129,178.85	1,268.81
Monmouth		2,950.00	2,100.00		5,050.00	3,120.01	8,170.01	7,416.04	1,763.87	7,416.04	1,763.87
Morris		1,800.00	2,000.00		3,800.00	412.45	4,212.45	4,081.10	*408.62	4,081.10	*408.62
Ocean											
Passaic		39,242.10	18,522.50	13,109.48	69,633.50	\$8,690.22	78,323.72	115,430.51	\$9,819.01	115,430.51	\$9,819.01
Salem		2,300.00	2,520.00		4,820.00	60.07	4,880.07	5,763.19	572.48	5,763.19	572.48
Somerset											
Sussex											
Town											
Union											
Warren											
Total	\$122,049.70	\$127,488.34	\$1,142,363.06	\$61,104.62	\$1,453,005.32	\$274,397.01	\$1,727,402.33	\$1,459,979.99	\$227,419.34	\$1,510,390.07	\$217,009.26

* Deficit.

TABLE 8
FINANCIAL REPORT

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		\$2,174.91	\$7,007.56			\$9,182.47	\$6,058.13	\$15,240.60	\$5,818.70	\$9,421.90	\$5,818.70	\$9,421.90
Bergen		3,713.72	14,812.50		\$171.92	18,698.14	7,317.39	26,015.53	17,460.25	8,555.28	17,460.25	8,555.28
Burlington		1,395.22	1,935.44			3,330.66	3,300.43	6,631.09	4,400.00	2,231.09	4,400.00	2,231.09
Camden	\$574.51		32,475.00			33,049.51	5,162.63	38,212.14	32,838.49	5,373.65	32,838.49	5,373.65
Cape May												
Cumberland		2,072.32	4,950.00		34.24	7,056.56	2,353.31	10,009.87	7,246.94	2,762.93	7,246.94	2,762.93
Essex		3,364.88	65,970.00	\$22,201.35	18,250.19	109,786.42	24,805.50	134,591.92	113,623.96	20,967.96	118,659.18	15,932.74
Gloucester												
Hudson		12,392.66	91,199.28		30.94	103,622.88	15,799.81	119,422.69	94,779.92	24,642.77	95,060.82	24,361.87
Hunterdon												
Mercer		1,569.61	34,690.00		20.17	36,279.78	2,916.94	39,196.72	36,388.18	2,808.54	36,388.18	2,808.54
Middlesex	1,690.47	3,761.59	18,395.00	17,610.00	114.14	40,971.20	3,994.77	44,965.97	40,333.70	4,632.27	40,350.20	4,615.77
Monmouth												
Morris							1,015.71	1,015.71	705.99	309.81	705.99	309.81
Ocean												
Passaic		4,655.08	69,846.02		350.20	74,851.30	4,676.15	79,527.45	75,346.42	4,181.03	75,346.42	4,181.03
Salem												
Somerset												
Sussex												
Union		3,998.90	32,718.00		90.12	36,807.02	4,637.32	40,844.34	35,608.05	5,236.29	35,653.86	5,190.48
Warren		625.80	2,300.00			2,925.80	198.37	3,124.17	2,639.26	484.91	2,639.26	484.91
Total	\$2,264.98	\$39,724.69	\$376,208.80	\$39,211.35	\$19,061.92	\$476,561.74	\$82,236.46	\$558,798.20	\$467,189.77	\$91,608.43	\$472,568.20	\$86,230.00

TABLE 9
FINANCIAL REPORT

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	\$2,500.00	\$2,500.00	.....	\$5,000.00	\$129.07	\$5,129.07	\$4,724.67	\$404.40	\$4,724.67	\$404.40
Bergen	6,227.00	6,487.00	\$2,102.27	14,816.27	2,598.49	17,414.76	16,700.05	714.71	16,700.05	714.71
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	500.00	2,000.00	.....	2,500.00	2,938.71	5,438.71	937.08	4,501.63	937.08	4,501.63
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	100.00	100.00	.....	200.00	324.40	524.40	320.76	194.64	320.76	194.64
Essex	4,770.00	7,075.00	215.00	12,060.00	5,808.35	17,868.35	8,039.16	9,829.19	8,039.16	9,829.19
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	10,100.00	16,947.93	538.65	27,586.58	7,073.80	34,660.38	28,073.00	6,587.38	28,073.00	6,587.38
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	8,284.59	8,284.59	5,789.00	2,495.59	5,789.00	2,495.59
Middlesex	8,250.00	8,250.00	930.60	17,430.60	8,752.93	26,183.53	10,818.05	15,365.48	10,818.05	15,365.48
Monmouth	975.00	646.00	180.00	1,801.00	954.07	2,755.07	2,139.84	615.23	2,139.84	615.23
Morris	600.00	450.00	.....	1,050.00	*72.54	977.46	353.08	624.38	353.08	624.38
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	2,000.00	2,000.00	85.00	4,085.00	526.30	4,611.30	3,977.58	633.72	3,977.58	633.72
Salem .....	.....	250.00	.....	250.00	149.00	399.00	.....	399.00	.....	399.00
Somerset .....	.....	500.00	.....	500.00	.....	500.00	.....	500.00	.....	500.00
Sumner .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	8,060.00	11,649.70	.....	19,699.70	1,926.83	21,626.53	13,398.18	8,228.35	13,527.62	8,098.91
Warren	350.00	350.00	.....	700.00	520.79	1,220.79	463.42	757.37	463.42	757.37
Total	\$44,422.00	\$59,205.63	\$4,051.52	\$107,679.15	\$39,914.79	\$147,593.94	\$95,742.87	\$51,851.07	\$95,872.31	\$51,721.63

* Deficit.

TABLE 10 FINANCIAL REPORT

COUNTIES	RECEIPTS FOR REDEMPTION OF BONDS, AUTHORIZED NOTES AND INTEREST ON SAME					RECEIPTS FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME			
	District Taxes to Re- deem Serial Bonds	District Taxes to Pay Interest on Bonds	District Taxes to Re- deem Authorized Notes	District Taxes to Pay Interest on Author- ized Notes	District Taxes for Sinking Fund Requirements	Other Sources	Total Receipts	Balance on Hand Be- ginning of Year	Total Receipts and Balance on Hand Beginning of Year
Atlantic	\$168,000.00	\$360,431.87	\$10,125.00	\$1,212.50	\$8,127.81	\$2,197.00	\$550,094.18	\$2,420.25	\$552,514.43
Bergen	613,717.45	851,546.34	51,325.00	25,692.38	84,217.96	30,951.58	1,657,450.71	67,564.50	1,725,015.21
Burlington	114,100.00	119,882.92	23,675.00	3,950.44	4,212.63	13,357.97	279,178.96	*5,770.61	273,408.35
Camden	338,566.10	529,609.93	27,324.70	1,990.86	39,105.95	12,020.94	948,618.48	22,234.77	970,853.25
Cape May	54,400.00	79,708.76	.....	.....	3,651.19	3,665.62	141,425.57	3,294.28	144,719.85
Cumberland	57,200.00	50,401.50	3,000.00	36.00	5,010.04	.....	115,647.54	20,723.38	136,370.92
Essex	990,762.50	1,945,794.74	5,200.00	4,013.24	220,267.17	49,672.45	3,224,710.10	30,855.22	3,255,565.32
Gloucester	120,596.66	124,575.88	27,516.00	3,289.17	1,262.92	368.50	277,709.13	15,361.90	293,071.03
Hudson	819,000.00	1,466,903.00	1,333.33	13,980.16	127,253.89	.....	2,428,470.38	.....	2,428,470.38
Hunterdon	20,700.00	34,781.37	4,000.00	588.75	574.59	.....	60,644.71	1,617.48	62,262.19
Mercer	254,350.00	383,956.13	10,000.00	2,140.00	41,542.37	2,043.75	694,032.25	6,170.74	700,202.99
Middlesex	309,592.50	389,352.81	30,158.28	1,102.17	24,175.50	10,757.36	765,138.62	8,659.06	773,797.68
Monmouth	156,900.00	227,377.45	44,036.07	6,714.97	15,445.24	.....	450,473.73	26,253.17	476,726.90
Morris	151,500.00	158,940.77	9,937.50	679.62	3,659.91	4,604.16	329,321.96	17,978.98	347,300.94
Ocean	51,075.00	61,488.00	9,450.00	1,513.75	630.34	1,002.60	125,159.69	31,157.38	156,317.07
Passaic	345,100.00	641,061.78	3,996.67	.....	90,824.99	137,712.87	1,218,696.31	11,809.23	1,230,505.54
Salem	32,850.00	25,226.50	2,506.00	12.50	.....	.....	60,595.00	3,769.22	64,364.22
Somerset	64,000.00	68,333.12	52,454.70	4,834.04	5,430.51	.....	195,052.37	12,852.46	207,904.83
Sussex	36,826.35	26,250.00	2,700.00	270.00	1,023.46	1,000.00	68,069.81	10,048.07	78,117.88
Union	439,000.00	743,808.10	36,300.00	19,982.37	34,226.74	22,149.60	1,295,556.87	34,697.98	1,330,254.85
Warren	35,200.00	62,219.50	5,500.00	42.88	.....	2,799.38	105,761.74	*1,144.04	104,617.70
Total	\$5,182,436.56	\$8,351,740.47	\$360,538.25	\$92,045.78	\$710,743.21	\$294,303.84	\$14,991,808.11	\$320,553.42	\$15,312,361.53

* Deficit.

TABLE 10—Continued
FINANCIAL REPORT

COUNTIES.	EXPENDITURES FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME				RESERVE TO PAY OUTSTANDING ORDERS		
	Cash Expenditures	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance	Receipts—Balance on Hand July 1, 1928	Expenditures—Payment During the Year of (Orders)	Cash Balance in Reserve at Close of Year
Atlantic	\$570,742.94	\$1,771.40	\$559,742.94	\$1,771.40	82,255.72	82,255.72	\$8,915.57
Bergen	1,608,195.70	56,819.42	1,608,195.70	56,819.42	8,728.64	4,823.07	
Burlington	266,172.58	7,225.77	266,172.58	7,225.77			
Camden	974,972.22	*4,118.97	974,972.22	*4,118.97			
Cape May	158,882.06	*11,164.11	158,882.06	*14,164.11			
Comberland	133,189.46	3,181.46	133,189.46	3,181.46			
Essex	3,218,201.41	37,973.91	3,218,201.41	37,973.91	764,227.93	756,507.21	7,630.72
Gloucester	2,128,470.38	12,998.46	2,128,470.38	12,998.46			
Hudson	59,851.65	2,410.54	59,851.65	2,410.54	165,884.92	165,884.92	
Hunterdon	691,201.72	9,001.27	691,201.72	9,001.27			
Mercer	753,871.34	19,926.44	753,871.34	19,926.44	19,592.84	19,592.84	
Middlesex	453,013.36	21,113.60	453,013.36	21,113.60	544.00	544.00	
Mommouth	346,689.58	661.36	346,689.58	661.36	449.90	449.90	
Morris	122,645.79	33,671.28	122,645.79	33,671.28			
Ocean	1,680,172.31	150,393.23	1,680,172.31	150,393.23	122.02	122.02	
Passaic	68,865.03	*4,440.81	68,865.03	*4,440.81			
Salem	212,011.10	*4,106.27	212,011.10	*4,106.27			
Somerset	68,376.96	9,546.32	68,376.96	9,546.32			
Sussex	1,305,178.85	25,076.00	1,305,178.85	25,076.00			
Union	108,882.51	*1,264.87	108,882.51	*4,264.87	218,991.43	216,980.38	2,009.05
Warren							
Total	\$14,952,435.41	\$559,926.12	\$14,952,435.41	\$559,926.12	\$1,180,830.40	\$1,167,970.06	\$13,551.34

* Deficit.

TABLE II
FINANCIAL REPORT

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 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	\$4,008,947.10	\$1,338,483.75	\$5,427,430.85	\$4,314,578.80	\$1,112,852.05	\$4,310,773.24	\$1,105,401.89
Bergen	12,109,805.30	2,717,696.48	14,887,001.78	13,449,465.51	1,437,536.27	13,431,919.77	1,446,843.37
Camden	2,117,570.80	170,408.28	2,287,979.08	2,114,450.92	173,528.16	2,114,450.92	173,648.14
Cape May	6,649,024.56	647,293.71	7,296,318.27	6,878,826.52	417,491.75	6,884,303.56	412,654.71
Cumberland	1,049,346.72	269,973.71	1,319,320.43	1,123,677.50	195,642.93	1,123,677.50	175,743.92
Essex	1,270,506.14	321,973.39	1,592,479.53	1,460,692.25	131,787.28	1,460,692.25	125,967.28
Glooucester	27,134,161.99	4,722,077.66	31,856,239.65	29,071,850.53	2,784,389.12	28,283,000.65	2,309,550.47
Hudson	1,878,764.98	212,073.43	2,090,838.41	1,883,653.10	196,185.31	1,893,653.10	196,170.01
Hunterdon	17,703,928.22	743,152.76	18,447,080.98	16,883,808.78	1,563,272.20	16,871,543.76	1,498,650.30
Mercer	717,142.19	62,359.83	779,502.02	725,161.16	54,340.86	725,161.16	54,340.86
Middlesex	5,640,710.44	622,812.86	6,263,523.30	5,621,613.40	641,909.90	5,661,048.62	608,474.68
Monmouth	4,178,444.83	438,367.39	4,616,812.22	4,143,976.66	462,835.56	4,607,245.87	441,138.01
Morris	3,647,921.83	438,455.28	4,086,377.11	3,891,449.45	194,927.66	4,104,301.91	562,094.22
Ocean	1,198,191.88	149,106.37	1,347,298.25	1,347,298.25	0.00	1,347,298.25	549,179.92
Passaic	7,770,056.20	771,297.03	8,541,353.23	7,883,697.08	657,656.15	7,883,697.08	657,656.15
Salem	674,378.65	82,829.02	757,198.67	689,241.41	67,957.26	689,241.41	67,957.26
Somerset	1,583,787.14	293,677.88	1,877,465.02	1,710,290.30	167,174.72	1,710,290.30	167,174.72
Sussex	699,352.68	100,841.71	800,194.39	765,283.22	34,911.17	765,283.22	183,104.72
Union	9,731,428.68	1,236,225.89	10,967,654.57	9,585,349.44	1,381,305.13	9,690,975.04	1,057,284.20
Warren	1,161,776.33	79,330.54	1,241,106.87	1,113,677.87	127,429.00	1,113,677.87	127,429.00
Total	\$116,761,893.65	\$15,901,160.50	\$132,663,054.15	\$119,773,978.87	\$12,889,075.28	\$119,555,780.13	\$11,926,443.62

TABLE 12
FINANCIAL REPORT

COUNTIES	RECEIPTS AND EXPENDITURES—NON-REVENUE SOURCES			GRAND TOTALS	
	From Sinking Fund Commission to Pay Term Bonds	From Temporary Loans	From Sale of Permanent Bonds to Pay Temporary Loan Bonds	Receipts During the Year and Balance on Hand Beginning Year, Including Receipts from Non-Revenue Sources	Expenditures During the Year, Including Amounts from Non-Revenue Sources
Atlantic	\$3,500.00	\$19,771.25	\$150,000.00	\$5,690,792.10	\$4,487,850.05
Bergen	61,998.49	7,997.50	10,200.00	14,997,197.77	13,460,981.50
Burlington	700.00	16,300.00	66,000.00	2,395,075.09	2,161,453.92
Camden	12,000.00	637,000.00	66,000.00	8,011,415.27	7,163,880.32
Cape May	2,500.00	3,000.00	18,210.51	1,283,057.94	1,147,294.01
Cumberland	34,800.00	.....	.....	1,685,067.94	1,407,102.25
Essex	1,300.00	.....	371,346.34	2,185,889.39	29,998,697.07
Gloucester	301,000.00	21,000.00	19,691.33	2,152,894.44	1,836,744.43
Hudson .....	.....	.....	.....	18,857,678.98	17,284,808.78
Hunterdon	7,300.00	14,000.00	.....	890,501.62	739,401.16
Mercer	9,600.00	.....	83,000.00	6,341,323.30	5,693,413.40
Middlesex	14,000.00	5,142.30	90,000.00	6,257,118.16	5,511,316.32
Monmouth	33,400.00	.....	61,730.00	4,761,630.13	4,257,813.48
Morris	1,000.00	189,057.50	18,949.39	4,160,486.97	3,011,284.75
Ocean .....	.....	.....	.....	1,347,298.25	1,175,650.02
Passaic	338,000.00	619,300.00	.....	9,498,847.23	8,841,137.08
Salem .....	.....	.....	.....	757,198.67	689,241.41
Somerset	7,000.00	16,000.00	3,500.00	1,918,865.02	1,735,760.30
Sussex	1,000.00	6,985.00	.....	885,179.39	773,268.22
Union	24,000.00	.....	203,010.24	11,193,064.81	9,812,839.68
Warren	10,000.00	13,800.00	.....	1,294,996.87	1,137,477.87
Total	\$853,698.49	\$1,579,083.75	\$1,628,264.61	\$136,724,101.00	\$123,835,925.72

TABLE 13-A
FINANCIAL REPORT
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	\$426.20	\$897.77	\$20,627.13	\$210.79	1,800.00	\$7,860.00	\$2,444.25	\$3,406.74	\$5,372.40	\$0,100.00
Bergen	7,325.56	4,549.74	63,796.52	419.10	1,800.00	7,118.11	9,897.06	15,292.62	11,549.29	.....
Burlington	1,007.82	1,635.04	13,081.67	69.04	.....	1,100.22	2,497.98	3,945.83	538.53	.....
Camden	1,144.92	1,335.50	23,893.57	599.23	.....	1,705.19	7,761.36	4,603.60	2,332.27	86.30
Cape May	196.14	652.54	7,066.54	245.30	.....	.....	1,916.87	1,897.84	843.75	.....
Cumberland	333.24	957.70	7,183.22	68.88	25.00	1,496.40	1,094.51	1,550.00	656.96	.....
Essex	1,167.30	4,882.02	57,097.41	848.10	8,433.33	52,531.38	13,828.03	5,962.02	15,503.11	500.00
Gloucester	1,294.82	719.56	11,454.57	187.87	140.00	3.50	1,759.03	3,075.00	1,425.55	.....
Hudson	47.50	5,151.96	39,759.54	727.29	9,651.87	47,058.75	11,250.84	8,949.76	9,569.99	27,750.20
Hunterdon	314.20	434.52	4,648.27	76.23	.....	.....	654.55	1,456.04	195.15	10.00
Monmouth	806.40	428.94	13,967.96	651.24	.....	11,523.19	2,921.71	3,190.06	2,174.51	3,295.29
Mercer	3,541.85	2,959.48	25,231.66	949.37	1,133.36	5,755.97	3,404.56	7,774.86	3,699.97	2,280.84
Middlesex	1,119.17	2,082.85	25,494.50	319.12	2,000.00	5,755.97	2,819.18	6,230.00	5,157.62	.....
Montgomery	1,733.30	773.34	19,293.28	532.36	.....	682.37	2,183.04	6,213.51	2,985.94	.....
Morris	684.89	1,109.15	7,509.38	18.70	.....	15.00	790.95	2,075.00	772.16	.....
Ocean	844.97	748.83	19,154.92	345.58	11,849.36	14,924.24	8,048.30	3,322.50	2,749.86	6,000.00
Passaic	297.74	157.84	4,413.23	.....	.....	.....	379.47	3,141.50	703.00	.....
Salem	590.00	598.15	11,087.50	140.82	.....	187.50	1,381.34	3,461.75	501.30	.....
Somerset	294.36	1,045.81	8,798.24	60.72	.....	23.60	1,157.91	1,791.55	216.34	.....
Sussex	1,637.83	29,992.40	1,577.82	4,700.00	.....	18,080.88	9,289.84	6,000.73	6,459.38	484.00
Union	436.67	651.51	7,367.20	27.86	.....	900.00	386.44	1,115.70	865.37	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	\$24,938.06	\$34,304.30	\$417,645.82	\$7,936.78	\$38,723.52	\$173,937.33	\$86,459.52	\$93,032.69	\$73,652.85	\$50,122.14

TABLE 13-A—Continued
FINANCIAL REPORT
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	ADMINISTRATION							
	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
Atlantic	\$4,058.92							
Bergen	253.20							
Burlington		\$15.17						
Camden	180.00	50.00	\$5,087.34	\$84.30	\$1,400.00	\$642.64		
Cape May			1,020.00	33.10	20,281.77	5,401.22	\$7,000.00	\$106.21
Cumberland		33.00	13,000.00					\$27,567.86
Essex					3,525.00	215.49		
Gloucester	792.16		5,160.00					
Hudson	4.48							
Hunterdon	389.78		3,000.00				3,490.92	6.09
Mercer	349.91							4,958.89
Middlesex	322.56		2,442.00	483.50		43.16		
Monmouth								
Morris								
Ocean	150.00		3,500.04	62.00		58.50		
Passaic								
Salem								
Summit								
Sussex	400.00		6,000.00	126.76	5,524.75	724.25	3,000.00	
Union								
Warren								
Total	\$8,827.95	\$98.17	\$39,205.38	\$789.66	\$30,731.52	\$7,085.26	\$13,499.92	\$112.30
								\$32,524.25
								\$5,701.64

TABLE 13-A—Continued
FINANCIAL REPORT
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 Engi- neer Salary and Expenses	Operation and Maintenance Administration Buildings and Equipment	Autos and Trucks Purchase Cost
			Salary	Expenses	Clerk Hire	Salary	Expenses			
Atlantic			\$1,000.00	\$233.14				\$1,000.00	\$256.92	\$2,024.84
Bergen			1,599.96							
Burlington										
Camden	\$3,549.96	\$14.70								445.05
Cape May								100.00		
Cumberland										
Essex	18,677.44	2,469.66	15,487.26	11.70		\$1,187.59				12,346.30
Gloucester										
Hudson	5,761.42	1,092.44	13,481.46	815.61	\$3,876.01	4,431.35	\$837.55	5,127.70	44,212.41	6,956.08
Hunterdon										
Mercer	2,072.50	380.99	4,999.92	757.09	7,714.71			3,499.92	17,292.90	
Middlesex								195.00	478.80	
Monmouth		49.00								1,165.00
Morris										
Ocean										
Passaic		355.58	2,003.54	84.63		2,003.54	84.63		2,866.48	877.00
Salem										
Somerset										
Sussex										
Union			2,000.00			2,104.15	290.00	140.00	6,329.87	608.33
Warren			1,200.00							
Total	\$30,061.32	\$4,362.37	\$41,722.14	\$1,902.17	\$11,590.72	\$9,726.63	\$1,212.18	\$10,062.62	\$71,437.88	\$24,422.00

TABLE 13-A—Continued
FINANCIAL REPORT
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Autos and Trucks— Salaries	Autos and Trucks— Supplies	Autos and Trucks— Maintenance	Teachers	Other Expense of Business Offices	Superintendent's Salary	Superintendent's Traveling Expenses
Atlantic	\$4,020.00	\$675.63	\$1,262.06	.....	\$7,035.49	\$14,500.00	\$140.52
Bergen	2,030.00	.....	788.41	.....	10,451.79	8,000.00	850.14
Burlington .....	.....	.....	.....	\$30.00	1,800.97	3,400.00	36.67
Camden .....	.....	1,431.59	1,179.08	.....	251.01	12,800.00	162.63
Cape May .....	.....	.....	.....	.....	129.75	8,750.17	425.70
Cumberland .....	.....	.....	.....	.....	703.35	7,183.37	233.64
Essex	14,002.07	2,732.44	9,868.35	722.98	15,522.93	58,400.11	2,201.58
Gloucester .....	.....	.....	.....	.....	1,155.63	.....	.....
Hudson	8,871.86	3,195.12	7,429.25	.....	9,189.33	54,578.24	1,505.83
Hunterdon .....	.....	.....	.....	.....	292.42	3,699.96	.....
Mercer	4,962.45	458.74	3,002.13	.....	1,193.55	9,999.84	664.45
Middlesex .....	.....	.....	835.85	.....	1,953.67	19,047.50	375.28
Monmouth .....	.....	363.63	507.05	.....	1,988.52	12,250.00	184.87
Morris .....	.....	.....	50.17	.....	1,598.31	.....	.....
Ocean .....	.....	.....	.....	.....	304.80	.....	.....
Passaic .....	.....	433.10	1,468.13	.....	1,092.48	25,000.20	819.63
Salem .....	.....	.....	.....	.....	150.20	4,000.00	56.91
Somerset .....	.....	.....	.....	.....	789.57	.....	.....
Sussex .....	.....	.....	.....	1,494.27	894.68	.....	.....
Union	2,350.31	979.53	3,234.70	.....	3,740.60	28,099.96	1,271.06
Warren .....	.....	.....	.....	.....	272.02	5,241.64	190.15
Total	\$36,236.69	\$10,269.78	\$29,625.21	\$2,247.25	\$60,620.37	\$274,950.99	\$9,119.06

TABLE 13-A—Continued
FINANCIAL REPORT
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	\$1,000.00		\$6,120.00	\$453.49			\$945.86	\$2,764.69	\$98,421.78
Bergen			2,000.00	173.68			250.45	3,411.78	151,917.54
Burlington			250.00	340.87		\$1,018.50	127.74	3,266.67	35,759.18
Camden			8,683.26	447.12			45.00	2,500.00	82,921.22
Cape May			1,798.07	490.20			18.00	2,400.09	26,730.37
Cumberland			2,408.46	189.58			28.07	2,448.94	27,582.42
Essex	45,158.30	\$970.42	67,952.43	13,826.24		13,959.19	545.00	4,732.11	538,938.36
Gloucester								2,003.89	23,169.42
Hudson	42,575.37	161.64	40,034.83	2,213.05	\$3,666.63	407.57	8,780.16	2,900.00	441,634.70
Hunterdon			583.00	122.31				2,500.00	14,993.53
Mercer			6,540.00	895.87	1,466.40	13,441.93	4,051.34	2,366.83	135,130.09
Middlesex			6,570.00	664.41			306.41	5,200.00	91,924.12
Monmouth			3,016.67	868.67				2,412.16	78,075.20
Morris								1,800.32	37,776.94
Ocean								2,912.00	16,191.97
Passaic	5,900.04		9,350.38	938.66		729.64	29.76	2,600.00	128,497.13
Salem		1,378.00		434.63				1,787.72	14,869.52
Somerset								2,178.81	20,806.74
Sussex								2,220.00	14,951.22
Union			19,370.41	970.12	1,222.50		1,965.06	2,782.55	164,405.19
Warren			1,140.00	631.73				2,750.37	24,386.26
Total	\$97,633.71	\$2,510.66	\$166,819.51	\$23,670.23	\$6,355.53	\$29,556.83	\$17,092.85	\$57,938.84	\$2,168,586.20

TABLE 13-B
FINANCIAL REPORT
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 Principal's Clerk Hire	Non-teaching Principals' Expenses	Non-teaching Principals' Office Expenses	Supervisor's Salary	Supervisors' Expenses	Sub-Total Supervisory
Atlantic	\$50,050.00	\$4,030.00	\$2,496.83	\$651.38	\$86,876.50	\$36,997.50	\$284.24	\$1,485.91	\$6,800.00		\$189,672.86
Bergen	230,359.31	31,857.33	7,730.15	4,241.68	253,068.24	33,255.68	797.60	3,450.32	7,873.54		572,633.85
Burlington	67,492.50	9,341.00	3,688.14	637.57	16,850.00	2,800.00	127.96	15.50			100,952.67
Camden	120,313.63	28,293.65	3,421.62	1,032.77	125,584.80	11,908.03	272.12	77.21			290,903.83
Cape May	18,550.00	1,447.00	1,003.70	202.63	9,300.00	925.00	199.75	198.30			32,426.38
Cumberland	34,121.67	1,600.00	1,894.43	308.79	15,015.80	2,742.11	80.00	223.37	2,600.00	\$35.00	58,621.17
Essex	331,527.80	17,755.75	5,275.03	5,553.15	604,046.85	268,099.33	3,455.64	16,592.18	7,900.00		1,260,205.73
Gloucester	49,607.95	3,662.75	1,883.81	1,428.14		20.18					56,602.83
Hudson	120,585.47	5,370.00	1,645.29	1,479.05	522,089.62	160,412.12	470.04	4,409.06	27,939.51	2,700.67	947,100.83
Hunterdon	8,500.00		1,500.00		7,549.96	542.95	236.62	231.97			18,561.50
Mercer	75,154.62	12,283.66	2,819.63	1,312.83	122,810.60	34,268.94	630.88	3,884.38	11,943.00	250.87	265,359.41
Middlesex	91,598.50	14,756.55	2,972.49	3,852.06	120,902.60	19,435.42	76.31	173.15	9,750.00		268,517.08
Monmouth	95,293.30	7,078.00	3,232.74	953.71	74,383.26	6,098.75	614.71	1,255.30			188,909.77
Morris	71,661.77	9,477.47	3,191.23	1,492.87	45,316.90	6,923.00	186.24	462.71			138,712.19
Ocean	26,700.08	3,376.31	1,783.78	290.49	11,725.00	997.50	173.50	53.01			45,099.67
Passaic	107,169.11	1,200.00	1,480.76	232.66	264,868.12	43,748.17	257.56	316.29	1,666.68		420,939.35
Salem	16,800.00	1,025.00	1,204.40	201.42							19,230.82
Somerset	40,149.88	6,578.50	2,671.20	650.13	13,300.00	1,905.63	50.30	133.54			65,439.18
Sussex	19,142.80	2,940.00	1,999.18	439.77	5,110.00		3.00	35.36	270.00		29,940.11
Union	114,741.37	11,511.01	3,169.68	2,768.32	244,829.72	61,831.98	896.38	3,052.48	15,575.00	795.74	459,171.68
Warren	30,008.34	2,051.50	1,359.04	342.34	5,150.00	990.00	20.93	419.13			40,341.28
Total	\$1,819,528.10	\$175,635.48	\$57,023.13	\$28,071.76	\$2,548,777.97	\$693,902.29	\$8,833.78	\$36,469.17	\$92,817.73	\$3,782.28	\$5,464,341.69

TABLE 13-B—Continued
FINANCIAL REPORT
DISTRIBUTION OF DAY SCHOOL COSTS
INSTRUCTION, PROPER

COUNTIES	Teacher's Salary	Textbooks for Pupils	Textbooks, Pupils' and Teachers' Reference	Supplies	Other Expense	Teachers' Salaries	Supplies	Other Expense	Sub-Total Instruction Proper	Total Instruction Costs All Day Schools
Atlantic	\$1,543,531.66	\$44,564.20	\$3,734.12	\$52,753.85	\$6,854.32	\$61,708.03	\$18,795.27	\$240.45	\$1,732,181.90	\$1,921,854.26
Bergen	4,154,121.14	147,856.38	4,148.62	191,233.73	15,468.73	201,618.51	49,198.73	2,190.99	4,765,836.83	5,338,470.68
Burlington	897,014.21	34,581.89	1,255.83	38,660.65	3,086.83	31,259.96	11,960.04	1,628.28	1,019,447.69	1,120,400.36
Camden	2,570,171.13	95,850.27	3,533.73	102,595.25	12,523.58	65,575.27	21,655.73	413.16	2,872,318.13	3,163,221.96
Cape May	367,685.95	20,695.69	510.22	19,714.54	1,820.08	16,432.22	4,606.86	144.97	431,610.53	464,036.91
Cumberland	579,376.89	21,890.85	493.23	23,902.04	2,206.14	23,611.86	8,448.38	36.75	659,966.14	718,587.31
Essex	10,968,918.03	201,217.49	6,558.78	338,694.20	23,814.35	260,957.23	80,680.36	896.10	11,881,734.60	13,141,940.33
Gloucester	602,423.38	29,508.23	1,114.74	36,088.51	2,956.95	37,997.60	10,554.84	434.27	811,078.52	867,681.35
Hudson	7,664,015.33	178,178.33	5,402.25	198,599.95	12,156.19	335,683.17	67,256.83	2,357.26	8,464,549.31	9,411,650.14
Hunterdon	305,745.39	12,501.84	507.53	19,091.35	967.37	8,551.18	3,957.93	51.98	351,374.57	369,936.07
Mercer	1,884,953.64	51,599.53	2,585.03	53,145.28	4,217.09	122,446.71	17,222.16	1,677.83	2,137,847.27	2,403,206.68
Middlesex	2,145,365.62	69,038.21	2,619.45	76,839.08	13,418.41	81,902.54	15,298.97	1,374.87	2,405,857.15	2,669,374.23
Mounmouth	1,510,260.97	55,976.87	811.99	67,120.72	8,322.53	64,922.09	16,548.20	659.25	1,724,622.53	1,913,532.30
Morris	1,089,776.78	40,212.72	1,190.15	62,017.10	1,279.26	45,767.26	9,743.45	1,112.85	1,251,099.57	1,389,811.76
Ocean	330,852.12	11,389.00	309.72	17,024.62	990.10	7,662.50	913.35	107.15	369,248.56	414,348.23
Passaic	3,702,745.69	92,923.65	2,490.02	98,002.58	14,851.01	171,081.36	21,231.27	618.69	4,103,944.27	4,524,883.62
Salem	306,221.72	15,440.99	161.97	16,387.63	613.89	12,429.21	2,980.76	39.06	354,275.23	373,506.05
Somerset	613,054.16	21,985.98	313.44	26,683.19	2,359.62	26,097.70	4,816.02	89.12	695,399.23	760,838.41
Sussex	295,479.46	14,788.61	428.26	16,364.09	1,780.65	16,376.26	2,401.68	240.56	347,859.57	377,799.68
Union	3,390,606.34	112,554.70	2,101.75	138,954.11	14,497.40	179,659.96	28,313.43	1,894.85	3,868,862.54	4,328,034.22
Warren	433,321.75	18,826.72	162.06	20,022.50	2,770.85	16,863.60	3,457.85	88.82	495,494.15	535,835.43
Total	\$45,446,539.36	\$1,291,582.15	\$40,432.80	\$1,613,894.98	\$146,955.35	\$1,788,884.22	\$400,022.11	\$16,297.32	\$50,744,608.29	\$56,208,949.98

TABLE 13-C
FINANCIAL REPORT
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	\$163,104.39	\$24,530.71	\$14,995.83	\$69,001.55	\$34,935.05	\$7,486.95	\$5,998.96	\$320,053.44
Bergen	495,056.40	15,196.82	50,022.53	187,940.04	98,417.68	19,652.24	2,261.14	868,546.85
Burlington	79,692.58	4,544.40	9,025.12	42,350.63	16,975.58	3,013.39	630.33	156,241.03
Camden	281,067.29	2,192.98	23,616.05	111,341.68	47,041.21	6,584.10	2,016.31	473,889.62
Cape May	44,655.40	620.71	6,029.39	26,186.16	8,822.80	553.49	1,167.22	88,035.26
Cumberland	48,838.68	695.35	5,202.50	34,571.09	9,138.47	2,016.19	1,764.26	102,226.54
Essex	976,720.37	38,597.19	69,659.53	243,637.97	182,441.70	22,302.94	16,060.83	1,549,420.53
Gloucester	64,341.07	9,559.30	9,217.22	51,373.29	13,306.16	2,277.75	60.10	150,134.80
Hudson	945,606.07	36,937.32	67,105.43	308,609.90	147,805.11	15,335.40	10,625.31	1,532,114.54
Hunterdon	18,012.34	2,831.32	2,445.39	20,275.80	3,463.49	453.36	82.86	47,574.56
Mercer	200,869.10	2,720.28	17,778.71	72,079.93	39,709.99	2,678.07	.....	326,838.08
Middlesex	219,194.77	14,724.93	20,478.91	93,874.19	31,146.88	7,016.80	1,472.91	387,909.39
Monmouth	159,965.02	8,913.90	19,384.49	72,324.27	36,294.20	5,375.82	289.00	302,547.60
Morris	115,877.92	3,693.83	11,845.41	55,524.53	18,440.48	5,545.09	511.96	211,439.82
Ocean	36,110.23	3,562.61	5,304.80	29,318.43	7,874.40	1,099.70	123.65	74,393.82
Passaic	383,702.82	26,193.97	21,004.44	91,098.96	63,124.24	4,846.08	35.96	590,006.27
Salem	24,427.89	719.64	2,826.36	14,093.06	2,721.83	763.80	259.74	45,812.32
Somerset	60,597.41	6,200.40	8,044.23	38,005.83	12,634.63	1,822.26	18.38	127,323.17
Somerset	21,959.22	1,117.79	2,324.82	15,950.34	3,416.75	567.58	301.96	45,638.46
Union	357,596.05	12,458.62	31,153.80	110,482.20	92,863.46	13,144.01	6,705.64	624,433.78
Warren	33,652.55	2,642.68	3,316.15	23,897.00	8,002.62	1,149.74	91.02	72,151.76
Total	\$4,730,527.60	\$218,674.75	\$400,841.11	\$1,702,945.75	\$869,576.82	\$123,685.36	\$50,478.34	\$8,096,729.73

TABLE 13-D
FINANCIAL REPORT
DISTRIBUTION OF DAY SCHOOL COSTS
MAINTENANCE

COUNTIES	Grounds, Walks, Fences	Buildings	Janitors' and Engineers' Equipment	Educational Equipment	Office and Other Equipment	Equipment	Out Houses	Other Expenses	Total Maintenance Costs All Day Schools
Atlantic	\$10,545.59	\$133,782.01	\$1,651.42	\$15,773.19	\$4,199.96	\$923.70	\$1,159.74	\$282.42	\$168,318.03
Bergen	68,482.82	352,521.30	15,253.46	58,658.61	10,803.32	4,429.67	300.86	4,190.54	514,640.58
Burlington	14,993.46	60,895.02	839.41	6,983.12	875.86	292.70	208.04	20.58	85,108.19
Camden	43,518.53	123,258.57	7,405.11	21,754.06	4,574.09	3,214.05	.....	574.76	204,299.17
Cape May	2,929.98	38,733.05	571.52	4,828.97	114.00	380.00	.....	16.00	47,573.52
Cumberland	1,838.45	33,953.01	491.57	4,781.13	751.10	738.15	99.55	3.50	42,656.46
Essex	37,991.47	677,910.32	9,306.04	79,652.70	6,835.97	17,659.72	.....	2,172.90	831,529.12
Gloucester	11,786.86	37,109.36	2,575.65	5,497.38	1,336.66	1,599.84	29.75	.....	59,935.50
Hudson	42,339.74	407,215.94	7,776.92	46,378.55	18,098.00	18,154.65	.....	455.00	540,418.80
Hunterdon	2,138.93	18,554.03	558.37	3,093.04	520.16	101.05	509.72	.....	25,475.30
Mercer	16,865.03	98,465.41	3,602.60	34,667.37	151.45	3,148.73	.....	.....	156,900.59
Middlesex	22,128.08	148,403.56	2,233.55	15,250.40	1,459.78	357.99	.....	25.55	189,859.00
Monmouth	18,020.24	140,732.08	3,222.71	19,416.43	2,186.87	1,543.48	12.00	1,734.04	186,867.85
Morris	16,847.37	76,714.64	6,382.89	11,629.58	2,342.55	65.40	48.50	1,999.95	116,030.88
Ocean	8,637.34	34,156.74	1,944.35	8,266.67	836.13	.....	212.56	14.27	54,068.06
Passaic	8,467.75	144,004.67	3,031.34	20,013.18	15,443.23	3,204.76	46.25	.....	194,211.18
Salem	3,887.79	17,961.63	1,132.58	3,246.06	7.82	.....	755.70	.....	26,991.58
Somerset	12,825.39	34,035.92	3,277.47	6,028.66	1,732.46	352.13	331.01	114.75	58,697.79
Sussex	2,007.11	24,482.41	60.34	5,349.83	775.03	548.18	19.70	176.78	33,419.38
Union	29,477.86	210,110.37	5,714.73	25,390.78	9,231.00	3,277.21	10.00	4,433.64	287,645.59
Warren	6,806.69	18,302.55	443.71	6,515.67	1,621.20	1,781.30	1,183.37	358.05	37,012.54
Total	\$382,536.48	\$2,831,302.59	\$77,475.74	\$403,175.47	\$83,896.64	\$61,772.71	\$4,926.75	\$16,572.73	\$3,861,659.11

TABLE 13-E
FINANCIAL REPORT
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	\$15,763.99	\$70.08	\$18,015.00	\$1,388.88	\$10,963.01	\$1,341.31	\$21,984.73	\$399.11	\$54,690.00	\$3,969.36	128,585.47
Bergen	30,903.50	110.73	37,191.42	3,528.59	5,137.00	946.25	52,344.74	6,042.84	2,225.00	2,119.78	140,849.85
Burlington	7,195.00	957.20	11,174.00	926.02	1,869.00	259.71	10,870.00	644.41	95.00	428.15	34,418.49
Camden	20,949.96	3,435.29	23,958.44	2,850.49	3,102.03	559.89	25,360.72	982.24	799.65	200.40	82,310.11
Cape May	3,541.24	.....	5,300.00	248.15	.....	.....	4,805.43	323.07	135.00	203.67	14,556.56
Cumberland	2,949.50	625.14	6,310.76	331.10	1,034.00	130.76	5,599.95	518.32	35.00	248.69	17,783.22
Essex	112,921.35	4,728.59	49,249.37	3,503.79	20,587.05	1,317.40	138,341.08	1,498.50	121,530.87	22,857.53	476,538.53
Gloucester	5,209.00	53.50	11,920.06	139.37	.....	.....	10,021.61	545.25	60.00	110.11	28,067.90
Hudson	120,903.28	3,594.16	58,931.04	5,929.77	26,963.94	6,287.26	118,967.85	5,036.10	9,945.74	862.38	357,371.52
Hunterdon	1,204.00	1.05	1,523.00	75.22	.....	35.00	2,165.00	21.60	.....	162.14	5,747.01
Mercer	16,037.63	831.77	9,833.75	1,420.27	8,454.40	1,537.79	29,692.34	1,945.66	1,463.00	1,085.52	72,302.13
Middlesex	15,061.72	379.06	17,454.75	2,112.44	5,100.00	3,039.29	24,620.63	2,820.29	200.00	257.63	71,045.81
Monmouth	14,195.11	1,537.04	14,362.70	966.46	8,626.25	654.64	16,886.50	868.11	223.99	2,362.84	60,623.64
Morris	6,374.55	280.50	16,184.45	835.89	800.00	37.66	17,329.91	1,746.51	.....	438.33	44,025.80
Ocean	1,708.90	.....	4,562.60	67.56	.....	200.00	5,075.00	2,660.93	376.14	428.70	15,079.83
Passaic	37,726.60	3,034.03	14,089.23	2,028.16	15,780.00	2,049.67	40,679.69	1,458.67	.....	6.51	116,832.56
Salem	1,400.00	5.15	2,461.43	9.20	.....	.....	2,870.00	149.40	.....	7.50	7,002.68
Somerset	5,104.00	.....	7,126.72	129.32	325.00	87.60	4,865.85	321.73	.....	51.75	18,011.97
Sussex	1,855.15	.....	4,223.50	574.68	530.00	33.25	3,073.75	238.08	.....	39.88	10,568.29
Union	30,566.70	2,871.59	20,346.04	2,572.34	11,670.89	1,938.65	40,790.72	1,911.54	4,230.00	1,564.92	118,463.39
Warren	1,963.75	440.76	4,820.00	232.32	.....	15.67	3,531.43	226.88	93.30	163.97	11,488.08
Total	\$453,517.93	\$23,255.64	\$339,047.26	\$29,868.02	\$121,562.57	\$20,421.80	\$579,976.93	\$30,359.24	\$196,102.69	\$37,589.76	\$1,831,701.84

TABLE 13-F
FINANCIAL REPORT
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	\$514.75	\$1,233.98	\$3.75		\$656.79	\$15,362.85		
Bergen	11,274.22	9,678.87	1,494.85	\$76.00	930.54	895.18	\$3,036.34	\$2,703.95
Burlington	1,260.00	1,257.63	20.91		432.55	20.00	541.17	2,000.00
Camden	1,783.00	2,772.45	463.68	0.91	364.49	518.41	663.18	
Cape May		180.83	55.50		4.00	214.00	37.13	
Cumberland	1,315.20	1,774.51	70.50		568.50	78.00	631.78	
Essex	18,220.77	15,733.57	3,192.65	53.79	1,435.29	26,548.25	7,235.15	57,475.64
Gloucester		1,670.92	44.00		229.98	205.00	122.00	
Hudson	4,660.00	3,208.42	1,926.37	\$2.00	1,424.08	372.81	19,312.50	10,396.28
Hunterdon		135.89			240.84			10.00
Mercer	10,352.50	4,850.00	7.75	24.00	457.88	96.00	561.19	2,389.95
Middlesex	7,587.74	3,819.58	100.00	58.66	927.42			
Monmouth	3,587.35	4,523.03	287.43	12.25	421.73	60.00	4,908.51	455.10
Morris	2,100.00	1,944.04	37.50		374.50	685.00	139.10	
Ocean	1,700.00	603.97	72.80	2.34	171.58	138.00	708.41	124.04
Passaic		587.03	770.01		158.00	50.00	4,065.19	9.50
Salem		\$74.43	44.10		73.36	100.00		
Somerset		1,053.66	95.07	60.00	413.38			
Summit	1,650.00	963.73	214.00		270.46	50.00	181.95	
Union	3,835.76	6,956.81			1,021.37	1,363.50	5,194.03	900.00
Warren	100.00	382.65	5.65	30.50	55.85		95.03	
Total	\$69,921.29	\$64,208.00	\$8,906.52	\$409.45	\$10,621.59	\$46,757.00	\$47,431.56	\$76,464.46

TABLE 13-F—Continued
FINANCIAL REPORT
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	7,422.62	6,654.06	.....	.....	40,092.07	51,384.96	6,141.27	129,467.09
Bergen	10,530.00	14,504.09	150.25	.....	64,287.55	42,816.28	558.83	162,936.95
Burlington	167.05	2,235.41	.....	.....	63,803.81	76,331.52	233.50	148,303.58
Camden	18.40	6,368.54	.....	.....	66,328.77	40,354.82	843.00	129,489.25
Cape May .....	.....	3,452.67	.....	.....	20,208.28	22,096.44	807.87	47,956.72
Cumberland .....	.....	75.38	.....	.....	25,547.33	59,282.31	13.72	89,357.23
Essex	134,099.59	27,496.32	29.50	356.52	25,876.55	87,254.81	12,467.66	417,476.06
Gloucester	11.25	2,675.08	.....	.....	46,329.46	77,526.09	34.75	128,849.43
Hudson	16,406.03	13,060.80	.....	18.75	8,808.36	34,034.28	5,433.97	119,144.75
Hunterdon .....	.....	293.51	.....	.....	52,050.82	18,216.80	209.24	71,166.10
Mercer	19.33	2,418.12	50.00	.....	45,383.90	71,304.95	1,987.03	139,902.60
Middlesex	5,451.92	6,932.94	.....	.....	55,018.48	85,658.58	423.94	165,979.26
Monmouth	3,607.28	8,592.21	.....	.....	65,227.93	112,465.07	2,372.94	206,600.83
Morris	78.38	5,093.86	15.50	514.50	63,065.77	77,822.63	556.00	152,426.78
Ocean	84.12	737.27	22.00	.....	54,917.33	61,249.70	68.73	120,090.29
Passaic	626.05	682.04	65.24	.....	21,245.86	48,141.05	.....	79,379.97
Salem	300.00	95.90	.....	20.00	23,433.59	38,865.41	10.04	63,816.83
Somerset	220.28	335.68	.....	.....	35,475.47	45,450.02	43.95	83,147.51
Sussex	403.89	943.95	.....	19.75	72,422.81	27,196.99	.....	84,319.58
Union	5,691.30	8,535.42	293.50	.....	10,322.12	31,917.42	1,381.71	77,413.03
Warren	236.00	1,099.74	.....	.....	32,520.16	36,424.80	199.73	71,148.11
Total	\$185,373.49	\$112,282.98	\$626.08	\$929.52	\$875,466.45	\$1,146,695.03	\$33,788.48	\$2,679,881.90

TABLE 13-G
FINANCIAL REPORT
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	\$105,956.00		\$3,549.93	\$13,683.15	\$2,808.24	\$475.11	\$126,472.43	\$2,787,219.50
Bergen	528,575.47	\$900.00	11,287.79	64,307.53	4,211.73	1,566.98	610,849.50	7,259,636.48
Burlington	156,374.38		2,066.50	10,145.94	1,422.07	400.75	170,409.64	1,594,266.09
Camden	195,346.68	2,780.00	303.50	22,248.79	3,871.41	15,157.31	239,707.69	4,171,501.34
Cape May	44,509.26		348.00	16,096.30	680.92	57.94	61,692.42	706,072.50
Cumberland	46,370.20		150.00	8,881.75	396.21		55,798.16	1,007,621.14
Essex	49,699.09		880.00	69,536.20	5,209.78	1,500.05	126,816.12	17,032,959.96
Gloucester	120,319.23	238.85	1,817.00	12,996.18	787.02	749.30	136,907.60	1,274,426.84
Hudson	115,117.65	3,049.80	375.00	58,604.48	750.78		178,097.71	12,465,314.51
Hunterdon	97,009.12		103.00	4,041.58	137.16	265.16	101,556.02	539,439.47
Mercer	198,237.90		2,662.83	24,005.44	3,022.53	21.00	227,949.70	3,263,989.97
Middlesex	183,172.45		395.00	20,358.53	1,237.77	21.44	205,185.19	3,598,104.55
Monmouth	260,575.61	500.00	3,100.00	23,781.84	1,167.15	5.00	289,129.63	2,776,801.41
Morris	187,453.28		3,746.00	21,515.72	1,788.22	1,275.80	215,779.02	1,979,837.72
Ocean	79,184.92		19.00	2,758.10	51.52	108.09	82,121.63	697,618.91
Passaic	153,566.80		7,150.00	13,675.15	137.85		174,529.80	5,654,793.73
Salem	55,762.50		2,836.50	3,893.37	447.37		62,939.74	538,676.52
Somerset	89,243.13		1,065.00	12,306.35	1,063.98	108.00	103,846.46	1,083,428.92
Sussex	95,727.75		45.00	3,281.64	695.10	171.78	69,921.27	570,890.08
Union	47,269.90			45,515.17	2,281.09	38.00	95,104.16	5,648,229.46
Warren	56,985.52		2,000.00	11,462.37	295.35	252.77	70,996.01	766,032.67
Total	\$2,836,456.89	\$7,468.65	\$14,100.05	\$463,095.58	\$32,451.25	\$22,234.48	\$3,405,809.90 Tuition	\$75,416,861.77 2,836,456.89 \$78,253,318.66

TABLE 14
FINANCIAL REPORT
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, 1929
Atlantic	20,870	19,169	\$132.55	\$145.40	24,905	\$173.38
Bergen	66,915	62,632	108.49	115.87	78,390	...
Burlington	17,593	16,240	96.30	104.33	21,662	3,182.04
Camden	42,762	39,503	97.35	103.60	51,981	...
Cape May	5,854	5,412	120.61	130.46	7,347	...
Cumberland	13,190	12,163	73.39	82.84	15,405	...
Essex	135,427	125,046	125.77	136.21	149,518	2,581.85
Gloucester	14,919	13,624	85.42	83.54	18,417	...
Hudson	104,070	96,597	119.75	120.04	117,912	...
Hunterdon	6,543	5,931	82.45	90.95	8,961	...
Mercer	29,290	27,023	111.44	120.79	34,077	10,390.67
Middlesex	38,625	36,143	93.15	99.55	44,855	44,855
Monmouth	27,884	23,947	107.28	115.96	32,574	1,026.53
Morris	18,076	17,337	106.01	114.20	22,672	2,881.70
Ocean	6,041	5,517	115.48	126.45	7,770	1,828.72
Passaic	52,045	49,612	107.41	113.98	60,410	...
Salem	7,627	6,955	70.63	77.45	9,565	2,439.07
Somerset	12,159	11,245	89.11	96.35	14,528	...
Sussex	5,779	5,351	98.04	103.69	7,630	14,054.39
Union	51,889	48,303	108.85	116.93	58,373	859.24
Warren	9,525	8,874	80.42	86.32	11,243	9,550.64
Total	680,274	636,614	\$109.89	\$118.46	798,305	\$48,917.73

TABLE 15
FINANCIAL REPORT
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 Expenses	Total Cost Summer Schools
Atlantic	\$300.00				\$753.86	\$25.00	\$230.00		\$353.86
Bergen					9,639.00				10,094.00
Burlington					3,730.00				3,730.00
Camden					1,713.00			\$40.00	1,753.00
Cape May					132,909.76		2,672.57	949.88	136,741.70
Cumberland	10,916.00	\$3,141.08		\$167.41	990.00		872.84	745.81	900.00
Essex	400.00	3,689.82			45,917.20				51,653.67
Glooucester					11,017.30			459.25	13,333.28
Hudson	1,527.00		\$10.00	\$23.30	4,878.12			4,878.12	4,878.12
Hunterdon					3,780.00				3,780.00
Merger									
Middlesex									
Monmouth									
Morris									
Ocean	972.70				10,872.00	45.70	268.46	419.98	12,577.44
Passaic									
Salem									
Somerset									
Sussex	1,830.00	615.02	12.00		16,031.25	165.97	214.30	4,408.47	23,277.21
Tulsa									
Warren									
Total	\$15,945.70	\$7,485.92	\$22.00	\$190.91	\$241,633.29	\$236.67	\$4,552.40	\$7,023.80	\$277,060.28

TABLE 15—*Continued*
FINANCIAL REPORT

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

TEACHER TRAINING CLASSES, JERSEY CITY, AND HOSPITAL SCHOOL, JERSEY CITY

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
Hudson	4,908.56	2,049.92 4,163.66	133.50	8.55	27,561.58 29,043.50	34.99	360.00 371.32	158.86	35,057.10 33,737.34
Total	\$4,908.56	\$6,213.58	\$133.50	\$8.55	\$56,605.08	\$34.99	\$731.32	\$158.86	\$68,794.44

TABLE 16.
FINANCIAL REPORT
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	\$525.00	\$154.00	.....	.....	\$2,576.50	\$116.95	.....	\$340.00	\$3,712.45
Bergen .....	.....	.....	.....	.....	6,715.00	193.88	.....	804.43	7,713.31
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	308.00	.....	.....	.....	1,447.50	.....	.....	674.00	2,429.50
Cape May .....	.....	.....	.....	.....	609.75	.....	.....	.....	609.75
Cumberland .....	.....	.....	.....	.....	450.00	25.00	\$10.00	66.00	551.00
Essex	13,293.60	3,607.19	.....	\$185.00	107,403.50	1,453.59	8,188.63	2,220.04	136,351.55
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	5,290.20	3,211.50	.....	10.00	35,723.25	3,095.37	1,477.26	2,743.28	51,550.86
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,078.26	12.50	\$20.00	156.51	5,753.00	160.10	275.99	2,828.83	10,285.19
Middlesex	210.00	.....	.....	.....	4,932.42	.....	.....	42.67	5,185.09
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	.....	.....	.....	1,594.54	.....	5.00	.....	1,599.54
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	2,118.00	268.00	.....	.....	18,271.00	404.44	1,162.20	1,659.00	23,832.64
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,370.61	549.90	.....	19.55	10,743.00	443.35	535.87	2,351.37	16,013.65
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	\$24,193.67	\$7,803.09	\$20.00	\$371.06	\$196,219.46	\$5,892.68	\$11,654.95	\$13,729.62	\$269,884.58

* No separate costs.

TABLE 16—Continued
FINANCIAL REPORT.
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					\$1,516.50				\$1,516.50
Bergen	\$402.00				3,635.00	\$25.00	\$50.00	\$276.00	4,388.00
Burlington									
Camden									
Cape May									
Cumberland									
Essex	2,000.00	\$2,232.00			35,615.75	1,032.60	793.52	362.57	42,036.44
Gloucester									
Hudson	4,579.25	4,079.25			65,801.00	5,826.44	683.96	178.40	81,148.30
Hunterdon									
Mercer	2,080.00	553.00	\$7.50	\$7.00	18,564.75	1,002.94	221.04	2,371.40	24,807.63
Middlesex									
Monmouth									
Morris									
Ocean									
Passaic	600.00				6,167.50	41.01	194.70	1,407.50	8,410.71
Salem									
Somerset									
Sussex									
Union									
Warren									
Total	\$9,661.25	\$6,864.25	\$7.50	\$7.00	\$131,300.50	\$7,927.99	\$1,943.22	\$4,595.87	\$162,307.58

TABLE 17
FINANCIAL REPORT
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL DAY SCHOOLS

COUNTIES	County Administration— Salary Director and Asst	County Administration— Travelling Expenses	County Administration— Salary Secretary and Business Manager	County Administration— Other Expenses	County Administration— Equipment for Adminis- trative Offices	County Administration— Salary Clerks	Supervisors and Non-Teach- ing Principals—Salary	Supervisors and Non-Teach- ing Principals—Travelling Expenses	Supervisors and Non-Teach- ing Principals—Office Expenses	Supervisors and Non-Teach- ing Principals—Salary Clerks	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies
Atlantic	\$3,099.96	\$1,143.90	\$500.00	\$571.37	.....	\$1,364.00	\$8,400.00	.....	\$131.02	\$6,482.10	\$115,690.15	\$1,404.21	\$8,424.41
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,200.00	32.54	56.48
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50,353.10	1,903.55	15,292.91
Camden	5,430.54	126.85	1,613.33	2,529.82	.....	2,164.84	.....	.....	.....	.....	4,616.50	145.98	37.43
Cape May .....	.....	24.30	.....	109.75	.....	250.00	.....	.....	.....	.....	9,733.22	677.34	615.69
Chamberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	257,181.84	2,110.68	26,830.02
Essex	10,787.47	803.22	3,412.50	3,111.31	.....	8,094.97	24,990.00	\$452.65	983.15	12,756.33	.....	.....	.....
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	.....	.....	.....	.....	.....	.....	5,467.92	.....	34.92	1,196.00	107,520.92	1,510.93	22,375.99
Hunterdon .....	.....	.....	.....	.....	.....	.....	800.00	86.71	400.00	.....	11,408.73	169.01	3,145.56
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	3,260.05	488.03	702.00	3,418.85	.....	2,043.00	6,600.00	28.20	266.19	2,604.00	51,080.92	21.26	12,527.18
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,000.00	219.96	381.39
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,191.66	165.37	692.95
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	.....	.....	.....	.....	.....	.....	6,140.88	.....	.....	.....	57,941.03	706.64	6,243.36
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,400.00	16.94	224.01
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	270.00	.....	.....	19.49	10,890.01	223.51	923.49
Union .....	.....	.....	.....	.....	.....	.....	6,385.00	.....	69.75	1,470.52	38,742.65	900.22	5,207.69
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,400.00	.....	75.09
Total	\$22,578.02	\$2,586.30	\$6,227.83	\$9,741.10	.....	\$13,916.81	\$59,053.80	\$567.56	\$1,885.03	\$24,528.44	\$738,350.73	\$10,268.14	\$103,053.65

TABLE 17—Continued
FINANCIAL REPORT
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL EVENING SCHOOLS

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SCHOOL REPORT

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 Adminis- trative Offices	County Administration— Salary Clerks.	Supervisors and Non-Teach- ing Principals—Salary	Supervisors and Non-Teach- ing Principals—Traveling Expenses	Supervisors and Non-Teach- ing Principals—Office Expenses	Supervisors and Non-Teach- ing Principals—Salary Clerks	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies
Atlantic							\$1,140.00			\$875.00	\$12,443.50	\$19.35	\$275.25
Bergen							262.50		\$22.00		2,381.00	33.00	325.86
Burlington													
Camden							861.10	\$25.36	53.48	172.00	6,033.50	379.21	2,593.79
Cape May													
Cumberland													
Essex	\$3,595.83	\$267.73	\$1,137.50	\$1,037.10		\$2,698.32	\$9,101.02	86.00	351.68	4,922.21	76,068.50	796.24	7,271.69
Gloucester							1,375.00		40.86	1,208.25	23,714.20	119.47	1,243.68
Hudson													
Hunterdon													
Mercer											1,035.00		143.80
Middlesex	1,267.77	189.77	273.00	1,329.55		794.50	1,718.00		51.39		6,768.00		471.51
Monmouth													
Morris													
Ocean													
Passaic							1,379.00			196.00	18,516.50	247.92	4,688.50
Salem													
Somerset													
Sussex													
Union							1,269.99		472.48	297.00	10,151.78	283.08	1,295.65
Warren													
Total	\$4,863.60	\$457.50	\$1,410.50	\$2,366.65		\$3,492.82	\$17,106.61	\$111.36	\$991.89	\$7,670.46	\$157,109.95	\$1,878.27	\$18,309.73

TABLE 17—Continued
FINANCIAL REPORT
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL DAY SCHOOLS

COUNTIES.	Operation—Other Expense	Operation—Janitors' Salary	Operation—Janitors' Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages	Maintenance—Repairs and Replacements—Buildings and Grounds	Maintenance—Repairs and Replacements—Furniture and Equipment	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books
Atlantic	\$10,534.51	\$7,685.85	.....	\$20.00	\$32.45	.....	.....	\$1,238.67	\$50.00	.....	.....
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington .....	.....	6,906.82	\$1,598.41	6,517.02	3,556.36	\$33.46	2,314.94	.....	.....	\$1,354.98	\$847.52
Camden	1,624.03	.....	.....	.....	.....	50.00	.....	.....	717.69	.....	.....
Cape May	768.82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	482.29	47,877.85	2,345.87	6,532.83	4,356.25	707.02	\$1,090.23	11,705.77	5,298.59	8,287.97	5,175.76
Essex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester	4,332.60	6,696.36	1,190.78	2,858.38	5,788.16	239.85	.....	5,312.21	.....	.....	.....
Hudson	553.33	1,310.00	.....	900.00	37.68	.....	.....	.....	.....	.....	.....
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	85.03	6,929.69	1,120.77	2,443.41	1,473.44	812.40	.....	263.86	737.19	457.00	141.72
Monmouth .....	.....	.....	.....	.....	.....	255.00	517.79	.....	.....	.....	.....
Morris	500.00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	1,138.98	4,014.35	514.08	.....	.....	2,651.55	.....	2,119.81	.....	.....	.....
Salem	122.24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	3,433.72	.....	.....	.....	.....	942.29	.....	155.61	.....	.....	.....
Union	458.90	4,480.15	184.00	1,360.36	1,861.33	563.97	.....	8,018.08	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	\$24,034.45	\$85,901.07	\$6,953.91	\$20,632.00	\$17,105.67	\$8,570.42	\$1,606.02	\$28,814.01	\$6,803.47	\$10,099.95	\$6,165.00

TABLE 17—*Continued*
FINANCIAL REPORT
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL EVENING SCHOOLS

COUNTIES											
	Operation—Other Expense	Operation—Janitors' Salary	Operation—Janitors' Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages	Maintenance—Repairs and Replacements Buildings and Grounds	Maintenance—Repairs and Replacements Furniture and Equipment	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books
Atlantic		\$1,032.50				\$82.00					
Bergen	\$29.16	\$123.00									
Burlington											
Camden	4,275.77										
Cape May											
Cumberland											
Essex	4,032.56	6,301.11	\$772.83	\$1,406.03	\$304.28	7,466.28	\$188.16	\$364.49	\$1,273.78		\$224.54
Gloucester											
Hudson	621.00	2,788.25									
Hunterdon											
Mercer		107.26				300.00		23.50	18.25		
Middlesex		572.30			741.85						
Monmouth											
Morris											
Ocean											
Passaic		1,308.00	23.75								
Salem					1,475.22			3,092.94			
Somerset											
Sussex											
Tulsa											
Union	30.70	431.23		464.83	466.32	77.00		213.44			
Warren											
Total	\$8,989.19	\$13,353.85	\$736.60	\$1,960.88	\$3,587.67	\$7,955.28	\$188.16	\$3,688.37	\$1,293.03		\$224.54

TABLE 17—Continued
FINANCIAL REPORT
 DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
 VOCATIONAL DAY SCHOOLS

COUNTIES.	Auxiliary Agencies— Transportation	Junior Employment—Salaries Supervisor	Junior Employment—Salaries Clerks	Junior Employment— Traveling Expenses	Junior Employment— Office Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Day Schools
Atlantic							\$1,126.00	\$167,958.00
Belgen								6,322.42
Burlington								108,562.79
Camden						\$6,051.80		7,575.68
Cape May								12,795.07
Cumberland	\$1,000.00	\$7,549.99	\$3,960.00	\$500.10	\$580.15	1,211.01	14,800.00	475,109.82
Essex	1,128.00							
Gloucester								164,525.02
Hudson							100.00	18,911.02
Hunterdon								
Mercer								99,282.41
Middlesex	1,351.24					426.98		7,416.64
Monmouth	42.50							4,681.10
Morris	131.12							
Ocean								82,502.68
Passaic						1,032.00		5,763.19
Salem								
Somerset								16,858.12
Sussex						392.66	200.00	70,295.28
Union								2,475.09
Warren								
Total	\$3,652.86	\$7,549.99	\$3,960.00	\$506.10	\$580.15	\$9,114.45	\$16,226.00	\$1,251,034.93

TABLE 17—Continued
FINANCIAL REPORT
 DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
 VOCATIONAL EVENING SCHOOLS

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SCHOOL REPORT

COUNTIES	Auxiliary Agencies— Transportation	Junior Employment—Salaries Supervisor	Junior Employment—Salaries Clerks	Junior Employment— Travelling Expenses	Junior Employment— Office Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Evening Schools
Atlantic								\$15,785.00
Bergen								3,258.52
Burlington								14,394.21
Camden								
Cape May								
Cumberland								
Essex							\$157.50	131,223.40
Gloucester								
Hudson								31,110.71
Hunterdon								
Mercer								1,611.56
Middlesex								14,197.09
Monmouth								
Morris								
Ocean								
Passaic								30,927.83
Salem								
Somerset								
Sussex								
Union								15,455.49
Warren								
Total							\$157.50	\$257,964.41

TABLE 18
FINANCIAL REPORT
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				\$5,800.00	\$18.70					\$5,818.70
Bergen	\$3,000.00		\$172.00	12,516.15	625.44	\$1,013.56			\$133.10	17,460.25
Burlington	1,900.00			2,140.00	150.00	210.00				4,400.00
Camden	2,672.74			26,829.23	359.65	1,376.87	\$1,600.00			32,838.49
Cape May										
Cumberland				6,570.25	56.60	498.62			121.47	7,246.94
Essex	8,390.00	\$4,655.50	135.67	70,235.71	260.68	4,873.71	11,334.20	\$580.96	18,192.75	118,659.18
Gloucester										
Hudson	7,442.64	744.21		68,044.32	529.43	9,054.53	5,818.17	170.86	3,256.66	95,000.82
Hunterdon										
Mercer	1,900.00		42.50	25,850.00	309.32	1,482.43	2,402.35	122.01	4,279.57	36,388.18
Middlesex	1,055.55	567.50	1,280.20	30,109.47	49.27	2,595.81	1,088.60	62.21	3,541.59	40,350.20
Monmouth										
Morris				676.50		29.40				705.90
Ocean										
Passaic	5,526.68	1,483.34		49,207.72	480.19	2,669.36	4,832.39	227.62	10,919.12	75,346.42
Salem										
Somerset										
Sussex										
Union	2,675.00	1,884.54		26,349.40	720.90	3,519.79	474.23	30.00		35,653.86
Warren				2,592.00		47.26				2,639.26
Total	\$34,562.61	\$9,335.09	\$1,630.37	\$326,920.75	\$3,560.18	\$27,371.34	\$27,549.94	\$1,193.66	\$40,444.26	\$472,568.20

TABLE 19
FINANCIAL REPORT
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
MANUAL TRAINING EVENING SCHOOLS

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SCHOOL REPORT

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	\$1,376.00								\$1,376.00
Cape May									
Cumberland									
Essex						\$1,503.51			1,503.51
Gloucester									
Hudson				\$256.00		140.31			396.31
Hunterdon									
Mercer	\$735.28			4,117.50		918.46		\$3.00	5,774.24
Middlesex									
Monmouth									
Morris									
Ocean									
Passaic									
Salem									
Somerset									
Sussex									
Union									
Warren									
Total	\$2,111.28			\$4,373.50		\$2,532.28		\$3.00	\$9,050.06

* No cost so teachers and pupils put in regular evening school.

TABLE 20.
FINANCIAL REPORT
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	\$607.50	\$248.50	\$3,160.00	\$61.17	.....	\$647.50	.....	\$4,724.67
Bergen	3,200.00	1,690.00	8,806.50	342.77	\$614.40	878.35	\$1,258.03	16,700.05
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	804.00	133.08	.....	.....	.....	937.08
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	192.00	9.76	.....	128.00	.....	329.76
Essex .....	.....	.....	6,914.00	210.49	154.84	652.50	107.33	8,039.16
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3,307.80	6.00	17,772.40	224.50	118.39	3,213.10	3,430.81	28,073.00
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	176.46	.....	3,953.00	.43	7.98	268.15	1,382.98	5,789.00
Middlesex	874.00	.....	6,224.08	180.71	149.21	1,097.33	2,292.72	10,818.05
Monmouth .....	.....	.....	1,841.50	42.34	192.00	64.00	.....	2,139.84
Morris .....	.....	.....	210.54	63.79	.....	78.75	.....	353.08
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	500.00	.....	2,254.00	.....	21.58	502.00	700.00	3,977.58
Salera .....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....
Union	948.90	379.60	8,099.50	266.52	103.50	1,787.85	1,941.75	13,527.62
Warren .....	.....	.....	269.50	23.92	1.00	77.00	92.00	463.42
Total	\$9,614.66	\$2,234.10	\$60,501.02	\$1,559.48	\$1,862.90	\$9,394.53	\$11,205.62	\$95,872.31

TABLE 21
FINANCIAL REPORT
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	\$171,000.00	\$357,213.48	\$13,479.04	\$922.61	\$8,127.81	\$550,742.94
Bergen	608,791.51	880,354.07	58,925.00	35,907.25	84,217.98	1,668,195.79
Burlington	108,300.00	116,228.61	32,675.89	4,755.45	4,212.63	266,172.58
Camden	343,700.00	536,460.57	52,609.77	3,345.33	38,856.55	974,972.22
Cape May	49,900.00	87,027.02	15,560.00	2,805.75	3,651.19	158,883.04
Cumberland	57,200.00	67,892.75	3,000.00	86.67	5,010.04	133,189.46
Essex	998,750.00	1,988,346.69	5,200.00	5,088.30	220,906.42	3,218,291.41
Gloucester	118,716.66	126,605.23	30,633.67	2,754.09	1,362.92	280,072.57
Hudson	819,000.00	1,465,258.56	1,333.33	15,624.60	127,253.89	2,428,470.38
Hunterdon	18,100.00	34,345.87	6,250.00	581.19	574.59	59,851.65
Mercer	255,850.00	382,694.52	10,000.00	1,114.83	41,542.37	691,201.72
Middlesex	304,300.00	395,825.10	27,255.00	2,315.64	24,175.50	753,871.24
Monmouth	156,900.00	232,702.48	46,491.07	4,374.51	15,145.24	455,613.30
Morris	149,400.00	180,513.12	10,437.50	2,704.60	3,644.36	346,690.58
Ocean	48,150.00	60,397.01	11,682.50	1,785.94	630.34	122,645.79
Passaic	345,100.00	640,011.90	3,996.67	178.75	90,824.99	1,080,112.31
Salem	37,350.00	24,344.11	7,000.00	110.92	.....	68,805.03
Somerset	65,000.00	79,329.40	55,612.00	6,639.19	5,430.51	212,011.10
Sussex	33,400.00	29,177.50	4,700.00	270.00	1,023.46	68,570.96
Union	440,000.00	771,914.23	36,300.00	20,110.75	36,853.87	1,305,178.85
Warren	36,700.00	62,966.38	8,500.00	716.19	.....	108,882.57
Total	\$5,165,608.17	\$8,519,608.60	\$441,581.44	\$112,192.56	\$713,444.64	\$14,952,435.41

TABLE 22
FINANCIAL REPORT
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	\$155,000.00	\$1,421.90	\$1,334.63	\$383,960.22	\$42,426.85	\$218.65	\$46,423.02
Bergen	359,387.29	36,939.79	63,814.38	3,004,497.17	184,902.12	43,697.35	155,899.27
Burlington	720.15	4,251.04	4,483.68	55,864.95	3,888.05	1,091.75	3,950.40
Camden	254,558.68	1,566.08	123,541.70	768,423.27	83,330.59	454.15	142,687.41
Cape May	4,550.00	100.00	.....	171,529.34	6,873.77	1,020.00	12,528.53
Cumberland	7,800.00	23.50	30.50	107,808.27	4,070.22	150.00	64,957.90
Essex	1,251,976.59	59,978.87	51,233.50	4,680,825.97	270,871.47	27,255.11	173,415.10
Gloucester	9,731.00	2,680.22	1,965.25	143,306.35	23,336.62	.....	20,293.23
Hudson	127,827.53	3,160.69	5,436.39	663,654.06	105,505.90	13,257.65	54,668.02
Hunterdon	1,012.00	.....	.....	.....	300.00	.....	78.75
Mercer	32,116.13	1,280.81	5,564.88	1,168,945.32	126,064.39	23,482.30	31,047.95
Middlesex	43,244.34	3,737.90	6,383.71	695,771.91	50,206.97	9,032.43	60,496.62
Monmouth	65,562.41	23,147.79	5,836.88	429,443.48	27,007.55	23,196.83	25,596.95
Morris	109,695.01	7,075.75	8,066.93	659,161.42	49,714.10	5,829.33	9,492.80
Ocean	32,503.05	422.68	567.17	66,176.48	4,449.87	973.75	2,017.04
Passaic	86,381.69	3,180.45	5,280.18	376,889.47	12,157.62	876.26	48,832.58
Salem .....	.....	3,675.19	.....	14,893.70	389.92	305.83	840.24
Somerset	25,500.00	5,000.00	300.00	222,062.32	11,742.43	10,559.56	39,299.30
Sussex .....	.....	6,742.32	.....	32,713.94	.....	750.00	3,030.05
Union	41,771.29	36,096.90	15,602.26	1,987,340.41	123,798.09	22,795.18	180,710.17
Warren	4,667.50	81.90	.....	124,775.16	6,274.27	195.55	40,204.96
Total	\$2,613,504.66	\$200,563.78	\$299,472.04	\$15,758,043.21	\$1,136,810.80	\$185,741.68	\$1,115,970.29

TABLE 22—Continued
FINANCIAL REPORT
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 Engi- neers' Fees	Landscaping and Playgrounds	Furniture and Equipment					
Atlantic	\$33,801.86		\$1,455.06	\$9,422.85	\$46.84	\$160.04	\$289.50	\$23.00	\$675,984.42
Bergen	9,190.93	\$371.98	20,168.73	25,682.21	1,241.81	10,104.87			3,915,397.90
Burlington	3,543.70	28.30	40.35	7,020.96	206.80	1,801.29			86,891.45
Camden	479.52	1,721.62	232.63	1,069.10	100.00	110.50			1,378,275.25
Cape May	400.00			4,662.71	42.00	4,120.00			205,926.35
Cumberland	54,423.94	1,431.04	288.36	15,211.34		550.61			256,745.68
Essex	618,382.67	93,195.64	20,848.20	139,822.64	29,066.74	1,403.53	163.40		7,418,439.43
Gloucester	4,022.65	239.95	180.44	12,148.73	30.00				217,934.44
Hudson	279,031.12	2,712.54	8,774.87	25,635.96	218.43	962.93			1,290,346.00
Hunterdon	7,672.80	650.00		106.00		420.35			10,249.50
Mercer	4,461.37			14,356.47	1,779.01	481.32	50.00		1,400,629.95
Middlesex	88,051.20	2,725.00	3,972.34	13,544.58	45.73	173.88			977,386.61
Monmouth	59,918.75	1,791.45	2,304.20	3,008.79	70.00				657,975.08
Morris	8,345.82	1,005.29	11,569.00	6,718.08	265.05	2,998.66			880,567.16
Ocean	150,873.31	7,548.36	195.00	9,447.51		426.88			275,601.10
Passaic	208,490.32	614.10		12,661.41		2,052.84			757,416.92
Salem	87.59			41.70					20,234.17
Somerset	6,604.05	477.30	1,400.39	1,881.70	16.50	733.60			325,577.15
Sussex									43,236.31
Union	61,379.79	3,683.34	7,672.82	31,455.90	1,095.98	1,184.66	887.83		2,515,474.62
Warren									176,199.34
Total	\$1,590,161.39	\$118,795.91	\$79,192.39	\$333,898.59	\$34,224.89	\$27,695.96	\$1,390.73	\$23.00	\$23,495,489.32

TABLE 23-A
FINANCIAL REPORT
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	\$1,633.43	\$5,259.63	\$75,033.27	\$16,493.45				\$98,424.78
Bergen	1,861.87	6,218.39	103,497.76	24,905.53	\$7,601.94	\$4,470.96	\$3,361.09	151,917.54
Burlington	167.79	145.00	26,496.63	8,949.76				35,759.18
Camden		168.12	30,807.99	4,442.47	36,457.50	7,129.67	3,915.47	82,921.22
Cape May		225.76	14,104.94	2,974.67	5,228.75	2,797.50	1,398.75	26,730.37
Cumberland	294.38		21,662.45	5,625.59				27,582.42
Essex	33,985.15	28,665.33	320,416.49	77,340.02	41,343.39	20,765.75	16,422.23	538,938.36
Gloucester	57.06	27.93	17,932.27	5,152.16				23,169.42
Hudson	5,412.92	8,122.84	286,638.69	49,655.28	57,811.64	25,242.18	8,751.15	441,634.70
Hunterdon		540.34	10,595.61	3,857.58				14,993.53
Mercer	3,495.90	6,428.20	20,897.33	910.57	57,829.76	31,845.33	13,723.00	135,170.06
Middlesex	1,456.77	3,647.75	52,530.87	6,507.04	15,322.03	6,837.42	5,622.24	91,924.12
Monmouth	438.82	2,774.17	47,255.32	13,620.87	3,543.84	3,583.57	6,858.61	78,075.20
Morris	365.81	970.75	30,259.74	6,180.64				37,776.94
Ocean		20.00	12,988.15	3,183.82				16,191.97
Passaic	2,291.37	5,545.54	98,014.14	21,909.80	521.83	214.45		128,497.13
Salem	105.33	294.28	11,109.37	2,860.84				14,369.82
Somerset	93.93	448.06	17,217.99	3,046.76				20,806.74
Sussex	154.94	281.76	10,708.30	877.46	1,708.30	610.20	610.20	14,951.22
Union	1,665.46	9,625.20	61,379.07	14,621.71	42,530.80	22,413.03	12,169.92	164,405.19
Warren			18,628.41	5,757.85				24,386.26
Total	\$53,485.98	\$79,409.05	\$1,288,174.79	\$278,873.87	\$269,890.84	\$125,910.06	\$72,832.66	\$2,168,586.20

TABLE 23-B
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
DAY SCHOOLS ONLY
OPERATION

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SCHOOL REPORT

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	\$4,391.05	\$15,756.16	\$243,556.90	\$56,349.24	.....	.....	.....	\$320,053.44
Bergen	6,355.34	31,020.21	584,475.00	146,590.67	\$50,705.36	\$34,053.55	\$15,316.72	868,546.85
Burlington	1,234.11	400.00	121,699.65	29,907.27	.....	.....	.....	156,241.03
Camden	2,872.95	1,069.20	163,141.02	30,979.79	187,028.58	47,982.56	40,815.52	473,889.62
Cape May .....	.....	666.23	51,844.44	13,037.38	7,870.52	9,659.50	4,957.19	88,035.26
Cumberland	1,382.23	.....	74,707.94	26,170.37	.....	.....	.....	102,226.54
Essex	31,914.76	94,283.13	899,171.10	220,529.63	145,405.54	88,081.42	70,034.95	1,549,420.53
Gloucester	712.02	267.30	114,520.16	34,635.41	.....	.....	.....	350,134.89
Hudson	11,361.91	13,472.55	992,261.42	235,348.16	160,006.83	39,793.66	19,870.01	1,532,114.54
Hunterdon .....	.....	872.60	33,186.88	13,515.05	.....	.....	.....	47,574.56
Mercer	3,534.09	15,261.27	104,870.82	6,906.73	106,554.64	58,179.83	31,537.70	326,836.08
Middlesex	1,230.17	14,994.08	271,039.25	26,894.63	42,534.55	19,755.79	11,470.92	387,909.39
Monmouth	1,742.08	7,995.56	181,748.84	40,444.76	37,859.51	11,285.81	12,971.04	302,547.00
Morris	1,412.30	4,852.38	106,111.64	39,533.59	.....	.....	.....	211,439.82
Ocean .....	.....	383.05	46,247.89	27,762.85	.....	.....	.....	74,393.82
Passaic	12,568.20	25,038.15	458,168.64	88,508.70	4,277.34	1,445.24	.....	590,006.27
Salem	153.91	721.40	37,822.49	7,114.52	.....	.....	.....	45,812.32
Somerset	940.81	5,322.52	98,429.56	22,620.28	.....	.....	.....	127,323.17
Sussex	539.90	1,272.74	28,769.87	6,266.54	6,465.24	1,690.91	696.26	45,638.46
Union	5,916.74	31,284.77	261,326.41	71,835.33	154,392.07	67,186.40	32,492.06	624,433.78
Warren .....	.....	.....	56,447.14	15,704.62	.....	.....	.....	72,151.76
Total	\$88,249.57	\$264,473.30	\$4,902,487.15	\$1,169,621.49	\$902,600.18	\$439,105.67	\$240,192.37	\$8,096,729.73

TABLE 23-C
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
DAY SCHOOLS ONLY
INSTRUCTION, SUPERVISORY

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	\$3,629.74	\$3,029.81	\$147,157.08	\$35,855.73	.....	.....	.....	\$189,672.36
Bergen	3,030.53	26,766.92	355,243.18	107,843.10	\$44,632.41	\$23,968.02	\$11,149.69	572,633.85
Burlington	1,025.77	375.00	82,437.96	17,113.94	.....	.....	.....	100,952.67
Camden	501.75	1,939.27	53,628.53	15,752.56	163,872.87	29,256.63	23,852.22	290,908.83
Cape May .....	.....	253.46	19,594.03	3,505.19	4,400.00	3,084.64	1,589.06	32,436.38
Cumberland	113.09	.....	36,563.71	21,944.37	.....	.....	.....	58,621.17
Essex	22,426.79	78,181.82	762,813.78	143,207.48	127,511.95	60,938.20	65,125.71	1,260,205.73
Gloucester	2,755.12	93.21	32,903.78	20,850.72	.....	.....	.....	56,002.83
Hudson	26,614.96	32,854.38	632,447.55	127,304.34	85,498.62	32,918.00	9,462.89	947,109.83
Hunterdon .....	.....	202.05	12,098.64	6,260.81	.....	.....	.....	18,561.50
Morcer	4,363.12	18,115.72	29,610.39	2,478.10	128,611.04	55,359.62	27,421.42	265,359.41
Middlesex	765.88	10,930.54	163,868.36	22,304.48	42,350.16	16,773.58	7,424.28	263,517.08
Monmouth	831.48	2,984.84	97,412.82	31,280.50	19,879.32	11,759.34	24,761.47	188,969.77
Morris	1,470.28	3,819.63	94,235.49	39,186.79	.....	.....	.....	138,712.19
Ocean .....	.....	286.58	26,439.99	18,373.10	.....	.....	.....	45,099.67
Passaic	12,525.79	15,091.45	334,307.51	56,874.33	1,558.15	582.12	.....	420,939.35
Salem .....	.....	376.88	15,906.75	2,947.19	.....	.....	.....	19,230.82
Somerset	616.43	2,578.28	50,674.23	11,570.24	.....	.....	.....	65,439.18
Sussex	490.71	1,455.59	14,016.46	2,813.77	8,153.18	2,132.37	878.03	29,940.11
Union	1,457.45	22,876.97	164,147.86	79,182.20	108,357.70	52,736.46	30,413.04	459,171.68
Warren .....	.....	.....	29,468.66	10,872.62	.....	.....	.....	40,341.28
Total	\$82,618.89	\$221,312.20	\$3,154,976.76	\$777,521.56	\$736,225.40	\$289,509.07	\$202,177.81	\$5,464,341.69

TABLE 23-C—Continued
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
DAY SCHOOLS ONLY
INSTRUCTION, PROPER

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	Grand Total Supervisory and Instruction Proper
Atlantic	\$28,971.84	\$84,987.68	\$1,211,106.64	\$407,096.24	\$26,817.47	\$191,206.41	\$83,283.62	\$1,732,181.90	\$1,921,854.26
Bergen	41,254.48	192,450.53	3,035,188.97	892,026.35				1,705,896.83	5,238,470.68
Burlington	13,357.80	3,050.00	793,931.85	230,117.95				1,070,447.60	1,130,400.36
Canden	2,257.93	50,092.37	680,571.82	148,717.33	1,263,405.36	387,661.76	310,805.14	2,872,318.13	3,163,221.96
Cape May		3,597.06	256,387.64	82,875.06	44,485.04	21,386.61	20,679.12	431,070.53	461,036.91
Cumberland	0,582.82		476,729.66	173,693.66				639,966.14	118,987.31
Essex	261,508.69	736,839.08	7,433,863.94	1,706,440.12	636,659.75	510,349.92	433,070.50	11,881,734.00	13,141,940.33
Gloucester	3,292.94	4,660.00	615,780.50	187,355.98				811,078.52	807,681.35
Hudson	255,372.67	179,510.91	4,835,920.00	1,632,086.44	801,868.14	514,389.14	185,402.01	8,464,549.31	9,411,660.14
Hunterdon		7,639.41	237,320.65	107,005.51				351,374.57	369,956.07
Mercer	54,826.54	73,280.52	543,340.32	45,246.51	688,734.94	447,291.12	290,126.72	2,137,847.27	2,403,206.68
Middlesex	13,240.82	87,184.25	1,475,991.95	266,976.89	318,285.41	172,655.42	131,528.41	2,405,837.15	2,669,374.23
Monmouth	33,108.01	25,145.15	855,576.01	327,773.58	271,640.19	120,593.36	110,786.23	1,724,622.53	1,913,552.30
Morris	15,328.00	23,139.45	906,264.33	306,366.89				1,251,699.57	1,389,811.76
Ocean	4,898.07		235,607.23	138,803.26				369,248.56	414,348.23
Passaic	70,909.71	166,645.25	2,336,731.95	879,437.27	25,782.39	15,437.79		4,103,944.27	4,521,883.62
Salem	1,739.51	4,586.01	239,068.84	108,880.87				384,275.23	373,506.05
Somerset	5,582.98	18,517.58	544,577.16	126,321.51				695,390.23	760,838.41
Sussex	4,195.58	11,203.97	265,903.97	56,237.49	51,562.58	13,425.52	5,331.36	347,850.57	377,709.68
Union	37,271.37	180,856.86	1,438,987.63	516,730.47	875,042.66	506,042.86	313,299.29	3,808,862.54	4,328,034.22
Warren	1,800.00	1,275.00	360,770.76	131,648.39				495,494.15	535,835.43
Total	\$68,601.28	\$1,878,898.75	\$20,381,497.92	\$8,471,322.59	\$5,359,315.44	\$2,900,469.91	\$1,884,502.40	\$50,744,608.29	\$56,208,940.98

TABLE 23-D
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
Day Schools Only
MAINTENANCE

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	\$1,507.84	\$7,408.16	\$138,806.77	\$20,445.26	\$29,348.57	\$10,557.90	\$7,265.13	\$168,318.03
Bergen	3,231.87	17,935.95	345,386.08	91,915.08	.....	.....	.....	514,040.58
Burlington	434.43	.....	60,358.18	18,065.58	.....	.....	.....	83,108.19
Camden	194.24	677.41	75,475.34	22,148.22	77,673.94	13,641.38	14,488.74	204,289.17
Cape May	.....	522.73	33,600.99	5,316.81	2,221.28	2,581.09	1,380.62	47,573.52
Cumberland	434.24	.....	36,387.04	5,835.12	.....	.....	.....	42,656.46
Essex	14,075.17	54,086.62	534,152.53	97,188.27	39,568.11	41,491.02	30,957.40	\$81,529.12
Gloucester	250.80	289.50	48,733.28	10,661.92	.....	.....	.....	39,935.50
Hudson	4,012.51	5,236.99	335,439.39	88,963.85	82,346.56	17,649.08	6,770.42	540,418.80
Hunterdon	.....	289.02	20,406.99	4,719.29	.....	.....	.....	25,475.30
Mercer	2,616.89	11,091.91	32,297.35	1,939.30	76,731.80	19,464.72	12,758.62	156,900.59
Middlesex	149.99	3,338.73	135,611.62	8,893.73	20,799.64	14,414.59	6,650.70	189,859.00
Monmouth	1,062.84	5,381.11	110,450.49	24,586.27	27,535.18	8,252.42	9,599.54	186,867.85
Morris	940.72	4,482.23	88,137.61	27,470.32	.....	.....	.....	116,030.88
Ocean	.....	312.66	30,774.48	22,980.92	.....	.....	.....	54,068.06
Passaic	2,301.15	5,296.12	156,665.34	26,963.57	2,233.12	751.88	.....	194,211.18
Salem	134.04	472.18	21,913.83	4,471.53	.....	.....	.....	26,991.58
Somerset	486.49	1,690.54	45,952.57	10,598.19	.....	.....	.....	58,697.79
Sussex	199.04	497.42	22,780.52	5,521.18	3,229.02	844.51	347.74	33,419.38
Union	2,505.10	12,931.51	109,693.26	28,244.14	79,955.32	32,550.78	21,865.48	287,645.59
Warren	.....	.....	31,356.87	5,635.67	.....	.....	.....	37,012.54
Total	\$34,557.36	\$131,980.79	\$2,417,630.53	\$532,614.23	\$461,642.54	\$171,199.27	\$112,034.39	\$3,861,659.11

TABLE 23-E
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
Day Schools Only
COORDINATE ACTIVITIES

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	\$1,000.05	\$201.06	\$101,967.47	\$34,425.90	\$10,110.12	\$4,413.83	\$1,732.26	\$128,585.47
Bergen	910.77	14,848.91	93,400.78	15,327.18				140,849.85
Burlington	288.53		28,480.26	5,040.70				34,418.40
Camden	42.23	95.19	25,506.41	2,351.97	42,361.74	7,610.88	4,350.59	82,819.11
Cape May			9,326.58	1,857.78	1,854.71	1,911.68	503.83	14,556.56
Cumberland	386.10		14,098.70	2,698.42				17,783.22
Essex	10,120.46	6,433.56	354,315.41	52,174.20	34,115.76	10,540.36	8,820.75	476,538.53
Gloucester	120.42		25,224.20	9,727.28				28,067.90
Hudson	2,654.70	3,374.73	236,774.72	38,300.39	62,344.47	11,774.95	2,147.56	257,271.52
Huarterdon		94.93	4,098.85	1,553.23				5,747.01
Mercer	1,063.00		16,801.38	615.17	29,216.29	13,971.00	7,545.29	72,302.13
Middlesex	214.48	2,757.97	40,136.12	4,963.16				71,043.81
Monmouth	239.41	960.35	43,333.00	7,305.72	8,707.88	3,869.26	1,876.84	60,023.64
Morris	281.29	682.61	35,593.65	7,498.25	5,828.40	1,312.17	1,442.99	44,023.80
Ocean		15.70	11,397.98	3,666.45				13,079.83
Passaic	1,054.71	7,203.14	94,986.00	10,107.04	2,737.69	763.89		116,852.36
Salem	54.16	191.58	5,005.73	1,751.21				7,002.68
Somerset	167.95	386.67	12,564.59	3,882.70				18,011.97
Sussex	130.92	437.54	5,922.45	707.41	2,394.75	636.32	257.90	10,588.29
Union	768.74	3,260.05	52,230.75	9,883.83	38,866.59	8,921.83	4,581.60	118,463.30
Warren			9,738.36	1,746.72				11,485.08
Total	\$20,497.95	\$40,913.99	\$1,231,703.14	\$199,262.90	\$241,560.40	\$64,746.85	\$32,977.61	\$1,831,701.84

TABLE 23-F
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
DAY SCHOOLS ONLY
AUXILIARY AGENCIES

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	\$603.70	\$577.44	\$76,721.16	\$51,561.79	.....	.....	.....	\$129,467.09
Bergen	111.21	2,314.42	77,248.76	70,581.73	\$2,784.25	\$2,027.84	\$7,868.74	162,936.95
Burlington	467.18	.....	90,530.76	57,305.64	.....	.....	.....	148,303.58
Camden .....	.....	400.00	40,474.11	61,611.26	1,554.22	8,413.44	8,036.22	120,489.25
Cape May .....	.....	93.42	21,138.53	22,751.04	975.81	1,531.79	1,466.13	47,956.72
Cumberland	68.95	.....	58,818.59	30,469.69	.....	.....	.....	89,357.23
Essex	8,819.72	2,295.68	276,565.97	70,366.01	38,679.76	11,148.38	9,600.54	417,476.06
Gloucester	425.46	.....	79,912.80	48,511.17	.....	.....	.....	128,849.43
Hudson	27,705.45	414.03	41,617.50	22,361.49	15,308.12	7,961.64	3,776.51	119,144.75
Hunterdon .....	.....	25.52	24,950.41	46,190.17	.....	.....	.....	71,166.10
Mercer	108.68	434.71	113,653.07	4,855.93	4,146.38	13,621.32	3,082.51	139,902.60
Middlesex	15.03	688.83	95,148.91	53,104.05	4,065.97	8,646.03	4,310.44	165,979.28
Monmouth	70.94	.....	102,465.17	98,899.94	2,448.01	1,504.56	1,212.21	206,600.83
Morris	100.00	109.23	81,585.94	70,541.59	.....	.....	.....	152,428.78
Ocean .....	.....	149.12	54,649.95	65,801.22	.....	.....	.....	120,600.29
Passaic	7,335.80	1,367.64	44,519.25	23,957.71	1,148.29	170.08	881.20	79,379.97
Salem	13.15	383.72	37,536.97	25,888.99	.....	.....	.....	63,816.83
Somerset	89.79	179.57	37,546.98	45,331.17	.....	.....	.....	83,147.51
Sussex	103.93	277.13	32,472.16	48,383.20	2,251.71	588.91	242.49	84,819.53
Union	4,347.47	1,949.23	31,176.03	22,151.10	3,875.95	7,199.62	6,713.63	77,413.03
Warren .....	.....	.....	39,096.30	32,051.81	.....	.....	.....	71,148.11
Total	\$50,386.46	\$11,749.71	\$1,557,826.32	\$972,676.70	\$77,238.48	\$62,813.61	\$47,190.62	\$2,679,881.90

TABLE 23-G
FINANCIAL REPORT
COST OF EDUCATION BY TYPES OF SCHOOLS
DAY SCHOOLS ONLY
FIXED CHARGES

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SCHOOL REPORT

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	\$157.91	\$1,022.54	\$24,665.20	\$100,626.78	.....	.....	.....	\$126,472.43
Bergen	614.12	3,146.91	65,483.20	466,129.62	\$4,634.29	\$3,087.31	\$67,724.05	610,849.50
Burlington	180.40	.....	40,832.27	129,396.97	.....	.....	.....	170,409.64
Camden	7.98	64.17	36,576.93	152,946.23	21,836.34	3,276.43	24,909.61	239,707.69
Cape May .....	.....	105.09	10,834.18	42,179.57	2,170.29	4,219.41	2,183.88	61,692.42
Cumberland	31.83	.....	10,887.87	45,378.46	.....	.....	.....	55,798.16
Essex	1,131.85	4,562.35	51,686.33	48,417.16	12,640.07	4,666.33	3,712.03	126,816.12
Gloucester	27.76	.....	23,309.67	113,570.17	.....	.....	.....	136,907.00
Hudson	583.36	1,430.61	56,313.02	116,693.77	579.37	2,497.38	.....	178,097.71
Hunterdon .....	.....	79.78	34,052.00	67,424.24	.....	.....	.....	101,556.02
Mercer	269.74	1,216.93	202,538.37	4,178.31	13,697.15	3,892.63	2,246.57	227,949.70
Middlesex	57.81	720.79	39,467.90	140,775.30	2,382.72	1,161.55	20,619.12	205,185.19
Monmouth	155.73	631.91	62,328.80	221,749.55	2,312.60	1,222.92	728.12	289,129.63
Morris	90.37	537.41	41,007.68	174,143.56	.....	.....	.....	215,779.02
Ocean .....	.....	6.07	22,374.30	59,741.26	.....	.....	.....	82,121.63
Passaic	381.53	429.65	33,138.37	134,714.37	351.92	131.46	5,382.50	174,529.80
Salem	48.76	176.29	11,254.38	51,460.31	.....	.....	.....	62,939.74
Somerset	80.98	721.41	24,160.66	78,883.41	.....	.....	.....	103,846.46
Sussex	30.37	81.66	13,909.41	55,058.16	614.70	160.77	66.20	69,921.27
Union	800.88	2,294.86	28,622.60	33,810.69	11,692.59	2,261.58	15,620.96	95,104.16
Warren .....	.....	.....	21,683.13	49,312.88	.....	.....	.....	70,996.01
Total	\$4,681.38	\$17,228.43	\$854,626.27	\$2,286,590.77	\$72,822.24	\$26,577.77	\$143,283.04	\$3,405,809.90

TABLE 24
STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	AMOUNT OF INDEBTEDNESS				SINKING			
	Outstanding July 1st, 1928	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, 1928	District Taxes for Sinking Fund Requirements	Receipts from Interest and Other Sources
Atlantic	\$7,230,779.04	\$563,000.00	\$184,479.04	\$3,500.00	\$7,605,800.00	\$66,217.35	\$8,127.81	\$3,284.31
Bergen	18,828,784.70	2,221,026.53	667,716.51	61,998.49	20,320,096.23	991,242.70	85,599.99	54,523.31
Burlington	2,673,946.53	95,186.65	140,975.89	700.00	2,627,457.29	52,075.94	4,212.03	6,736.34
Camden	11,522,807.73	1,180,768.24	396,309.77	12,000.00	12,295,266.20	643,749.27	38,856.55	31,373.07
Cape May	1,621,150.00	257,045.00	65,400.00	2,500.00	1,810,295.00	62,090.09	3,651.19	1,851.00
Cumberland	1,466,800.00	55,850.00	60,200.00	500.00	1,461,950.00	90,963.29	5,010.04	3,162.41
Essex	44,247,191.01	5,045,002.43	1,003,950.00	34,800.00	48,253,443.44	5,217,967.75	220,906.42	212,632.27
Gloucester	2,680,741.64	191,100.64	149,350.33	1,500.00	2,720,991.95	28,916.33	1,362.92	1,249.08
Hudson	31,829,004.52	1,768,149.50	820,333.33	301,000.00	32,475,820.69	3,611,788.66	127,253.89	123,540.96
Hunterdon	720,491.58	9,600.00	24,350.00	.....	705,741.58	5,463.67	574.59	454.51
Mercer	8,287,300.00	1,325,017.22	265,850.00	7,200.00	9,339,267.22	875,103.22	41,542.37	29,715.66
Middlesex	8,078,575.01	852,557.00	331,555.00	14,000.00	8,585,577.01	368,861.31	24,175.50	12,811.22
Monmouth	6,184,531.84	520,149.99	203,391.07	33,000.00	6,478,290.76	343,032.53	20,259.59	13,324.25
Morris	3,447,063.39	958,278.01	159,837.50	1,000.00	4,244,503.90	59,512.14	3,614.36	1,536.49
Ocean	1,222,000.00	298,543.75	59,832.50	.....	1,460,711.25	4,061.43	630.34	1,067.33
Passaic	11,576,746.67	3,086,162.50	349,096.67	338,000.00	13,975,812.50	1,371,937.08	90,824.99	128,103.45
Salem	508,100.00	19,000.00	44,350.00	.....	482,750.00	.....	.....	.....
Somerset	1,897,962.00	186,500.00	120,612.00	7,000.00	1,956,850.00	38,479.31	5,430.51	7,362.03
Sussex	599,100.00	20,263.00	38,100.00	1,000.00	580,263.00	6,411.72	1,023.46	3,370.14
Union	17,016,695.58	2,253,791.75	476,300.00	24,000.00	18,800,187.33	693,236.95	36,853.87	36,367.48
Warren	1,323,373.99	231,825.39	45,200.00	10,000.00	1,499,999.38	37,682.20	2,820.78	2,442.62
Total	\$182,963,145.23	\$21,178,817.60	\$5,607,189.61	\$853,698.49	\$197,681,074.73	\$14,568,792.94	\$722,761.80	\$674,908.53

COMMISSIONER OF EDUCATION

TABLE 24—Continued
STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	FUNDS				ORIGINAL COST OF PROPERTY			
	Total Sinking Fund Receipts, Including Amount in Fund June 30th, 1928	Bonds Redeemed During the Year from Sinking Fund	Paid for Premium on Investments, Etc.	Amount of Money in Sinking Fund on June 30th, 1929	Land	Buildings	Equipment	Total Cost
Atlantic	\$77,629.47	\$3,500.00		\$74,129.47	\$1,413,746.36	\$8,000,963.69	\$810,982.22	\$10,315,692.27
Bergen	1,131,366.00	61,998.49	\$265.37	1,069,102.14	3,065,024.76	23,553,313.15	1,841,591.57	28,459,929.48
Burlington	63,024.91	700.00		62,324.91	276,284.97	4,171,221.26	442,540.81	4,890,047.04
Camden	713,978.89	12,000.00	9,904.26	692,074.63	1,719,825.55	15,633,123.33	1,239,840.31	18,592,789.19
Cape May	67,592.88	2,500.00		65,092.88	212,972.00	2,157,269.78	192,040.19	2,562,281.97
Cumberland	99,135.74	500.00		98,635.74	172,146.88	2,273,513.96	245,954.59	2,691,615.37
Essex	5,651,506.44	34,800.00	89.39	5,616,617.05	7,398,075.51	45,633,374.36	3,475,191.16	56,506,641.03
Gloucester	31,528.33	1,500.00	46.04	29,981.69	316,167.33	3,797,877.89	353,524.51	4,497,569.73
Hudson	3,862,583.51	301,000.00		3,561,583.51	6,063,460.84	35,955,304.99	3,503,944.94	45,522,710.77
Hunterdon	6,492.77			6,492.77	46,675.00	1,118,252.28	130,729.53	1,295,656.81
Mercer	946,361.25	7,200.00	842.50	938,318.75	701,067.00	9,166,379.00	759,422.00	10,629,868.00
Middlesex	405,848.03	14,000.00		391,848.03	1,156,827.40	11,180,509.93	691,056.78	13,028,394.11
Monmouth	376,616.37	33,000.00		343,616.37	876,750.00	8,411,148.04	689,058.49	9,976,956.53
Morris	64,692.99	1,000.00		63,692.99	467,561.49	5,536,815.00	438,639.19	6,443,015.68
Ocean	5,759.10			5,759.10	237,517.00	1,974,080.72	157,605.25	2,369,202.97
Passaic	1,590,865.52	338,000.00		1,252,865.52	1,896,060.71	16,945,894.05	1,496,905.00	20,338,859.76
Salem					95,065.00	977,793.68	97,500.00	1,170,358.68
Somerset	51,271.85	7,000.00	.63	44,271.22	253,202.00	3,093,545.00	272,649.79	3,619,396.79
Sussex	10,805.32	1,000.00		9,805.32	54,175.00	1,274,750.00	130,750.00	1,459,675.00
Union	766,458.39	24,000.00	448.86	742,009.44	1,775,334.89	20,714,309.75	1,646,425.15	24,136,069.79
Warren	42,945.60	10,000.00		32,945.60	155,235.00	2,359,424.88	204,145.48	2,718,805.36
Total	\$15,966,463.27	\$853,698.49	\$11,597.65	\$15,101,167.13	\$28,386,174.69	\$224,018,864.68	\$18,820,496.96	\$271,225,536.33

BUILDINGS

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TABLE 26
REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

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SCHOOL REPORT

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 by Other Districts	Number of Pupils Below High School Transported from Other Districts for Whom Transportation is Paid by Other Districts	Total Number Pupils Enrolled who Have Been Transported	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
Atlantic	255,195½	57	1,150	493	43	1,743	975	\$99,043.50	160	\$6,912.50
Bergen	744,331	77	2,136	2,643	95	4,951	3,722	519,049.22	162	11,140.97
Burlington	703,798	125	3,048	1,220	505	4,892	1,219	120,216.63	642	38,157.75
Camden	666,814½	423	2,287	904	64	3,678	1,732	202,566.43	332	22,215.25
Cape May	142,752	132	477	324	63	966	392	40,687.22	87	3,822.04
Cumberland	449,432½	265	1,882	771	20	2,938	452	43,395.20	81	2,975.00
Essex	452,923½	499	3,092	404	26	4,021	301	37,665.59	58	6,915.86
Gloucester	554,005	18	3,033	1,099	27	4,177	1,031	106,416.00	132	9,662.75
Hudson	177,433½	1	886	347	13	1,247	1,150	112,560.00	13	2,557.65
Hunterdon	163,707	1	317	612	150	1,080	694	65,795.79	782	32,371.83
Mercer	473,509½	135	1,940	1,159	8	3,242	1,204	179,838.90	242	18,399.00
Middlesex	532,350	288	2,897	294	144	3,623	1,402	160,666.17	520	23,926.28
Monmouth	722,285½	350	2,670	1,435	336	4,800	1,830	217,565.70	640	43,209.94
Morris	496,016	52	2,042	1,188	83	3,365	1,340	166,078.78	316	22,077.20
Ocean	296,687½	268	1,145	383	427	2,223	463	50,539.70	323	21,060.95
Passaic	448,259½	16	2,395	1,522	6	3,939	1,075	151,611.82	15	1,866.40
Salem	280,595	51	1,514	333	64	1,962	609	52,156.82	148	7,329.75
Samerset	307,128	109	1,204	720	31	2,064	740	79,012.38	286	14,855.25
Sussex	166,548	.....	433	385	317	1,135	496	54,456.75	492	21,357.50
Union	332,579	307	1,500	520	39	2,366	373	43,439.50	67	3,848.40
Warren	194,292	44	744	471	67	1,326	459	52,729.00	268	12,043.77
Total	8,561,242½	3,218	36,801	17,227	2,528	59,774	21,659	\$2,555,491.10	5,766	\$326,707.04

TABLE 26—Continued
REPORT OF PUPILS FOR WHOM TUITION AND TRANSPORTATION IS PAID

COUNTIES	TRANSPORTATION TO OTHER DISTRICTS				TRANSPORTATION WITHIN THE DISTRICT				
	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	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	612	\$37,780.75	32	\$2,311.32	\$40,092.07	79	\$2,478.59	\$38,906.37	\$51,384.96
Bergen	2,805	61,360.10	73	2,927.45	64,287.55	49	898.62	41,917.66	42,816.28
Burlington	1,108	49,435.88	545	14,367.96	63,803.84	151	2,740.00	73,591.52	76,331.52
Camden	1,058	60,498.07	129	5,830.70	66,328.77	35	10,852.61	29,502.21	40,354.82
Cape May	324	17,824.57	3	2,383.71	20,208.28	33	12,431.08	10,565.36	22,996.44
Cumberland	449	24,663.93	34	883.40	25,547.33	66	9,733.51	49,528.80	59,282.31
Essex	278	16,471.26	427	9,405.29	25,876.55	40	14,333.62	72,921.19	87,254.81
Gloucester	1,002	44,788.56	42	1,540.90	46,329.46	82	2,184.00	75,342.09	77,526.09
Hudson	617	8,501.82	7	308.54	8,808.36	17	.....	34,034.38	34,034.38
Hunterdon	674	44,503.27	294	7,547.55	52,050.82	59	180.00	18,036.80	18,216.80
Mercer	952	39,783.90	62	5,600.00	45,383.90	63	5,173.09	66,131.86	71,304.95
Middlesex	1,141	46,361.12	267	9,716.74	56,077.86	82	6,064.68	79,593.90	85,658.58
Monmouth	1,317	57,484.90	349	7,843.03	65,327.93	91	24,983.04	87,482.03	112,465.07
Morris	1,086	60,167.05	78	2,898.72	63,065.77	110	1,708.74	76,113.89	77,822.63
Ocean	347	40,562.96	309	14,251.37	54,814.33	69	2,494.09	58,755.61	61,249.70
Passaic	929	24,128.86	4	117.00	24,245.86	36	3,303.50	44,837.55	48,141.05
Salem	474	22,763.23	23	670.36	23,433.59	52	1,344.09	37,521.32	38,865.41
Somerset	573	34,592.87	20	882.60	35,475.47	51	9,958.72	35,481.30	45,450.02
Sussex	457	38,351.51	358	14,071.30	52,422.81	73	.....	27,196.99	27,196.99
Union	305	19,322.12	.....	.....	19,322.12	19	6,939.03	24,987.39	31,917.42
Warren	378	29,476.16	54	3,044.60	32,520.16	62	1,362.00	35,062.80	36,424.80
Total	16,946	\$769,822.89	3,161	\$106,702.94	\$876,525.83	1,319	\$119,174.01	\$1,027,521.02	\$1,146,695.03

TABLE 26—Continued
REPORT OF PUPILS FOR WHOM TUITION AND TRANSPORTATION IS PAID

COUNTIES		TRANSPORTATION WITHIN THE DISTRICT										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 1928-1929		Tuition Income Still to be Received for High School Pupils for Year 1928-1929		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	
		Tuition Income Received for Pupils Below High School for Year 1928-1929		Tuition Income Still to be Received for Pupils Below High School for Year 1928-1929		Tuition Income Received for All Other Pupils not Included in Numbers 18 and 22		Tuition Income Still to be Received for All Other Pupils in Numbers 19 and 23		Total Tuition Income Received on Account of Previous Years		Total Tuition Income, Including Amounts Still Due	
Total ..		20,943	488	\$2,303,906.44	\$130,934.74	6,166	1,82	\$148,376.42	\$35,399.74	\$34,537.89	\$1,060.00	\$163,549.07	\$3,138,364.26
Adams	907	9		\$50,118.50	\$600.00	108	7	\$7,577.50	\$725.00	35.00		\$5,720.00	\$102,886.00
Allen	3,282	53		422,122.21	15,928.50	108	201	21,140.14	1,730.75	6,072.31		15,062.77	482,657.68
Anderson	1,217	4		121,010.38	655.00	636	44	87,810.75	1,455.87	768.00		2,132.50	163,862.00
Armstrong	1,357	12		124,927.50	10,880.00	489	42	36,911.25	1,165.00	2,010.00		12,210.00	191,671.25
Aurora	392	2		35,026.54	6,350.00	87	19	5,315.72	310.00	62.50		2,018.81	49,143.27
Barber	770	48		73,367.20	73.00	19	8	2,616.50	300.00	53.00		50.00	76,376.70
Barnes	422	176		67,928.41	530.00	57	735	36,150.00	905.50	3,942.33		4,928.25	114,884.40
Beckham	1,113	1		111,684.50	7,242.50	134	21	8,929.50	315.00	435.00		5,940.00	134,746.50
Bellevue	1,300	23		65,108.79	35,850.00	735	168	29,692.51	1,900.00	3,328.00		32,930.00	187,765.22
Benton	722	5		140,608.79	3,180.00	9	37	29,692.51	4,780.55	1,883.50		22.50	105,679.00
Birmingham	17	130.00		31,739.16	11,993.90	510	18	74,082.22	3,096.85	6,367.25		719.75	222,197.75
Blount	620	16		209,823.00	10,222.00	646	43	23,493.22	3,096.85	7,255.00		2,088.75	287,493.44
Bolivar	1,907	10		169,571.25	4,815.00	339	135	49,351.41	1,319.50	340.00		11,066.30	209,783.02
Bolton	1,514	11		46,904.75	6,633.25	339	35	22,132.74	4,808.45	21.00		1,092.56	153,982.05
Bowling Green	489	2		147,158.00	203.50	33	33	5,605.55	42.50	947.50		25.00	153,982.05
Boyd	771	9		26,804.50	13,717.25	157	69	6,301.60	1,771.25			45.00	51,729.00
Bremer	495	2		86,534.50	4,170.50	358	47	16,758.80	1,380.00	295.00		785.00	109,963.80
Buckner	927	2		34,126.00	2,292.50	433	7	20,000.25	1,382.50	85.00		8,591.17	67,989.25
Bullitt	416	115		70,884.75	3,153.34	63	52	6,692.50	3,771.52	7,101.98		4,631.17	96,646.22
Burke	584	1		51,994.25	12,627.50	296	61	12,885.16		103.00		8,672.26	89,582.29

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID

COUNTIES	SUPERINTENDENTS			Men	Women	Total	ASSISTANT SUPERINTENDENTS							
	Men	Women	Annual Salary \$				Men				Women			
Atlantic	2		\$14,500.00	1		1	\$4,000.00							
Bergen	1		8,000.00											
Burlington	1		3,400.00											
Camden	2		12,800.00											
Cape May	2		8,750.00											
Cumberland	2		7,200.00											
Essex	6		58,000.00	6		6	3,250.00	\$11,000.00	\$8,500.00	\$8,500.00	\$8,000.00	\$6,100.00		
Gloucester														
Hudson	7		54,740.00	4	3	7	6,450.00	7,000.00	4,700.00	6,000.00		\$5,800.00	\$9,000.00	\$3,500.00
Hunterdon	1		3,500.00											
Mercer	1		10,000.00	4	2	6	6,000.00	4,700.00	4,500.00	4,200.00		4,500.00	4,500.00	
Middlesex	3		19,300.00											
Monmouth	2		12,250.00											
Morris														
Ocean														
Passaic	3		25,000.00											
Salem	1		4,000.00											
Somerset														
Sussex														
Union	4		30,100.00											
Warren	1		5,200.00											
Total	39		\$276,740.00	15	5	20								
Aver. Annual Salary			\$7,096.00				\$6,193.00					\$5,460.00		

TABLE 27—Continued
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID
SUPERVISING PRINCIPALS

DISTRICTS	APPROVED			UNAPPROVED		
	Enter only those for whom an apportionment of \$600 is made. If employed by two or more districts enter amount paid by each district and indicate fraction of time spent in each district			If employed by two or more districts, enter amount paid by each district, and indicate fraction of time spent in each district		
	Men	Women	Annual Salary	Men	Women	Annual Salary
Atlantic	3	.....	\$10,300.00	2	.....	\$7,700.00
Bergen	9	.....	47,100.00	28	.....	118,310.00
Burlington	5	2	32,000.00	1	3	11,300.00
Camden	3	.....	11,800.00	7	1	35,200.00
Cape May	3	.....	10,200.00	1	.....	3,000.00
Cumberland	1	.....	4,400.00	.....	.....	.....
Essex	6	.....	42,500.00	2	.....	9,800.00
Gloucester	7	1	28,150.00	1	1	5,250.00
Hudson .....	.....	.....	.....	4	1	18,200.00
Hunterdon .....	.....	.....	.....	5	.....	16,550.00
Mercer	4	.....	15,600.00	.....	2	7,950.00
Middlesex	7	1	32,300.00	7	.....	28,000.00
Monmouth	6	.....	23,400.00	5	.....	20,500.00
Morris	5 ²⁴⁷ / ₂₆₄	.....	19,307.00	11	.....	46,900.00
Ocean	2	.....	9,750.00	3	.....	9,100.00
Passaic	2	.....	11,200.00	1	.....	2,700.00
Salem	1	.....	3,050.00	2	.....	6,800.00
Somerset	2	1	13,250.00	4	.....	19,750.00
Sussex	3 ¹¹ / ₁₁	.....	804.00	3	.....	13,400.00
Union .....	.....	.....	.....	13	1	64,400.00
Warren	2	.....	6,925.00	3	.....	7,500.00
Total	69 ⁵ / ₁₁	5	\$322,080.00	103	9	\$452,310.00
Average Annual Salary—	.....	.....	.....	.....	.....	.....
Men .....	.....	.....	\$4,447.00	.....	.....	\$4,109.00
Women .....	.....	.....	3,575.00	.....	.....	3,233.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	NON-TEACHING PRINCIPALS										
	NUMBER EMPLOYED			(Those who devote their time to supervision of instruction of a school.)							
	Men	Women	Total.	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	15	10	25	\$58,700.00	\$30,800.00	\$2,000.00	\$2,150.00	\$7,000.00	\$3,800.00	\$3,913.00	\$3,080.00
Bergen	39	42	81	135,850.00	117,275.00	2,300.00	2,000.00	5,500.00	4,300.00	3,483.00	2,792.00
Burlington	1	5	10	2,000.00	10,350.00	2,000.00	1,750.00	2,000.00	2,800.00	2,000.00	2,150.00
Camden	18	24	42	58,650.00	70,850.00	2,200.00	1,800.00	4,200.00	4,800.00	3,258.00	2,952.00
Cape May	2½	5	7½	7,900.00	9,500.00	1,300.00	1,700.00	3,600.00	2,400.00	3,160.00	1,900.00
Cumberland	4	4	8	12,350.00	8,725.00	2,600.00	2,000.00	3,600.00	2,300.00	3,088.00	2,181.00
Essex	99 19/24	39	138 19/24	467,335.00	134,045.00	2,450.00	2,600.00	7,000.00	5,775.00	4,673.00	3,437.00
Gloucester	1	1	2	1,800.00	2,800.00	1,800.00	1,800.00	1,800.00	1,800.00	1,800.00	2,800.00
Hudson	72	45	117	343,880.00	174,270.00	2,200.00	2,800.00	7,000.00	5,500.00	4,776.00	3,873.00
Hunterdon	1	1	2	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00
Mercer	10	20	30	43,000.00	67,889.00	2,850.00	2,100.00	6,000.00	4,200.00	4,300.00	3,394.00
Middlesex	23	23	46	70,375.00	58,275.00	1,800.00	1,800.00	4,200.00	3,225.00	3,068.00	2,534.00
Monmouth	16	7	23	55,975.00	18,500.00	2,500.00	2,200.00	4,500.00	3,200.00	3,488.00	2,648.00
Morris	7	7	14	26,350.00	19,425.00	2,800.00	2,325.00	5,000.00	3,550.00	3,764.00	2,775.00
Ocean	2	2	4	6,750.00	4,950.00	3,300.00	2,475.00	3,450.00	2,475.00	3,375.00	2,475.00
Passaic	37	41	78	156,100.00	139,625.00	2,450.00	2,150.00	6,200.00	4,400.00	4,219.00	3,405.00
Salem	1	1	2	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00
Somerset	5	3	8	16,000.00	7,050.00	2,500.00	1,900.00	3,800.00	3,000.00	3,320.00	2,350.00
Sussex	3	1	4	8,300.00	2,500.00	2,700.00	2,500.00	2,900.00	2,500.00	2,767.00	2,500.00
Union	37	31	68	143,175.00	92,200.00	2,500.00	2,200.00	5,600.00	4,350.00	3,870.00	2,974.00
Warren	2	1	2	4,800.00	1,750.00	1,750.00	1,750.00	3,050.00	2,400.00	2,400.00	2,400.00
Total	395 7/24	315	710 7/24	\$1,622,490.00	\$979,779.00	\$1,300.00	\$1,700.00	\$7,000.00	\$5,775.00	\$4,105.00	\$3,110.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	SUPERVISORS.										
	NUMBER EMPLOYED			(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals. A supervisor of primary work. A supervisor of grammar grades, etc. Do not include those engaged in manual training, vocational, evening school, foreign-born evening school or continuation school work.) Where a supervisor is employed by two or more school districts, enter amount paid by each district, and indicate fraction of time spent in each district							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	2	6	8	\$11,200.00	\$22,400.00	\$4,200.00	\$3,400.00	\$7,000.00	\$4,100.00	\$5,600.00	\$3,733.00
Bergen		3	3		7,150.00		2,350.00		2,425.00		2,383.00
Burlington		1	1		2,900.00		2,900.00		2,900.00		2,900.00
Camden	2	4	6	8,600.00	10,450.00	4,200.00	2,200.00	4,400.00	3,800.00	4,300.00	2,613.00
Cape May											
Cumberland		1	1		2,000.00		2,000.00		2,000.00		2,000.00
Essex		6	6		22,550.00		3,150.00		4,500.00		3,758.00
Gloucester		1	1		2,200.00		2,200.00		2,200.00		2,200.00
Hudson		33	33		115,510.00		1,400.00		5,000.00		3,500.00
Hunterdon											
Mercer	1	6	7	3,800.00	19,600.00	3,800.00	2,150.00	3,800.00	4,150.00	3,800.00	3,267.00
Middlesex	1	1	2	3,400.00	2,900.00	3,400.00	2,900.00	3,400.00	2,900.00	3,400.00	2,900.00
Monmouth		3	3		7,950.00		2,300.00		3,250.00		2,650.00
Morris											
Ocean											
Passaic	2	8	10	13,700.00	22,475.00	6,700.00	2,200.00	7,000.00	3,800.00	6,850.00	2,809.00
Salem		1	1		1,800.00		1,800.00		1,800.00		1,800.00
Somerset											
Sussex											
Union	1	7	8	4,000.00	20,000.00	4,000.00	1,750.00	4,000.00	4,000.00	4,000.00	2,857.00
Warren		1	1		2,400.00		2,400.00		2,400.00		2,400.00
Total	9	82	91	\$44,700.00	\$262,285.00	\$3,400.00	\$1,400.00	\$7,000.00	\$5,000.00	\$4,967.00	\$3,199.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	SPECIAL SUPERVISORS										
	NUMBER EMPLOYED.			(Those who assist teachers in matters pertaining to instruction in special subjects. Drawing, penmanship, etc. Do not include those engaged in manual training, vocational, evening school, foreign-born evening school or continuation school work.) Where a supervisor is employed by two or more school districts, within the County, enter amount paid by each district, and indicate fraction of time spent in each district							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	2	13	15	\$6,450.00	\$31,850.00	\$3,150.00	\$1,800.00	\$3,300.00	\$2,900.00	\$3,225.00	\$2,450.00
Bergen	6	29	35	10,100.00	47,800.00	1,850.00	1,200.00	2,650.00	2,500.00	1,683.00	1,648.00
Burlington	5	25	30	13,600.00	48,300.00	1,600.00	*900.00	3,500.00	3,150.00	2,720.00	1,932.00
Camden											
Cape May											
Cumberland	2	12	14	4,900.00	19,705.00	2,400.00	1,300.00	2,500.00	2,200.00	2,450.00	1,642.00
Essex	29	65	94	113,191.00	202,170.00	1,800.00	1,700.00	7,500.00	5,000.00	3,903.00	3,110.00
Gloucester	6	18	24	10,950.00	29,400.00	1,550.00	1,200.00	2,450.00	2,350.00	1,825.00	1,633.00
Hudson	17	27	44	63,070.00	73,977.00	1,900.00	1,400.00	5,000.00	4,100.00	3,710.00	2,740.00
Hunterdon	3	8	11	4,900.00	11,500.00	1,400.00	1,200.00	1,900.00	2,000.00	1,633.00	1,438.00
Mercer		7	7		25,150.00		3,100.00		3,900.00		3,593.00
Middlesex	4	22	26	9,900.00	45,525.00	1,900.00	1,400.00	3,400.00	3,000.00	2,475.00	2,069.00
Monmouth	1	17	18	3,530.00	34,860.00	3,530.00	1,250.00	3,530.00	2,800.00	3,530.00	2,051.00
Morris		2	2		4,755.00		2,230.00		2,525.00		2,378.00
Ocean	2	7	9	4,100.00	13,625.00	1,900.00	1,800.00	2,200.00	2,400.00	2,050.00	1,946.00
Passaic	4	21	25	13,500.00	58,550.00	1,800.00	1,400.00	4,100.00	3,900.00	3,375.00	2,788.00
Salem											
Somerset	4	13	17	9,450.00	23,675.00	1,900.00	1,450.00	2,800.00	2,300.00	2,363.00	1,821.00
Sussex	2	7	9	3,850.00	11,200.00	1,850.00	1,400.00	2,000.00	1,900.00	1,925.00	1,600.00
Union	21	63	84	58,050.00	136,637.00	1,700.00	1,200.00	4,000.00	3,425.00	2,832.00	2,169.00
Warren	1	5	6	2,250.00	6,600.00	2,250.00	1,300.00	2,250.00	2,300.00	2,250.00	1,320.00
Total	109	361	470	\$331,791.00	\$825,279.00	\$1,400.00	\$1,200.00	\$7,500.00	\$5,000.00	\$3,044.00	\$2,286.00

*Part time.

TABLE 27—Continued
REPORT OF TEACHERS EMPLOYED

COUNTIES	SUB-CLASSIFICATION OF SPECIAL SUPERVISORS										
	Physical Training—Men.	Physical Training—Women.	Music—Men.	Music—Women.	Drawing—Men.	Drawing—Women.	Pennmanship—Men.	Pennmanship—Women.	Others—Men.	Others—Women.	Total Number.
Atlantic	2	3		4		3		1		2	15
Bergen	5	7	1	13		7		2			35
Burlington	2	6	2	4		7		5	1	3	30
Camden											
Cape May											
Cumberland	2	2		5½		2½		1		1	14
Essex	17	12	6	18		16	2	3	4	16	94
Gloucester	3	6	2	5	1	6		1			24
Hudson	7	6	4	8	1	9		3	5	1	44
Hunterdon	3	2		2		2		2			11
Mercer		1		1		1		1		3	7
Middlesex	2	6	2	8		5				3	26
Monmouth		3	1	8		3		2		1	18
Morris				1		1					2
Ocean	2	1		4		2					9
Passaic	3	3	1	7		6		1		4	25
Salem											
Somerset	3	4	1	4		4				1	17
Sussex	2	2		4						1	9
Union	14	17	3	20		16	1	3	3	7	84
Warren	1	1		1		1				2	6
Total	68	82	23	117½	2	91½	3	25	13	45	470

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

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SCHOOL REPORT

COUNTIES	TEACHERS, RURAL SCHOOLS—ONE ROOM										
	NUMBER EMPLOYED			(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	1	14	15	\$1,400.00	\$15,820.00	\$1,400.00	\$900.00	\$1,400.00	\$1,400.00	\$1,400.00	\$1,130.00
Bergen		7	7		10,500.00		1,200.00		1,600.00		1,500.00
Burlington		2	2		2,300.00		1,000.00		1,300.00		1,150.00
Camden		9	9		10,657.00		998.00		1,378.00		1,184.00
Cape May		10	10		11,280.00		1,080.00		1,200.00		1,128.00
Cumberland	1	17	18	1,035.00	18,277.00	1,035.00	810.00	1,035.00	1,625.00	1,035.00	1,075.00
Essex		1	1		2,100.00		2,100.00		2,100.00		2,100.00
Gloucester		11	11		12,480.00		855.00		1,550.00		1,135.00
Hudson											
Hunterdon	8	49	57	8,400.00	53,250.00	800.00		1,400.00	1,350.00	1,050.00	1,087.00
Mercer		5	5		7,100.00		1,250.00		1,500.00		1,420.00
Middlesex		13	13		15,675.00		1,050.00		1,625.00		1,206.00
Monmouth	2	22	24	3,050.00	28,325.00	1,450.00	1,050.00	1,600.00	1,450.00	1,525.00	1,288.00
Morris		14	14		16,950.00		950.00		1,900.00		1,211.00
Ocean	5	10	15	7,450.00	12,750.00	1,200.00	1,000.00	1,850.00	1,600.00	1,490.00	1,275.00
Passaic	1	5	6	1,250.00	6,750.00	1,250.00	1,200.00	1,250.00	1,450.00	1,250.00	1,350.00
Salem	1	19	20	990.00	18,155.00	990.00	675.00	990.00	1,125.00	990.00	956.00
Somerset		22	22		26,700.00		1,100.00		1,350.00		1,214.00
Sussex	5	40	45	5,200.00	40,200.00	1,000.00	870.00	1,100.00	1,200.00	1,040.00	1,005.00
Union		2	2		2,350.00		1,200.00		1,750.00		1,475.00
Warren	3	31	34	2,900.00	31,710.00	850.00	800.00	1,050.00	1,250.00	967.00	1,023.00
Total	27	303	330	\$31,675.00	\$343,929.00	\$800.00	\$675.00	\$1,850.00	\$2,100.00	\$1,173.00	\$1,135.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	TEACHERS, RURAL SCHOOLS—TWO ROOMS										
	NUMBER EMPLOYED			(Teachers considered in the one- and two-room rural school tables are not to be considered in the grade teachers' table.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	3	19	22	\$3,900.00	\$23,185.00	\$1,250.00	\$855.00	\$1,350.00	\$1,450.00	\$1,300.00	\$1,220.00
Bergen	1	6	7	1,500.00	8,550.00	1,500.00	1,250.00	1,500.00	1,600.00	1,500.00	1,425.00
Burlington		12	12		14,150.00		1,000.00		1,300.00		1,180.00
Camden		16	16		18,110.00		900.00		1,320.00		1,132.00
Cape May		20	20		23,400.00		1,080.00		1,300.00		1,170.00
Cumberland	1	27	28	1,165.00	32,331.00	1,165.00	810.00	1,165.00	1,650.00	1,165.00	1,197.00
Essex											
Gloucester		16	16		18,610.00		900.00		1,450.00		1,163.00
Hudson											
Hunterdon	3	17	20	3,550.00	19,300.00	1,100.00	950.00	1,300.00	1,350.00	1,183.00	1,135.00
Mercer	1	5	6	1,700.00	7,250.00	1,700.00	1,300.00	1,700.00	1,600.00	1,700.00	1,450.00
Middlesex		14	14		17,825.00		1,050.00		1,600.00		1,273.00
Monmouth	5	33	38	7,950.00	46,250.00	1,400.00	1,000.00	2,000.00	1,900.00	1,590.00	1,402.00
Morris	6	26	32	9,600.00	35,050.00	1,250.00	1,000.00	2,000.00	2,300.00	1,600.00	1,348.00
Ocean	4	20	24	5,750.00	23,735.00	1,200.00	1,000.00	1,600.00	1,450.00	1,438.00	1,187.00
Passaic		10	10		13,450.00		1,200.00		1,500.00		1,345.00
Salem	2	8	10	2,070.00	8,095.00	990.00	855.00	1,080.00	1,378.00	1,035.00	1,012.00
Somerset	3	27	30	3,950.00	33,800.00	1,200.00	1,100.00	1,400.00	1,500.00	1,317.00	1,252.00
Sussex	3	9	12	3,500.00	9,750.00	1,000.00	1,050.00	1,300.00	1,200.00	1,167.00	1,083.00
Union		4	4		5,530.00		960.00		1,950.00		1,383.00
Warren	3	23	26	3,750.00	24,950.00	1,200.00	800.00	1,350.00	1,300.00	1,250.00	1,085.00
Total	35	312	347	\$48,385.00	\$383,321.00	\$990.00	\$800.00	\$2,000.00	\$2,300.00	\$1,382.00	\$1,229.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

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SCHOOL REPORT

COUNTIES	TEACHERS, KINDERGARTEN—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic	47	47			\$77,975.00		\$1,100.00		\$2,600.00		\$1,659.00
Bergen	89	89			149,262.00		1,100.00		2,700.00		1,677.00
Burlington	3	3			4,450.00		1,150.00		1,800.00		1,483.00
Camden	29	29			47,225.00		1,100.00		1,900.00		1,628.00
Cape May	2	2			2,600.00		1,150.00		1,450.00		1,300.00
Cumberland											
Essex	245	245			534,860.00		1,200.00		2,800.00		2,183.60
Gloucester	4	4			5,100.00		1,150.00		1,400.00		1,275.00
Hudson	92	92			191,890.00		1,200.00		3,200.00		2,086.00
Hunterdon	3	3			4,175.00		1,100.00		1,575.00		1,392.00
Mercer	38	38			70,750.00		1,300.00		2,600.00		1,862.00
Middlesex	45	45			72,155.00		1,075.00		2,300.00		1,603.00
Monmouth	21	21			30,960.00		1,000.00		2,075.00		1,474.00
Morris	13	13			20,050.00		1,000.00		2,000.00		1,542.00
Ocean	3	3			4,400.00		1,400.00		1,600.00		1,467.00
Passaic	81	81			171,160.00		1,150.00		3,000.00		2,113.00
Salem	4	4			4,925.00		1,200.00		1,325.00		1,231.00
Somerset	12	12			17,800.00		1,150.00		2,000.00		1,483.00
Sussex	6	6			7,175.00		1,100.00		1,425.00		1,196.00
Union	95	95			165,275.00		1,000.00		2,700.00		1,740.00
Warren	1	1			1,275.00		1,275.00		1,275.00		1,275.00
Total	833	833			\$1,583,462.00		\$1,060.00		\$3,200.00		\$1,901.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS										
	NUMBER EMPLOYED			(Does not include one- and two-room rural school teachers.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	1	282	282		\$466,795.00		\$900.00		\$2,600.00		\$1,655.00
Bergen	1	926	927	1,200.00	1,451,690.00	1,200.00	1,900.00	1,200.00	3,000.00	1,200.00	1,568.00
Burlington		268	268		339,245.00		990.00		1,950.00		1,266.00
Camden		597	597		904,401.00		855.00		2,600.00		1,515.00
Cape May		77	77		103,500.00		1,000.00		1,800.00		1,344.00
Cumberland		154	154		185,712.00		850.00		1,675.00		1,206.00
Essex	1	1,589	1,590	1,900.00	3,285,745.00	1,900.00	1,200.00	1,900.00	3,600.00	1,900.00	2,068.00
Gloucester		213	213		247,075.00		675.00		1,700.00		1,160.00
Hudson		1,297	1,297		2,558,361.00		1,200.00		3,200.00		1,973.00
Hunterdon		51	51		60,045.00		900.00		1,700.00		1,177.00
Mercer		357	357		601,621.00		1,100.00		2,600.00		1,685.00
Middlesex		526	526		794,863.00		1,000.00		2,800.00		1,511.00
Monmouth		311	311		458,545.00		1,000.00		2,750.00		1,474.00
Morris		236	236		347,270.00		1,000.00		2,500.00		1,471.00
Ocean		62	62		84,665.00		1,000.00		1,850.00		1,366.00
Passaic	2	674	676	2,700.00	1,265,762.00	1,200.00	1,150.00	1,500.00	2,800.00	1,350.00	1,878.00
Salem		86	86		97,519.00		855.00		1,725.00		1,134.00
Somerset		129	129		176,220.00		1,000.00		2,100.00		1,366.00
Sussex	1	57	58	1,700.00	72,325.00	1,700.00	1,000.00	1,700.00	1,600.00	1,700.00	1,269.00
Union		642	642		1,082,030.00		945.00		3,100.00		1,685.00
Warren	1	104	105	2,050.00	135,175.00	2,050.00	850.00	2,050.00	2,000.00	2,050.00	1,300.00
Total	6	8,638	8,644	\$9,550.00	\$14,718,564.00	\$1,200.00	\$675.00	\$2,050.00	\$3,600.00	\$1,592.00	\$1,704.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS										
	NUMBER EMPLOYED			(Does not include one- and two-room rural school teachers.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	24	228	252	\$39,630.00	\$406,326.00	\$1,125.00	\$1,000.00	\$2,700.00	\$2,600.00	\$1,654.00	\$1,782.00
Bergen	55	706	761	105,460.00	1,200,969.00	1,150.00	1,100.00	3,000.00	3,600.00	1,917.00	1,701.00
Burlington	12	202	214	18,950.00	284,520.00	1,050.00	1,000.00	2,200.00	2,200.00	1,580.00	1,409.00
Camden	19	408	427	32,429.00	673,704.00	1,300.00	1,000.00	2,900.00	2,600.00	1,707.00	1,651.00
Cape May	7	55	62	11,800.00	75,688.00	1,300.00	1,000.00	2,050.00	1,800.00	1,686.00	1,376.00
Cumberland	8	120	128	12,975.00	162,689.00	900.00	810.00	2,300.00	2,150.00	1,622.00	1,356.00
Essex	54	1,082	1,136	111,435.00	2,547,040.00	1,450.00	1,200.00	3,500.00	3,990.00	2,064.00	2,354.00
Gloucester	9	159	168	12,845.00	210,468.00	1,245.00	900.00	1,800.00	2,500.00	1,427.00	1,324.00
Hudson	12	1,079	1,091	22,635.00	2,339,138.00	1,200.00	1,200.00	2,860.00	3,200.00	1,886.00	2,168.00
Hunterdon	6	35	41	10,900.00	46,535.00	1,200.00	1,075.00	2,350.00	2,200.00	1,817.00	1,330.00
Mercer	4	237	241	7,000.00	422,888.00	1,300.00	1,100.00	2,000.00	2,400.00	1,750.00	1,784.00
Middlesex	18	366	384	29,625.00	597,179.00	1,125.00	1,000.00	2,650.00	2,575.00	1,646.00	1,632.00
Monmouth	31	213	244	60,728.00	233,430.00	1,325.00	1,000.00	4,300.00	2,500.00	1,959.00	1,565.00
Morris	28	167	195	54,900.00	273,085.00	1,200.00	1,000.00	2,700.00	2,350.00	1,961.00	1,635.00
Ocean	8	52	60	13,400.00	75,500.00	1,400.00	1,400.00	2,000.00	1,900.00	1,675.00	1,452.00
Passaic	17	526	543	35,825.00	1,134,588.00	1,300.00	1,200.00	3,000.00	2,850.00	2,107.00	2,157.00
Salem	7	77	84	11,300.00	101,025.00	1,600.00	855.00	2,200.00	2,000.00	1,614.00	1,312.00
Somerset	10	107	117	18,700.00	158,675.00	1,050.00	1,100.00	2,800.00	2,200.00	1,870.00	1,483.00
Sussex	4	39	43	6,200.00	54,400.00	1,000.00	1,000.00	2,500.00	2,050.00	1,550.00	1,395.00
Union	23	423	446	41,050.00	745,665.00	1,500.00	1,000.00	2,500.00	2,700.00	1,785.00	1,763.00
Warren	7	77	84	10,300.00	105,635.00	1,150.00	950.00	1,950.00	1,900.00	1,471.00	1,372.00
Total	363	6,358	6,721	\$668,147.00	\$11,949,141.00	\$900.00	\$810.00	\$4,300.00	\$3,990.00	\$1,841.00	\$1,879.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	TEACHERS, GRADES 7 TO 9, INCLUSIVE (JUNIOR HIGH PLAN)— DAY SCHOOLS										
	NUMBER EMPLOYED.			Only those junior high schools approved by the State Board of Education are reported here. Not included in any other table							
	Men	Women	Total	Aggregate salary— Men	Aggregate Salary— Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	8	63	71	\$14,925.00	\$121,826.00	\$1,500.00	\$1,475.00	\$2,300.00	\$4,350.00	\$1,866.00	\$1,934.00
Bergen	53	119	172	104,575.00	227,770.00	1,400.00	1,400.00	2,650.00	2,750.00	1,973.00	1,884.00
Burlington	4	6	10	7,200.00	10,500.00	1,700.00	1,500.00	1,900.00	1,900.00	1,800.00	1,750.00
Camden	19	129	148	51,750.00	303,925.00	2,600.00	1,500.00	3,600.00	3,500.00	2,724.00	2,356.00
Cape May	17	159	176	41,868.00	422,429.00	1,300.00	1,400.00	3,400.00	3,800.00	2,639.00	2,657.00
Cumberland	43	116	159	93,622.00	267,387.00	1,500.00	1,300.00	2,900.00	3,200.00	2,177.00	2,305.00
Essex	9	52	61	19,325.00	107,125.00	1,500.00	1,350.00	2,900.00	2,600.00	2,147.00	2,060.00
Gloucester	7	34	41	13,650.00	62,688.00	1,700.00	1,200.00	2,400.00	2,350.00	1,950.00	1,844.00
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic	2	4	6	4,700.00	7,400.00	2,000.00	1,900.00	2,700.00	2,000.00	2,350.00	1,850.00
Salem											
Somerset											
Sumner	1	5	6	1,500.00	7,600.00	1,500.00	1,400.00	1,500.00	1,800.00	1,500.00	1,520.00
Union	37	125	162	76,875.00	260,885.00	1,200.00	1,300.00	2,925.00	2,750.00	2,078.00	2,087.00
Warren											
Total	200	812	1,012	\$432,990.00	\$1,799,535.00	\$1,200.00	\$1,200.00	\$3,600.00	\$4,350.00	\$2,165.00	\$2,216.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

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SCHOOL REPORT

COUNTIES	TEACHERS, GRADES 10 TO 12, INCLUSIVE (JUNIOR HIGH PLAN)—DAY SCHOOLS										
	NUMBER EMPLOYED			Only those junior high schools approved by the State Board of Education are reported here. Not included in any other table							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	13	22	35	\$29,071.00	\$48,925.00	\$1,875.00	\$1,800.00	\$2,750.00	\$2,800.00	\$2,236.00	\$2,224.00
Bergen	46	70	116	116,900.00	155,525.00	1,400.00	1,400.00	3,550.00	3,550.00	2,541.00	2,222.00
Burlington	2	4	6	4,100.00	7,500.00	1,600.00	1,700.00	2,500.00	2,200.00	2,050.00	1,875.00
Camden	43	79	122	145,450.00	209,450.00	2,250.00	1,650.00	4,400.00	3,675.00	3,383.00	2,651.00
Cape May	15	39	54	51,670.00	124,710.00	2,100.00	1,800.00	4,100.00	4,100.00	3,445.00	3,188.00
Cumberland	49	33	82	154,888.00	92,388.00	1,625.00	1,440.00	3,950.00	4,000.00	3,161.00	2,800.00
Essex	8	33	41	22,500.00	77,125.00	2,200.00	1,650.00	3,500.00	3,000.00	2,813.00	2,337.00
Gloucester	11	30	41	27,850.00	61,238.00	1,850.00	1,550.00	3,275.00	2,700.00	2,532.00	2,041.00
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Summerset											
Sussex	3	4	7	6,300.00	7,550.00	2,000.00	1,850.00	2,200.00	1,900.00	2,100.00	1,888.00
Union	30	62	92	81,955.00	155,445.00	1,950.00	1,700.00	3,200.00	3,300.00	2,732.00	2,507.00
Warren											
Total	220	376	596	\$640,684.00	\$939,856.00	\$1,400.00	\$1,400.00	\$4,400.00	\$4,100.00	\$2,912.00	\$2,500.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES	TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic	52	92	144	\$156,750.00	\$250,275.00	\$1,300.00	\$1,300.00	\$4,200.00	\$4,100.00	\$3,014.00	\$2,720.00
Bergen	97	236	333	233,815.00	510,266.00	1,400.00	1,350.00	4,400.00	3,700.00	2,410.00	2,162.00
Burlington	20	73	93	37,350.00	124,725.00	1,200.00	1,200.00	2,800.00	3,400.00	1,868.00	1,709.00
Camden	21	45	66	44,450.00	82,100.00	1,700.00	1,500.00	2,700.00	2,200.00	2,117.00	1,824.00
Cape May	15	21	36	29,880.00	31,925.00	1,200.00	1,200.00	2,800.00	1,925.00	1,992.00	1,520.00
Cumberland	13	67	80	26,100.00	108,650.00	1,500.00	1,200.00	2,800.00	2,300.00	2,008.00	1,622.00
Essex	284	391	675	1,000,841.00	1,197,056.00	1,700.00	1,300.00	4,600.00	4,000.00	3,524.00	3,062.00
Gloucester	24	59	83	46,450.00	99,525.00	1,400.00	1,200.00	3,000.00	2,350.00	1,935.00	1,687.00
Hudson	191	313	504	536,384.00	929,829.00	1,600.00	1,550.00	4,600.00	4,060.00	2,808.00	2,971.00
Hunterdon	13	31	44	22,000.00	45,925.00	1,400.00	1,275.00	2,200.00	1,850.00	1,692.00	1,481.00
Mercer	6	11	17	14,000.00	21,000.00	1,800.00	1,350.00	3,000.00	2,700.00	2,338.00	1,909.00
Middlesex	38	68	106	83,050.00	134,850.00	1,500.00	1,350.00	3,500.00	3,100.00	2,186.00	1,983.00
Monmouth	53	80	133	113,485.00	143,700.00	1,500.00	1,200.00	3,060.00	2,660.00	2,141.00	1,796.00
Morris	35	89	124	79,050.00	168,810.00	1,350.00	1,300.00	3,225.00	2,750.00	2,259.00	1,897.00
Ocean	16	29	45	31,500.00	49,975.00	1,450.00	1,300.00	2,600.00	2,200.00	1,969.00	1,723.00
Passaic	91	200	291	270,175.00	515,450.00	1,600.00	1,600.00	4,200.00	4,000.00	2,969.00	2,577.00
Salem	13	23	36	22,450.00	42,150.00	1,300.00	1,250.00	3,000.00	1,900.00	1,727.00	1,833.00
Somerset	21	45	66	43,750.00	82,675.00	1,450.00	1,400.00	3,500.00	2,600.00	2,083.00	1,837.00
Sussex	11	13	24	20,500.00	20,350.00	1,400.00	1,300.00	2,400.00	2,075.00	1,864.00	1,565.00
Union	57	107	164	146,850.00	252,595.00	1,450.00	1,400.00	4,500.00	3,800.00	2,576.00	2,361.00
Warren	22	34	56	43,575.00	59,880.00	1,500.00	700.00	2,800.00	2,400.00	1,981.00	1,761.00
Total	1,093	2,027	3,120	\$3,002,405.00	\$4,871,711.00	\$1,200.00	\$700.00	\$4,600.00	\$4,600.00	\$2,747.00	\$2,403.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

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SCHOOL REPORT

COUNTIES	SHORT TERM TEACHERS—DAY SCHOOLS										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic	1	2	3	\$800.00	\$1,800.00	\$800.00	\$600.00	\$800.00	\$1,200.00	\$800.00	\$900.00
Bergen	11	33	44	12,800.00	31,645.00	1,600.00	405.00	2,400.00	1,800.00	1,164.00	959.00
Burlington		2	2		1,120.00		520.00		600.00		560.00
Camden											
Cape May		1	1		310.00		310.00		310.00		310.00
Cumberland	1	2	3	750.00	1,775.00	750.00	625.00	750.00	1,150.00	750.00	887.00
Essex	1	5	6	2,000.00	5,980.00	2,000.00	880.00	2,000.00	1,400.00	2,000.00	1,196.00
Gloucester		2	2		1,470.00		660.00		810.00		735.00
Hudson	4	36	40	5,315.00	32,098.00	1,125.00	643.00	1,700.00	2,200.00	1,329.00	892.00
Hunterdon											
Mercer	3	9	12	3,250.00	10,695.00	1,000.00	720.00	1,200.00	2,025.00	1,083.00	1,188.00
Middlesex		2	2		2,350.00		1,050.00		1,500.00		1,275.00
Monmouth		4	4		4,875.00		650.00		2,425.00		1,219.00
Morris	1	4	5	1,840.00	2,322.00	1,840.00	480.00	1,840.00	692.00	1,840.00	581.00
Ocean		1	1		750.00		750.00		750.00		750.00
Passaic											
Salem		2	2		900.00		400.00		500.00		450.00
Somerset											
Sussex		3	3		2,900.00		700.00		1,200.00		967.00
Union		14	14		19,825.00		800.00		2,875.00		1,416.00
Warren											
Total	22	122	144	\$26,755.00	\$121,015.00	\$750.00	\$400.00	\$2,400.00	\$2,425.00	\$1,216.00	\$892.00

TABLE 27.
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

COUNTIES	SUBSTITUTE TEACHERS—DAY SCHOOLS										
	NUMBER EMPLOYED			(One not assigned to a regular class or one teaching a class for less than four months.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	3	10	13	\$1,250.00	\$5,500.00	\$500.00	\$160.00	\$750.00	1,800.00	\$417.00	\$550.00
Bergen											
Burlington											
Camden											
Cape May											
Cumberland		1	1		551.00		551.00		551.00		551.00
Essex											
Gloucester		2	2		530.00		200.00		330.00		265.00
Hudson		7	7		9,655.00		370.00		2,235.00		1,379.00
Hunterdon											
Mercer		3	3		3,400.00		1,000.00		1,200.00		1,133.00
Middlesex											
Monmouth											
Morris	1	2	3	638.00	478.00	638.00	238.00	638.00	240.00	638.00	239.00
Ocean		1	1		270.00		270.00		270.00		270.00
Passaic											
Salem											
Somerset											
Sussex											
Union	2	13	15	2,200.00	15,425.00	1,000.00	500.00	1,200.00	2,125.00	1,100.00	1,187.00
Warren											
Total	6	39	45	\$4,088.00	\$35,809.00	\$500.00	\$160.00	\$1,200.00	\$2,235.00	\$681.00	\$918.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

400

SCHOOL REPORT

COUNTIES	SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS										
	NUMBER EMPLOYED			Aggregate Salary— Men	Aggregate Salary— Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic		4	4		\$7,575.00		\$1,700.00		\$2,075.00		\$1,894.00
Bergen		1	1		1,200.00		1,200.00		1,200.00		1,200.00
Burlington		32	52		75,550.00		1,300.00		2,200.00		1,453.00
Camden											
Cape May											
Cumberland											
Essex	6	11	17	\$14,600.00	26,900.00	\$1,900.00	1,600.00	\$3,400.00	3,400.00	\$2,433.00	2,445.00
Gloucester		13	13		32,148.00		1,900.00		3,400.00		2,473.00
Hudson											
Hunterdon		10	10		19,550.00		1,200.00		2,400.00		1,955.00
Mercer		9	9		16,125.00		1,400.00		2,000.00		1,792.00
Middlesex		2	2		3,075.00		1,450.00		1,625.00		1,538.00
Monmouth		3	5	5,890.00	3,175.00	1,800.00	1,500.00	2,190.00	1,675.00	1,963.00	1,588.00
Morris											
Ocean		8	8		20,300.00		1,800.00		2,900.00		2,538.00
Passaic											
Salem											
Somerset											
Sussex											
Union	1	16	17	2,400.00	32,750.00	2,400.00	1,500.00	2,400.00	2,200.00	2,400.00	2,047.00
Warren											
Total	10	128	138	\$22,890.00	\$238,348.00	\$1,800.00	\$1,200.00	\$3,400.00	\$3,400.00	\$2,289.00	\$1,862.00

TABLE 27

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES	SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS (Includes only those for which an apportionment of \$500 will be made.)										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic	3	11	14	\$6,800.00	\$24,500.00	\$1,500.00	\$1,500.00	\$3,000.00	\$3,400.00	\$2,267.00	\$2,227.00
Bergen	1	13	14	2,150.00	28,475.00	2,150.00	1,700.00	2,150.00	2,700.00	2,150.00	2,190.00
Burlington	2	3	5	3,350.00	4,600.00	1,400.00	1,400.00	1,950.00	1,700.00	1,675.00	1,534.00
Camden		11	11		19,835.00		1,400.00		2,210.00		1,803.00
Cape May		1	1		1,300.00		1,300.00		1,300.00		1,300.00
Cumberland		6	6		8,225.00		1,100.00		1,825.00		1,371.00
Essex	9	88	97	17,300.00	222,550.00	1,600.00	1,600.00	2,700.00	3,400.00	1,922.00	2,529.00
Gloucester		2	2		3,050.00		1,300.00		1,750.00		1,525.00
Hudson	1	38	39	3,075.00	98,572.00	3,075.00	1,500.00	3,075.00	3,700.00	3,075.00	2,594.00
Hunterdon											
Mercer		20	20		46,350.00		1,800.00		2,700.00		2,318.00
Middlesex	2	6	8	3,600.00	11,550.00	1,400.00	1,075.00	2,200.00	2,755.00	1,800.00	1,925.00
Monmouth		9	9		17,780.00		1,800.00		2,400.00		1,976.00
Morris		3	3		5,450.00		1,350.00		2,200.00		1,817.00
Ocean											
Passaic		24	24		62,900.00		1,200.00		3,500.00		2,621.00
Salem		1	1		1,600.00		1,600.00		1,600.00		1,600.00
Somerset		3	3		5,750.00		1,800.00		2,100.00		1,917.00
Sussex		3	3		5,075.00		1,450.00		1,825.00		1,692.00
Union	1	16	17	2,100.00	32,775.00	2,100.00	1,400.00	2,100.00	3,100.00	2,100.00	2,048.00
Warren		1	1		1,800.00		1,800.00		1,800.00		1,800.00
Total	19	259	278	\$38,375.00	\$602,187.00	\$1,400.00	\$1,075.00	\$3,075.00	\$3,700.00	\$2,020.00	\$2,325.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

402

SCHOOL REPORT

COUNTIES	SPECIAL TEACHERS. CLASSES FOR DEAF—DAY SCHOOLS. (Includes only those for which an apportionment of \$500 will be made.)										
	NUMBER EMPLOYED.			Aggregate Salary— Men	Aggregate Salary— Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		12	12		\$35,200.00		\$2,400.00		\$3,200.00		\$2,933.00
Gloucester											
Hudson		4	4		10,404.00		2,144.00		3,060.00		2,601.00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic		2	2		3,600.00		1,800.00		1,800.00		1,800.00
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		18	18		\$49,204.00		\$1,800.00		\$3,200.00		\$2,734.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	SPECIAL TEACHERS, CLASSES FOR BLIND—DAY SCHOOLS										
	NUMBER EMPLOYED			(Includes only those for which an apportionment of \$500 will be made.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		3	3		\$9,200.00		\$2,600.00		\$3,400.00		\$3,066.00
Gloucester											
Hudson		2	2		4,928.00		2,344.00		2,584.00		2,464.00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic		3	3		8,800.00		2,000.00		3,400.00		2,933.00
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		8	8		\$22,928.00		\$2,000.00		\$3,400.00		\$2,866.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

404

SCHOOL REPORT

COUNTIES	SPECIAL TEACHERS FOR CRIPPLED CLASSES—Day Schools. Includes only those for which an apportionment of \$500 (or fraction thereof), will be made										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex	1	19	20	\$2,400.00	\$48,100.00	\$2,400.00	\$1,900.00	\$2,400.00	\$3,400.00	\$2,400.00	\$2,532.00
Gloucester		17	17		48,020.00		1,400.00		4,200.00		2,531.00
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic		2	2		6,000.00		3,000.00		3,000.00		3,000.00
Salem											
Somerset											
Sussex											
Union	1	1	1		2,200.00		2,200.00		2,200.00		2,200.00
Warren											
Total	1	39	40	\$2,400.00	\$99,320.00	\$2,400.00	\$1,400.00	\$2,400.00	\$4,200.00	\$2,400.00	\$2,547.00

TABLE 27
REPORT OF TEACHERS EMPLOYED

COUNTIES	SUBCLASSIFICATION OF SPECIAL TEACHERS, UNCLASSIFIED—DAY SCHOOLS										Total Number
	Physical Training—Men	Physical Training—Women	Music—Men	Music—Women	Drawing—Men	Drawing—Women	Penmanship—Men	Penmanship—Women	Others—Men	Others—Women	
Atlantic	5	15		22	1	6		2		5	56
Bergen	16	20	2	23	1	18		4		9	93
Burlington	1									1	2
Camden	4	5		3		2			2	4	20
Cape May	2	4	1	6		5				1	19
Cumberland	1	1		1		2				1	6
Essex	56	59	2	33	3	59		5	15	109	431
Gloucester											
Hudson	30	46	4	14	2	17		1	3	33	150
Hunterdon				1							1
Mercer	3	8		8		3				1	23
Middlesex	5	11		12		7			4	13	52
Monmouth	7	11		6		6		2		5	37
Morris	8	6	1	8		5					28
Ocean											
Passaic	6	7		8		4		1	7	36	69
Salem											
Somerset											
Sussex											
Union	11	14	1	8	2	8			8	2	49
Warren		1	1						1	1	4
Total	155	208	12	153	9	142		15	35	313	1,042

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

406

SCHOOL REPORT

COUNTIES	SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL											
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women	
	Men	Women	Total									
Atlantic	6	50	56	\$13,800.00	\$99,017.00	\$2,000.00	\$1,300.00	\$2,600.00	\$3,800.00	\$2,267.00	\$1,980.00	
Bergen	19	74	93	44,075.00	143,233.00	1,600.00	1,050.00	3,300.00	2,800.00	2,320.00	1,936.00	
Burlington	1	1	2	2,100.00	1,050.00	2,100.00	1,050.00	2,100.00	1,050.00	2,100.00	1,050.00	
Camden	6	14	20	13,750.00	23,600.00	1,500.00	1,000.00	3,000.00	2,200.00	2,292.00	1,686.00	
Cape May	3	16	19	6,900.00	26,150.00	2,000.00	1,300.00	2,800.00	2,300.00	2,300.00	1,634.00	
Cumberland	1	5	6	1,950.00	6,900.00	1,950.00	1,200.00	1,950.00	1,600.00	1,950.00	1,380.00	
Essex	76	355	431	222,080.00	796,400.00	1,500.00	1,200.00	3,800.00	4,400.00	2,922.00	2,243.00	
Gloucester												
Hudson	39	111	150	78,650.00	236,399.00	800.00	1,200.00	3,550.00	3,800.00	2,017.00	2,130.00	
Hunterdon		1	1		800.00		800.00		800.00		800.00	
Mercer	3	20	23	6,000.00	39,650.00	1,600.00	1,100.00	2,600.00	2,300.00	2,200.00	1,983.00	
Middlesex	9	43	52	22,150.00	84,845.00	1,600.00	1,200.00	2,800.00	2,600.00	2,461.00	1,978.00	
Monmouth	7	30	37	18,010.00	51,180.00	1,900.00	600.00	3,200.00	2,600.00	2,573.00	1,704.00	
Morris	9	19	28	19,100.00	35,535.00	1,600.00	1,200.00	3,100.00	2,375.00	2,122.00	1,870.00	
Ocean												
Passaic	13	56	69	33,900.00	121,650.00	1,800.00	1,275.00	3,000.00	3,000.00	2,608.00	2,172.00	
Salem												
Somerset												
Sussex		2	2		2,575.00		1,175.00		1,400.00		1,288.00	
Union	17	32	49	41,425.00	65,900.00	1,800.00	1,200.00	3,400.00	3,000.00	2,437.00	2,059.00	
Warren	2	2	4	3,900.00	2,800.00	1,500.00	1,100.00	2,400.00	1,700.00	1,950.00	1,400.00	
Total	211	831	1,042	\$528,190.00	\$1,737,634.00	\$800.00	\$600.00	\$3,800.00	\$4,400.00	\$2,503.00	\$2,091.00	

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	MANUAL TRAINING TEACHERS—DAY SCHOOLS										
	NUMBER EMPLOYER			(Includes only supervisors and teachers devoting full time to the work.)							
	Men	Women	Total	Aggregate Salary—	Aggregate Salary—	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
				Men	Women						
Atlantic	13	17	30	\$33,220.00	\$33,050.00	\$1,500.00	\$1,500.00	\$3,900.00	\$2,900.00	\$2,555.00	\$1,944.00
Bergen	50	47	97	114,462.00	94,175.00	1,100.00	900.00	3,400.00	3,000.00	2,289.00	2,004.00
Burlington	9	9	18	17,145.00	15,275.00	1,600.00	1,300.00	2,600.00	2,200.00	1,905.00	1,698.00
Camden	17	17	34	35,050.00	28,600.00	1,400.00	1,400.00	2,700.00	2,150.00	2,062.00	1,682.00
Cape May	5½	4	9½	12,200.00	6,900.00	1,300.00	1,500.00	2,800.00	1,900.00	2,218.00	1,725.00
Cumberland	9	6	15	18,875.00	8,138.00	850.00	1,040.00	2,700.00	1,513.00	2,097.00	1,356.00
Essex	95	54	149	252,490.00	126,250.00	1,600.00	1,600.00	4,250.00	3,650.00	2,658.00	2,338.00
Gloucester	13	7	20	23,480.00	11,575.00	1,200.00	1,400.00	2,850.00	2,075.00	1,806.00	1,654.00
Hudson	58	65	123	149,735.00	159,573.00	1,380.00	1,300.00	4,030.00	4,100.00	2,582.00	2,455.00
Hunterdon	3	4	7	5,650.00	6,300.00	1,500.00	1,400.00	2,150.00	1,800.00	1,883.00	1,575.00
Mercer	26	23	49	69,811.00	51,800.00	1,600.00	1,300.00	3,650.00	2,800.00	2,685.00	2,252.00
Middlesex	17	19	36	37,450.00	35,250.00	1,475.00	1,300.00	3,600.00	2,900.00	2,205.00	1,855.00
Monmouth	15	20	35	32,780.00	36,380.00	1,600.00	1,350.00	3,000.00	2,440.00	2,185.00	1,819.00
Morris	9	12	21	21,900.00	24,025.00	1,950.00	1,400.00	3,000.00	2,750.00	2,433.00	2,002.00
Ocean	3	2	5	6,525.00	4,050.00	1,900.00	1,900.00	2,650.00	2,150.00	2,175.00	2,025.00
Passaic	35	25	60	82,010.00	58,100.00	960.00	1,200.00	5,000.00	3,550.00	2,343.00	2,324.00
Salem	3	4	7	6,800.00	6,000.00	1,800.00	1,300.00	2,500.00	1,600.00	2,100.00	1,500.00
Somerset	63½	6	123½	15,100.00	10,500.00	1,600.00	1,450.00	3,000.00	2,500.00	2,397.00	1,750.00
Sussex	2	5	7	4,900.00	8,275.00	2,200.00	1,300.00	2,700.00	1,975.00	2,450.00	1,655.00
Union	48½	51½	99½	119,750.00	112,028.00	1,150.00	1,200.00	5,000.00	3,425.00	2,484.00	2,175.00
Warren	6	4	10	11,000.00	5,875.00	1,400.00	1,300.00	2,350.00	1,800.00	1,833.00	1,469.00
Total	443	401½	844½	\$1,069,833.00	\$842,119.00	\$850.00	\$900.00	\$5,000.00	\$4,100.00	\$2,415.00	\$2,089.00

TABLE 27

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES	MANUAL TRAINING TEACHERS—EVENING SCHOOLS								
	NUMBER EMPLOYED			(Includes supervisors and teachers devoting full time to the work.)					
	Men	Women	Total	Minimum Per Night —Men	Minimum Per Night —Women	Maximum Per Night —Men	Maximum Per Night —Women	Average Per Night —Men	Average Per Night —Women
Atlantic									
Bergen									
Burlington									
Camden	2		2	\$4.00		\$4.00		\$4.00	
Cape May									
Cumberland									
Essex									
Gloucester									
Hudson		1	1		\$5.00		\$5.00		\$5.00
Hunterdon									
Mercer	7	7	14	4.50	4.50	4.50	4.50	4.50	4.50
Middlesex									
Monmouth									
Morris									
Ocean									
Passaic									
Salem									
Somerset									
Sussex									
Union									
Warren									
Total	9	8	17	\$4.00	\$4.50	\$4.50	\$5.00	\$4.25	\$4.75

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	VOCATIONAL TEACHERS—DAY SCHOOLS										
	NUMBER EMPLOYED			(Teachers employed both day and evening are classed as holding two teaching positions.)							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
Atlantic	25	22	47	\$76,850.00	\$50,400.00	\$2,400.00	\$1,500.00	\$4,800.00	\$3,600.00	\$3,074.00	\$2,291.00
Bergen	12	2	14	5,900.00		2,800.00		3,100.00		2,950.00	
Burlington	18	2	20	52,063.00	5,000.00	1,600.00	2,000.00	3,000.00	3,000.00	2,892.00	2,500.00
Camden	*5	5	10	4,617.00		3,000.00		3,000.00		3,000.00	
Cape May	3	2	5	8,200.00	3,250.00	2,500.00	1,500.00	2,900.00	1,750.00	2,733.00	1,625.00
Cumberland	60	35	95	157,150.00	89,440.00	2,000.00	1,650.00	3,400.00	3,400.00	2,619.00	2,555.00
Essex											
Gloucester	23	18	41	60,080.00	41,053.00	1,720.00	1,400.00	3,600.00	3,320.00	2,612.00	2,281.00
Hudson	3		3	8,200.00		2,300.00		3,100.00		2,733.00	
Hunterdon											
Mercer	21		21	56,780.00		2,100.00		3,300.00		2,704.00	
Middlesex	2		2	6,100.00		2,900.00		3,200.00		3,050.00	
Monmouth	1		1	3,200.00		3,200.00		3,200.00		3,200.00	
Morris											
Ocean	16	2	18	47,250.00	5,625.00	1,650.00	2,775.00	4,500.00	2,850.00	2,953.00	2,813.00
Passaic	2		2	5,800.00		2,800.00		3,000.00		2,900.00	
Salem											
Somerset	4	2	6	9,350.00	3,200.00	1,950.00	1,600.00	2,900.00	1,600.00	2,338.00	1,600.00
Sussex	11	8	19	29,325.00	17,375.00	1,950.00	1,800.00	4,000.00	3,375.00	2,666.00	2,172.00
Union	1		1	2,000.00		2,000.00		2,000.00		2,000.00	
Warren											
Total	197	91	288	\$532,865.00	\$215,343.00	\$1,600.00	\$1,400.00	\$4,800.00	\$3,600.00	\$2,705.00	\$2,366.00

* 1 full time teacher salary \$3,000 4 part time teachers.

TABLE 27.

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES	VOCATIONAL TEACHERS—EVENING SCHOOLS (Teachers employed both day and evening are classed as holding two teaching positions.)								
	NUMBER EMPLOYED			Minimum Per Night— Men	Minimum Per Night— Women	Maximum Per Night— Men	Maximum Per Night— Women	Average Per Night— Men	Average Per Night— Women
	Men	Women	Total						
Atlantic	25	23	48	\$5.00	\$5.00	\$7.50	\$7.50	\$5.75	\$5.22
Bergen	8	1	9	3.75	6.00	6.00	6.00	5.90	6.00
Burlington									
Camden	31	2	33	4.00	4.00	5.00	4.00	4.50	4.00
Cape May									
Cumberland									
Essex-Newark	129	30	159	5.00	5.00	6.50	6.50	5.62	5.70
Gloucester									
Hudson-Bayonne-Jersey City	47	11	58	4.00	4.00	12.00	6.00	5.19	5.41
Hunterdon									
Mercer-Trenton	4	1	5	5.00	5.00	5.00	5.00	5.00	5.00
Middlesex	17	9	26	5.00	4.00	6.00	6.00	5.00	4.00
Monmouth									
Morris									
Ocean									
Passaic	50	24	74	4.00	1.60	7.00	5.60	5.00	4.13
Salem									
Somerset									
Sussex									
Union	30	11	41	4.50	3.00	6.00	6.00	5.13	5.00
Warren									
Total	341	112	453	\$3.75	\$1.60	\$12.00	\$7.50	\$5.23	\$4.94

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	EVENING SCHOOL TEACHERS								
	NUMBER EMPLOYED			(Teachers considered in the day school tables and teaching in the evening schools are also considered in this table. This table does not include foreign-born evening school teachers operating under law, sections 218-220)					
	Men	Women	Total	Minimum Per Night —Men	Minimum Per Night —Women	Maximum Per Night —Men	Maximum Per Night —Women	Average Per Night —Men	Average Per Night —Women
Atlantic	3	3	6	\$5.00	\$5.00	\$7.50	\$5.00	\$5.83	\$5.00
Bergen	12	14	26	3.50	4.00	7.00	5.00	4.99	4.28
Burlington	5		5	4.00		4.00		4.00	
Camden		3	3		1.88		3.00		2.68
Cape May	1	1	2	5.00	4.00	5.00	4.00	5.00	4.00
Cumberland	131	128	259	4.00	4.00	7.25	6.50	4.50	4.40
Essex									
Gloucester	53	62	115	4.00	4.00	10.00	6.75	5.02	4.98
Hudson									
Hunterdon	8	15	23	4.50	4.50	5.00	5.00	4.90	4.57
Mercer	4	19	23	3.50	3.00	4.00	6.00	3.78	3.47
Middlesex									
Monmouth	2	5	7	3.50	3.50	4.00	4.00	3.75	3.70
Morris	2	1	3	5.00	4.00	5.00	4.00	5.00	4.00
Ocean	40	27	67	2.32	2.56	5.50	4.26	4.25	3.60
Passaic									
Salem	1	2	3	3.50	3.50	3.50	3.50	3.50	3.50
Somerset									
Sussex	25	8	33	4.50	4.00	7.00	6.00	5.67	4.75
Union	1	1	2	3.50	2.50	3.50	2.50	3.50	2.50
Warren									
Total	288	289	577	\$2.32	\$1.88	\$10.00	\$6.75	\$4.55	\$3.96

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

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SCHOOL REPORT

COUNTIES	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS								
	NUMBER EMPLOYED			Includes only those operating under Sections 218-220 School Law. Teachers of Americanization classes, Section 482, are included in regular evening schools					
	Men	Women	Total	Minimum Per Night —Men	Minimum Per Night —Women	Maximum Per Night —Men	Maximum Per Night —Women	Average Per Night —Men	Average Per Night Women
Atlantic	1	8	9	\$7.50	\$5.00	\$7.50	\$5.00	\$7.50	\$5.00
Bergen	5	18	23	4.00	4.00	5.00	5.00	4.50	4.50
Burlington		3	3		4.00		4.00		4.00
Camden		1	1		3.00		3.00		3.00
Cape May		2	2		5.00		5.00		5.00
Cumberland	13		13	4.00		7.00		4.62	
Essex		58	58		4.00		6.00		4.47
Gloucester	7		7	4.00		6.00		4.47	4.09
Hudson		10	10		4.50		5.00		4.36
Hunterdon	3	21	24		3.00		10.75		4.32
Mercer	8	5	13		4.50		5.50		4.50
Middlesex	1		1		3.50				3.50
Monmouth	1		1						
Morris		6	6		3.50		3.50		3.50
Ocean	2		2		3.50		5.00		3.50
Passaic		1	1						
Salem		12	12		4.00		7.00		5.17
Somerset		1	1		3.50		3.50		3.50
Sussex									
Union	20		20	4.00		7.00		5.17	4.50
Warren		1	1		3.50		3.50		3.50
Total	61	145	206	\$3.00	\$3.00	\$10.75	\$6.00	\$4.77	\$4.19

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES	ACCREDITED EVENING HIGH SCHOOL TEACHERS								
	EMPLOYED NUMBER			Includes only those operating under Sections 218-220 School Law. Teachers of Americanization classes, Section 482, are included in regular evening schools					
	Men	Women	Total	Minimum Per Night—Men	Minimum Per Night—Women	Maximum Per Night—Men	Maximum Per Night—Women	Average Per Night—Men	Average Per Night—Women
Atlantic	4	1	5	\$5.00	\$5.00	\$7.50	\$5.00	\$6.00	\$5.00
Bergen	7	6	13	5.00	5.00	5.00	5.00	5.00	5.00
Burlington									
Camden									
Cape May									
Cumberland									
Essex	27	4	31	6.00	6.00	6.00	6.00	6.00	6.00
Gloucester									
Hudson	36	17	53	3.00	3.00	12.00	9.00	6.50	5.94
Hunterdon									
Mercer	16		16	6.75		10.00		7.09	
Middlesex									
Monmouth									
Morris									
Ocean									
Passaic	1	10	11	6.00	4.50	6.00	4.50	6.00	4.50
Salem									
Somerset									
Sussex									
Union									
Warren									
Total	91	38	129	\$3.00	\$8.00	\$12.00	\$9.00	\$6.10	\$5.29

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

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SCHOOL REPORT

COUNTIES	CONTINUATION SCHOOL TEACHERS, FULL TIME—DAY SCHOOL Includes continuation school teachers from county vocational schools										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic	2	2	2		\$3,800.00		\$1,800.00		\$2,000.00		\$1,900.00
Bergen	2	5	7	\$5,650.00	8,788.00	\$2,650.00	900.00	\$3,000.00	2,150.00	\$2,825.00	1,758.00
Burlington	2	1	2	3,400.00		1,500.00		1,900.00		1,700.00	
Camden	5	7	12	12,750.00	14,400.00	2,050.00	1,400.00	2,750.00	2,500.00	2,550.00	2,057.00
Cape May											
Cumberland		3	3		4,750.00		1,300.00		2,000.00		1,583.00
Essex	13	15	28	31,700.00	43,900.00	2,500.00	2,300.00	3,600.00	4,300.00	2,438.00	2,927.00
Gloucester											
Hudson	10	15	25	22,280.00	40,475.00	1,450.00	1,820.00	4,200.00	3,200.00	2,228.00	2,698.00
Hunterdon											
Mercer	2	8	10	5,500.00	18,920.00	2,700.00	2,000.00	2,800.00	2,750.00	2,750.00	2,365.00
Middlesex	4	10	14	8,200.00	21,667.00	1,400.00	1,800.00	2,500.00	3,000.00	2,050.00	2,167.00
Monmouth											
Morris											
Ocean											
Passaic	4	13	17	11,500.00	24,400.00	2,300.00	1,700.00	3,000.00	3,000.00	2,875.00	1,877.00
Salem											
Somerset											
Sussex											
Union	5	8	13	11,800.00	16,450.00	1,825.00	1,300.00	2,800.00	2,525.00	2,360.00	2,056.00
Warren		1	1		1,600.00		1,600.00		1,600.00		
Total	47	87	134	\$112,780.00	\$199,150.00	\$1,400.00	\$900.00	\$4,200.00	\$4,300.00	\$2,400.00	\$2,289.00

TABLE 27.

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—*Continued*

COUNTIES.	CONTINUATION SCHOOL TEACHERS. PART TIME—DAY SCHOOL.										
	Includes continuation school teachers in county vocational schools. Report on "per hour" basis										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Rate Per Hour—Men.	Minimum Rate Per Hour—Women.	Maximum Rate Per Hour—Men.	Maximum Rate Per Hour—Women.	Average Rate Per Hour—Men.	Average Rate Per Hour—Women.
	Men.	Women.	Total.								
Atlantic	2	2	2		\$1,900.00		\$1.31		\$1.85		\$1.58
Bergen	4	4	6	\$523.00	772.00	\$1.50	0.85	\$2.00	2.00	\$1.75	1.00
Burlington											
Camden											
Cape May											
Cumberland	3	4	7	684.00	1,197.00	3.50	3.50	3.50	7.00	3.67	5.70
Essex	5	8	13	5,249.00	4,511.00	2.00	2.00	4.54	2.55	3.13	2.12
Gloucester		1	1		1,250.00		1.42		1.42		1.42
Hudson											
Hunterdon											
Mercer	1	2	3	357.00	320.00	1.75	1.50	1.75	1.50	1.75	1.50
Middlesex	2	2	4	1,340.00	1,080.00	2.25	2.25	2.25	2.25	2.25	2.25
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union	1		1	1,000.00		2.00		2.00		2.00	
Warren											
Total	14	23	37	\$9,153.00	\$11,030.00	\$1.50	\$0.85	\$4.54	\$7.00	\$2.43	\$2.22

SCHOOL REPORT

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	NUMBER EMPLOYED			AFTERNOON CLASSES ENGLISH TO FOREIGN BORN ADULTS							
	Men	Women	Total	Aggregate Salary—Men	Aggregate Salary—Women	Minimum Rate Per Hour—Men	Minimum Rate Per Hour—Women	Maximum Rate Per Hour—Men	Maximum Rate Per Hour—Women	Average Rate Per Hour—Men	Average Rate Per Hour—Women
Hudson	3	3	3	.....	\$287.00	.....	\$2.00	.....	\$2.00	.....	\$2.00
Totals	3	3	3	.....	\$287.00	.....	\$2.00	.....	\$2.00	.....	\$2.00

TABLE 27
REPORT OF TEACHERS EMPLOYED AND SALARIES PAID—Continued

COUNTIES	HELPING TEACHERS—DAY SCHOOL										
	NUMBER EMPLOYED			Aggregate Salary—Men	Aggregate Salary—Women	Minimum—Men	Minimum—Women	Maximum—Men	Maximum—Women	Average—Men	Average—Women
	Men	Women	Total								
Atlantic		12	12		\$5,450.00		\$2,450.00		\$3,000.00		\$2,725.00
Bergen		12	12		12,000.00		3,000.00		3,000.00		3,000.00
Burlington		11	11		13,000.00		12,000.00		3,000.00		2,600.00
Camden		4	4		11,000.00		12,500.00		3,000.00		2,750.00
Cape May		12	12		6,350.00		2,850.00		3,500.00		3,175.00
Cumberland		12	12		6,000.00		3,000.00		3,000.00		3,000.00
Essex		12	12		5,800.00		2,800.00		3,000.00		2,900.00
Gloucester		12	12		5,000.00		2,000.00		3,000.00		2,500.00
Hudson											
Hunterdon		3	3		8,500.00		2,500.00		3,000.00		2,833.00
Mercer		1	1		2,550.00		2,550.00		2,550.00		2,550.00
Middlesex											
Monmouth		3	3		8,850.00		2,850.00		3,000.00		2,950.00
Morris		1	1		2,450.00		2,450.00		2,450.00		2,450.00
Ocean		3	3		7,850.00		2,300.00		3,000.00		2,617.00
Passaic		1	1		3,000.00		3,000.00		3,000.00		3,000.00
Salem		2	2		5,150.00		2,500.00		2,650.00		2,575.00
Somerset		2	2		5,400.00		2,400.00		3,000.00		2,700.00
Sussex		2	2		5,500.00		2,500.00		3,000.00		2,750.00
Union											
Warren		2	2		7,000.00		3,500.00		3,500.00		3,500.00
Total		43	43		\$120,850.00		\$2,000.00		\$3,500.00		\$2,810.00

TABLE 28
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	103	762	865	128	784	912	186	841	1,027
Bergen	259	2,236	2,495	342	2,307	2,649	374	2,346	2,720
Burlington	41	576	620	60	625	685	62	625	687
Camden	162	1,387	1,549	204	1,452	1,656	261	1,459	1,720
Cape May	36½	217	253½	45	224	269	50	227	277
Cumberland	34	405	439	43	427	470	47	431	478
Essex	589	4,063	4,652	753 19/24	4,194	4,947 19/24	1,115 19/24	4,393	5,508 19/24
Gloucester	46	475	521	61	499	560	61	499	560
Hudson	337	3,272	3,609	456	3,407	3,863	622	3,574	4,196
Hunterdon	33	191	224	43	202	245	46	202	248
Mercer	155	887	1,022	157	934	1,091	195	967	1,162
Middlesex	101	1,196	1,297	150	1,223	1,403	201	1,302	1,503
Monmouth	131	809	940	161	839	1,000	164	844	1,008
Morris	92	587	679	116 247/264	599	715 247/264	120 247/264	604	724 247/264
Ocean	36	180	216	45	192	237	47	193	240
Passaic	161	1,620	1,781	216	1,706	1,922	325	1,775	2,100
Salem	26	224	250	30	228	258	32	228	260
Somerset	40 3/40	351	391 3/40	55 3/40	370	425 3/40	56 3/40	372	428 3/40
Sussex	30	186	216	38 3/41	196	234 3/41	42 3/41	198	240 3/41
Union	216 1/5	1,603 1/5	1,819 2/5	297 1/5	1,713 1/5	2,010 2/5	383 1/5	1,752 1/5	2,135 2/5
Warren	44	277	321	54	286	340	56	288	344
Total	2,656	21,504 1/5	24,160 4/5	3,456 1/2	22,437 1/5	25,893 7/10	4,447 1/2	23,120 1/6	27,567 7/10

TABLE 29

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	\$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		
Atlantic	1	7	9	1	28	3	51	4	74	6	104
Bergen	3	3	61	6	240	4	187	3	192	15	181	8	199	5	204	20	189	.....
Burlington	1	.....	.....	1	.....	.....	2	28	.....	108	2	107	5	103	3	69	3	43	3	54	3	37	5	18	.....
Camden	1	4	.....	16	.....	51	.....	100	.....	116	2	141	1	139	2	117	10	98	22	99	15	75	.....
Cape May	11	.....	30	1	44	2	26	1	27	.....	25	5	19	2	21	4	5	.....
Cumberland	5	1	27	1	61	1	57	.....	54	.....	42	4	47	4	27	1	41	3	20	1	16	.....
Essex	2	2	6	.....	6	.....	69	.....	89	1	88	7	186	7	220	19	210	17	244	.....
Gloucester	3	1	.....	1	1	2	.....	25	2	53	.....	100	3	92	4	65	4	47	4	33	3	22	6	18	8	9	.....
Hudson	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	82	6	71	.....	193	11	175	10	151	5	171	4	161	.....
Hunterdon	1	2	.....	7	3	30	5	45	1	28	2	25	6	26	4	16	1	7	.....	5	2	3	.....
Mercer	53	1	57	.....	55	3	78	8	63	6	41	5	73	.....
Middlesex	18	1	62	.....	170	2	108	3	119	4	112	4	90	5	63	11	97	.....
Monmouth	1	.....	.....	.....	11	.....	46	.....	88	.....	90	4	123	6	98	11	72	12	70	14	50	.....
Morris	3	20	.....	32	.....	54	1	39	4	72	4	79	7	54	5	44	9	36	.....
Ocean	16	.....	26	3	23	.....	25	3	20	6	19	3	13	3	13	3	23	.....
Passaic	2	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	2	3	109	3	71	1	89	5	106	9	105	4	89	4	77	.....
Salem	1	.....	.....	.....	5	.....	31	2	23	.....	37	.....	45	3	28	2	16	3	10	2	17	2	5	5	3	.....
Somerset	1	1	17	.....	35	2	65	1	41	2	48	1	38	6	37	4	23	3	15	.....
Sussex	2	.....	9	2	36	3	19	4	30	1	28	1	19	3	20	3	8	.....	4	2	7	.....
Union	1	.....	.....	2	.....	6	1	5	1	106	1	114	3	128 1/2	8	107	5	133	12	126	18	147	.....
Warren	1	.....	6	1	14	2	42	2	48	3	34	1	37	3	24	2	9	2	9	6	20	7	21	.....
Total	6	2	1	2	4	29	4	146	15	440	17	871	39	1,060	45 1/2	1,484	55	1,645 1/2	109	1,543	108	1,457	131	1,320	160	1,300	.....

TABLE 29

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

420

SCHOOL REPORT

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY.																						TOTALS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	\$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		\$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		Men	Women	Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

TABLE 30

PROFESSIONAL TRAINING

COUNTIES	NORMAL GRADUATE										Number of Teachers Who Attended Summer School, Six Weeks or More	Total
	Number of College Graduates.						All Others					
	Trenton	Montclair	Newark	Glassboro	Paterson	City Training Schools.	Other Normal Schools.	All Others	Total			
Atlantic	142	44	5	83	1	4	309	150	959	139		
Bergen	233	445	274	221	189	50	575	237	2,049	225		
Burlington	222	4	3	40	...	7	105	174	687	92		
Calden	226	23	7	271	1	149	268	323	1,677	128		
Cape May	30	1	2	26	...	...	53	80	274	48	
Cumberland	96	...	2	97	...	1	...	151	475	32		
Essex	302	508	1,003	11	8	461	1,050 ¹⁹ / ₂₄	411	5,044 ¹⁹ / ₂₄	215		
Gloucester	116	2	1	123	...	11	66	186	560	93		
Hudson *	678	228	248	866	1	1,118	417	332	3,888	163		
Hunterdon	69	57	5	2	...	4	23	82	248	49		
Mercer	258	523	3	2	...	131	72	94	1,061	99		
Middlesex	332	305	52	298	1	13	179	245	1,425	195		
Monmouth	258	240	80	68	4	10	174	169	1,002	116		
Morris **	157 ¹ / ₂₄	102	163	1	11	16	97	152	713 ²⁴ / ₂₆₄	53		
Ocean	68	42	9	2	...	6	45	63	237	34		
Passaic	351	285	110	...	607	88	226	118	1,940	68		
Salem	95	40	...	45	...	12	27	85	260	19		
Somerset	95	983 ¹ / ₆	31	11	...	57	57	101	425 ¹ / ₆	66		
Sussex	508 ¹ / ₁₁	22	19	16	...	8	30	93	246 ¹ / ₁₁	55		
Union	551	196	138	433 ¹ / ₅	14	135	385	176 ¹ / ₅	2,029 ¹ / ₅	138		
Warren	70	76	19	12	2	...	41	120	341	42		
Total	5,456 ¹²⁷ / ₂₆₄	2,019	3,247 ¹ / ₅	755	875	2,226	4,233 ¹⁹ / ₂₄	3,542 ¹ / ₅	26,166 ¹ / ₁₀	2,069		

* 13 part-time continuation school teachers omitted 3 afternoon classes, foreign-born.

** 3 continuation part-time omitted.

TABLE 31
REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools			Number of Pupils Enrolled in Two-Room Rural Schools			Number of Pupils Enrolled in Kindergarten		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	237	202	439	329	299	628	719	695	1,414
Bergen	101	76	177	111	111	222	2,260	2,195	4,455
Burlington	13	15	28	321	286	607	155	110	265
Camden	152	142	294	218	242	460	856	817	1,673
Cape May	160	138	298	314	248	562	35	51	86
Cumberland	281	232	516	491	492	983			
Essex	120	100	220				7,802	7,648	15,450
Gloucester	190	172	362	275	238	513	79	92	171
Hudson							2,580	2,657	5,237
Hunterdon	1,005	936	1,941	341	336	677	70	54	124
Mercer	51	53	104	71	56	127	993	1,033	2,026
Middlesex	210	181	391	188	173	361	1,126	1,100	2,226
Monmouth	519	381	900	796	650	1,446	546	512	1,058
Morris	151	140	291	570	498	1,068	226	218	444
Ocean	210	206	416	392	371	763	61	82	143
Passaic	84	73	157	143	129	272	2,750	2,658	5,408
Salem	370	312	682	195	173	368	104	88	192
Somerset	369	326	695	532	512	1,044	285	260	545
Sussex	639	556	1,195	188	209	397	150	134	284
Union	43	40	83	193	164	357	2,434	2,393	4,827
Warren	531	477	1,008	420	397	817	21	20	41
Total	5,439	4,758	10,197	6,088	5,584	11,672	23,252	22,817	46,069

TABLE 31
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	1,715	1,528	3,243	1,229	1,183	2,412	1,250	1,216	2,466
Bergen	5,640	5,079	10,719	4,182	3,862	8,044	4,017	3,526	7,543
Burlington	1,785	1,600	3,385	1,202	1,065	2,267	1,096	1,097	2,193
Camden	3,844	3,621	7,465	3,078	2,676	5,754	2,948	2,872	5,820
Cape May	540	498	1,038	357	312	669	402	328	730
Cumberland	1,568	1,370	2,938	776	717	1,493	724	685	1,409
Essex	9,608	8,773	18,381	7,952	7,490	15,442	7,532	7,079	14,611
Gloucester	1,591	1,353	2,944	1,114	932	2,046	1,020	945	1,965
Hudson	8,405	7,836	16,241	6,491	6,007	12,498	6,217	5,829	12,046
Hunterdon	609	551	1,160	399	367	766	399	397	796
Mercer	2,619	2,370	4,989	1,645	1,527	3,172	1,568	1,575	3,142
Middlesex	3,488	3,152	6,640	2,485	2,280	4,765	2,431	2,264	4,695
Monmouth	2,511	2,278	4,789	1,659	1,392	3,051	1,512	1,404	2,916
Morris	1,774	1,593	3,367	1,177	1,085	2,262	1,147	1,045	2,192
Ocean	606	464	1,070	390	354	744	345	339	684
Passaic	3,664	3,350	7,014	3,383	2,992	6,375	3,124	2,901	6,025
Salem	728	594	1,322	563	428	1,001	491	507	998
Somerset	941	902	1,843	742	696	1,438	758	670	1,428
Sussex	567	545	1,112	407	385	792	383	332	715
Union	3,608	3,259	6,867	3,073	2,885	5,958	3,054	2,828	5,882
Warren	867	797	1,664	648	550	1,198	581	590	1,171
Total	56,678	51,513	108,191	42,952	39,195	82,147	40,999	38,429	79,428

TABLE 31

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	1,176	1,163	2,339	1,298	1,233	2,531	1,178	1,063	2,241
Bergen	3,728	3,579	7,307	3,905	3,621	7,526	3,636	3,486	7,112
Burlington	1,068	1,019	2,087	1,076	1,124	2,200	927	942	1,869
Camden	2,877	2,619	5,496	2,688	2,623	5,311	2,521	2,313	4,834
Cape May	336	325	661	353	355	708	330	285	615
Cumberland	746	689	1,435	801	766	1,567	711	641	1,352
Essex	7,232	7,027	14,259	7,080	7,084	14,164	6,430	6,413	12,843
Gloucester	984	986	1,970	955	866	1,821	771	779	1,550
Hudson	5,982	5,553	11,535	6,138	5,765	11,903	5,735	5,727	11,462
Hunterdon	381	379	760	420	414	834	345	362	707
Mercer	1,589	1,501	3,090	1,660	1,592	3,252	1,465	1,522	2,987
Middlesex	2,400	2,379	4,779	2,523	2,474	4,997	2,145	2,135	4,280
Monmouth	1,539	1,350	2,889	1,421	1,438	2,859	1,392	1,300	2,692
Morris	1,084	1,035	2,119	1,078	1,040	2,118	948	949	1,897
Ocean	346	306	652	371	349	720	329	357	686
Passaic	3,014	2,862	5,876	2,804	2,920	5,724	2,761	2,779	5,540
Salem	501	461	962	519	481	1,000	391	429	820
Somerset	754	713	1,467	778	739	1,517	705	644	1,349
Sussex	344	357	701	355	349	704	306	318	624
Union	2,912	2,756	5,668	2,834	2,712	5,546	2,633	2,607	5,260
Warren	537	534	1,071	576	503	1,079	564	524	1,088
Total	39,530	37,593	77,123	39,633	38,448	78,081	36,233	35,575	71,808

TABLE 31

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade VII			Number of Pupils Enrolled in Grade VIII			APPROVED.		
							Number of Pupils Enrolled in Grade VII.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,050	1,034	2,093	855	809	1,664	.....	.....	.....
Bergen	2,677	2,556	5,233	2,248	2,199	4,447	430	427	866
Burlington	764	898	1,662	613	644	1,257	.....	.....	.....
Camden	1,491	1,496	2,987	705	690	1,395	525	454	979
Cape May	220	222	442	225	208	433	45	59	104
Cumberland	589	571	1,160	485	465	950	.....	.....	.....
Essex	4,933	5,135	10,068	4,024	4,086	8,110	592	594	1,186
Gloucester	691	648	1,339	570	616	1,186	.....	.....	.....
Hudson	3,850	4,044	7,894	3,018	3,227	6,245	951	1,040	1,991
Hunterdon	283	291	574	230	234	464	.....	.....	.....
Mercer	498	456	954	342	398	740	.....	.....	.....
Middlesex	1,371	1,335	2,706	983	1,049	2,032	337	798	1,669
Monmouth	940	1,033	1,973	788	894	1,682	314	314	651
Morris	846	884	1,730	665	662	1,327	244	247	491
Ocean	275	309	584	223	262	485	.....	.....	.....
Passaic	2,236	2,266	4,502	1,914	2,085	3,999	41	43	84
Salem	369	376	745	283	301	584	.....	.....	.....
Somerset	593	545	1,138	404	393	797	.....	.....	.....
Sussex	193	183	376	175	196	371	40	48	88
Union	1,283	1,311	2,594	1,056	1,106	2,162	1,007	1,042	2,049
Warren	467	464	931	349	371	720	.....	.....	.....
Total	25,628	26,057	51,685	20,155	20,895	41,050	5,092	5,066	10,158

COMMISSIONER OF EDUCATION

TABLE 31

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	JUNIOR HIGH SCHOOLS.					
	Number of Pupils Enrolled In Grade VIII			Number of Pupils Enrolled In Grade IX		
	Boys	Girls	Total	Boys	Girls	Total
Athletic						
Bergen	379	383	762	401	318	719
Burlington						
Camden	913	935	1,848	756	824	1,580
Cape May	49	53	102	67	43	110
Cumberland						
Essex	632	631	1,263	785	724	1,509
Gloucester						
Hudson	887	969	1,856	893	1,002	1,895
Hunterdon						
Mercer	709	736	1,445	841	886	1,727
Middlesex	235	228	463	349	329	678
Monmouth	222	189	411	257	219	476
Morris						
Ocean						
Passaic	27	28	55	23	28	51
Salem						
Somerset						
Sussex	36	37	73	28	30	58
Union	796	889	1,685	814	759	1,573
Warren						
Total	4,885	5,078	9,963	5,214	5,162	10,376

TABLE 31.
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	226	239	465	130	114	244	95	96	191
Burlington									
Camden	659	684	1,343	370	365	735	253	272	525
Cape May	51	87	138	36	40	76	28	36	64
Cumberland									
Essex	632	700	1,332	475	486	961	324	364	688
Gloucester									
Hudson	270	296	566	243	244	487	177	195	372
Hunterdon									
Mercer	578	563	1,141	365	403	768	344	389	733
Mercer	190	193	383	177	184	361	106	126	232
Middlesex	206	247	453	142	196	338	105	128	233
Monmouth									
Morris									
Ocean									
Passaic									
Salem									
Somerset									
Sussex	24	25	49	10	12	22	7	12	19
Union	634	549	1,183	418	391	809	378	350	728
Warren									
Total	3,470	3,583	7,053	2,366	2,435	4,801	1,817	1,968	3,785

TABLE 31
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	567	627	1,194	425	442	867	357	371	728
Bergen	1,718	1,661	3,379	1,191	1,097	2,288	785	798	1,583
Burlington	461	512	973	341	403	744	200	268	468
Camden	340	373	713	279	246	525	204	217	421
Cape May	183	190	373	114	99	213	79	100	179
Cumberland	415	462	877	316	393	709	230	255	485
Essex	3,364	3,217	6,581	2,314	2,182	4,496	1,658	1,432	3,090
Gloucester	416	452	868	274	304	578	220	204	424
Hudson	2,848	2,596	5,444	1,774	1,819	3,593	1,112	1,040	2,152
Hunterdon	229	243	472	146	187	333	109	158	267
Mercer	53	83	136	40	55	95	38	56	94
Middlesex	518	537	1,055	382	337	719	281	241	522
Monmouth	698	665	1,363	465	562	1,027	296	347	643
Morris	651	646	1,297	455	461	916	535	333	668
Ocean	201	239	440	178	146	324	118	128	246
Passaic	1,679	1,533	3,212	1,095	1,017	2,112	743	596	1,339
Salem	214	251	465	126	176	302	93	127	220
Somerset	410	397	807	256	260	516	166	163	329
Sussex	95	119	214	70	102	172	50	73	123
Union	954	841	1,795	622	597	1,219	398	444	842
Warren	277	321	598	226	199	425	123	172	295
Total	16,291	15,965	32,256	11,119	11,084	22,203	7,595	7,523	15,118

TABLE 31
REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	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	241	287	528	109	31	140			
Bergen	650	669	1,319	131	45	176			
Burlington	146	177	323	41	17	58	2	1	3
Camden	114	134	248	155	46	201			
Cape May	45	66	111	11	4	15			
Cumberland	154	226	380	55	32	87			
Essex	1,369	1,306	2,675	856	480	1,336			
Gloucester	155	197	352	28	12	40			
Hudson	871	736	1,607	365	162	527		163	163
Hunterdon	106	122	228						
Mercer	25	42	67	183	93	276			
Middlesex	151	199	350	57	31	88			
Monmouth	298	292	590	81	43	124			
Morris	274	307	581	32	13	46			
Ocean	92	114	206						
Passaic	621	615	1,236	208	132	340			
Salem	73	108	181	8	8	16			
Somerset	121	159	280	30	18	48			
Sussex	57	64	121	33	11	44			
Union	283	289	572	163	75	238			
Warren	97	121	218	12	5	17			
Total	5,943	6,230	12,173	2,559	1,258	3,817	2	164	166

TABLE 31
REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled In Anaemic Classes			Number of Pupils Enrolled In Backward and In- correctible Classes			Number of Pupils Enrolled In Blind Classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic									
Bergen	19	16	35	46	25	71			
Burlington									
Camden				15		15			
Cape May									
Cumberland									
Essex				149		149	36	17	53
Gloucester									
Hudson	48	80	128	239	112	351	16	11	27
Hunterdon									
Mercer				17	15	32			
Middlesex	122	87	209	68	34	102			
Monmouth				17	8	25			
Morris				44	8	52			
Ocean									
Passaic	43	51	94	13		13	25	15	40
Salem									
Somerset									
Sussex									
Union				281	168	449			
Warren									
Total	232	234	466	889	370	1,259	77	43	120

TABLE 31
REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—Continued

COUNTIES	Number of Pupils En- rolled in Deaf Classes			Number of Pupils Enrolled in Crippled Classes			Number of Pupils En- rolled in Other Special Classes			Number of Pupils En- rolled During Year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic										12,178	11,682	23,860
Bergen							11	11	22	38,504	36,002	74,506
Burlington							34	13	47	9,911	9,890	19,801
Camden				7	11	18	13	18	31	25,611	24,806	49,917
Cape May										3,506	3,361	6,867
Cumberland										7,600	7,272	14,872
Essex	53	30	83	161	161	322	44	63	107	76,037	73,122	149,159
Gloucester										8,868	8,386	17,254
Hudson	18	26	44	165	132	297	133	55	188	59,426	57,323	116,749
Hunterdon										3,726	3,759	7,485
Mercer							49	46	95	16,492	16,139	32,631
Middlesex										21,925	21,008	42,933
Monmouth							10	11	21	15,349	14,755	30,104
Morris										10,737	10,279	21,016
Ocean										3,535	3,449	6,984
Passaic	10	9	19	16	13	29	125	108	233	30,519	29,001	59,320
Salem										4,463	4,345	8,808
Somerset										6,943	6,559	13,502
Sussex										3,330	3,332	6,662
Union				8	9	17	8	2	10	29,671	28,262	57,933
Warren										5,345	5,171	10,516
Total	81	65	146	357	326	683	427	327	754	393,476	377,403	770,879

TABLE 32
AGES OF PUPILS ENROLLED IN DAY SCHOOLS
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT

COUNTIES	NUMBER OF PUPILS							
	Four Years of Age—Boys	Four Years of Age—Girls	Five Years of Age—Boys	Five Years of Age—Girls	Six Years of Age—Boys	Six Years of Age—Girls	Seven Years of Age—Boys	Seven Years of Age—Girls
Atlantic	62	89	763	757	1,082	1,021	1,061	1,020
Bergen	479	504	2,682	2,648	3,357	3,289	3,579	3,451
Burlington	8	14	528	503	883	818	922	941
Camden	149	166	1,066	1,058	2,059	2,074	2,510	2,424
Cape May	20	18	192	214	291	276	293	290
Cumberland			396	395	657	613	671	639
Essex	1,507	1,490	4,929	4,940	6,723	6,466	6,877	6,687
Gloucester	29	35	527	508	797	718	893	810
Hudson	490	524	3,487	3,588	4,974	5,105	5,575	5,278
Hunterdon	4	2	221	217	303	311	305	354
Mercer	222	263	1,060	1,098	1,390	1,366	1,474	1,478
Middlesex	223	238	1,349	1,400	1,902	1,856	2,081	1,989
Monmouth	156	141	944	956	1,380	1,266	1,379	1,321
Morris	55	58	710	666	878	915	976	924
Ocean	17	25	203	224	317	256	323	290
Passaic	574	567	2,422	2,377	2,647	2,564	2,797	2,659
Salem	20	22	281	259	390	345	440	390
Somerset	50	54	361	344	540	577	597	601
Sussex	46	47	203	220	295	310	342	345
Union	297	324	1,869	1,856	2,590	2,500	2,765	2,651
Warren	2	5	168	167	406	419	489	501
Total	4,410	4,586	24,361	24,397	33,870	33,065	36,349	35,052

TABLE 32.

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

COUNTIES.	NUMBER OF PUPILS.									
	Eight Years of Age—Boys.	Eight Years of Age—Girls.	Nine Years of Age—Boys.	Nine Years of Age—Girls.	Ten Years of Age—Boys.	Ten Years of Age—Girls.	Eleven Years of Age—Boys.	Eleven Years of Age—Girls.	Twelve Years of Age—Boys.	Twelve Years of Age—Girls.
Atlantic	1,138	1,145	1,018	1,056	1,099	1,134	1,067	973	1,075	982
Bergen	3,684	3,330	3,267	3,021	3,455	3,340	3,440	3,221	3,245	3,258
Burlington	976	957	917	879	857	922	889	913	906	926
Camden	2,520	2,475	2,407	2,353	2,407	2,382	2,302	2,285	2,332	2,184
Cape May	359	304	313	281	284	321	293	258	274	315
Cumberland	672	697	652	614	616	645	654	587	637	632
Essex	6,749	6,692	6,591	6,386	6,557	6,268	6,531	6,436	6,428	6,375
Gloucester	864	850	804	775	822	811	776	773	747	741
Hudson	5,472	5,389	5,235	5,115	5,375	5,171	5,357	5,281	5,423	5,271
Hunterdon	364	346	326	349	374	384	349	359	349	319
Mercer	1,579	1,454	1,351	1,382	1,413	1,378	1,437	1,432	1,427	1,441
Middlesex	2,184	2,059	2,058	2,054	2,089	2,102	2,087	2,107	2,060	2,013
Monmouth	1,384	1,365	1,263	1,268	1,395	1,244	1,314	1,290	1,279	1,210
Morris	1,005	991	902	875	982	880	902	862	855	910
Ocean	313	320	300	281	300	276	312	325	286	312
Passaic	2,748	2,554	2,410	2,473	2,623	2,647	2,641	2,623	2,524	2,660
Salem	383	427	431	414	422	369	406	413	381	379
Somerset	641	633	608	553	622	612	677	629	623	583
Sussex	368	343	309	325	312	311	299	289	281	290
Union	2,788	2,638	2,596	2,576	2,614	2,497	2,536	2,467	2,444	2,495
Warren	543	538	483	453	509	509	510	465	536	516
Total	36,734	35,507	34,241	33,507	35,148	34,121	34,779	33,888	34,182	33,812

TABLE 32.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—Continued
DOES NOT INCLUDE EVENING SCHOOL ENROLMENT

COUNTIES	NUMBER OF PUPILS									
	Thirteen Years of Age— Boys	Thirteen Years of Age— Girls	Fourteen Years of Age— Boys	Fourteen Years of Age— Girls	Fifteen Years of Age— Boys	Fifteen Years of Age— Girls	Sixteen Years of Age— Boys	Sixteen Years of Age— Girls	Seventeen Years of Age— Boys	Seventeen Years of Age— Girls
Atlantic	1,085	1,012	1,036	917	756	734	478	427	270	286
Bergen	3,281	3,157	3,003	2,649	2,242	1,864	1,405	1,218	877	705
Burlington	873	864	802	830	639	559	363	441	200	211
Camden	2,228	2,084	2,165	1,888	1,616	1,522	980	868	503	391
Cape May	305	271	262	280	271	195	174	163	111	99
Cumberland	637	666	709	586	520	488	342	371	212	202
Essex	6,469	6,271	6,102	5,330	4,657	4,330	2,992	2,677	1,701	1,451
Gloucester	718	710	732	643	533	437	319	295	182	192
Hudson	5,417	5,336	5,107	4,932	3,742	3,354	2,057	1,709	1,067	814
Hunterdon	321	320	308	275	202	226	142	162	100	91
Mercer	1,412	1,405	1,419	1,322	1,038	961	657	636	364	337
Middlesex	2,026	1,937	1,732	1,431	1,020	893	588	525	311	275
Monmouth	1,243	1,216	1,205	1,201	946	992	730	699	416	360
Morris	846	854	845	784	682	633	537	454	326	306
Ocean	273	320	272	272	247	208	183	186	109	100
Passaic	2,684	2,379	2,461	2,246	1,772	1,540	1,038	833	560	457
Salem	383	371	347	312	265	272	157	181	101	129
Somerset	651	547	614	528	401	379	268	264	185	150
Sussex	261	248	217	225	182	139	88	123	74	81
Union	2,352	2,362	2,425	2,264	1,956	1,719	1,231	1,071	746	586
Warren	483	477	475	420	326	318	209	226	136	120
Total	33,948	33,007	32,258	29,935	24,013	21,763	14,938	13,529	8,551	7,323

TABLE 32.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—Continued.
DOES NOT INCLUDE EVENING SCHOOL ENROLMENT.

COUNTIES.	NUMBER OF PUPILS.								GRAND TOTAL.
	Eighteen Years of Age— Boys.	Eighteen Years of Age— Girls.	Nineteen Years of Age— Boys.	Nineteen Years of Age— Girls.	Twenty Years of Age (and Over)—Boys.	Twenty Years of Age (and Over)—Girls.	Four to Twenty Years (and Over)—Boys.	Four to Twenty Years (and Over)—Girls.	
Atlantic	127	115	44	18	17	7	12,178	11,682	23,860
Bergen	359	270	116	55	33	13	38,504	36,002	74,506
Burlington	99	80	41	24	8	6	9,911	9,890	19,801
Camden	251	192	80	51	36	9	25,611	24,306	49,917
Cape May	47	54	15	17	2	5	3,506	3,361	6,867
Cumberland	103	105	60	27	12	5	7,600	7,272	14,872
Essex	830	540	288	126	106	57	76,037	73,122	149,159
Gloucester	86	62	32	23	7	3	8,868	8,886	17,754
Hudson	451	316	155	99	62	41	59,426	57,323	116,749
Hunterdon	43	38	9	5	6	1	3,726	3,759	7,485
Mercer	162	137	55	33	32	16	16,492	16,139	32,631
Middlesex	133	103	48	19	14	7	21,925	21,008	42,933
Monmouth	200	175	94	42	21	9	15,349	14,755	30,104
Morris	166	122	54	30	16	6	10,737	10,279	21,016
Ocean	55	31	19	17	6	6	3,535	3,449	6,984
Ocean	271	167	106	40	41	15	30,319	29,001	59,320
Passaic	39	49	15	12	2	1	4,463	4,345	8,808
Salem	75	58	15	2	6	3	6,943	6,559	13,502
Somerset	30	25	17	8	6	3	3,330	3,332	6,662
Sussex	354	205	80	46	28	5	29,671	28,262	57,933
Union	50	48	24	4	5	3	5,345	5,171	10,516
Warren									
Total	3,931	2,892	1,347	698	466	221	393,476	377,403	770,879

TABLE 33
MANUAL TRAINING PUPILS

INCLUDES 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	3,343	2,787	291	401	6,822
Bergen	8,176	6,968	2,092	1,759	18,995
Burlington	1,336	1,590	329	368	3,623
Camden	4,183	4,770	1,986	1,594	12,543
Cape May	674	318	232	163	1,387
Cumberland	1,207	1,092	403	247	2,949
Essex	21,524	8,381	4,673	1,854	36,432
Gloucester	2,682	987	322	337	3,728
Hudson	12,470	14,858	4,224	3,494	35,046
Hunterdon	298	72	187	161	628
Mercer	4,476	3,956	692	567	9,691
Middlesex	3,837	3,230	545	819	8,431
Monmouth	2,167	2,275	554	792	5,788
Morris	772	976	320	291	2,359
Ocean	250	189	111	47	597
Passaic	6,495	5,603	1,153	492	13,743
Salem	464	268	83	56	871
Somerset	1,088	819	133	82	2,122
Sussex	412	442	95	89	1,038
Union	6,398	7,148	2,137	1,902	17,585
Warren	613	586	225	200	1,624
Total	82,185	67,315	20,787	15,715	186,002

TABLE 34
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	1,029,904	1,860,065	3,790,029	1,775,624½	1,705,758½	3,481,383
Bergen	185	10	1	6,385,516½	5,980,676½	12,366,193	5,988,367½	5,591,356½	11,579,724
Burlington	181	9	1	1,595,901½	1,590,854½	3,186,756	1,474,254	1,467,971½	2,942,225½
Camden	185	10	1	4,047,851½	3,880,677½	7,928,029	3,744,034½	3,582,086	7,326,120½
Cape May	175	10	1	529,795	495,413	1,025,208	490,286½	457,613	947,899½
Cumberland	183	8	1	1,231,190	1,187,132	2,418,322	1,134,162	1,096,853	2,231,015
Essex	189	9	.....	13,070,353	12,570,884	25,641,237	12,095,116	11,579,162½	23,674,278½
Gloucester	181	9	1	1,390,707½	1,315,907½	2,706,615	1,269,182½	1,203,267	2,472,449½
Hudson	190	10	.....	10,071,991½	9,710,081	19,782,072½	9,356,084½	9,006,293½	18,362,378
Hunterdon	186	11	1	604,430½	609,966½	1,214,397	546,680½	553,551½	1,100,232
Mercer	187	6	1	2,762,929	2,720,735	5,483,664	2,551,211	2,507,844½	5,059,055½
Middlesex	184	10	1	3,642,411	3,483,418	7,125,829	3,414,299	3,253,463½	6,667,762½
Monmouth	186	10	1	2,410,260½	2,363,174½	4,803,435	2,260,675½	2,182,220½	4,442,896
Morris	185	10	1	1,763,128	1,693,259½	3,456,387½	1,639,489	1,569,843½	3,208,832½
Ocean	181	10	1	552,416½	539,746	1,092,162½	503,003½	494,362	997,365½
Passaic	191	10	1	5,152,042	4,914,206	10,066,248	4,862,567½	4,624,305½	9,486,873
Salem	184	8	1	706,670	697,902½	1,403,672½	643,412½	637,248½	1,280,661
Somerset	186	8	1	1,162,620	1,102,083	2,264,703	1,077,691½	1,016,821½	2,094,513
Sussex	186	10	1	531,924	539,740½	1,071,664½	493,331½	500,755½	994,087
Union	187	10	.....	4,935,131½	4,727,680	9,682,811½	4,619,903½	4,394,144	9,014,047½
Warren	182	11	1	872,371	858,209½	1,730,580½	813,353	798,858	1,612,211
Total	187	10	1	65,399,104½	62,840,912	128,240,016½	60,752,730	58,223,280	118,976,010

TABLE 34
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 no Part-Time. (Less than Legal Amount of School Time.)
	Boys.	Girls	Total									
Atlantic	154,339½	154,306½	308,646	45,971	.9186	20,870	19,169	950	313	82	771	.....
Bergen	397,140	389,320	786,460	75,214	.9364	66,915	62,652	6,137	1,964	130	2,956	418
Burlington	121,647½	122,883	244,530½	21,148	.9233	17,593	16,240	1,517	571	99	748	137
Camden	303,517	298,591½	601,908½	40,593	.9241	42,762	39,593	3,170	3,533	288	1,804	191
Cape May	39,508½	37,800	77,308½	10,095	.9246	5,854	5,412	246	24	15	220	.....
Cumberland	97,028	90,279	187,307	10,842	.9225	13,190	12,163	839	925	96	565	106
Essex	975,237	991,721½	1,966,958½	131,101	.9233	135,427	125,046	6,897	18,947½	276	4,059	4,075
Gloucester	121,525	112,640½	234,165½	22,798	.9135	14,919	13,624	1,145	543	144	761	231
Hudson	715,907	703,787½	1,419,694½	54,079	.9282	104,070	96,597	5,284	22,216½	109	3,130	.....
Hunterdon	57,750	56,415	114,165	10,590	.9060	6,543	5,931	439	106	32	383	.....
Mercer	211,718	212,890½	424,608½	27,879	.9226	29,290	27,023	1,789	3,275	57	1,086	719
Middlesex	228,112	229,954½	458,069½	25,485	.9357	38,625	36,143	2,488	2,566	145	1,461	875
Monmouth	179,585	180,954	360,539	33,775½	.9249	25,884	23,947	1,574	587½	86	1,561	569
Morris	123,639	123,916	247,555	11,495	.9284	18,676	17,337	1,907	631	75	933	179
Ocean	49,413	45,384	94,797	10,093	.9132	6,041	5,517	299	66	49	292	.....
Passaic	289,474½	289,900½	579,375	50,547	.9424	52,645	49,612	4,439	1,924½	32	1,709	630
Salem	63,257½	59,754	123,011½	10,644	.9124	7,627	6,955	666	126	45	507	.....
Somerset	84,928½	85,261½	170,190	10,811	.9249	12,159	11,245	829	321	42	584	.....
Sussex	38,592½	38,985	77,577½	7,882	.9276	5,770	5,351	621	84	18	410	43
Union	235,228	333,536	668,764	46,960	.9309	51,889	48,303	3,877	2,195½	155	2,220	570
Warren	59,018	59,351½	118,369½	7,849	.9316	9,525	8,874	977	278	39	393	275
Total	4,646,374½	4,617,632	9,264,006½	604,976½	.9278	686,274	636,644	46,090	61,197½	2,014	26,563	9,018

TABLE 34

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	187,869	1,019	177,383	962	21,886	20,131	152,888	833
Bergen	186	689,419½	3,715	637,687	3,435	70,630	66,087	463,492	2,499
Burlington	181	332,832	1,839	303,344½	1,680	19,432	17,920	29,079	101
Camden	185	333,497	1,801	305,715	1,651	44,563	41,154	144,124	769
Cape May	178	76,682½	432	68,703	385	6,286	5,797	11,321	63
Cumberland	184	91,604	497	85,180½	462	13,687	12,625		
Essex	187	63,080	340	57,708	309	135,767	125,355	1,571,893½	8,303
Gloucester	183	199,342½	1,086	184,223	1,005	16,005	14,629	19,073	102
Hudson-Jersey City	103	202,426	1,050	180,111	935	105,120	97,532	503,367	2,639
Hunterdon	185	258,008	1,392	235,207	1,259	7,935	7,190	17,856	97
Mercer	186	246,766	1,329	225,699	1,216	30,619	28,239	269,242	1,426
Middlesex	184	323,747	1,763	304,751	1,658	40,388	37,801	254,676½	1,378
Monmouth	186	435,416½	2,316	392,593	2,121	28,230	26,068	103,310	553
Morris	185	288,723½	1,561	272,129½	1,472	20,237	18,809	47,681	258
Ocean	181	125,791	692	113,642	627	6,733	6,144	12,722	70
Passaic	191	192,036½	1,004	178,343	932	53,649	50,544	515,758	2,698
Salem	188	137,068	728	127,331	678	8,355	7,633	22,101	117
Somerset	186	180,078	965	157,777	846	13,124	12,091	68,328	364
Sussex	187	183,914	985	171,357	915	6,755	6,206	24,301	132
Union-Elizabeth	186	77,329	418	69,938½	377	52,307	48,680	540,308½	2,894
Warren	183	129,432	711	102,096½	559	10,236	9,433	6,204	34
Total	185	4,755,062	25,670	4,349,919½	23,484	711,944	660,128	4,777,725½	25,390

TABLE 34
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 Jun- ior High Schools—Total Days Present	Senior High Schools Grade 10, 11, 12 in District Maintaining Approved Jun- ior 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	2,785,942½	15,395	.....	.....	.....	.....	522,512½	2,833	20,040	108
Bergen	9,113,202½	49,237	385,413	2,099	148,317	814	1,423,274	7,724	46,025½	249
Burlington	2,495,523½	13,775	.....	.....	.....	.....	415,154½	2,290	2,468½	14
Camden	5,716,433½	30,891	781,297½	4,169	389,390	2,078	263,796	1,432	30,879½	164
Cape May	714,133½	4,100	52,363	294	35,535	200	134,547	755	.....	.....
Cumberland	1,805,708	9,895	.....	.....	.....	.....	410,934½	2,191	14,372½	77
Essex	17,601,539	92,826	690,692	3,816	401,640½	2,517	2,929,711½	15,438	409,802	2,146
Gloucester	2,103,665½	11,631	.....	.....	.....	.....	349,771	1,891	.....	.....
Hudson	14,280,637	75,116	970,754	5,110	249,760	1,508	2,047,440	10,790	310,420	1,634
Hunterdon	863,439	4,654	.....	.....	.....	.....	218,937	1,180	.....	.....
Mercer	3,454,085½	18,512	794,277	4,207	413,193	2,191	65,083	353	63,175	334
Middlesex	5,483,062½	29,735	317,110½	1,717	165,636½	892	431,809	2,338	15,467½	83
Monmouth	3,349,079	18,082	222,604½	1,179	170,372½	907	576,726	3,118	20,744	112
Morris	2,568,424½	13,884	.....	.....	.....	.....	576,861	3,109	15,866	86
Ocean	794,821½	4,397	.....	.....	.....	.....	189,822	1,050	.....	.....
Passaic	7,620,893½	39,864	29,670½	157	.....	.....	1,282,957	6,696	37,594	197
Salem	1,062,580	5,797	.....	.....	.....	.....	194,932	1,029	2,148	12
Somerset	1,701,360	9,141	.....	.....	.....	.....	317,811	1,703	7,014	37
Sussex	805,333½	4,333	35,663	196	14,489	80	105,444½	562	8,856	48
Union	6,295,930½	33,734	896,575½	4,804	450,859½	2,417	719,871½	3,862	110,502	592
Warren	1,359,673½	7,484	.....	.....	.....	.....	243,881½	1,343	2,452	13
Total	91,975,208	492,513	5,185,480½	27,748	2,499,393	13,400	13,420,376½	71,687	1,117,826½	5,906

TABLE 35
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 Be- tween 12 and 14 Years of Age	Number of Male Pupils Be- tween 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	20			80	95		21	130	151
Bergen	56	16	6	173	171	350	1	118	127	246
Burlington										
Camden	63	17		63	44	107		69	36	105
Cape May	79	22½		8	20	28	1	8	47	63
Cumberland	50	17		4	25	29		1	22	23
Essex	100	23	387	2,026	838	3,251	177	1,663	982	2,822
Gloucester										
Hudson	75	21		883	745	1,638	1	1,191	620	1,812
Hunterdon										
Mercer	67	17		310	185	495		253	123	576
Middlesex	64	20		177	41	218		178	61	239
Monmouth										
Morris	65	22	1	13	66	80		10	47	67
Ocean	50	17		4	19	23		1	83	86
Passaic	80	21		382	580	962		352	365	717
Salem										
Somerset	50	17		7	23	30		5	13	18
Sussex										
Union	68	18		344	271	615		375	205	680
Warren	71	44		34	33	67		9	20	29
Total	68	21	304	4,453	3,141	7,988	180	4,284	2,883	7,317

TABLE 35
REPORT OF EVENING SCHOOLS—Continued
ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays	Number of Weeks Schools were Maintained	Number of Male Pupils Be- tween 12 and 14 Years of Age	Number of Male Pupils Be- tween 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	.....	9	30	39	.....	6	30	36
Bergen	64	23	.....	97	51	148	.....	59	35	94
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	101	38	.....	470	213	683	.....	204	109	313
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	181	30	.....	844	519	1,363	.....	602	282	884
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	189	38	1	239	115	355	2	262	122	386
Middlesex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	107	28	.....	103	32	135	.....	270	48	313
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	134	31	1	1,822	960	2,783	2	1,403	621	2,028

TABLE 35

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 .....	.....	36	210	246	2,606	5,250	7,856	37	75	112	\$272.50
Bergen	7	291	298	596	10,900	9,372	20,272	179	152	331	931.75
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	132	80	212	3,535	3,773	7,328	52	54	106	674.00
Cape May	1	16	67	84	592	1,026½	1,618½	7	13	20	152.00
Cumberland .....	.....	5	47	52	806	760	1,572	16	15	31	50.00
Essex	564	3,089	1,820	6,073	79,947½	65,334	145,281½	1,881	1,513	3,394	7,849.50
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	1	2,084	1,365	3,450	54,243	62,866	117,109	703	768	1,471	7,519.50
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	563	308	871	7,340	6,319½	13,659½	210	176	386	782.59
Middlesex .....	.....	355	102	457	4,852	6,674½	11,526½	74	104	178	679.50
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	1	23	113	137	2,122	1,572	3,694	35	26	61	124.00
Ocean .....	.....	5	104	109	540	1,837	2,377	11	37	48	.....
Passaic .....	.....	734	945	1,679	30,018	28,414	58,432	433	457	890	1,928.33
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	12	36	48	437	283½	720½	344	205	549	50.00
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	719	476	1,195	13,061	13,085½	26,146½	244	251	495	1,107.17
Warren .....	.....	43	53	96	1,284½	574½	1,859	20	11	40	77.00
Total	574	8,707	6,024	15,305	212,304	207,148	419,452	4,255	3,857	8,112	\$22,197.84

TABLE 35
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		15	60	75	1,792	1,796	3,588	26	26	52	240.00
Bergen		156	86	242	2,444½	1,582½	4,027	38	25	63	276.00
Burlington											
Camden											
Cape May											
Cumberland											
Essex		674	322	996	36,000	14,756½	50,755½	189	77	266	1,351.00
Gloucester											
Hudson		1,446	801	2,247	104,074	63,630	167,704	576	351	927	2,761.25
Hunterdon											
Mercer	3	501	237	741	15,651	16,444	32,095	174	183	357	910.00
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic		483	75	508	7,002	11,999	19,001	70	120	190	636.36
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	3	3,225	1,581	4,809	166,972½	110,208	277,180½	1,073	782	1,855	\$6,174.61

TABLE 36
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 En- rolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males En- rolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males En- rolled	Number of Females Enrolled	Total Enrollment
Atlantic					97	777	1,504	2,371	71	86	112	198
Bergen					56	149		149	69	555	260	815
Burlington												
Camden	62	16		16	73½	736	94	830	69	54	49	103
Cape May												
Cumberland									64	18	8	26
Essex					107	4,227	2,072	6,309	113	1,693	853	2,546
Gloucester												
Hudson					56	1,628	333	1,961	75	1,266	613	1,879
Hunterdon												
Merrier					40	371	20	77	64	199	96	295
Middlesex					71	535	147	682	64	563	293	856
Monmouth									64	94	76	170
Morris									64	18	6	24
Ocean												
Passaic					90	1,159	552	1,711	100	152	102	254
Salem												
Somerset												
Sussex					61	807	434	1,301	64	746	269	1,015
Union									77	13	2	15
Warren												
Total	69	16		16	72	10,145	5,246	15,391	74	5,457	2,739	8,196

* No teachers or attendance reported for Union City
** No teachers or attendance reported for Harrison

TABLE 37

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 En- rolled	Number of Girls En- rolled	Total Enrollment	Average Attendance	Number of Hours Schools Kept Open	Possible Number Hours Attendance	Number of Hours Present	Number of Boys En- rolled	Number of Girls En- rolled	Total Enrollment	
Atlantic	196	109,854½	97,523½	324	499	823	423	1,055	55,188	48,378	201	215	416	
Bergen	181 ½	13,399.66	12,786	70	12	82	70	794	100,309	95,143	378	637	1,015	
Burlington	169	61,797	56,361½	462	7	469	326	892½	12,596½	11,612½	51	64	115	
Camden	175	3,345	3,059	176	24	200	175	1,008	153,261	103,612	447	697	1,144	
Cape May														
Cumberland														
Essex	198	329,009	300,211½	2,176	793	2,969	1,509	1,404	47,004	45,033	148	187	335	
Honolouster								3,846	547,578	491,685	2,365	2,436	4,801	
Hudson	190	137,430	127,109	648	130	778	668	934	430,839	387,408	1,795	1,879	3,674	
Hunterdon	187	9,899	9,013½	58	.....	58	48	.....	.....	.....	.....	.....	.....
Mercer								1,008	177,546	160,554	536	730	1,266	
***Middlesex	176	66,463	64,108	495	.....	495	364	1,086	245,883	235,035	655	1,202	1,857
Monmouth	186½	7,503	7,055	46	.....	46	42	.....	.....	.....	.....	.....	.....
*Morris								210	4,560	4,113	5	26	31	
Ocean														
Passaic	198½	54,194½	51,262½	334	.....	334	136	1,105	345,196	336,117	1,366	1,654	3,020
Salem	188	9,054	8,674	44	11	55	35	.....	.....	.....	.....	.....	.....
Somerset														
Sussex	185	14,073	13,378½	61	21	82	71	.....	.....	.....	.....	.....	.....
**Union	187	44,830½	42,403	211	100	311	227	1,333	185,041	181,089	409	822	1,231	
Warren	182	1,745	1,562	10	.....	10	9	1,068	13,458	12,846	33	71	104
Total	186	862,597.16	794,507	5,115	1,597	6,712	4,103	1,211	2,318,459½	2,112,625½	8,389	10,620	19,009	

* Madison has vocational teachers and raises money for this work but there is no separate class.

** Rahway has one teacher for day vocational but pupils are included in high school register. They work one-half time and attend school one-half time.

*** New Brunswick has regular day school pupils one period a day in agriculture.

TABLE 38.
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		\$353.86	25	26			25	1,190	48
Bergen	22	26	\$5,158.00	4,681.00	417	284	242	220	26	22,028	877
Burlington											
Camden	9	13	1,675.00	2,055.00	173	160	167	76	23	12,945	548
Cape May											
Cumberland	2	8	510.00	1,203.00	147	163	55	48	30	8,328½	281
Essex	155	552	33,150.50	110,666.26	9,060	8,702	2,192	1,395	31	355,867	17,902
Gloucester		6		900.00	81	67	59	74	29	7,220	249
Hudson	18	377	4,298.00	42,019.20	5,294	4,910	617	562	29	267,469	9,075
Hunterdon											
Mercer	24	55	5,509.00	7,035.50	690	715	623	629	27	55,255	2,228
Middlesex	7	18	1,440.00	3,438.12	175	133	93	104	30	13,949	472
Monmouth	1	23	150.00	3,630.00	193	188	29	50	30	11,463	382
Morris											
Ocean											
Passaic	8	52	2,318.40	9,526.90	665	623	609	414	22	48,515	2,100
Salem											
Somerset											
Sussex											
Union	33	71	6,991.75	10,869.50	940	938	590	628	29	78,998	680
Warren											
Total	279	1,203	\$61,200.65	\$196,378.34	17,860	16,909	5,276	4,200	28	883,227½	34,842

TABLE 39
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	2	14	84	\$9,414	\$1,727	1,202	1,271	2,473	466	573	1,039
Bergen	10	1	1	1,500	1,500	541	613	1,154	872	974	1,846
Burlington	14	8	33	1,500	1,276	541	613	1,154	533	252	785
Camden	5	1	82	2,204	1,610	1,382	1,555	3,137	348	348	696
Cape May	2	2	13	1,725	1,306	188	210	398	160	172	332
Cumberland	3	1	5	900	1,125	148	159	307	441	492	833
Essex	6	1	6	2,217	2,217	510	530	1,040	3,308	5,016	11,424
Honolule	16	1	27	1,250	1,148	510	530	1,040	194	215	409
Hudson	16	1	16	1,822	1,822	510	530	1,040	1,307	1,514	2,821
Ilwaco	4	9	36	1,750	1,710	702	702	1,404	28	39	67
Mercer	4	4	31	1,500	1,504	735	712	1,447	540	558	1,098
Middlesex	4	4	31	1,500	1,504	735	712	1,447	533	570	1,103
Monmouth	1	1	1	1,400	1,400	29	33	62	730	818	1,548
Ocean	1	1	6	1,400	1,400	29	33	62	271	344	615
Pasquot	10	3	20	1,250	1,035	451	485	936	69	88	157
Salem	10	3	20	1,250	1,035	451	485	936	433	512	945
Somerset	1	1	1	1,500	1,500	510	530	1,040	153	158	311
Sussex	1	1	1	1,500	1,500	510	530	1,040	153	158	311
Trenton	1	1	1	1,500	1,500	510	530	1,040	153	158	311
Warren	1	1	1	1,500	1,500	510	530	1,040	153	158	311
Total	62	44	362	\$1,625	\$1,339	6,211	6,380	12,591	14,431	15,784	30,215

TABLE 40
NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

COUNTIES																					Includes secretaries and business managers, but does not include superintendents or assistant superintendents.																																					
SECRETARIES AND DISTRICT CLERKS' OFFICES—Full Time																					SECRETARIES AND DISTRICT CLERKS' OFFICES—Part Time		BUSINESS MANAGER'S OFFICE—Full Time		BUSINESS MANAGER'S OFFICE—Part Time		SUPERINTENDENT'S OFFICE—Full Time		SUPERINTENDENT'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 OFFICES—Full Time		ATTENDANCE OFFICES—Part Time		MEDICAL INSPECTORS—Full Time		MEDICAL INSPECTORS—Part Time		NURSES—Full Time		NURSES—Part Time		OTHER—Full Time		OTHER—Part Time	
Atlantic	6	19	.....	.....	4	.....	5	.....	28	.....	60	65	8	19	9	20	13	6	94	6																																	
Bergen	15	60	.....	.....	3	.....	37	.....	73	12	243	42	20	41	16	60	28	30	9	17																																		
Burlington	1	37	.....	.....	.....	.....	4	.....	1	.....	42	38	2	31	.....	35	2	18	1	.....																																					
Camden	6	80	2	.....	9	.....	17	.....	15	1	180	19	17	22	13	26	13	6	15	2																																			
Cape May	.....	16	.....	.....	1	.....	1	.....	1	1	21	34	2	13	.....	13	3	9	.....	4																															
Cumberland	2	11	1	.....	2	.....	1	.....	1	1	28	78	2	13	.....	12	3	7	4	1																																		
Essex	42	12	44	.....	37	.....	11	.....	40	9	315	19	48	10	1	44	70	13	186	9																																			
Gloucester	22	12	.....	.....	.....	.....	5	.....	.....	.....	315	52	3	19	.....	23	8	3	13	8																														
Hudson	35	5	2	.....	16	.....	4	.....	70	.....	563	2	58	1	56	10	75	3	297	2																																		
Hunterdon	.....	26	.....	.....	.....	.....	.....	.....	1	.....	14	8	.....	15	.....	10	1	21	.....	.....																																				
Mercer	10	8	.....	.....	4	.....	23	.....	59	1	113	89	11	10	2	15	17	4	16	3																																		
Middlesex	.....	21	.....	.....	5	.....	18	.....	17	1	124	21	9	10	8	26	13	5	4	5																																	
Monmouth	9	42	1	.....	1	.....	4	.....	7	2	101	15	5	36	2	43	4	32	1	97																																			
Morris	.....	38	.....	.....	.....	.....	5	.....	4	.....	65	29	1	36	.....	39	5	25	1	3																														
Ocean	.....	15	.....	.....	.....	.....	3	.....	1	.....	17	17	1	24	.....	25	25	6	16	14																														
Passaic	15	12	1	.....	9	.....	1	.....	31	.....	223	14	3	10	.....	22	3	8	2	20																																	
Salem	.....	14	.....	.....	1	.....	2	.....	5	.....	29	15	3	7	.....	7	1	1	.....	.....																																				
Somerset	2	17	.....	.....	.....	.....	6	.....	2	.....	11	14	.....	15	.....	22	3	1	.....	.....																																				
Sussex	.....	24	.....	.....	.....	.....	.....	.....	40	.....	181	9	.....	8	.....	24	.....	5	47	.....																																					
Union	22	10	5	.....	1	.....	10	.....	1	1	151	11	16	24	15	20	22	1	.....	24																																		
Warren	2	22	.....	.....	1	.....	3	.....	4	.....	12	8	1	21	1	20	2	9	.....	.....																																				
Total	173	446	58	1	102	4	162	31	383	30	2,358	587	229	382	134	511	307	232	697	222																																						

TABLE 41

**Apportionment of School Moneys for the School Year Beginning
July 1, 1928**

Amount of State School Tax				\$16,058,812.18	
Less Chapter 233, P. L. 1926				*243,215.00	
Total State School Tax Apportioned to Counties				\$15,815,597.18	
Amount State School Fund Appropriation				500,000.00	
Amount of Railroad Tax				†1,669,868.67	
Grand total				\$17,985,465.85	
Counties	School Fund	Railroad Tax	90 Per Cent State School Tax	Reserve Fund to Counties	Total to Counties for Their Distribution
Atlantic	\$15,006.53	\$118,917.65	\$1,029,247.73	\$6,755.35	\$1,169,927.26
Bergen	46,211.94	108,173.14	936,252.61	40,925.12	1,131,562.81
Burlington ..	12,520.67	19,364.57	167,602.87	227,687.51	427,175.62
Camden	30,575.92	92,159.09	797,648.92	13,764.07	934,148.00
Cape May ..	4,021.20	26,969.00	233,420.22	1,810.19	266,220.61
Cumberland .	9,449.27	14,836.78	128,414.27	103,984.63	256,684.95
Essex	101,041.25	406,688.59	3,519,942.83	45,484.77	4,073,157.44
Gloucester ..	10,025.47	19,094.80	165,267.96	140,164.45	334,552.68
Hudson	81,050.51	343,787.40	2,975,524.79	36,485.73	3,436,848.43
Hunterdon .	4,628.07	7,661.52	66,311.47	103,196.27	181,797.33
Mercer	21,292.80	80,428.40	696,118.29	9,585.17	807,424.66
Middlesex ..	27,967.66	52,174.93	451,580.82	125,615.10	657,338.51
Monmouth .	18,505.78	59,298.63	513,237.35	8,330.57	599,372.33
Morris	12,595.26	27,932.13	241,756.25	121,531.02	403,814.66
Ocean	4,064.02	12,352.06	106,908.62	54,924.13	178,248.83
Passaic	40,108.47	115,133.01	996,491.21	18,055.25	1,169,787.94
Salem	5,218.20	9,574.42	82,867.80	69,486.31	167,146.73
Somerset ...	8,242.39	17,479.86	151,290.42	73,184.99	250,197.66
Sussex	3,928.60	9,210.10	79,714.66	71,412.05	164,265.41
Union	36,581.53	115,938.85	1,003,465.87	16,467.56	1,172,453.81
Warren	6,964.46	12,693.74	109,866.00	73,815.98	203,340.18
	\$500,000.00	\$1,669,868.67	\$14,452,930.96	\$1,362,666.22	\$17,985,465.85

* Less the one per cent emergency fund of \$73,250.00 and \$169,965.00 to districts in payment of \$45.00 for each pupil residing on State Property as residents of districts by reason of their being inmates of charitable institutions as provided in Chapter 233, Public Laws of 1926.

† Subject, prior to distribution, to any further deductions required.

SECTION B

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR THE YEAR ENDING JUNE 30, 1929

COUNTIES	Total Enrolment	Total Attendance	Loss	Gain
Atlantic	23,860	3,501,160	40,830	.....
Bergen	74,506	11,673,737	.....	319,568
Burlington	19,801	2,964,820	.....	1,972
Camden	49,917	7,412,080	59,879	.....
Cape May	6,867	950,462	.....	8,160
Cumberland	14,872	2,246,813	278	.....
Essex	149,159	24,342,113	.....	264,812
Gloucester	17,254	2,495,996	.....	19,375
Hudson	116,749	18,824,972	121,870	.....
Hunterdon	7,485	1,120,316	.....	10,453
Mercer	32,631	5,239,074	.....	25,923
Middlesex	42,933	6,730,283	3,320	.....
Monmouth	30,104	4,458,670	.....	10,235
Morris	21,016	3,218,397	.....	104,698
Ocean	6,984	1,002,370	.....	5,157
Passaic	59,320	9,666,712	.....	149,097
Salem	8,808	1,276,623	.....	19,651
Somerset	13,502	2,103,737	.....	55,379
Sussex	6,662	998,959	.....	31,921
Union	57,933	9,169,599	.....	308,752
Warren	10,516	1,660,025	.....	4,647
Total	770,879	121,056,918	226,177	1,339,800

SCHOOL REPORT

ATLANTIC COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Absecon City	377	54,087½	183½	.....
Atlantic City	11,255	1,689,274½	242½	.....
Brigantine	67	9,634½	.....	1,982½
Buena Vista	1,188	185,414½	215½	.....
Corbin City	60	7,964½	1,207	.....
Egg Harbor City	918	135,714	2,917	.....
Egg Harbor Twp.	574	71,217	4,384½	.....
Estell Manor	84	10,787	.....	1,703
*East Atlantic City .....	.....	.....	.....	.....
Folsom	54	6,580½	795½	.....
Galloway Twp.	532	72,147½	2,429½	.....
Hamilton Twp.	701	99,912	3,492	.....
Hammonton	1,987	308,826	10,060	.....
Linwood	305	43,468	.....	2,439
*Longport .....	.....	.....	.....	.....
Margate City	477	62,948½	.....	7,043½
Mullica Twp.	269	37,077½	.....	148
Northfield City	428	57,235½	6,115½	.....
Pleasantville	2,677	388,682	22,043	.....
Port Republic	86	11,946½	520	.....
Somers Point	399	54,584	.....	767
Ventnor City	1,212	165,506½	.....	1,246½
Weymouth	210	28,152	1,554	.....
Total	23,860	3,501,160	56,159½	15,329½

* No attendance.

BERGEN COUNTY

Allendale	274	39,334	.....	2,010
Alpine	74	10,440½	.....	105½
Bergenfield	1,507	219,648	.....	14,088
Bogota	1,705	258,491	15,375	.....
Carlstadt	851	146,121½	.....	1,032½
Cliffside Park	3,187	501,189½	.....	44,310½
Closter	582	87,325½	.....	345
Cresskill	315	43,969½	.....	937
Demarest	124	18,762	.....	1,457½
Dumont	1,374	211,831	.....	14,764½
East Paterson	972	159,201	.....	10,488
East Rutherford	1,881	305,217½	.....	10,218½
Edgewater	707	105,758	4,392½	.....
Emerson	318	49,903½	.....	2,011
Englewood City	3,389	527,997½	.....	11,671½
Englewood Cliffs	87	12,653	.....	223½
Fair Lawn	872	128,997½	.....	14,906
Fairview	1,930	300,852½	38½	.....
Fort Lee	1,694	253,795	.....	15,525
Franklin Lakes	134	17,900	778	.....
Garfield	7,524	1,268,219	49,614½	.....
Glen Rock	641	95,076½	363
Hackensack	5,383	845,811½	2,118½

COMMISSIONER OF EDUCATION

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BERGEN COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Harrington Park	230	34,809½	387½	.....
*Harrington Twp. ....	.....	.....	.....	.....
Hasbrouck Heights	1,187	180,188	997½	.....
Haworth	177	25,580	2,345½	.....
Hillsdale	549	80,750½	.....	2,147
Hohokus Boro.	145	22,839	.....	1,388½
Hohokus Twp.	751	122,034	.....	26,856½
Leonia	1,542	240,642	641½	.....
Little Ferry	820	133,262½	5,303	.....
Lodi Boro.	2,746	438,347	.....	856½
Lodi Twp.	261	38,502½	1,343	.....
Lyndhurst	4,132	656,501	.....	19,608
Maywood	556	84,857	.....	11,302
Midland Park	616	97,099	.....	1,694½
Midland Twp.	329	50,365	.....	1,614
Montvale	224	30,939½	.....	715½
Moonachie	356	57,533½	651	.....
New Milford	501	77,956	625	.....
North Arlington	1,175	170,554	.....	16,587
Northvale	269	42,295	282	.....
Norwood	265	38,321½	.....	2,123
Oakland	109	17,879½	1,725½	.....
Old Tappan	110	16,964½	.....	23
*Orvil Twp. ....	.....	.....	.....	.....
Oradell	383	61,909	.....	4,955½
Overpeck-Ridgefield Park ...	2,007	319,452	.....	34½
Palisades Park	1,241	182,903½	.....	6,771
Paramus	410	61,749	.....	2,645½
Park Ridge	768	114,341	.....	93½
Ramsey	928	147,002	.....	16,845
Ridgefield	731	104,486	3,591	.....
Ridgewood	2,526	408,273½	.....	9,641
Riverside	339	54,628	.....	11,405
Rivervale Twp.	131	16,387	1,335	.....
*Rockleigh .....	.....	.....	.....	.....
Rutherford	2,744	433,955½	.....	22,618½
Saddle River Boro.	77	12,825½	.....	1,005
Saddle River Twp.	542	84,480	.....	3,791½
Teaneck	2,830	405,835	.....	66,787½
Tenafly	1,310	206,661	.....	15,558½
*Teterboro .....	.....	.....	.....	.....
*Union Twp. ....	.....	.....	.....	.....
Upper Saddle River	30	4,698½	.....	238
Waldwick	281	42,442½	.....	1,725½
Wallington	2,374	395,209	794	.....
*Washington .....	.....	.....	.....	.....
Westwood	1,004	156,550	385½	.....
Woodcliff Lakes	139	19,150	.....	1,193
Wood Ridge	712	110,178	.....	11,336
Wyckoff	424	63,905½	.....	7,001
Total	74,506	11,673,737	93,087	412,655

* No attendance.

SCHOOL REPORT

BURLINGTON COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bass River	122	17,830½	1,767	.....
Beverly City	563	88,910	.....	7,385½
*Beverly Twp. ....	.....	.....	.....	.....
Bordentown City	1,129	175,010	.....	16,268
*Bordentown Twp. ....	.....	.....	.....	.....
Burlington City	2,476	386,384½	10,519	.....
Burlington Twp.	506	71,984	.....	2,573
Chester	1,109	162,754½	1,321½	.....
Chesterfield	297	41,588½	124	.....
Cinnaminson	377	54,103	4,633½	.....
Delanco	450	69,595½	258	.....
Delran	401	56,128	11½	.....
Eastampton	123	17,692	.....	3,810½
Edgewater Park	222	35,231½	.....	1,201
Evesham	353	49,185½	5,705½	.....
Fieldsboro	104	15,618½	1,490½	.....
Florence	1,823	277,313	2,381½	.....
Hainesport	229	33,580	3,784	.....
Lumberton	174	22,645½	776	.....
Mansfield	254	36,243	2,011½	.....
Medford	398	58,748	1,672	.....
Moorestown	1,615	245,910½	.....	330½
Mount Laurel	438	60,511½	.....	3,069
New Hanover	211	27,503½	.....	1,508
Northampton	1,578	228,061	.....	5,822½
North Hanover	105	11,185	3,796	.....
Palmyra	1,430	223,872½	.....	2,807
Pemberton Boro.	507	75,637	.....	3,660½
Pemberton Twp.	154	20,113½	2,576½	.....
Riverside	1,213	191,915	.....	6,281
Riverton Boro.	368	57,625½	5,271	.....
Shamong	103	16,151½	.....	1,571
Southampton	348	50,437	.....	729
Springfield	218	29,791	1,188½	.....
Tabernacle	70	10,139½	.....	235
Washington	93	12,487	427	.....
*Westampton .....	.....	.....	.....	.....
Willingboro	134	19,753	3,840	.....
Woodland	106	13,180½	1,725	.....
Total	19,801	2,964,820	55,279½	57,251½

* No attendance.

COMMISSIONER OF EDUCATION

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CAMDEN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Audubon	1,870	287,739	9,006½
Barrington	438	64,000	.....	2,156½
Bellmawr	244	33,353½	.....	3,991½
Berlin Boro.	484	65,468	.....	3,405½
Berlin Twp.	432	56,307½	1,430½	.....
Brooklawn	405	57,428½	3,714½	.....
Camden City	22,603	3,463,943	99,030	.....
Chesilhurst	74	11,573½	.....	973
Clementon Boro.	579	74,831½	1,540	.....
Clementon Twp.	1,183	155,413	.....	6,495
Collingswood	2,724	438,061	18,843½	.....
Delaware Twp.	1,274	173,387	315½	.....
Gibbsboro	136	16,376½	1,201	.....
Gloucester City	2,365	352,688½	3,107½	.....
Gloucester Twp.	1,235	162,914	3,445	.....
Haddon Twp.	1,062	152,236½	.....	9,715½
Haddonfield	2,044	305,091½	.....	8,048½
Haddon Heights	1,484	221,697	954½	.....
Laurel Springs	196	29,043½	3,542	.....
Lawnside	314	41,962	1,042	.....
Magnolia	301	45,601½	.....	1,251
Merchantville	645	92,475½	.....	11,786½
Mt. Ephraim	487	65,909½	1,014½	.....
Oaklyn	602	89,309	.....	3,058½
Pensauken	3,345	494,041	.....	13,382½
Runnemede	505	69,390½	.....	8,490½
Stratford	182	22,771	.....	403½
*Tavistock .....	.....	.....	.....	.....
Voorhees	313	40,376½	.....	2,614
Waterford	659	91,389	.....	952
Winslow	1,227	168,421½	7,525½	.....
Woodlynne	505	68,880	.....	1,096½
Total	49,917	7,412,080	146,706	86,827

* No attendance.

SCHOOL REPORT

CAPE MAY COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Avalon	70	8,634	.....	1,076½
Cape May City	594	86,874½	.....	3,912½
Cape May Point	23	2,709	114½	.....
Dennis Twp.	357	48,263½	.....	2,451
Lower Twp.	232	29,172½	.....	613
Middle Twp.	869	121,586	4,422½	.....
North Wildwood	381	52,988½	3,205½	.....
Ocean City	1,413	194,445	.....	1,263½
Sea Isle City	188	23,605½	4,774	.....
Stone Harbor	94	11,610½	.....	326
*South Cape May .....	.....	.....	.....	.....
Upper Twp.	321	40,710½	1,684½	.....
West Cape May	227	30,550	.....	1,921½
*West Wildwood .....	.....	.....	.....	.....
Wildwood	1,447	203,915½	13,319½	.....
Wildwood Crest	114	15,099	.....	15,099
Woodbine	537	80,298	.....	9,017½
Total	6,867	950,462	27,520½	35,680½

* No attendance.

CUMBERLAND COUNTY

Bridgeton	3,426	537,548½	.....	19,198½
Commercial	698	92,643	1,144½	.....
Deerfield	490	67,655½	.....	215
Downe	347	48,260½	.....	1,387½
Fairfield	374	45,869	5,536	.....
Greenwich	236	32,401	848½	.....
Hopewell	376	50,953½	23,576½	.....
Landis	4,212	683,323	.....	27,191½
Lawrence	402	53,866	5,251½	.....
Maurice River	330	45,511½	2,292	.....
Millville	3,202	492,816½	13,763	.....
Stow Creek	193	26,277½	.....	337
Upper Deerfield	586	69,687½	.....	3,804½
Total	14,872	2,246,813	52,412	52,134

ESSEX COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Belleville	5,744	923,577½	.....	32,756
Bloomfield	6,803	1,048,792½	.....	34,428
Caldwell	1,711	263,216	.....	13,108½
Caldwell Twp.	195	29,505½	.....	749
Cedar Grove	334	49,793	.....	4,906
East Orange	9,870	1,529,424½	.....	26,698½
Essex Fells	229	33,547½	.....	4,455
Glen Ridge	1,357	207,272	.....	12,190½
Irvington	9,168	1,439,422½	.....	118,581½
Livingston	566	82,886	.....	9,128½
Millburn	1,501	235,644½	.....	21,248½
Montclair	7,398	1,201,401½	.....	24,396½
Newark	81,409	13,710,524½	147,834½	.....
North Caldwell	120	17,653½	547	.....
Nutley	4,605	716,486	.....	18,148
Orange	6,647	1,063,959	.....	7,599
Roseland	187	28,100½	1,705	.....
South Orange	5,809	905,615½	.....	41,461½
Verona	1,167	175,508½	.....	20,079½
West Orange	4,339	679,782½	.....	24,964
Total	149,159	24,342,113	150,086½	414,898½

GLOUCESTER COUNTY

Clayton	604	83,769	3,152½	.....
Deptford	1,049	141,175	3,838	.....
East Greenwich	433	60,785½	.....	767
Elk	440	57,365½	.....	8,582½
Franklin	920	117,212½	395	.....
Glassboro	1,525	223,129	.....	8,340½
Greenwich	564	87,313	.....	1,940½
Harrison	322	44,079½	4,554½	.....
Logan	391	53,580	.....	745½
Mantua	558	80,690½	1,925	.....
Monroe	995	143,562	5,558	.....
National Park	501	58,830½	5,130	.....
Newfield	227	34,162	.....	659
Paulsboro	1,844	282,548½	.....	13,946½
Pitman	1,150	177,369	7,001½	.....
South Harrison	146	18,663	264½	.....
Swedesboro	786	118,732½	584	.....
Washington	426	62,700½	.....	58
Wenonah	235	38,126½	255½	.....
West Deptford	986	135,281	182	.....
Westville	670	98,662	.....	647
Woodbury	2,304	350,840	.....	17,733
Woodbury Heights	178	27,419	1,204	.....
Total	17,254	2,495,996	34,044½	53,419½

SCHOOL REPORT

HUDSON COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bayonne	16,631	2,782,403	.....	44,763½
East Newark	442	67,295½	1,222	.....
Guttenberg	1,257	196,963	15,869½	.....
Harrison	2,315	363,997	.....	138½
Hoboken	10,229	1,586,664	76,316½	.....
Jersey City	49,927	8,157,648½	215,836	.....
Kearny	7,073	1,106,948½	.....	42,265
North Bergen	6,871	1,089,130	.....	58,151½
Secaucus	1,319	209,883½	.....	8,350½
Union City	10,360	1,636,611	34,723	.....
Weehawken	2,531	392,894	.....	11,527½
West New York	7,794	1,234,534	.....	56,900½
Total	116,749	18,824,972	343,967	222,097

HUNTERDON COUNTY

Alexandria	151	21,094½	1,573½	.....
*Bethlehem .....	.....	.....	9,970	.....
Bloomsburg	174	27,218	.....	2,439
Califon	114	17,715½	541½	.....
Clinton, Town of	313	47,364½	.....	615
Clinton Twp.	277	38,044½	256½	.....
Delaware	349	49,500	50½	.....
East Amwell	150	22,429½	2,702	.....
Flemington	932	153,208	8,584½	.....
Franklin	188	28,722½	.....	94
Frenchtown	369	57,410	.....	2,065½
Glen Gardner	150	21,941½	.....	1,532½
Hampton	341	52,801½	.....	11,033½
High Bridge	504	80,826½	.....	2,028½
Holland	199	28,654	.....	6,680½
Kingwood	286	37,358	.....	4,024½
Lambertville City	993	156,129	.....	742
Lebanon Boro.	85	11,794	1,046	.....
Lebanon Twp.	126	17,933	.....	658½
Milford	196	31,721	.....	2,242
Raritan	357	50,017½	.....	544½
Readington	640	86,699	.....	1,239½
Stockton	125	19,513½	.....	223½
Tewksbury	169	21,921½	.....	1,950½
Union Twp.	189	25,131½	420	.....
West Amwell	108	15,167½	2,516	.....
Total	7,485	1,120,316	27,660½	38,113½

* No attendance.

COMMISSIONER OF EDUCATION

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MERCER COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
East Windsor	911	140,459	3,242½
Ewing	1,605	231,871	.....	868½
Hamilton	4,896	761,772½	.....	32,070
Hopewell	1,352	212,903	3,908½	.....
Lawrence	1,106	162,553	1,812½	.....
Princeton Boro.	1,327	218,755	.....	10,324
Princeton Twp.	317	50,073	.....	6,463
Trenton	20,405	3,362,158½	17,130	.....
Washington	325	46,005	.....	686
West Windsor	387	52,524	.....	1,605
Total	32,631	5,239,074	26,093½	52,016½

MIDDLESEX COUNTY

Carteret	2,850	462,680½	9,393½	.....
Cranbury	256	36,337	.....	781½
Dunellen	809	125,662½	2,285½	.....
East Brunswick	683	99,902½	5,356	.....
Helmetta	220	31,990½	742	.....
Highland Park	1,739	271,101	.....	5,869
Jamesburg	695	105,716	5,320½	.....
Madison	533	71,521½	1,601	.....
Metuchen	1,227	173,874½	.....	4,774½
Middlesex	754	116,251½	.....	3,481½
Milltown	546	88,130½	11,874½	.....
Monroe	321	46,482½	1,135	.....
New Brunswick	6,793	1,087,958	.....	38,733
North Brunswick	744	109,606½	.....	4,275½
Perth Amboy	8,628	1,419,042½	74,421½	.....
Piscataway	1,261	191,200½	.....	9,803
Plainsboro	175	25,775	3,460½	.....
Raritan	2,285	332,609	.....	19,695½
Sayreville	1,081	167,432	.....	4,350
South Amboy	916	139,132	11,529	.....
South Brunswick	577	83,502	.....	2,926½
South Plainfield	1,347	210,810	.....	5,780
South River	2,311	368,028	.....	8,315
Spotswood	200	26,210½	359	.....
Woodbridge	5,982	939,326½	.....	15,373
Total	42,933	6,730,283	127,478	124,158

SCHOOL REPORT

MONMOUTH COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
*Allenhurst				
Asbury Park	3,768	548,262½		15,066
Atlantic Twp.	268	35,965		3,960
Atlantic Highlands	407	62,328½	1,513	
Avon	219	29,368½	1,083	
Belmar	690	100,235		21,571½
Bradley Beach	629	87,104½	2,092	
Brielle	128	17,280½	1,108	
*Deal				
Eatontown	292	41,097½	3,590	
Fair Haven	298	43,641½	95½	
Farmingdale	151	21,573½		4,496
Freehold Town	1,529	241,280½	9,176	
Freehold Twp.	273	36,873½		350½
Highlands	361	52,099½	1,973	
Holmdel	285	43,359½		591½
Howell	593	85,297	4,205	
*Interlaken				
Keansburg	459	60,911	994½	
Keyport	1,031	163,219		2,696½
Little Silver	136	18,747½	87	
Long Branch	3,636	575,289	7,268	
Manalapan	583	84,925		1,468½
Manasquan	703	107,462½	2,308½	
Marlboro	441	60,205½	3,526½	
Matawan	1,112	164,956		1,320
Middletown	1,981	295,135½		226½
Millstone	378	50,023	1,491	
Monmouth Beach	78	10,638	272	
Neptune City	392	51,879½		1,670½
Neptune Twp.	2,558	365,768	4,915½	
Oceanport	165	21,420		1,852
Ocean Twp.	363	51,309½		6,485½
Raritan	301	41,315		1,352½
Red Bank	2,486	387,740		1,077½
Rumson	394	58,269	2,264½	
Sea Bright	138	21,843		99
*Sea Girt				
Shrewsbury Boro.	109	14,424½	1,065½	
Shrewsbury Twp.	185	26,117		3,583
*South Belmar				
Spring Lake	304	46,695		2,430
Upper Freehold	722	106,340½		1,440½
Union Beach	437	61,743	3,562	
Wall	857	126,035½	10,008½	
West Long Branch	264	40,491½		1,096½
Total	30,104	4,458,670	62,599	72,834

* No attendance.

COMMISSIONER OF EDUCATION

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MORRIS COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Boonton Town	1,463	237,972½		13,019½
Boonton Twp.	89	13,319	98	
Butler Boro.	1,001	157,282½	88½	
Chatham Boro.	759	120,288		3,464½
Chatham Twp.	180	26,278½		1,097½
Chester	225	33,309½		2,561
Denville	428	59,876		3,332
Dover Town	2,206	345,320		1,540½
**East Hanover	217	30,969½		30,969½
Florham Park Boro.	165	22,339½		2,034½
Hanover Twp.	671	103,952½	88,673½	
Harding Twp.	116	17,696½	359	
Jefferson	213	30,661½		2,222½
Kinnelon	74	10,904½	239½	
Lincoln Park	355	54,353		3,065½
Madison Boro.	1,152	184,468½		5,906½
Mendham Boro.	246	36,431½		2,657½
Mendham Twp.	119	15,848	3,125½	
Mine Hill	273	39,919½	2,822½	
Montville Twp.	559	81,829½	3,149½	
Morris Plains Boro.	251	36,975½		3,395½
Morristown Town	2,776	430,110½		25,435½
Morris Twp.	666	93,559		5,763½
Mountain Lakes	371	56,077½		1,766
Mt. Arlington	70	9,993		429½
Mt. Olive	268	37,684		1,976½
Netcong	555	89,784½		8,668
Passaic Twp.	449	66,144		3,221
Pequannock	390	54,902½		8,204½
**Parsippany Troy Hills	484	65,346½		65,346½
Randolph	444	66,360		2,674
Riverdale	230	33,772½		1,894½
Rockaway Boro.	831	129,953		3,797
Rockaway Twp.	610	95,308	758	
Roxbury	1,089	171,054½		5,658
Washington	263	39,522½	4,590½	
Wharton	758	118,829½	1,498½	
Total	21,016	3,218,397	105,403	210,101

* No attendance.

** New district.

OCEAN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Barnegat City	20	3,173	.....	389½
Bay Head	62	7,769	.....	632½
Beach Haven	246	32,365½	.....	2,295
*Beachwood .....	.....	.....	.....	.....
Berkeley	206	27,532½	2,643½	.....
Brick	205	29,229½	754	.....
Dover	1,030	147,856½	348	.....
Eagleswood	56	7,063	2,194½	.....
*Harvey Cedars .....	.....	.....	.....	.....
Island Heights	91	12,482	.....	1,514
Jackson	348	46,936	1,718½	.....
Lacey	107	16,340	.....	1,171½
Lakehurst	183	25,102½	.....	3,453½
Lakewood	1,966	288,002	5,976½	.....
Lavallette	58	8,053½	.....	1,223
Little Egg Harbor	100	15,413	974	.....
*Long Beach .....	.....	.....	.....	.....
Manchester	92	11,866½	.....	268
*Mantoloking .....	.....	.....	.....	.....
Ocean	62	8,157	15½	.....
Ocean Gate	27	3,007	643	.....
*Pine Beach .....	.....	.....	.....	.....
Plumstead	217	32,117	.....	1,106
Point Pleasant	346	47,931½	1,270½	.....
Point Pleasant Beach	552	81,890	.....	5,151½
Seaside Heights	67	9,322½	.....	1,235½
Seaside Park	83	10,487	649½	.....
*Ship Bottom Beach-Arlington .....	.....	.....	.....	.....
Stafford	214	31,038	459	.....
*Surf City .....	.....	.....	.....	.....
Tuckerton	370	56,203½	.....	1,254½
Union	276	43,032	.....	3,109
Total	6,984	1,002,370	17,646½	22,803½

* No attendance.

COMMISSIONER OF EDUCATION

463

PASSAIC COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bloomingtondale	536	78,516½	.....	682
Clifton City	10,191	1,646,144	.....	57,516½
Haledon	749	119,747½	.....	1,361½
Hawthorne	1,925	297,044½	.....	18,423½
Little Falls	1,008	167,294½	.....	5,436
North Haledon	387	59,501	.....	8,248
Passaic	13,360	2,225,764½	6,780	.....
Paterson	26,092	4,304,205	.....	53,324½
Pompton Lakes	717	108,022½	4,448½	.....
Prospect Park	904	144,054½	.....	6,902½
Ringwood	210	29,772½	.....	216
Totowa	724	113,108½	.....	9,400
Wanaque	791	120,800½	5,759	.....
Wayne	770	111,764½	.....	2,249½
West Paterson	609	88,953½	.....	4,902½
West Milford	347	52,018	2,578	.....
Total	59,320	9,666,712	19,565½	168,662½

SALEM COUNTY

Alloway	300	46,028	.....	1,217½
Elmer	212	30,822½	3,381	.....
Elsinboro	107	11,953	.....	1,721½
Lower Alloway Creek	214	28,565½	608	.....
Lower Penns Neck	664	86,611½	.....	5,416
Mannington	323	35,571	.....	271½
Oldmans	300	38,129½	86	.....
Penns Grove	1,501	225,313	.....	10,919½
Pilesgrove	994	152,733	.....	5,314½
Pittsgrove	543	69,442½	.....	216½
Quinton	271	36,561½	.....	4,875½
Salem	2,057	318,103	4,982	.....
Upper Penns Neck	847	133,286	3,459½	.....
Upper Pittsgrove	475	63,503	.....	2,215
Total	8,808	1,276,623	12,516½	32,167½

SCHOOL REPORT

SOMERSET COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bedminster	270	37,652	2,561½	.....
Bernards	1,243	199,485	.....	11,962½
Bound Brook	1,796	291,075	.....	8,537
Branchburg	251	35,179	.....	1,061
Bridgewater	1,420	224,230	.....	3,847
East Millstone	68	11,120½	94½	.....
Far Hills	54	7,934½	.....	326
Franklin	986	143,562	.....	4,073
Hillsborough	1,709	270,032½	.....	16,765½
Millstone	46	5,976½	1,908½	.....
Montgomery	268	38,779	4,482	.....
North Plainfield Boro.	2,089	314,714	.....	4,639½
North Plainfield Twp.	70	9,235	1,830	.....
Peapack Gladstone	273	40,909½	.....	2,231½
Rocky Hill	122	19,053	.....	2,526½
Somerville	2,048	330,997	.....	8,180
South Bound Brook	465	74,282	.....	51
Warren	195	29,358	.....	1,051
Watchung	129	20,162½	.....	1,004
Total	13,502	2,103,737	10,876½	66,255½

SUSSEX COUNTY

Andover Boro.	127	17,036	.....	291½
Andover Twp.	49	6,134	.....	1,106
Branchville	124	18,630	.....	822½
Byram	26	3,561½	.....	486½
Frankford	186	25,776	.....	1,490
Franklin	1,297	207,153½	6,586½	.....
Fredon	58	7,177	.....	54
Green	99	15,427	801	.....
Hamburg Boro.	383	59,222	.....	781½
Hampton	114	14,466	.....	142½
Hardyston	185	26,424	2,510½	.....
Hopatcong	83	11,705	.....	119
Lafayette	135	16,907½	1,310	.....
Montague	98	14,589½	.....	1,277½
Newton	1,340	212,284	.....	2,047½
Ogdensburg	373	59,272½	.....	10,845½
Sandyston	108	14,253½	459½	.....
Sparta	274	37,961½	.....	6,048
Stanhope	210	35,048	.....	2,445½
Stillwater	133	19,098½	.....	1,559
Sussex	602	94,207	.....	6,421
Vernon	299	39,370	212½	.....
Walpack	23	4,429½	.....	957
Wantage	336	38,825½	6,906½
Total	6,662	998,959	11,880	43,801

COMMISSIONER OF EDUCATION

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UNION COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Clark	404	62,212½	6,555
Cranford	2,389	380,161½	.....	28,615½
Elizabeth	17,846	2,933,641½	.....	29,283½
Garwood	860	134,419	647	.....
Hillside	3,491	537,841	.....	27,368
Kenilworth	598	89,520½	3,895	.....
Linden	5,248	829,571½	.....	14,532
Mountainside	152	21,189	920½	.....
New Providence Boro.	412	62,952½	.....	1,708½
New Providence Twp.	594	56,509	193	.....
Plainfield	7,054	1,134,043½	.....	27,155
Rahway	2,977	463,442½	.....	3,091
Roselle	2,770	419,843½	.....	39,427
Roselle Park	1,995	317,760	2,762	.....
Scotch Plains	1,447	219,040	.....	11,823
Springfield	736	109,650½	.....	4,907
Summit	2,649	422,632	.....	26,718½
Union	3,149	480,087½	.....	59,155½
Westfield	3,162	495,081½	.....	36,830
Total	57,933	9,169,599	8,417½	317,169½

WARREN COUNTY

Allamuchy	160	23,370½	2½	.....
Alpha	656	105,632½	3,327	.....
Belvidere	540	87,557½	.....	5,216½
Blairstown	299	45,864½	1,153	.....
Franklin	407	57,315½	.....	1,824
Frelinghuysen	164	24,790	.....	2,380½
Greenwich	195	28,753	3,095½	.....
Hackettstown	803	136,202	.....	10,078
Hardwick	68	8,500	.....	37½
Harmony	301	45,693½	6,148½	.....
Hope	114	16,908½	.....	1,003
Independence	293	42,537	1,662½	.....
Knowlton	145	23,382½	.....	202
Liberty	108	13,285	1,325	.....
Lopatcong	303	46,205	3,185	.....
Mansfield	188	29,211	.....	956½
Oxford	413	62,773½	4,675	.....
Pahaquarry	9	1,402	130½	.....
Phillipsburg	3,680	601,983	854	.....
Pohatcong	412	64,001	.....	5,012½
Washington Boro.	877	141,289	.....	4,757
Washington Twp.	162	23,280½	134
White	219	30,088	1,128
Total	10,516	1,660,025	26,820½	31,467½

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