

Russ Memorial Dormitory, State Normal School, Montclair. Memorial to the late Edward Russ

# 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

**1915**

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SOMERVILLE, N. J.  
THE UNIONIST-GAZETTE ASSOCIATION, STATE PRINTERS  
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# State Board of Education

1914-15

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JOSEPH S. FRELINGHUYSEN, *Vice-President* .....Raritan  
MELVIN A. RICE .....Atlantic Highlands  
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D. STEWART CRAVEN .....Salem  
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JOHN C. VAN DYKE .....New Brunswick  
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CALVIN N. KENDALL, *ex-officio, Secretary*

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1915-16

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JOSEPH S. FRELINGHUYSEN, *President* .....Raritan  
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CALVIN N. KENDALL, *ex-officio, Secretary*

Important changes and improvements in the buildings of the Normal School at Trenton were made possible by the action of the Legislature of 1914 and have added greatly to the usefulness of that school.

The Russ Memorial Dormitory at Upper Montclair was nearly completed before the end of the school year, and it is a credit to the State as well as a lasting memorial to the donor.

Unfortunately the Legislature has not seen fit to grant the needed financial aid to the School for the Deaf at Trenton, whose need is great and pressing. If these unfortunate children are to be properly and safely cared for, some radical steps must be taken to better their surroundings.

Following conferences between a special committee of the Legislature and this Board, a thorough revision of the Building Code was undertaken and carried out, with the result of publishing a new code, which it is hoped will be satisfactory. The Board has felt that it was not justified in receding from the position taken from the start, that the buildings sheltering the school children of this State must be made and kept safe from a sanitary standpoint, as well as from that of fire protection, and it is gratifying to note that this position is more and more concurred in by the thoughtful people of the State.

The question of vocational schools has assumed increasingly important proportions, and the demand for them is becoming so great, that radical steps will soon have to be taken to provide adequate funds to so carry them on as to give equal advantages to scholars in all parts of the State.

As has been set forth in former reports, the crying need at the present time is more Normal School facilities. A new Normal School in the southern part of the State is an absolute necessity, and no question of sectional jealousy should stand in the way of its formation.

In concluding, I would call attention to the increasing good that is resulting from the summer schools for the teachers of the State. More and more teachers are realizing the benefits to be derived from the opportunities thus offered. In my judgment this movement should be fostered, and each year larger appropriations made, in order that greater numbers may avail themselves of this chance for what amounts to post-graduate work, which is beyond the means of the ordinary teacher to procure in any other way.

W. G. SCHAUFFLER,  
*President State Board of Education.*

STATE OF NEW JERSEY  
DEPARTMENT OF PUBLIC INSTRUCTION.

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REPORT OF  
COMMISSIONER OF EDUCATION.

TRENTON, December 4, 1915.

*To the State Board of Education:*

Gentlemen:

In compliance with the requirements of the School Law, I have the honor to submit herewith the Annual Report of the Department of Public Instruction for the school year ending June 30, 1915.

The population of the State, according to the State census taken in June, was 2,844,342. The total enrollment of pupils in all the various departments of the public schools was 563,240. The total school enrollment, therefore, was equivalent to nearly one-fifth of the total population of the State. To teach these children nearly 15,000 teachers are necessary. To administer the schools many superintendents and principals are needed.

The children were housed in 2,155 school buildings. These buildings of course were heated. These more than half a million children were furnished with books, supplies and the necessary apparatus for teaching free of cost. More than 200,000 of them were given some form of manual or industrial training. There were 12,778 children transported to schools at public expense, because there were no schools suitable for them in their neighborhood. Medical inspection was provided. The conditions surrounding the children were in the main refined and uplifting.

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

The cost of all this must necessarily be great.

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

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

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

## SCHOOL REPORT.

Important facts in the report are summarized as follows :

During 1914-15 the current expenses for operating the schools amounted to \$17,158,750.58. This was an increase of \$925,731.77 over the preceding year. More than \$13,000,000 of this amount was expended for salaries of teachers, superintendents and principals. Janitors' salaries cost more than \$1,000,000. Salaries of attendance officers cost over \$115,000 and fuel \$557,000.

There were enrolled in the schools, including evening schools, 563,240 pupils. Of this number 43,360 were in the evening schools. In the day schools there were 263,228 boys and 256,652 girls, making a total of 519,880 enrolled in the day schools. This was an increase of 22,981 in the day school enrollment.

Of this total of more than one half million pupils, 35,741 were enrolled in the kindergartens, an increase of 1,524 over the preceding year. There were 251,673 pupils in the first four grades, or, as commonly known, the primary schools. The total number of pupils in grades five to eight inclusive was 148,472. The total number enrolled in high schools was 44,314, an increase of 6,215. In the 46 buildings devoted exclusively to the use of colored pupils, 6,435 were enrolled, a decrease of 583.

The number of day school pupils reported as neither absent nor tardy was 23,890, a gratifying increase of 6,056 over the preceding year.

The total number of pupils enrolled in one-room rural schools was 24,872, a decrease of 591.

The average daily attendance in day schools was 409,417, an increase of 27,199.

## SCHOOL EXPENSES.

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

1. It is necessary to pay teachers, janitors, and other employes larger salaries than ten years ago. The New Jersey Bureau of Labor Statistics has made the statement that the cost of the one item of food supplies has increased more than 25 per cent. in the past ten years. And yet there are still about one thousand teachers in the State who receive less than \$500 a year. The cost per pupil for teachers' salaries, based on enrollment, in 1915 was \$25.51; in 1910 it was \$20.12; in 1905, \$14.10.

2. The school enrollment is constantly increasing. In 1905 the total was 369,409; in 1915 it was 563,240.

3. A school building with equipment costs much more now than ten years ago owing largely to the increased cost of material and labor. The school property investment for each child, based on enrollment, in 1915 was \$123.79; in 1910 it was \$84.78; in 1905, \$59.81.

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

5. Medical inspection, required to safeguard the health and lives of children, cost last year \$215,266.04, or 41 cents a pupil. We have no figures for ten years ago, but the cost was very small.

6. Transportation of pupils is necessary if all the children of the State are to have the educational advantages which they are guaranteed by the Constitution. The large increase of pupils attending high schools accounts for a very considerable part of the increased cost for transportation. The

## COMMISSIONER OF EDUCATION.

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cost of transportation in 1905 was reported as \$9,701.07; in 1915 it was reported as \$372,920.88.

7. Manual, industrial and vocational training activities have greatly increased of late years. Ten years ago the total amount expended was reported as \$109,890.41; last year it was, both local and State, \$721,287.91.

8. The number of pupils attending the high schools ten years ago was only 43 per cent. of the number attending last year. There were 17,893 pupils in the high schools ten years ago; last year there were 41,473. It necessarily costs more to educate a pupil in the high school than in the elementary school.

9. Summer schools for children have been established in a number of cities. More than 40,000 pupils were enrolled in these summer schools in 1915. The number of summer schools in 1905 was very small; attendance figures are not available.

10. Schools for mentally defective children have been established within ten years. There were 141 of these classes in 1915.

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

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

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

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

15. State pensions for teachers cost for that part of the year ending June 30, 1915, in which the State paid the pensions \$37,933.40. The cost of pensions paid by the districts ten years ago cannot be determined.

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

17. Expenses for evening schools were reported as \$260,549.28 last year. There are no figures available for 1905, but it may be safely affirmed that the amount was not as large in proportion to the population of the State as it was last year.

## IN WHAT WAYS IS IT POSSIBLE TO CONSERVE SCHOOL EXPENSES?

If city school authorities could use a single building for a larger number of children than is customary, expenses for the erection of new buildings would obviously be lessened. While the so-called Gary plan may not necessarily be endorsed as a whole, it appears to have enough merit in it to warrant a careful study and investigation. If school buildings hereafter erected can be used by an increased number of children without impairing the quality of the instruction, the already large expense for schoolhouses will be reduced. This is a matter to which some local superintendents and boards of education in the State are giving careful and serious attention.

The county unit of school organization to which Dr. Savitz, former Assistant Commissioner of Education, calls attention in his report would with little doubt lessen school expenses outside of the cities. A small board of education administering the affairs of the entire county would naturally consider the county as a whole in the placing of schoolhouses. A policy for necessary new buildings for the entire county could be made. As it is, there may be a small school in one

township near another school in an adjoining township, these two schools controlled by different boards of education. Two schools are operated where only one is necessary; two teachers employed where one could do the work.

Such a board could bring about more readily than the present local township boards the consolidation of schools, and could save some waste in duplication of work and duplication of buildings. Such a board could buy school supplies for the entire county, and would secure wholesale rates in place of the present expensive retail prices charged for small quantities. Such a board could employ a competent man as custodian of the buildings throughout the county, who would look after the repairs and upkeep of all the buildings. There would unquestionably be fewer teachers of special subjects, such as drawing, music, physical training, etc. It is extremely difficult to get local boards in the smaller towns and boroughs to co-operate with other boards in the employment of these teachers. More of these special teachers are employed than necessary. Whether expenses could be saved by a county system for medical inspection, for transportation, for attendance officers, cannot be affirmed, because there is too little available data upon which to base a conclusion, but it can be affirmed with conviction that we could secure better medical inspection and a better enforcement of attendance laws under the county plan than we are at present getting.

#### SOME OF THE MORE IMPORTANT EDUCATIONAL NEEDS OF THE STATE AND WHAT HAS BEEN ACCOMPLISHED IN MEETING THESE NEEDS.

- I. Better teaching.
  1. Increase in qualifications of teachers.
  2. Better supervision.
  3. More facilities in the State for the training of teachers.
  4. Use of State monographs.
  5. Attendance of teachers at summer schools.
  6. School visitation.
  7. Teachers' institutes.
  8. College and university extension courses for teachers.
- II. Better school attendance.
- III. More consolidation of schools.
- IV. Special types of schools.
- V. An extension of industrial and vocational education.
- VI. Better salaries.
- VII. Fewer children to the teacher.
- VIII. Better physical conditions.
- IX. Boards of education who will advise with the superintendent with reference to the appointment of teachers.
- X. A closer co-operation between parents and teachers.

#### I. BETTER TEACHING—THE GREATEST NEED.

The greatest need of schools everywhere is better teaching—a need we are always likely to have with us. What is being done to bring about better teaching?

I. INCREASE IN QUALIFICATIONS OF TEACHERS—The qualifications for teachers have been raised. Beginning in September 1915 no one who wishes to teach in the elementary schools will be allowed to take an examination for a certificate unless he is a graduate of a four year approved high school or its equivalent. In September 1911 the requirement was one year of high school education, and before that, under the county system which then prevailed, there was no requirement other than ability to pass an examination. The larger cities, however, demanded much higher qualifications.

The qualifications for elementary teachers should be still further raised by requiring, in addition to high school graduation, attendance at summer school. We should look forward to the time when all teachers must be graduates of normal schools or their equivalent. The requirements for certain kinds of special certificates should also be raised.

2. BETTER SUPERVISION—We need better supervision of rural schools and more of it. This subject is discussed elsewhere in this report. Supervision means helpfulness; it means training teachers in service; it means the continued training of teachers who have life certificates, of teachers who are normal school graduates, of those who have had experience in teaching, of college and university graduates, of high school teachers, who are usually without any pedagogical training when they enter the high schools. The training of teachers in service is indispensable if the schools are to increase their usefulness to the children and to the State.

But what has been done to better the quality of supervision?

A. A series of three meetings for superintendents and supervising principals was held in December at Atlantic City, New Brunswick and Newark respectively, the State being divided into three districts. At these meetings the problems of supervision were discussed, and an afternoon, an evening and a forenoon were devoted to each conference. More than two hundred supervising officers attended them.

B. Two meetings of the county superintendents, of two days each, were held, largely for the same purpose.

C. Partly as a result of these meetings and of similar ones, the county superintendents held, with the co-operation of supervising principals, numerous conferences with teachers. At some of these meetings classes of children were taught by strong teachers. There is abundant testimony that teachers strongly approve of meetings where classes of children are taught. It is probable that three hundred meetings of various sorts were held with teachers during the year in the schools under the jurisdiction of the county superintendents.

D. In connection with the Ocean City Summer School a Superintendents' and Supervising Principals' Week was held. About one hundred and thirty of these officials were present during the entire week. Lectures were given by Dr. Edward C. Elliott, of the Depart-

ment of Education in the University of Wisconsin, by members of the State Board of Examiners and by the Commissioner of Education. Those present spoke in the highest terms of the value of the week.

E. In the cities the superintendents and supervising principals are making vigorous attempts to improve the quality of teaching. Many well thought out educational experiments are going on in the cities. One city superintendent reports as follows concerning work in this field:

"I never bother my head about the general efficiency of a teacher who has become sufficiently interested in her problem to make a study of some one question which she is actually facing. It really makes little difference what the question is; the important fact is her own mental attitude. Such a condition as this implies direct encouragement on the part of the superintendent in teacher investigations, and a sufficient knowledge of statistical methods to give her direct help."

Some representative undertakings the current year in that particular system were:

Compilation of a list of library books which have proved interesting to children in the different grades.

A comparison by Binet test of the same pupil year by year, question by question.

The effect of definite drill in teaching pupils how to study, as shown in their ability to pick out the essential ideas in geography and history.

The relative effect of two different systems of reading determined by the extent of the child's vocabulary at the end of a stated period of time.

Variations in marks given by different teachers.

The development of fatigue during a session measured by accuracy in marking out "A's."

I am fairly well informed concerning the quality of supervision in several of our progressive states. In comparison, the quality of the work of city superintendents of New Jersey is unusually high. Like all human work, it might be better; and I believe it is growing better.

The public does not sufficiently realize how much the efficiency of a system of schools depends upon the character of the leadership. A high-minded, courageous, industrious, intelligent, trained superintendent of schools is a great educational asset. Nor does the public realize the differences that exist in different systems of schools in the same State and in different schools of the same city. Why these differences? They are due to the quality of the work of the superintendent and the supervising principals in charge of the respective systems and schools.

I am of the opinion that the work of the superintendent of schools is of much importance to the welfare of the schools, city and county, and that formal ceremonies should take place upon his induction into office. If it is fitting to inaugurate college presidents who have under their care a few hundred, or at the most a few thousand students, why not have formal exercises of some kind for the induction into

office of superintendents who have under their care thousands and sometimes tens of thousands of youth at the most impressionable age? A new superintendent should not be permitted to enter upon his official duties by merely hanging up his hat.

Better schools can be had by furnishing inexperienced, untrained teachers in rural districts with real supervision of their work, by means of "Helping Teachers."

In the cities of the State, where generally good salaries prevail, where teachers are trained and where they remain in service many years, may be found adequate and skillful supervision of instruction. No city would think for a moment of dispensing with such supervision. The Bureau of Education in Washington reports that in the larger cities of the country there is one supervisor for every nineteen teachers. Moreover, in city schools there are special instructors in music, manual training, drawing and physical training.

From 1,200 to 1,500 inexperienced, untrained, rural teachers are without any help such as city teachers receive in such abundance, other than the limited amount of time which the county superintendent of schools is able to give them. While the rules of the State Board of Education require that the county superintendent visit each school twice a year, these visits are necessarily brief and far apart. The administrative duties of the county superintendent are so numerous that he can find little time for effective supervision, which requires a prolonged stay in the schoolrooms.

One county superintendent has shown that, using his time to the very best advantage, he can spend not more than two twenty-minute periods a year with each teacher. The plain fact is, therefore, that the teachers who need supervision and help the most are the very ones who do not get it. To repeat, the teachers in the cities have this supervision, and have enough of it.

It should be said that there is a law providing for the appointment of supervising principals in the rural districts. The appointment of these principals, however, is optional with the districts, and owing in part to the difficulty of districts combining in the creation of this office, very few of these principals have of late been appointed. In consequence of these conditions, last year only two were appointed in the State.

Much of the work of from 1,200 to 1,500 teachers in the State is more or less ineffective, some of it extremely so. The remedy for this unfortunate situation lies in the appointment of helping teachers. The territory in a county which is without supervising principals should be divided into districts. Each of these districts should contain from 25 to 50 teachers, according to the location of the schools. In each district should be appointed a helping teacher, whose sole work would be to help teachers.

This helping teacher would have no administrative duties and would work under the direction of the county superintendent. Many of these helping teachers should be women, for a woman is likely to do better work than the ordinary man, particularly with young chil-

dren,—and most of the children of these schools are young children; and also because of the fact that for the salaries that could be paid, able women—but not, as a rule, able men—could be procured.

This helping teacher should be a person of wide experience in teaching and of good training. She should be in sympathy with rural life, and if she has had experience in rural schools, so much the better. She would spend all her time in the schools, and would go back to the same teacher for repeated, prolonged and helpful visits. Her visits to teachers and her conferences with them would give them the inspiration and assistance in teaching which many of them need.

I have not the slightest doubt that the result of the work of such a teacher would go a long way toward transforming some poor, ineffective schools into good, effective schools. The persons who would benefit by the work of such teachers would be the children.

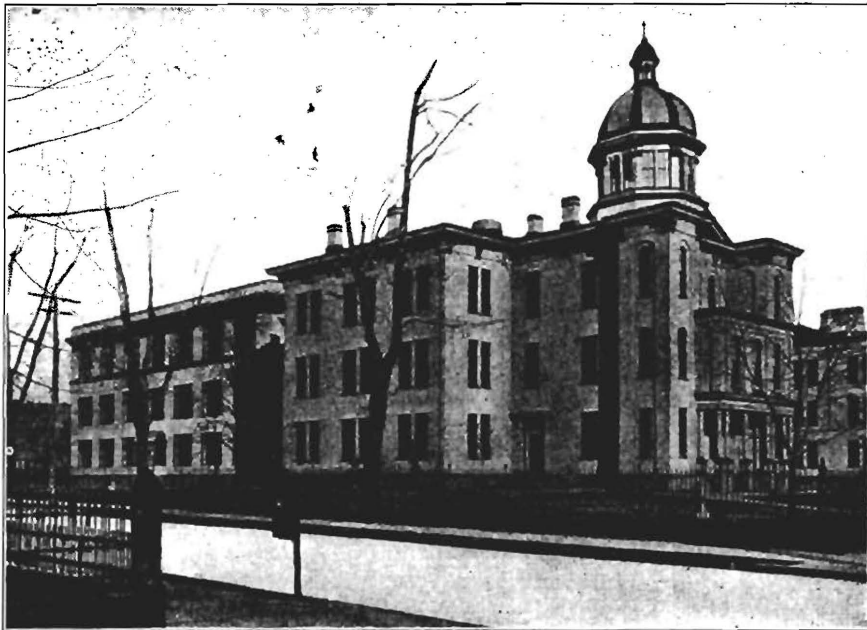
This teacher could also stimulate good school attendance, and she would be an agent for the promotion of education in the district she served. She would also assist in the organization of parent-teacher associations, and could readily bring about a closer co-operation between the home and the school, which is so greatly needed.

Many of the teachers who would be assisted are young women under twenty. They have a limited experience in life; some of them have little understanding of rural conditions, and many naturally regard themselves as temporary teachers. They are usually called upon to take care of the schoolhouse, and to look after the outbuildings. They are easily discouraged by the large number of classes they are called upon to teach—sometimes as many as thirty-five in a single day—and by the large percentage of absent pupils. Sometimes it is very difficult to secure a boarding place where good conditions may be found. Many of them feel little incentive to do good work. It is not pleasant to record these facts, but they are facts and the public should know them.

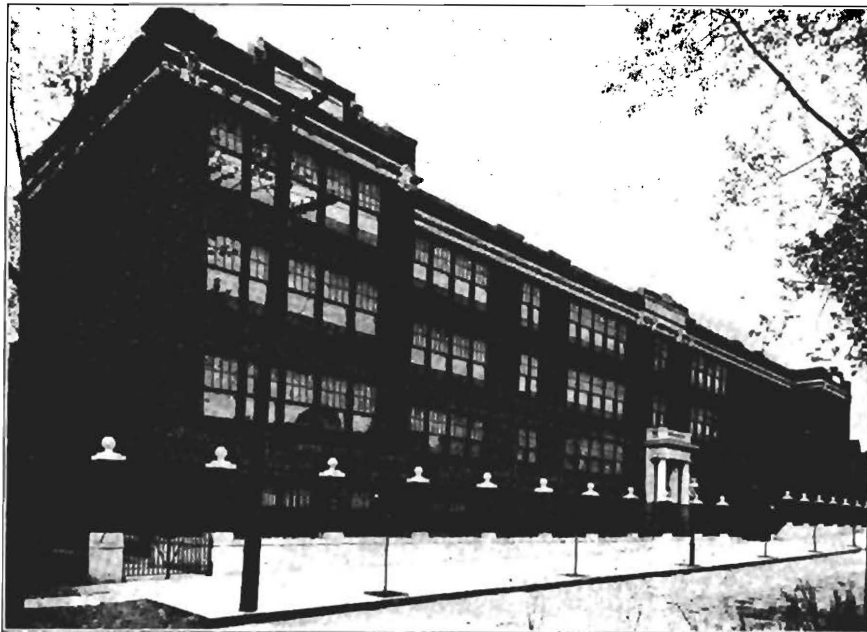
These conditions, and others which might be named, make for much ineffective school work. Occasionally a teacher, particularly if she lives in the neighborhood, will have the ambition to make a good school. There are some good schools in the rural districts, but in many parts of the State such schools are the exception and not the rule. Good schools in the country should be common, not uncommon. The child in the country should have the same educational advantages as the child in the city. Too many of them are not getting such advantages.

Helping teachers would assist in making it possible greatly to improve not only the teaching, but the general conditions under which teachers work.

The salaries of such teachers should be paid from the general State funds apportioned to the county. The total expenses in say the largest rural county of the State would not exceed \$4,500, or three teachers at a salary of \$1,500 each. In the smaller counties it would be less. These teachers would be called upon to pay their own expenses in going from school to school.



State Normal School at Trenton, showing New Wing at Left



School 24 at Jersey City

The results from the work of these teachers would, in my judgment, and in that of others who have carefully studied the educational needs of the State, be very great. We should not only have the comfortable assurance that many of the country schools were being made more efficient than they are at present, but we should also have made the attempt to equalize the educational opportunities of the children of the State.

3. MORE FACILITIES IN THE STATE FOR THE TRAINING OF TEACHERS—The State Board of Education has by an arrangement with the Board of Education of the City of Newark secured temporary control of the normal school in that city, so that the State has, for the present at least, a third normal school. A substantial addition has been made to the State Normal School at Trenton, thereby increasing its capacity. The completion of the Edward Russ Memorial Dormitory at Montclair has given that school much needed dormitory facilities.

We continue to bring into the State almost as many teachers trained in the normal schools of other States as are employed from normal schools within the State. The plain fact is that some of these teachers are from normal schools of lower standing than that of our own schools. While many of the teachers that come to New Jersey from normal schools outside the State are excellent teachers—in fact, among the best—this can by no means be said of all of them.

If there were a normal school in the southern part of the State, it would train teachers from that territory. The school would not necessarily be a large one. It should train teachers for rural school work, and there should also be a rural practice school in connection with it.

From the approved high schools in the counties south of Burlington, 71 entered the State Normal School at Trenton in September, 1915. There were 208 new teachers employed in that territory in September, 1915. Of these, 61 were graduates of our State Normal Schools, 32 of Pennsylvania Normal Schools, and 23 of other State Normal Schools.

4. USE OF STATE MONOGRAPHS—Monographs containing courses of study, and full of suggestions, advice and directions concerning the teaching of the following subjects, have been issued and distributed to the elementary schools: Composition and Grammar, Reading, Spelling, Penmanship, Arithmetic, Hygiene and Safety. The purpose of these monographs is to help teachers.

Additional monographs are being prepared for elementary schools on the following subjects: Geography, History and Civics; Manual Training and Drawing for Rural and Small Town Schools.

For high school teachers one monograph has been issued on the Teaching of English and one on the Teaching of Plane and Solid Geometry. Others being prepared are the following: The Teaching of History, the Teaching of Commercial Subjects, the Teaching of Latin.

In the field of vocational education, the following monographs are in use: "A Plan for the Introduction of the Teaching of Elementary Agriculture;" "Elementary Agriculture—Trees and Flowers;" "Elementary Agriculture—Corn Growing;" "Agriculture in New Jersey Schools, How May it be Introduced?"

A large amount of time and care have been given to the preparation of these monographs. They embody the most approved methods of teaching. Leading teachers all over the State have made contributions to them. They have attracted wide attention throughout the country.

It should be emphasized that they are for teachers. Their use has unquestionably resulted in better teaching in the schools of the State. Too many teachers, however, are indifferent to them—in fact, neglect them. But their use is increasing through the energy of superintendents and principals.

5. ATTENDANCE OF TEACHERS AT SUMMER SCHOOLS—State Summer Schools for teachers are discussed elsewhere in this Report. It should be said here, however, that in no State east of the Alleghanies have summer schools been so highly developed as in New Jersey. In the western States the summer school has for years been a well established part of the agencies for the training and improvement of teachers.

There appears to be no valid reason why many teachers should not use a part of the long summer vacation for increasing their personal and professional resources. They not only teach better school in consequence, but they are happier in their work because of the consciousness of doing that work more intelligently. This is the testimony of scores of teachers in New Jersey and of thousands throughout the country.

Teachers are demanding greater professional recognition. In New Jersey they have obtained it through legislative enactments. This being so, I have yet to hear of any good reason why many of them should not yearly take advantage of opportunities for their own improvement. In fact, such opportunities should be sought.

6. SCHOOL VISITATION BY THE ASSISTANT COMMISSIONERS OF SECONDARY SCHOOLS, ELEMENTARY SCHOOLS AND INDUSTRIAL EDUCATION, INCLUDING AGRICULTURE—Hundreds of visits to classrooms are made yearly by the Assistant Commissioners, and suggestions and advice are given as to the improvement of methods of teaching. Conferences with teachers and principals are frequently held after these visits. There is no way to measure with precision the effect of these visits, but in view of the competency of the Assistant Commissioners, their unflagging industry and their devotion to their duties, there can be no doubt as to the salutary effect of their work.

In the accompanying reports of these officials are set forth some of the activities in which they are engaged. Much of their work is the promotion of good teaching in their various fields, and this they are accomplishing in a highly efficient manner.

7. TEACHERS' INSTITUTES—Teachers' Institutes were held as follows:

Bergen County, at Hackensack, Nov. 13; Burlington County, at Mount Holly, Nov. 9, 10, 11; Cape May County, at Ocean City, Nov. 12, 13 and at Sea Isle City, Jan. 15; Cumberland County, at Millville, Nov. 4, 5, 6; Hunterdon County, at Flemington, Oct. 19, 20, 21; Ocean County, at Lakewood, Oct. 26, 27; Salem County, at Salem, Nov. 9, 10; Somerset County, at Somerville, Nov. 9, 10; Sussex County, at Newton, Oct. 28, 29, 30; Warren County, at Phillipsburg, Oct. 28, 29, 30.

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

8. COLLEGE AND UNIVERSITY EXTENSION COURSES FOR TEACHERS—The State is fortunate in its proximity to the higher educational institutions of New York and Philadelphia. Through the initiative of local superintendents of schools, college and university extension courses have been established in several of the larger centers of the State which are conveniently located with reference to these higher institutions, and many teachers take advantage of this work.

Some of these courses bear directly upon the increase of the classroom efficiency of teachers; others have for their purpose increase of scholarship in general fields only indirectly related to the classroom. This work also has its influence upon schoolroom efficiency, however, for one of the greatest needs of the American teacher is a broader and more accurate scholarship.

## II. BETTER SCHOOL ATTENDANCE.

Lax attendance of pupils is a large factor in discouraging teachers and in hampering the work of schools. Unfortunately, this problem has to be met in the great majority of the schools throughout the United States. There are conspicuous exceptions, however, in certain cities and districts, some of which I am glad to say are in New Jersey.

Compulsory attendance laws in many districts of the State are partially ineffective owing to the public opinion that allows local boards of education to comply with the letter, but not the spirit, of the law. As stated before, the following are needed for a proper enforcement of the law.

1. A better school; a school that will seem more worth while to parents and to the older pupils; a school in which are carried on more activities that relate to the life of the community and to the work of the home.

2. More consolidated schools in the country districts. Consolidation is elsewhere discussed in this Report. As an example of its good effects, a certain girl drives eleven miles to a consolidated school every

day and is very rarely absent. She feels that she cannot miss a day.

3. Attendance officers of the type of social workers—not of the policeman type. Many of these officers should be women, who could bring about a better understanding between homes and schools.

4. County wide attendance officers for the rural schools who would devote all their time to the peculiar and difficult duties of this office. This would be possible under a county unit of school organization.

In Monmouth County, through the generosity of a public-spirited citizen, a county attendance officer—a woman—was appointed in September, 1914, the citizen paying the salary. This woman's work was so effective in bringing about better school attendance that this plan may point the way toward a wiser and better administration of the compulsory attendance law. She has been reappointed for the year beginning September, 1915.

5. State wide agents whose business it would be to educate local attendance officers, to see that they do their work and that the compulsory education law is enforced.

There was expended in the entire State in the enforcement of the law \$115,175.40, which was an increase of \$17,000 over the preceding year.

There are several distinctly encouraging features in the situation. The average number of days each child was in school was 149—an increase of three days over the preceding year. This is distinctly gratifying. The reported percentage of attendance for the year throughout the State was 90 per cent.; the year before it was 89 per cent. The number of pupils neither absent nor tardy increased from 17,834 to 23,890.

### III. MORE CONSOLIDATION OF SCHOOLS.

Dr. Savitz in his report presents with much force the arguments for the consolidation of schools.

The closing of small schools and the transportation of pupils to other schools has been going on for several years in the State. The movement is, however, by no means general, since there are still 844 one-room schools in the State. Nor can it become general until the people who live in the country can be convinced of its advantages. The process of education must go on—and "education" here refers not to the education of children but to that of their fathers and mothers. Whenever the public in the country are convinced that a consolidated graded school offers better educational advantages to their children they will be as eager as anyone else to give their children these advantages. This process of persuasion must be largely the work of the county superintendents, the State Department, parent-teacher associations and similar organizations.

A set of lantern slides showing the advantages of consolidated schools has been prepared and will soon be available for the use of the county superintendents, the assistant commissioners, school boards and others who have, from time to time, opportunities to make

public addresses before parent-teacher associations and other bodies. The Department is preparing an illustrated pamphlet in which consolidation and transportation are discussed. It is proposed to distribute this pamphlet throughout the rural districts of the State.

Looking into the future, I am sure that the consolidated school will be the approved school, even in the most conservative parts of the State, but it will take time and patience to bring it about.

No one supposes that the one-room type of school will entirely disappear, but the number will certainly grow less.

The main objection to consolidation is the reluctance of parents to the transportation of children, and since this objection is founded upon a strong natural feeling it must be met. Parents are certainly not to be blamed if they feel that the health and morals of their children will suffer by means of the conditions of transportation. It is useless to point out to parents the advantages of a consolidated school in comparison with a one-room school unless at the same time they can be convinced that their children will be amply safeguarded in going to and from school. How may they be safeguarded?

1. Transportation vehicles must be large enough so that all children can be comfortably seated without objectionable crowding, from the point of view of both health and morals. These vehicles must have windows on both sides which will provide ample light. They must be clean. They must have provision for heat in cold weather. In New Jersey, with our good roads, the automobile will afford the most satisfactory method of transportation. It is obviously much quicker than transportation with horses. It is already in use in several parts of the State, including some of the rural districts.

2. The driver must be a man of good character. He should have authority and should be required to report to the principal or teacher each day concerning the conduct of children. If he is the father of one or more of the children, so much the better.

Wherever these conditions of transportation are met, it is found that the objection to it gradually disappears.

The State is particularly fortunate in the character of its rural sections. Most of the inhabited rural sections of New Jersey are attractive; some of them unusually so. The land is productive; many of the roads are excellent, and no place in the State is remote from whatever advantages great cities offer. By means of consolidated schools in these sections, with proper means of transportation, the children and youth will have advantages that are equal to those provided for children in the cities of the State. Fewer people will move to towns and cities in order to educate their children.

I recently visited a rural county in the Middle West in which consolidation of schools has been adopted and carried out as a county policy. This county has an area of 450 square miles, a population of about 30,000. It has two cities, each with a population of about 5,000. It has three railroads crossing it, but with infrequent passenger trains. It has but one trolley line. Means of transportation by rail are, therefore, very meager. The county has about the same

## SCHOOL REPORT.

population as Salem County in our State, and a slightly larger area. The land is of about the same value as that in Salem County. It is a prosperous farming community.

Eight years ago there were 139 one-room schools in the county. Now there are few more than 30. When the present county superintendent took charge of the schools eight years ago he was opposed to consolidation, but as he studied the schools he saw what it might mean to the children and began to work for it. There are now 14 fully equipped two-story consolidated schools situated in the open country, and in each of these schools there is a four year approved high school as well as primary and grammar grades. Eight years ago 116 children from rural communities were in the high schools. Now there are 800. Instances have been known where the children in the two city high schools have asked to be transferred to the country high schools. Each of these consolidated buildings has a telephone, modern equipment for manual training and cooking and sewing, and a good library. Each has its own driven well, and hot and cold water for toilet and cooking school purposes. Each has bubble fountains.

Every building has a piano, and a rest room for teachers. All are lighted by either electricity or gas. Each school has several hundred folding chairs, and the upper rooms are so built that they can be thrown together for an assembly hall. This auditorium is used not only by the pupils but for community meetings, by parent-teacher associations, by farmers' institutes, for lectures, musical entertainments and social purposes. All the schools have lecture courses. At the farmers' institutes the cooking classes often provide the luncheon, making a nominal charge but clearing money for equipment for the school. Every school has two acres of ground or more about it, some of it being used for athletic purposes. Several of the schools have stereopticon lanterns. Most of them have school orchestras made up of the pupils. In every school agriculture is taught, and in one school which I visited it is taught by a successful farmer who lives in the neighborhood.

This consolidation was not brought about without great opposition. It is necessary in that State, as in New Jersey, to secure a vote to consolidate schools.

On the occasion of my visit I talked with several farmers, who frankly stated that they had been opposed to consolidation, but that now under no circumstances would they care to revert to the old type of one-room school. One district that was bitterly opposed to consolidation lost their local school building by fire and replaced it by a \$2,400 building. In two years 93 per cent. of the voters of this district petitioned to come into the consolidated school and closed their local schoolhouse.

## IV. SPECIAL TYPES OF SCHOOLS.

The aim of the schools is to train all the children. There is good reason to believe that in the schools of a generation or two back



Retarded Class, Brookside School, Bloomfield, Essex  
County



Agricultural Exhibits and Boys who participated in Public  
School Contests, Cape May County



Special Class, Center School, Bloomfield



Subnormal Class of Boys, with Chairs, Sewing Tables and  
Stands which they have made, Paterson

some of the children were untaught. More and more the individual pupil is becoming the center of individual interest and effort. All the children—not some of them—are required by law to remain in school until they are 14 years of age, and some of them until they are 16. "All the children" means children of illiterate parents, children of foreign birth, children with no inherited desire for an education, children of weak mentality, children who are not bookish-minded, children of all races. All these are put into the melting pot of the public schools.

The differences in children, in consequence of these conditions, are great. To give them an "educational treatment" as though they were all alike, is to ignore plain facts. In recognition of these facts special types of schools or classes are being established, particularly for pupils more than 12 years of age. The following kinds of schools or classes have been established in the State:

1. Schools for children who are three years or more below the normal mentally. Wherever there are ten of these children in a district the establishment of these schools is made mandatory by law. There were 141 of these classes in the State last year.
2. Open air classes for children inclined to pulmonary troubles. There were 18 of these schools.
3. Opportunity classes or classes for backward children. These children are as capable as others, but for various reasons they have not had suitable educational advantages. They are "behind in their grades." Individual attention enables them to overtake the regular classes. Of these schools 37 were reported to be in operation.
4. Summer schools, usually of six weeks duration. They are rapidly multiplying in the cities of the State. During the summer of 1915 there were approximately 36,070 children enrolled in these schools.
5. Classes for particularly bright or able children.
6. Vocational or industrial classes in which stress is laid upon industrial work.
7. The intermediate school or junior high school, in which different courses of instruction are offered, beginning with the seventh year. Mr. A. B. Meredith, Assistant Commissioner of Education in charge of Secondary Schools, discusses this type of school organization, as he also did in his two previous reports.
8. Schools for the blind and deaf and for crippled children.

#### V. AN EXTENSION OF INDUSTRIAL AND VOCATIONAL EDUCATION.

The State has two laws whose purpose is to promote, first, vocational education, and secondly, manual training.

The vocational school law, which was enacted at the 1913 session of the Legislature, provided that an amount not to exceed \$80,000 should be appropriated each year for vocational education. As a result of this law, 38 vocational schools or departments have been organized in 16 districts. Four of these districts are counties with a county vocational board of education in each—Atlantic, Cape May, Essex and Middlesex. In all the vocational schools and departments approximately 7,500 persons have received instruction during the past year. More than 1,000 of these received training in agriculture. In the all day vocational schools there were 410 girls and 609 boys. It

is not too much to say that the State has made great progress in this work. The law has been in operation only two years and the public response has been gratifying.

As is well known, New Jersey is one of the great industrial States of the country. It also has great agricultural resources—more than people outside the State know. These agricultural resources have the further advantage of closeness to the best markets in the country. Conditions in New Jersey are such, therefore, as to make this form of education not only appropriate but valuable to the people of the State. Only a beginning has been made, but a substantial one.

It will be necessary to have a larger amount of money for this form of education if the State is to continue the policy of training boys and girls and young men and women in this field. It is estimated that we shall need, in addition to the \$80,000 already provided for, at least \$40,000 additional in order to carry on the work for which beginings have already been made.

Under the manual training law which was enacted in 1891, approximately 250,000 boys and girls were engaged in some form of manual training work.

State aid, for both vocational and manual training, was given to 141 districts. The total amount expended for this work from both local and State funds during the past year in these State-aided departments was \$730,757. Attention is called to the detailed report of the Assistant Commissioner of Industrial Education including Agriculture, in regard to the activities in this field.

The work in this department had so greatly increased, the number of districts applying for State aid had so multiplied, the amount of State funds appropriated to the districts had become so much larger, that it was imperative, in order to safeguard the interests of the State, that an assistant be appointed who could visit some of the manual training centers for State inspection. Accordingly Mr. E. A. Reuther, of Westfield, was appointed to this position. Mrs. Iris Prouty O'Leary was also employed to inspect during a given number of days and evenings the work of girls in the State-aided vocational schools. The services of each of these persons have been invaluable in inspecting the schools for the support of which the State makes a substantial contribution.

#### VI. BETTER SALARIES.

The total amount of salaries paid day school teachers in the State, not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$12,730,581.15, which was an increase of \$897,215.57 over the preceding year.

The average salary per year paid to all day school teachers in the State (14,771), not including superintendents, assistant superintendents, or evening school teachers of any kind, was \$861.86, an increase over the preceding year of \$10.44.

The average salary per month paid to these teachers was \$94.19.

COMMISSIONER OF EDUCATION.

AVERAGE SALARIES PAID TO TEACHERS.

One-room rural schools, men \$522.72, increase \$2.47; women \$477.19, increase \$8.63; kindergartens, women \$753.57, increase \$4.63; elementary, grades I—IV, men \$654.78, decrease \$35.43; women \$729.14, increase \$9.77; elementary, grades V—VIII, men \$937.98, increase \$35.82; women \$821.11, increase \$32.63; high schools, men \$1,551.48, increase \$8.87; women \$1,011.36, increase \$28.25; special teachers, ungraded and backward classes, men \$973.00, increase 48.00; women \$777.12, decrease \$21.00; manual training, men \$1,179.33, decrease \$9.75; women \$909.54, decrease, \$8.10.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS.

	1913			1914			1915		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$300 .....	4	24	28	6	34	40	7	20	27
\$300 to \$399 .....	16	250	266	11	185	196	14	150	164
400 to 499 .....	54	1031	1085	63	860	923	56	783	839
500 to 599 .....	82	1984	2066	69	2036	2105	70	2061	2121
600 to 699 .....	86	2165	2251	75	2402	2477	75	2526	2601
700 to 799 .....	81	1857	1938	88	1883	1971	71	1901	1972
800 to 899 .....	74	1705	1779	73	1810	1883	78	1749	1827
900 to 999 .....	81	809	890	87	959	1046	77	1154	1231
1000 to 1099 .....	122	404	526	144	503	647	109	658	767
1100 to 1199 .....	72	617	689	85	652	737	98	625	723
1200 to 1299 .....	106	463	569	110	548	658	107	628	735
1300 to 1399 .....	60	181	241	66	202	268	57	213	270
1400 to 1499 .....	72	87	159	80	109	189	75	101	176
1500 to 1599 .....	96	52	148	88	51	139	96	52	148
1600 to 1699 .....	71	51	122	78	47	125	71	52	123
1700 to 1799 .....	36	24	60	45	18	63	48	24	72
1800 to 1899 .....	45	37	82	65	42	107	76	49	125
1900 to 1999 .....	25	14	39	20	3	23	26	7	33
2000 to 2499 .....	161	49	210	171	56	227	191	55	246
2500 to 2999 .....	70	3	73	92	3	95	90	6	96
3000 and over .....	91	....	91	95	....	95	101	....	101

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

COUNTY	Percentage (of total number) receiving less than											
	\$300			\$300 to \$399			\$400 to \$499			\$500		
	1913	1914	1915	1913	1914	1915	1913	1914	1915	1913	1914	1915
Atlantic .....	4	..	..	2	2	2	24	17	20	.068	.041	.045
Bergen .....	4	4	4	2	..	..	10	13	10	.015	.015	.012
Burlington .....	8	14	7	31	14	15	111	91	85	.42	.326	.281
Camden .....	1	2	2	16	5	7	90	78	67	.14	.1095	.092
Cape May .....	..	..	..	3	2	4	50	38	39	.34	.243	.253
Cumberland .....	2	..	..	49	31	24	114	121	128	.54	.485	.461
Essex .....	1	..	5	4	2	..	12	9	14	.006	.0038	.0064
Gloucester .....	1	1	2	10	9	8	75	74	64	.38	.344	.295
Hudson .....	..	4	..	1	1	..	6	7	5	.003	.005	.0021
Hunterdon .....	..	..	..	13	15	10	76	66	64	.46	.407	.372
Mercer .....	..	..	..	7	1	..	76	9	10	.133	.015	.015
Middlesex .....	3	1	..	..	..	..	6	5	3	.011	.018	.0065
Monmouth .....	3	2	3	2	1	35	26	25	.063	.050	.046	
Morris .....	..	..	..	..	..	..	33	30	10	.08	.070	.024
Ocean .....	1	1	1	29	26	22	47	55	56	.47	.482	.465
Passaic .....	1	..	..	..	..	..	66	48	21	.063	.043	.018
Salem .....	4	3	3	22	19	15	85	87	86	.65	.637	.589
Somerset .....	..	1	..	4	..	1	26	12	6	.12	.050	.026
Sussex .....	..	..	..	12	7	8	55	56	42	.40	.381	.307
Union .....	..	1	..	2	4	1	40	26	23	.056	.039	.029
Warren .....	3	1	..	56	56	46	48	55	61	.48	.486	.463

## SCHOOL REPORT.

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

COUNTY.	Number receiving \$800 or more			Total number of teachers in the county			Percentage receiving \$800 or more		
	1913	1914	1915	1913	1914	1915	1913	1914	1915
Atlantic .....	165	200	220	438	462	484	.376	.432	.455
Bergen .....	355	407	452	1021	1106	1151	.347	.367	.393
Burlington ....	25	32	32	353	365	380	.071	.087	.084
Camden .....	244	268	287	750	776	825	.325	.345	.348
Cape May .....	24	28	29	157	164	170	.152	.170	.171
Cumberland ..	22	26	30	305	317	330	.072	.082	.0909
Essex .....	1769	1920	2017	2696	2858	2946	.656	.671	.685
Gloucester ....	11	13	16	227	244	251	.048	.053	.064
Hudson .....	1478	1600	1645	2224	2331	2350	.664	.686	.700
Hunterdon ....	13	15	18	193	199	199	.067	.075	.0904
Mercer .....	254	317	319	625	666	689	.406	.475	.463
Middlesex .....	142	164	180	543	594	612	.261	.276	.294
Monmouth ....	178	211	221	600	614	614	.296	.343	.3599
Morris .....	90	112	129	408	424	422	.220	.264	.306
Ocean .....	21	21	22	164	170	170	.128	.123	.129
Passaic .....	443	480	502	1053	1106	1141	.421	.433	.4399
Salem .....	6	7	7	169	171	176	.035	.040	.0397
Somerset .....	39	44	40	251	258	266	.155	.168	.1504
Sussex .....	20	18	23	168	165	163	.119	.109	.1411
Union .....	351	391	453	743	794	827	.472	.492	.548
Warren .....	28	28	31	224	230	231	.125	.1217	.134

It will be seen from the "Statement regarding salaries of teachers in day schools" that the total number of teachers in the State receiving less than \$500 has steadily decreased since 1911-12, as follows:

1911-12 .....	1,495
1912-13 .....	1,379
1913-14 .....	1,159
1914-15 .....	1,030

While these figures are encouraging, nevertheless it is unfortunate, considering the welfare of the children in the schools, that more than 1,000 teachers—or approximately one teacher in 15—still receive less than \$500 a year. The public cannot expect a high grade of service from teachers to whom \$500—to say nothing of a less amount—is the maximum salary paid, or is the maximum salary to which the teacher can look forward.

A few districts in the poor sections of the State cannot afford to pay more than they are now paying. Other districts could well afford to pay larger salaries. One rural district of the latter class, for example, has an assessed property valuation of \$1,500,000, with a debt of \$2,650. Land is valued throughout the township at from \$90 to \$150 an acre. This district paid its teachers during the year an average salary of \$480; the highest salary was \$546, the lowest \$405. In the past three years there have been 25 changes of teachers. In two schools there have been four teachers; in each of three others there has been a change every year; in each of two others there have been two changes in the three years.

These are conditions that are unfortunately too common in the State, and neither the State Board of Education nor the Department of Public Instruction has any control over them. Schools of this kind are likely to be very poor schools, and measured by the return

the district gets from them they are dear schools. They could readily be made much better, and without much additional cost.

The board of education is in no sense the leader of public opinion about schools. It follows public opinion. The idea prevails that if a teacher and a schoolhouse are provided, all that is necessary is done. The teacher may be a young woman of eighteen, without training for teaching, with low standards, and with little ambition. She naturally desires to get a better school as soon as possible. The building may have seats which are too large for the children, it may have no ventilation, and the teacher may have insufficient supplies with which to work. Who are the losers? The children.

Two considerations which affect the salaries of teachers should not be forgotten: first, the increase in the number of occupations open to women which keep many capable women from becoming teachers; and second, the prevailing high cost of living. A young woman who has the choice between going into an attractive business office at \$10 a week and teaching in a schoolhouse where she must do her own janitor work and where she may be called upon to furnish supplies which the board ought to furnish, will not hesitate long in making the choice.

It is probable that salaries for the year 1915-16 will, on the average, be larger than for the year for which this report is made. Beginning with September 1, 1915, a new teacher in the State will not be able to secure a certificate to teach in the elementary schools unless he has had the equivalent of a high school education of four years. This in itself will operate to increase the salaries of teachers. With a steady and reasonable increase in the qualifications of teachers before they can enter the service, boards of education will find it necessary to pay somewhat larger salaries in order to secure teachers who are qualified under the rules of the State Board of Education for teaching positions.

#### VII. FEWER CHILDREN TO THE TEACHER.

There are too many schoolrooms in which there are fifty children—sometimes more. This is bad enough when the children are in a single grade; it is worse when they are in several grades in a single room.

These conditions usually mean the inadequate training of individual pupils. It can mean little else. No teacher can do justice to so many pupils and some of the children in such rooms are sure to be partially neglected. It is to be feared that some of them actually contract bad habits as the result of their school experience. However skilful the teacher may be, to talk about work with children as individuals under such circumstances is ridiculous. From such overcrowded rooms are recruited many of the children whose ability in arithmetic and spelling is poor.

The number of large classes, however, is diminishing year by year as boards of education see the vital relation between good work and the number of children to be taught by a single teacher.

One of several reasons why school expenses have increased in certain communities of late years is the reduction of the number of children in the various classrooms. Here, as elsewhere, something cannot be got for nothing.

#### VIII. BETTER PHYSICAL CONDITIONS.

The State is making substantial progress in the erection of new buildings and the improvement of old ones. The reported school property valuation has increased during the year from \$57,000,000 to \$65,000,000; ten years ago, the total property valuation was reported as \$22,000,000.

As discriminating persons know, good buildings alone do not make good schools, but they help in making good schools. Buildings should be well equipped with the necessary apparatus for school work, with the best appointments as to heat, light and ventilation, and so built as not to furnish fire or panic hazards.

Care must be exercised not to build too expensively. If a board of education is tempted to install expensive finishings, inside or outside, it should be reminded that these contribute only in a slight way to the real purpose of schools—the training of children.

The expense for school buildings is becoming a serious problem. It must not be a burdensome one. The Gary plan, and other plans calculated to have a given building accommodate a maximum number of children without sacrificing efficiency, may, for some communities, lessen the cost of housing school children. These various plans should not be condemned without investigation. The Borough of Franklin Furnace, Sussex County, has adopted the Gary system, but with what results it is too early to determine. The city of Newark uses the alternating plan in some of its schools. A brief description of this is given in another place in this Report.

There are still too many poor, inadequate, unsuitable schoolhouses in the State. In some of the cities there are a few antiquated buildings, which it is to be feared might furnish fire or panic hazards in case of a crisis. Most of the cities are erecting new buildings as far as their financial resources allow. The problem of keeping up with the constantly increasing number of children is a serious one.

In the rural districts there is much commendable activity in building and improvement. This is true of all but a few sections of the State, but much remains to be done in seven of the twenty-one counties of the State.

County and city superintendents are carrying on vigorous campaigns for better buildings. Scores of indecent and dilapidated out-houses have been torn down and good ones substituted, but the work is not yet done. How some school boards can allow innocent children to be contaminated in body and morals by the kind of outbuildings they provide passes comprehension.

The law requires local boards of education to furnish without cost to pupils the necessary books, supplies and apparatus for teaching.

The law places this duty squarely on the shoulders of the local board of education. In numerous instances the law is not well observed. In too many districts the supplies are furnished long after the schools begin, and the consequent waste is large. To expect a teacher to teach reading with only a few books, and worn-out ones at that; to teach geography without maps; to teach arithmetic without a suitable blackboard; to be punctual in her classes without a clock, is like asking a hired man to plow a field and not furnishing him with a span of horses.

A monograph has been issued by the Department entitled *Desirable Physical Standards of a Good School*, which has had a good effect upon local boards. They have also been urged by means of a special circular issued by the Department to furnish supplies and to furnish them promptly. The county superintendent, in urging local boards to furnish adequate supplies of good quality, is a powerful factor in this situation. It should be stated that much progress in this direction has been made.

The time has come when definite physical standards as to what constitutes a good school plant should be set up. These standards should not be too high in respect to cost, and indeed need not be, for it costs but little to have in a schoolhouse the necessary apparatus for teaching, and to have that apparatus on hand at the very moment school begins in September. It costs but little to have a clean and tidy school yard and decent outbuildings. When a school has these, together with some other requirements, such as suitable seats, a place for children's wraps, a ventilating stove, a wood or coal shed which may be locked, a well cared for building and sufficient teachers, the school may be called a standard school and a certificate awarded to it.

A committee of county superintendents has been appointed to formulate a plan for the standardizing of schools in the districts under their jurisdiction.

#### IX. BOARDS OF EDUCATION WHO WILL ADVISE WITH THE SUPERINTENDENT WITH REFERENCE TO THE APPOINTMENT OF TEACHERS.

The law gives the local board of education the right to employ teachers. The only restriction is this: the teacher must have a certificate. In many districts—cities, boroughs and townships—the local board employs teachers only upon recommendation of the superintendent or supervising principal, who is of course restricted by the salary fixed by the board. This practice is a good one and should become general or universal. In some of the best school systems of the country, where this procedure is required by law, it has been found to work well.

A superintendent or other professional administrative officer knows how to go about the selection of teachers, as a local school board or committee of the board, as a rule, cannot know. He has information about the sources of supply of teachers; an understanding of the

desirable personal characteristics a teacher should have; discrimination in reading glowing letters of recommendation, which are often not worth the cost of the ink used in writing them; a knowledge of the requirements of teachers' certificates, and some understanding of the character of the training in normal schools outside of the State. Possessing these qualifications, which the ordinary board member cannot have, the superintendent will not make so many errors in judgment as are liable to be made by the board.

The mistakes that have been made in the selection of teachers are colossal and they spell educational waste with capital letters. Members of boards of education are busy men and women, and they should be relieved by the superintendent of the matter of "hunting up teachers."

The child is too valuable an asset to be made the victim of poor teaching, if it can be avoided. The superintendent will naturally make some mistakes in judgment, for he is human, but in the choice of teachers he will not be likely to make so many mistakes as the board of education itself.

The practice of some local boards in turning over the appointment of the teacher, and in fact the care of the school, to that member who happens to live nearest the school is not a good one. Some schools are grossly neglected as a result of this practice, which is a reversion to the old district system discarded in New Jersey many years ago.

#### X. A CLOSER COOPERATION BETWEEN PARENTS AND TEACHERS.

The common virtues—honor, rectitude, reverence for authority, industry, obedience, politeness, ambition, cheerfulness, promptness, truth—are taught in every good school. Recognition of the supreme value of these virtues is fundamental in any substantial training of children, but training up a child in the way he should go is the duty of homes as well as of schools.

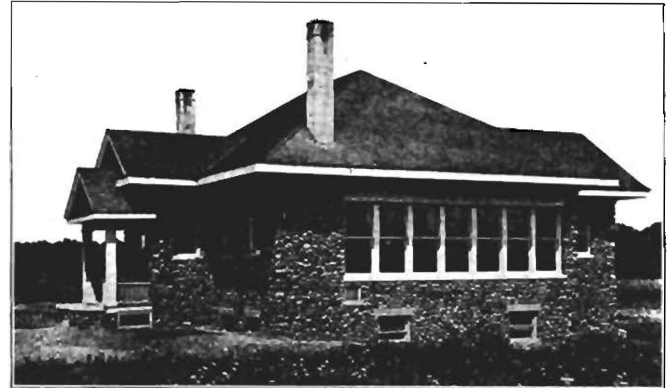
The limitations under which teachers work are not always borne in mind, either by critics of the schools or by those who appreciate schools most. What are these limitations?

First, the comparatively brief hours children are in school. The "average child" (to use the fictional term) was in school last year 745 hours, or barely 75 days of 10 hours each. This "average child" was in school last year 15 hours more than the preceding year.

Secondly, in many schools the large numbers of children to be taught by a single teacher.

Children cannot thrive under the double standard of the home and the school. The schools would be better if parents could be persuaded to use their efforts to keep their children in school.

Parents should also try to know the teachers of their children. Parent-teacher associations, home and school leagues and other similar organizations are means of bringing about a better understanding between the home and the school, and the number of such organ-



The New and the Old at Hanover, Morris County



The New and the Old at Far Hills, Somerset County

New building contains assembly room, two playrooms, manual training room and shower baths on first floor. On second floor are four classrooms, teachers' room and library. Cost \$20,000.

izations has of late multiplied throughout the State. They are effective in the following directions:

1. In bringing about better health conditions in schools, including effective medical inspection.
2. In equipping schools with playground apparatus, with pictures, with victrolas, with records and sometimes with library books.
3. In bringing about a better social life for teachers.
4. In the study of some of the important educational questions that confront teachers, superintendents and boards of education.

These organizations can extend their usefulness by informing their members and the public as to why it is necessary for a board of education to have adequate funds for schools if the schools are to do the work the public demands. They might well study the underlying reasons why expenses for schools have necessarily greatly increased during the past ten years. These reasons are set forth in this Report and in the two previous Reports. They could also promote the community use of schoolhouses; in fact, some of these organizations are already doing this.

The organized body of parents is an increasing force in shaping school life.

## NEW TEACHERS AND THEIR PREPARATION.

The following report concerning new teachers and their preparation was presented to the State Board of Education.

The tables show the numbers, the preparation and the training of teachers who entered the schools of the State during the year ending June 30, 1915, with corresponding figures for the year ending June 30, 1914:

### NUMBER OF TEACHERS.

Total number of new teachers entering the schools—in schools outside of cities, 1,195, 1,201; in city schools, 916, 854; total new teachers, 2,111, 2,055.

This number was divided as follows, high schools outside of cities, 223, 252; high schools in cities, 208, 225; total high schools, 431, 477. Elementary schools outside of cities, 972, 949; elementary schools in cities, 708, 629; total elementary schools, 1,680, 1,578.

Included in the total were teachers of industrial subjects (manual training, domestic science, etc.)—in schools outside of cities, 39, 47; in city schools, 61, 71; total for industrial subjects, 100, 118. Also included were teachers of special subjects (music, drawing, etc.)—in schools outside of cities, 18, 28; in city schools, 18, 22; total for special subjects, 36, 50.

### PREPARATION OF THESE TEACHERS.

Graduates of New Jersey State normal schools—entering schools outside of cities, 287, 305; entering city schools, 211, 231; total, 498, 536.

Graduates of city training schools in New Jersey—entering schools outside of cities, 24, 22; entering city schools, 231, 171; total, 255, 193.

Graduates of colleges, universities and technical institutions—entering schools outside of cities, 248, 280; entering city schools, 200, 196; total, 448, 476.

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Graduates of normal schools without the State—entering schools outside of cities, 387, 315; entering city schools, 230, 203; total, 617, 518.

Graduates of four year high schools, but not of normal schools or colleges—entering schools outside of cities, 239, 267; entering city schools, 39, 45; total, 278<sup>a</sup>, 312.

With only three years of high school or its equivalent—entering schools outside of cities, 10, 12; entering city schools, 5, 8; total, 15<sup>b</sup>, 20.

It appears:

1. That the number of new teachers required for the schools in the State during the past four years has been as follows:

1912 .....	1,727
1913 .....	1,818
1914 .....	2,111
1915 .....	2,055

2. That in spite of a large increase in the enrollment of pupils the number of new teachers required was fewer than in the preceding year. This is an encouraging indication that teachers are remaining longer in service, and that there were not as many changes in teachers as in recent years. This is particularly true of the elementary schools, or the schools below the high schools, where the number of new teachers decreased from 1,680 to 1,578.

3. That the number of teachers in industrial subjects, both in rural schools and in city schools, is increasing.

4. That the number of teachers of special subjects, such as music and drawing, is increasing.

5. That the number of new teachers who were graduates from state normal schools within the State, namely, the schools at Trenton, Montclair and Newark, increased from 498 to 536.

6. That the number of teachers entering the service who were not graduates of any normal school, college or university was 332. There were 293 such teachers in the preceding year. This number of untrained teachers is too large. These teachers are wholly without normal school training, although some of them have been to the state summer schools. Summer school instruction, however, valuable as it is, does not take the place of prolonged normal school training. Of these untrained teachers, 279 entered rural schools, and only 53 city schools. These were the small cities, which points to the fact that the great mass of untrained teachers who enter the service find employment in the rural schools. Many of these teachers regard rural school experience as a preparation for city school experience.

7. That the number of new teachers who were graduates of state normal schools outside of the State was 518. For the first time in the recent history of the State it appears that a few more teachers entered the schools who were graduates from normal schools within the State than from normal schools without the State. Excellent as

<sup>a</sup> Includes those with only three years of high school work or its equivalent.

<sup>b</sup> Includes those with only one or two years of high school work.

many of the teachers are who come to us from state normal schools without the State, it is encouraging to know that the State trains more teachers in the state schools than are trained outside. Last year, in my report corresponding to this one, I said:

“Of the new teachers, 498 were trained in the state normal schools within the State, and 617 were trained in state normal schools outside of the State. It seems from this that we continue to receive into our schools more teachers trained in state normal schools without the State than we receive from similar schools within the State.”

8. That the number of graduates from colleges, universities and technical institutions increased from 448 to 476. Only a very limited number of these persons are graduates of New Jersey colleges or universities. Many of these teachers, however, are New Jersey young women who have received their higher education in institutions elsewhere than in New Jersey. I cannot but regard it as unfortunate that so few of our high school teachers are educated in New Jersey colleges and universities. The movement for a college for women in New Jersey should be encouraged. I am convinced that there are large numbers of New Jersey young women, graduates of our high schools, young women of ambition and even of talent, who would find their way into such an institution.

I believe that the facilities for training teachers in the State should be increased, particularly by means of a normal school in the southern part of the State. If a normal school were located at a convenient center in the southern part of the State, large numbers of young women, graduates of the thirty or more approved high schools in that part of the State, would become teachers in that part of the State, who under existing circumstances either enter the schools wholly untrained or do not become teachers at all.

The number of graduates of New Jersey state normal schools who entered the schools in the southern section of the State was 77, while the number who entered the schools in that part of the State who were graduates from normal schools without the State—chiefly normal schools in Pennsylvania—was 138.

As the situation now is, large numbers of young women will not go to the present state normal schools, and would not do so, even if those institutions were large enough to admit all that might apply. As I have pointed out before, a higher institution of learning draws the great mass of its students from its immediate vicinity. This cannot be said with too much emphasis. This is true of normal schools, whose students as a rule are young people of somewhat limited means, to whom the expense of travel—to say nothing of the cost of board—is a factor of considerable importance in deciding whether or not they shall go to a normal school.

#### REPORT ON SCHOOL LEGISLATION.

The following is a summary of legislation enacted during the session of 1915:

Chapter 302 is an amendment to the law pertaining to custodians of school moneys. It provides that the term of office of custodian shall expire with the term of office of the collector or treasurer of the municipality. The custodian of school moneys no longer holds over to the end of the school year in cases where the collector's or treasurer's term of office expires in January or any time previous to the termination of the school year.

Chapter 224 amends the compulsory school law by reenacting section 4 of the supplement to the act approved April 2, 1913, and seems to do away with the penalties as provided in the act of 1914.

Chapter 72 provides that the salaries of all persons, other than teachers and instructors, employed by any school district which comprises a city of the first class in this State shall be paid semi-monthly.

Chapter 85 amends the teachers' pension law in such manner as will permit the Commissioner of Education to certify to the Comptroller an amount of money that may be found necessary because of insufficient amounts having been certified for the payment of pensions for the then current year, such certification to be of moneys received from railroad taxation.

Chapter 106 amends the Teachers' Retirement Fund act so as to provide that any teacher who has been a member of this Fund prior to January 1, 1908, and who has ceased teaching prior to said date shall upon resuming teaching be a member of said Fund.

Chapter 189 provides that whenever two or more districts shall unite in employing a supervisor other than a supervising principal the county superintendent shall in making his annual apportionment apportion the sum of \$400 for each such supervisor, said amount to be apportioned among the districts employing the supervisor in proportion to the number of teachers employed in each of the districts.

Chapter 263 relates to tuition paid by non-resident pupils to schools under the charge of the State Board of Education, this tuition being paid into the State Treasury. These moneys shall be used for the maintenance of summer schools under the supervision of the State Board.

Chapter 349 provides that in municipalities which have a sinking fund commission and in which the school district is situate wholly within such municipality, such commission shall be the sinking fund commission of the school district and shall have the powers and be charged with the duties conferred upon it with regard to the bonded indebtedness of the municipality. This commission shall have charge of the sinking fund for the payment of every present and future bonded indebtedness of said school district where such bonds are not serial bonds. All moneys now held under the control and care of the board of education of said district for payment of such bonds shall be paid over to the sinking fund commission. All moneys collected hereafter for the payment of such bonds shall be cared for by the sinking fund commission. This act provides only for cases of bonds that have been issued for a term of years and does not apply to serial bonds.

Chapter 48 validates the action of voters in issuing bonds in any school district wherein the period for the maturing of such bonds shall exceed thirty years. Such validation limits the maturity for all said bonds to a period not to exceed thirty-five years.

Chapter 95 provides that when the entire cost of the erection, construction or repairing of a school building will exceed \$1000 in amount there shall be separate plans and specifications for the plumbing and gas fitting, the steam and hot-water heating and ventilating apparatus, steam power plants and work kindred thereto, and electrical work. The law further provides that there shall be separate bids for each of said branches of work and the contracts shall be awarded to the lowest responsible bidder for each of such branches.

Chapter 297 provides that a sum not exceeding \$300 for each pupil be appropriated out of any moneys in the Treasury not otherwise appropriated to be applied for the instruction in some suitable and convenient institution of such indigent deaf and dumb, blind or feeble-minded persons as may be selected under the act.

Chapter 90 is a supplement to the act which authorizes the establishment of parental schools in counties of the first class in this State. It provides for a board of trustees that shall be a body corporate. It also provides for the purchase of lands by such board of trustees. The money necessary for the management of such parental school shall be provided for each year by the board of chosen freeholders in its annual tax budget. The act makes it lawful for the board of chosen freeholders to issue bonds for the purpose of raising money to carry out the provisions of the act. The judge of the Juvenile Court in such counties is *ex-officio* a member of the board of trustees. The board of trustees has power to prescribe a course of education and manual instruction and training for the persons committed to such school.

### THE THIRTY-FIVE YEAR PENSION LAW.

In the supplement to the thirty-five year pension law which was approved April 20, 1914, and which went into effect on July 1, 1914, there was provision for the certification to the Comptroller of the amount of money thought to be necessary for pensions for the then ensuing year. It was provided that this certification should be made February 1 of each year. Inasmuch as the law was not approved until April 20, 1914, the time for certification for that year had passed. The provision made in cases where there were not sufficient funds certified, or where there had been no certification, was inadequate, hence the law could not be put in operation on July 1, 1914, as was intended.

The law of 1914 provided that the State should take over and pay all teachers who had been pensioned by boards of education under the original thirty-five year pension law, and further provided that until such pensions were taken over the local boards should continue to pay the pensions of their teachers. It therefore becomes apparent that the law could not be made effective by reason of lack of authority to provide funds as provided in the law until the Legislature had enacted a supplement remedying this defect. The Legislature of 1915 enacted a supplement to the law which enabled the Commissioner of Education to certify to the Comptroller in cases where no certification had been made or in cases where a sufficient amount had not been provided for the current year. This law was

approved March 24, 1915. The necessary certification to the Comptroller of the amount to be deducted from the school funds was immediately made and a sufficient amount of money was available to begin the payment by the State of all teachers' pensions under the thirty-five year service act on April 1, 1915.

The law of 1914 also provided that after July 1 local boards of education could not retire any teacher on pension, hence there were teachers who were retired by the Commissioner of Education after July 1, 1914, although there were no funds available. The first retirement of this kind was made on November 30, 1914, and there were all told eighteen of these pensioners on April 1, 1915.

The number of living pensioners that had been retired by local boards of education was 257. These required a monthly payment of \$10,598.73. This amount, added to the monthly pensions granted by the Commissioner since the law went into effect, made a total of \$12,052.29 as the first full monthly payment of pensions. This payment was made in April, 1915. A few pensioners were added to the list so that the last payment for the school year ending June 30, 1915, was \$12,318. The total amount paid by the State in pensions for the year ending June 30, 1915, was \$37,933.40. The payments made are based on calendar months. Thus it will be seen that the payrolls for pensions during the year ending in June, 1915, which the districts and the State paid together, could not have exceeded \$147,000 in round numbers.

Attention is called to the provisions of the act of 1914, which changed the language of the previous law. Formerly thirty-five years of employment as a teacher was required. The 1914 act requires thirty-five years of actual service. This change is a wise one inasmuch as it gives protection to those who have actually delivered the service. There are instances under the operation of the old law where teachers might be absent from duty for various causes and might be allowed to furnish substitutes and pay them while the absent teachers remain under the employ of the board. It must be remembered that the pension is not a physical debility pension, nor an old age pension, but a service pension. It is important, therefore, that it be fully proven that full thirty-five years of actual service shall have been given. It requires no little vigilance on the part of the State to see that this very worthy reward for service of teachers to the State shall have been fairly and honestly earned. It behooves, therefore, all school officials to see to it that this provision in the interests of the schools and the children themselves shall be jealously guarded. In furnishing proofs of service the very best testimony must be sought. Not only the applicant for pension must make affidavit as to the times and places of service, but wherever possible boards of education must verify under affidavit, or under seal of the board, the facts as to the service rendered.

The number of teachers who have served in the schools for a period of thirty-five years can not be, at least in the immediate future, very large. Many of the persons applying had a much larger term of service to their credit than the law requires. It has been found that there is not an undue haste on the part of teachers to take advantage of the provisions of the

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pension act immediately upon having closed their thirty-fifth year of service. Many have to their credit forty years of service and a few even fifty.

It will be remembered that retirement under this State pension law may be an act of the teacher herself or the result of action taken by the board of education. In the latter case it is the duty of the board to make application for pension and to provide full proofs of the time of service of the teacher that the board of its volition retires from service. With this view of the law it is plain to be seen that in some instances a benefit to the district may be provided by the board in retiring one who has outgrown his usefulness as a teacher.

It is thus shown that teachers are not anxious to retire from active service simply because they are eligible to do so. There is little danger that the fund provided by law will be taken advantage of in cases where there is not a real necessity for doing so.

There were 275 pensioners at the close of the school year in June, 1915. Of these, 42 are men and 233 are women. This is about 2 per cent of the whole number of teachers of the State. The average annual pension is \$542.

SCHOOL REPORT.

SOME DECISIONS MADE BY THE DEPARTMENT FROM  
DECEMBER 1914 TO FEBRUARY 1916.

BOARD OF ESTIMATE CANNOT CHANGE AMOUNT ONCE  
CERTIFIED

BOARD OF EDUCATION OF RAHWAY <i>Appellant</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
vs. BOARD OF SCHOOL ESTIMATE OF RAHWAY <i>Respondent</i>		

For the Appellant, F. C. Hyer.  
 For the Respondent, Francis V. Dobbins.

On the 27th day of May, 1914, the Board of School Estimate of Rahway fixed and determined \$27,830.99 as the appropriation for maintaining the schools in the School District of the City of Rahway, for the school year beginning July 1, 1914. This amount was certified to the Board of Education and the Common Council, as required by law. At a meeting of the Common Council held June 23, the ordinance providing for raising the amount of said appropriation was laid over, the Council alleging as a reason for such action that the Board of School Estimate in fixing and determining the amount of the appropriation had not taken into account an unexpended balance to the credit of the Board of Education. On August 3, the Board of School Estimate met, reconsidered the resolution adopted May 27, and adopted another resolution fixing and determining the amount of the appropriation for the school year beginning July 1, 1914, at \$24,260.59. This meeting was held pursuant to a call signed by three members of the Board, and without any previous action by the Board of Education. At a meeting of the Common Council held August 4, an ordinance was passed ordering that there be raised by tax the reduced amount appropriated by the Board of School Estimate.

There are three issues raised in this controversy. First. Has the Board of School Estimate the power to reduce the amount fixed and determined by it after the certificates have been filed with the Board of Education? Second. Can a legal meeting of the Board of School Estimate be held except in pursuance of a request from the Board of Education? Third. Had the Common Council power to postpone action?

Section 74 of the School Law makes it the duty of the Board of Education to deliver to each member of the Board of School Estimate, on or before the 15th day of May, "an itemized statement of the amount of money estimated to be necessary for the current expenses of and for repairing and furnishing the public schools of such district for the ensuing school year, and also the amount which shall have been apportioned to such school district by the County Superintendent," and section 75 makes it the duty of the Board of School Estimate, between the 15th day of May and the 1st day of June, to "fix and determine the amount of money necessary to be appro-

priated for the use of the public schools in such district for the ensuing school year, exclusive of the amount which shall have been apportioned to it by the County Superintendent of Schools." The section further provides that a certificate of said amount shall be delivered to the Common Council and to the Board of Education, and that "said Common Council, board of finance or other body shall, upon receipt of said notice appropriate . . . the amount so certified as aforesaid."

The Board of School Estimate has fifteen days after the receipt of the statement of the Board of Education to determine the amount of the appropriation for the ensuing school year. Each member of the Board is furnished with a copy of the statement, and has ample opportunity to make such investigation of the school conditions as will enable him to act intelligently in determining the amount necessary to be appropriated. The Respondent claims that it was misled by the failure of the Board of Education to state that there would be a balance at the end of the school year on June 30. The Secretary of the Board of Education is also the Secretary of the Board of School Estimate. As Secretary of the Board of Education he is its general accountant, and has charge of the books and financial papers of the Board. Any information as to the finances of the Board of Education could have been furnished by him. The law specifies the items which shall be included in the statement furnished by the Board of Education, and while the Appellant could have included the amount of the balance, it could not be compelled to do so. The Board of School Estimate having, prior to June 1, certified to the Common Council and to the Board of Education the amount of the appropriation, the matter was beyond its control, and the action taken on August 3, attempting to reduce the amount of the appropriation, is null and void.

Can a legal meeting of the Board of School Estimate be held, except in pursuance of a request from the Board of Education?

The powers of the Board of School Estimate are limited to acting upon requests for appropriations by the Board of Education. Having acted upon a request of the Board of Education and adjourned, it cannot re-convene until another request is received.

Had the Common Council power to postpone action?

In the case of *Montclair v. State Superintendent*, 48 Vr. 68, the Court held that "when the Board of School Estimate has fixed and determined the amount necessary for the purchase of land and erection of a schoolhouse, it is mandatory upon the body having the power to make appropriations of money raised by tax to cause the amount to be raised by tax or to borrow the same." This decision construed section 76 of the School Law. The language of section 75, providing for appropriations for maintaining the schools, is quite as mandatory, and the decision of the Court applies with equal force to that section. The Common Council cannot refuse to provide the money, for the reason that, in its opinion, the amount fixed and determined is larger than necessary. Neither can it postpone action. Section 75 directs the Common Council "*upon receipt of such notice*" to appropriate the amount certified to it by the Board of School Estimate.

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It is ordered that the Common Council of the City of Rahway appropriate to the use of the Board of Education the sum of \$27,830.99.

December 15, 1914

By Assistant Commissioner Betts

RELATING TO SCHOOL FRATERNITIES

NEWTON SPENCE AND JOHN SPENCE <i>Petitioners</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>		
THE BOARD OF EDUCATION OF THE CITY OF ATLANTIC CITY <i>Defendant</i>		

For the Petitioners, Lee F. Washington.

For the Defendant, Theo. W. Schimpf.

On April 27, 1914, the Defendant adopted a preamble and resolutions condemning high school fraternities, sororities, and other school secret societies, and providing that unless certain conditions prescribed by the Defendant were agreed to by the pupils in the high school, such societies would be prohibited after October 1, 1914. The conditions prescribed by the Defendant not being accepted by the pupils, the Principal of the High School, in accordance with other provisions of said resolutions, presented to each of the pupils of the High School a printed blank, or pledge, as follows:

I, the undersigned, a pupil of the Atlantic City, N. J., High School, hereby declare upon my word of honor that I am not a member of a fraternity, sorority, club, society, or other organization composed wholly or in part of pupils of the High School, which has been disapproved by the school authorities because its influence among the High School body is, in the judgment of the principal and teachers, injurious to the best interests of the High School, and I promise not to become a member of such a society or organization during the time I remain a member of this school.

I further declare that I sign this statement with a complete understanding of its contents and without any evasion or mental reservation of any kind whatever and with the full knowledge that any false statement herein contained or any violation of my promise will subject me to expulsion from school.

Signature .....

Dated .....

One of said blanks or pledges was presented on October 1, 1914, to John Spence, a pupil in the High School, and one of the Petitioners in this case. The said Spence, after striking out the words "and I promise not to become a member of such society or organization during the time I remain a member of this school," signed said blank or pledge and tendered it to the school authorities, who refused to accept it. On the same date, the Principal of

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the High School handed to said Spence the following printed notice of his suspension from school:

Atlantic City, N. J., Oct. 1, 1914

Mr. Newton Spence  
2013 Atlantic Ave.  
Atlantic City, N. J.

Dear Sir:

Your son, John A. Spence, is hereby suspended from this school for his failure to obey the following regulations of the Atlantic City Board of Education:

"No pupil in the Atlantic City High School shall be a member of, or in any way connected by pledge or otherwise with any fraternity, sorority, club, society, or other organization composed wholly or in part of pupils of the High School, whose influence among the High School body is, in the judgment of the principal and teachers, injurious to the best interests of the High School.

FOR THE PERSISTENT VIOLATION OF THIS REGULATION THE PRINCIPAL SHALL SUSPEND THE PUPIL AS PROVIDED BY LAW and make an immediate report to the Superintendent of Schools.

Further resolved that for the purpose of giving effect to this regulation all students of the High School be and they are hereby required to sign before four o'clock on the first day of October, 1914, the following statement and THAT ALL STUDENTS WHO REFUSE OR NEGLECT SO TO SIGN SHALL THEREUPON BE SUMMARILY SUSPENDED FROM SCHOOL:

I, the undersigned, a pupil of the Atlantic City, N. J. High School, hereby declare upon my word of honor that I am not a member of a fraternity, sorority, club, society, or other organization composed wholly or in part of pupils of the High School, which has been disapproved by the school authorities because its influence among the High School body is, in the judgment of the principal and teachers, injurious to the best interests of the High School, and I promise not to become a member of such a society or organization during the time I remain a member of this school.

I further declare that I sign this statement with a complete understanding of its contents and without any evasion or mental reservation of any kind whatever and with the full knowledge that any false statement herein contained or any violation of my promise will subject me to expulsion from school."

This notice is sent that you may know exactly what has been done in the matter and that those charged with the administration of your schools may bespeak your hearty cooperation in an effort to secure the prompt return of this pupil under conditions that will insure successful school work.

After one o'clock, October 6, 1914, to be reinstated the pupil must appear before the City Superintendent of Schools in the High School Building, between the hours of 4:00 and 5:30.

Principal  
Chas. B. Boyer, Superintendent

From this action the Petitioners appeal, and pray that the said John Spence be restored to his position in the High School. Section III of the School Law reads as follows:

A teacher shall hold every pupil accountable in school for disorderly conduct on the way to or from school, or on the playgrounds of the school, or during recess, and shall suspend from school any pupil for good cause; provided that such suspension shall be reported forthwith by the teacher to the Board of Education; provided further, that in any school in which

more than one teacher shall be employed the principal alone shall have the power to suspend a pupil.

It does not appear that the suspension of John Spence was reported to the Defendant, or that it has taken any action thereon.

The Defendant, in its answer, admits so much of paragraph 13 of the petitioner as states "that your petitioner, John Spence, has since such expulsion been denied the right to attend his classes and is being deprived of his instruction and losing the benefit of lectures being attended by his former classmates." It is evident from this admission, and from the fact that it has not denied that the said Spence has been expelled, that the Defendant assumes full responsibility in the matter. The first proviso in section III, above quoted, requires that the suspension of a pupil shall be forthwith reported to the Board of Education. Section 50 gives to a Board of Education in a City School District "supervision, control and management of the public schools," etc., and section 86 gives to a Board of Education in a township or borough district the power "to suspend or expel pupils from school." The duties and powers of a Board of Education in a township or borough district are prescribed in greater detail than those for a board in a city district, but it is clear that, so far as they are applicable, the powers and duties prescribed for the one are prescribed for the other. The provisions of section III apply to every school district in the State. It follows, therefore, that the suspension of a pupil by the principal is temporary, and can be continued, or the suspended pupil expelled, only by the Board of Education. The notice of suspension served upon the Petitioner, John Spence, contained the following: "After one o'clock, October 6, 1914, to be reinstated the pupil must appear before the City Superintendent of Schools in the High School Building, between the hours of 4:00 and 5:30." There is nothing in the papers before me to show that the Defendant ever authorized such condition precedent to reinstatement.

A Board of Education cannot delegate to a superintendent or principal judicial powers conferred upon it by law. It cannot legally delegate to the superintendent or principal the power of deciding whether or not a pupil shall be expelled, any more than it can delegate to one of its committees or to its business manager, the letting of contracts. Our courts have held that the employment of a teacher "is an act judicial in its character and should be done at a meeting of the trustees, of which all should have notice, and in which all have an opportunity to participate." (*Townsend v. Trustees*, 12 Vr. 312). Certainly the inquiry as to whether or not the act for which a pupil has been suspended by the principal is such as to warrant expulsion or a continuation of the suspension, is quite as judicial in character as the determination of the qualifications of a teacher. The Defendant never having taken any action in the case of the Petitioner, John Spence, he has never legally been expelled, and the failure of the principal to report "forthwith" his suspension, makes his continued suspension illegal, for a pupil cannot be deprived of his right to attend school by the failure of a teacher or principal to perform a duty cast upon him by the statute.

In order to reach a decision in this case it is not necessary to pass upon

the other questions raised by the Petitioners, but they are of such importance that they should be decided at this time.

As stated in the decision in the case of *Laehder vs. the Board of Education of Manasquan*, recently rendered by me, the right of a board of education to punish pupils for acts committed when the school was not in session has never been before the courts in this State, but there are numerous decisions by the courts in other states. I have no doubt as to the right of a board of education to prohibit pupils from joining fraternities, sororities, or other school societies which, in its judgment, are prejudicial to the best interests of the school or the pupils, even though the meetings of such societies are not held in the schoolhouse, or on a school day. School secret societies are generally regarded as detrimental to discipline, and to the best interests of the pupils. The National Education Association, composed of leading superintendents and teachers, recently adopted resolutions condemning such societies. The resolution reads in part, as follows: "We condemn these organizations because they are subversive of the principles of democracy which should prevail in the public schools; because they are selfish and tend to narrow the minds and sympathies of the pupils; because they dissipate energy and proper ambition; because they set wrong standards; . . . because they detract interest from study." 35 Cyc. 1136, Section D, reads as follows: "The school authorities may also punish, as by suspension, for acts committed outside of school hours, even after a pupil has returned to his home, when such acts have a direct and immediate tendency to influence the conduct of other pupils while in the schoolroom, or set at naught proper discipline, to impair the authority of the teachers, and to bring them into ridicule and contempt." In the case of *Kinzer vs. Directors*, 105 N. W. Rep. 686, the court said: "The general character of the school and the conduct of its pupils as affecting the efficiency of the work to be done in the schoolroom, and the discipline of the scholars, are matters to be taken into account by the school board making rules for the government of the school. They have no concern, it is true, with the individual conduct of the pupils wholly outside of the schoolroom and school grounds and while they are presumed to be under the control of their parents . . . but the conduct of pupils which directly relates to and affects the management of the school and its efficiency, is within the proper regulation of the school authorities." 35 Cyc. 1137 says: "It has been held that a rule of a school board forbidding pupils to play football games under the auspices of the school is not unreasonable or an excess of the authority of the board, although applied to conduct on holidays and away from the school grounds."

The Defendant in prohibiting pupils in the High School from being members of fraternities, sororities or other school societies composed of High School pupils, acted well within its powers, but the resolutions go further than that. They prohibit a pupil from belonging to any "other organization composed wholly or in part of pupils in the High School, whose influence, among the High School body is, in the judgment of the principal and teachers, injurious to the best interests of the High School." Here again the Defendant attempts to delegate to the principal and teachers matters which can be determined only by the board of education. The character and purpose of the organization to which a pupil belonged might be the con-

trolling factor in determining whether or not he should be expelled, and the board of education cannot delegate to any person or persons the power to determine a question which may later come before the board in its judicial capacity.

The Defendant also erred in directing each pupil to sign a pledge promising "not to become a member of such a society or organization during the time I remain a member of this school." I do not believe that a board of education has the power to punish a pupil for refusing to promise that sometime in the future he will not commit some act prohibited by the board. In this case, it is admitted that the Petitioner, John Spence, does not belong to any fraternity or other organization prohibited by the Defendant. His sole offence is that he refused to promise that he would not in the future join any society deemed by the principal and teachers injurious to the best interests of the High School. A pupil should not be denied school privileges except for the most serious offences. In this case, the punishment, if the Petitioner was liable to punishment, was entirely too drastic.

It is ordered that the Petitioner, John Spence, be immediately restored to his class in the High School under the control of the Defendant.

January 4, 1915

*By Assistant Commissioner Betts*

#### ELIGIBILITY OF SCHOOL BOARD MEMBER

IN THE MATTER OF THE APPLICATION OF OF THE WEYMOUTH TOWNSHIP BOARD OF EDUCATION	}	DECISION OF THE COMMISSIONER OF EDUCATION
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For the Appellant, Bourgeois & Coulomb.

For the Respondent, Babcock & Champion.

There are two organizations, each claiming to be the legal Board of Education of Weymouth Township. The main point at issue is as to the eligibility of Mark Rogers and Anderson Bourgeois to membership in the Board. The legality of the appointment of certain persons as members of the Board is also before me.

At the annual meeting for the election of members of the Board of Education of Weymouth Township, held March 17, 1914, five members were to be elected, three for the term of three years each, and two for the term of one year each. The minutes of this meeting show that H. K. Lewis, E. C. Sheppard and Anderson Campbell were each elected for the term of three years, and Mark Rogers and William Garrison each for the term of one year. On the first Monday in April (April 6) the Board organized by the election of Beebe as President and Sheppard as Vice-president. The Board then was composed of Beebe, Dukes, Lewis, H. V. Rogers, Mark Rogers, Mitchell, Sheppard, Garrison and Campbell. At the next meeting of the Board, held May 6, Anderson Bourgeois demanded that he be recognized as a member of the Board instead of Mark Rogers, assigning as a reason that Rogers was disqualified on account of his being truant officer, and that he (Bourgeois) by reason of having received the next highest number of votes

at the annual meeting on March 17 was legally elected as a member of the Board. The minutes show that Rogers was elected truant officer on September 11, 1913, for the term of six months. His term, therefore, expired March 11, 1914. An attempt was made at the hearing before me to prove that, owing to his having been ill for about a month and unable to perform his duties, he continued to be truant officer until April 11, 1914. The Board of Education took no action extending his term and if he performed any service after March 11 it was entirely voluntary. It is not necessary, however, to decide whether or not Rogers was eligible, for, after April 6, he was a *de facto*, if not a *de jure*, member of the Board. At the meeting on May 6, the President directed the Clerk to place the name of Anderson Bourgeois on the roll instead of the name of Mark Rogers. This action of the President was entirely without warrant of law. Assuming, for the purposes of this decision, that Rogers was merely a *de facto* member of the Board, he was entitled to hold the position until removed in the manner provided by law. Section 92 of the School Law gives to a local board of education power to remove a member who fails to attend three consecutive regular meetings of the Board without good cause. It cannot pass upon the eligibility of a member, nor remove him for any cause other than that stated in section 92. If a board of education cannot act in such cases, it is very evident that the President of a board cannot determine who shall be recognized as members. In the case of *Du Four vs. State Superintendent*, 43 Vr. 371, the Court held that disputes and controversies as to the election of members of a board of education are to be decided by the State Superintendent. If there was any question as to eligibility of Rogers, appeal should have been made to the Commissioner of Education, as provided in section 10 of the School Law. The claim of Bourgeois that, in the event of the ineligibility of Rogers, he (Bourgeois) was entitled to act as a member of the Board is entirely without foundation. If Rogers had been removed on account of ineligibility, the result would have been a vacancy, to be filled by the Board as provided in section 95, paragraph 1, of the School Law. His removal could not possibly result in making a member of the Board a person who had been defeated by the people at the annual election. Bourgeois also claims that, even if he is not a *de jure* member of the Board, he is a *de facto* member. It is impossible for two bodies to occupy the same space at the same time; it is equally impossible for two persons to occupy the same position at the same time. Rogers, from the time he qualified on April 6, was a member of the Board of Education of Weymouth Township, until he resigned on August 21, 1914. It follows, therefore, that Bourgeois was not even a *de facto* member of the Board. He continued, however, to attend the meetings until July 21. At a meeting held on that date, Mark Rogers was present and took part in the proceedings. At a meeting held on August 21, six members were present. At said meeting, Mark Rogers resigned and Otto Geyer, Jr., was elected to fill the vacancy. Since that date there have been two bodies, each claiming to be the legal Board of Education. One of these is composed of Lewis, Sheppard, Garrison, Geyer, and Tomlin, and the other is composed of Beebe, Dukes, Campbell, Mattison, Mitchell, and Bourgeois. There is no question as to Lewis, Sheppard, Garrison, Beebe, Dukes, Camp-

bell, and Mitchell. Geyer and Tomlin were appointed to fill vacancies by one board, and Mattison and Bourgeois, by the other.

At a meeting of what is known as the "Bourgeois Board," held August 22, there were present Beebe, Dukes, H. V. Rogers, Campbell, and Bourgeois. At this meeting, it appears those present were doubtful as to the status of Bourgeois and, having heard that Mark Rogers had resigned at a meeting of the other board the previous evening, proceeded to accept his resignation and to reappoint Bourgeois, Bourgeois himself voting on the motion to elect himself. Later, at the same meeting, H. V. Rogers resigned, and Mattison was elected to fill the vacancy. As soon as H. V. Rogers resigned, there were only four members, including Bourgeois, present. This was less than a quorum, and therefore without power to act. The appointment of Mattison was clearly null and void. A quorum of legally elected members was not present at any meeting of the so-called "Bourgeois Board," except possibly on August 25, when all the members of both boards were present at the same schoolhouse, the two boards holding meetings at the same time on opposite sides of the same room.

Geyer was elected at a meeting held August 21. The charge is made that this meeting was illegal, not having been called on the date designated by the President. The evidence shows that there was a misunderstanding between the President and Clerk as to the date for the meeting, but all the members were notified by the Clerk of a meeting for the 21st, with the possible exception of H. V. Rogers. There is some question as to whether the notice sent him gave the 21st or the 22d as the date of the meeting. The notice was not produced at the hearing. All the other members received proper notice, and six, including Mark Rogers, were present. A majority of a quorum is sufficient for the election of a member of a board of education. A quorum being present at the meeting on August 21, and a majority of those present voting to appoint Mr. Geyer, his appointment is legal.

The next vacancy was caused by the resignation of H. V. Rogers. In order that he might be sure that he was no longer a member, he presented his resignation to both boards. The Bourgeois Board acted on this resignation at a meeting held August 22, and an attempt was made to fill the vacancy by the appointment of Joseph B. Mattison. As a quorum was not present at this meeting, the appointment of Mattison is null and void. The other board accepted the resignation at a meeting held August 29. At this meeting a quorum was present. At a meeting held September 4, an attempt was made to fill the vacancy by appointment of E. L. Tomlin. As a quorum was not present, the appointment of Mr. Tomlin was ineffective, but at a meeting held September 29 there were five members present, exclusive of Mr. Tomlin. At this meeting the following resolutions were adopted:

Resolved, That whereas it has been a ruling of this Board that three members constitute a quorum to do all business, except as specified in the law requiring a vote of five members, and it now appears from the decision of the Commissioner of Education that five members is necessary, therefore, be it resolved that a quorum of five members is necessary to do any business, and that this resolution take effect immediately.

Moved by Mr. Garrison, seconded by Mr. O. Geyer, Jr., that the minutes of meetings of September 4 and 7, 1914, be and are ratified under the preceding resolution.

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Mr. Tomlin became a member of the Board upon the adoption of the above resolutions.

The Board of Education of the Township of Weymouth, at the time of the filing of the petition in this case consisted of Lewis Beebe, Anderson Campbell, George Dukes, Joshua Mitchell, Edgar Sheppard, William Garrison, Henry K. Lewis, Otto Geyer, Jr. and E. L. Tomlin.

At a meeting of the Board of Education held August 25, 1914, a resolution was adopted removing Lewis Beebe as President. On the adoption of this resolution five members voted in the affirmative and none in the negative. Section 85 of the School Law gives to a board of education power to remove its president by a majority vote of all the members of the board if he "refuses to perform any duty imposed upon him" by law. The notices calling this meeting stated that the "action of the President in calling meetings of the Board of Education on August 22 and August 25 in direct violation of the school laws" would be considered. The resolution removing Beebe as President gives a number of reasons for the action taken which were not stated in the notice calling the meeting, among them being that he refused to preside at regular meetings of the Board.

Mr. Sheppard testified that he requested Mr. Beebe to preside at the meeting of August 25 and that he refused, stating that he "recognized the Board of which Anderson Bourgeois was clerk." Mr. Garrison and Mr. Lewis both testified that they heard Mr. Beebe refuse to preside.

The refusal of Mr. Beebe to perform his duties as President justified the action taken removing him from his office.

At a meeting of the Board held April 6, 1914, Anna B. Bowen was elected principal of the school at Dorothy. The vote was five in the affirmative and four in the negative. The term for which Mrs. Bowen was elected was to begin the following September. At a meeting held May 6, a motion was made to reconsider the vote by which Mrs. Bowen was elected. This resolution was declared adopted, and the vote being again taken on the question of her election, four voted in the affirmative and five in the negative. The vote on the motion to reconsider was as follows: Ayes—Dukes, H. Rogers, Beebe, Bourgeois and Campbell; Nays—Lewis, Mitchell, Sheppard and Garrison. Section 88 of the School Law provides that "no principal or teacher shall be appointed, transferred or dismissed . . . except by a majority vote of the whole number of members of the Board of Education." The Board of Education of Weymouth Township is composed of nine members, and the motion to elect Mrs. Bowen was adopted at the meeting on April 6 by the requisite number of voters. Any motion which would affect the election of a teacher who had been legally elected, must, to be effective, receive the vote of a majority of all the members of the Board. The motion to reconsider the vote by which Mrs. Bowen was elected received five votes, but one of these was cast by Anderson Bourgeois, who was not a member of the Board. The motion, therefore, failed to receive the required number of votes, and the election of Mrs. Bowen on April 6 is still valid and in full effect. In order that there might be no doubt as to Mrs. Bowen's election, the Board, at a meeting held August 21, by an affirmative vote of five members, again elected Mrs. Bowen as teacher of the school at Dorothy.

Subsequent to the filing of the petition and answer, the Board adopted

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a resolution removing Anderson Campbell, George Dukes and Lewis Beebe as members of the Board, and the Respondent in its brief asks that I pass upon the legality of their removal. This matter is not properly before me. The members affected had no notice that this matter would be considered and had no opportunity to put in a defense.

The appeal is dismissed.

February 17, 1915

By *Assistant Commissioner Betts*

## DISCHARGE OF TEACHER—TENURE OF SERVICE ACT

MISS MAUDE McCAIN AND MISS BLANCHE McCAIN	} <i>Petitioners</i>	} DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>		
THE BOARD OF EDUCATION OF THE TOWN OF HARRISON	} <i>Respondent</i>	

For the Appellant, Arthur F. Egner.

For the Respondent, Hugh C. Barrett.

The Petitioners were teachers in the public schools under the jurisdiction of the Respondent, and were protected by the provisions of Chapter 243, P. L. 1909, commonly known as the "Teachers' Tenure of Service" act. In June, 1913, both of the Petitioners agreed to remain as teachers in the public schools of Harrison until June 30, 1914. They taught from the time school began on the 2d or 3d of September, 1913, until the 12th of September, 1913. Both the Petitioners testified that they were ill September 12, and so notified Mr. McGlennon, the Principal of the school in which they taught. They also testified that they remained away from school after that date on the advice of their physician, and that they were informed by Mr. McGlennon that "things were being taken care of." There was no evidence offered by the Respondent to contradict this testimony.

About September 11, 1913, the Petitioners sent their resignations to the Respondent, requesting that said resignations should take effect October 1 following, and on September 22 the District Clerk informed them that the Respondent refused to accept their resignations.

On September 26, 1913, each of the Petitioners was notified "to appear before the Board of Education on Monday afternoon, September 29, at four o'clock, at the Lincoln School, to show cause why you should not be dismissed from the service on account of remaining away from your class without giving due and proper notice." On advice of their counsel they did not appear before the Board of Education on September 29.

At the meeting on September 29, 1913, the Respondent adopted the following preamble and resolution:

WHEREAS, Miss Maude McCain and Miss Blanche McCain, teachers, have been duly notified to appear before the School Commissioners of the Town of Harrison, N. J., to show cause why they failed to report for duty since

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September 12, 1913, and failed to answer said summons or furnish a satisfactory reason for such absence,

THEREFORE, be it resolved, that Miss Maude McCain and Miss Blanche McCain, be, and they are hereby dismissed from the teaching staff of the public schools of the Town of Harrison, N. J., for insubordination and unprofessional conduct.

On the same date the District Clerk notified each of the Petitioners that she "had been dismissed from the teaching staff of our schools for gross insubordination and unprofessional conduct."

It is from this action that the appeal is taken.

Section 1 of the Teachers' Tenure of Service Act reads in part as follows: "No principal or teacher shall be dismissed . . . and after a written charge of the cause or causes shall have been preferred against him or her, signed by the person or persons making the same and filed with the secretary or clerk of the Board of Education having charge of the school in which the service is being rendered, and after the charge shall have been examined into and found true in fact by said Board of Education upon reasonable notice to the person charged, who may be represented by counsel at the hearing. Charges may be filed by any person, whether a member of said school board or not."

There is no evidence that there was a compliance with any of the provisions of the section above quoted, except the notification to the Petitioners that a hearing would be held on September 29.

Mr. Brophy, the District Clerk, testified that the copy of the minutes of the meeting of September 29 was "a complete transcription of what happened." Mr. Brophy testified in part as follows:

Q. No witnesses were sworn? A. No.

Q. No trial had? A. No, because there was nobody to try.

The fact that the Petitioners did not appear either personally or by counsel did not relieve the Respondent of its duty to examine into the charges, if there were any filed, neither was their failure to appear insubordination or unprofessional conduct. It was optional with the Petitioners as to whether or not they should be present at the hearing.

There is nothing in the record to show that written charges against the Petitioners were filed with the District Clerk, or that there was any evidence before the Respondent showing that the Petitioners were derelict in the performance of their duties, nor that they were guilty of insubordination or unprofessional conduct.

The action taken by the Respondent on September 29, 1913, was in violation of the provisions of the Teachers' Tenure of Service Act, and is therefore null and void.

March 19, 1915

*By Assistant Commissioner Betts*

ISSUING OF BONDS IN CITY DISTRICT

THE BOARD OF EDUCATION OF THE CITY OF WILDWOOD  <p style="text-align: center;"><i>Appellant</i></p> vs. THE BOARD OF COMMISSIONERS OF THE CITY OF WILDWOOD  <p style="text-align: center;"><i>Respondent</i></p>	}	DECISION OF THE COMMISSIONER OF EDUCATION
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For the Appellant, Henry S. Alvord.  
 For the Respondent, Mr. Hand.

In this case it appears that the Board of Education of the City of Wildwood, at a meeting held on the 7th day of October, 1914, regularly certified to the Board of School Estimate of the City of Wildwood a requisition for an appropriation of \$100,000, to be raised by the issue of bonds by said city, for the purpose of purchasing a lot of land and erecting thereon a school building. The Board of School Estimate granted, by unanimous vote, the request of the Board of Education and certified regularly to the Board of Commissioners, the duly authorized governing body of said city, the fact that it had approved the raising of \$100,000 by a bond issue, for the purpose of purchasing a lot and the erection of a school building thereon. The Board of Commissioners, by ordinance, proceeded to take action to carry into effect the issuing of the bonds. This ordinance failed of passage on third reading, the Board of Commissioners holding that it was within its province to reject the proposition.

A petition and answer were filed with the Commissioner of Education, setting forth the facts as above stated, whereupon a hearing was granted and held in the City of Wildwood on the 8th day of June, 1915. Both parties to the issue appeared through counsel and agreed to the statement of facts as above set forth. The main question submitted at the hearing was as to the application of a decision by the Court of Errors and Appeals, given in the case of the Board of Education vs. the Common Council of the City of Lambertville. The Court held in this case that the petition of the Board of Education was defective because it set forth as the propositions, the purchase of a lot and the erection and equipment of a school building thereon, and repairs to existing school buildings. The Court held that the amount to be expended for repairs should be separated in the petition from the amount to be expended for the purchase of a lot and the erection of a school building. The Court did not appear to rule on the question of separating the amount of money to be expended for lot and that to be expended for building. By the text of the decision, it is plain that two purposes were in the mind of the Court, namely, repairs to old buildings, on the one hand, and the purchase of a lot and the erection of a building thereon, on the other, for the Court stated that the whole sum appropriated might be expended for repairs alone.

I am of the opinion that the decision of the Court in the Lambertville case does not here apply.

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Statements were also made at the hearing by members of the Board of Education, the Board of School Estimate, the Board of Commissioners, and the Mayor, agreeing that there was immediate necessity for more school room.

Therefore, it is ordered hereby that the City Commissioners of the City of Wildwood immediately take such action as will furnish to the Board of Education of the City of Wildwood the \$100,000 which was determined to be necessary by the Board of School Estimate.

June 15, 1915

*By Assistant Commissioner Enright*

GRAMMAR SCHOOL CERTIFICATE ALLOWS ENTRANCE TO  
HIGH SCHOOL

MRS. ISAAC DUNN

*Appellant*

*vs.*

THE BOARD OF EDUCATION OF EAST MILL-  
STONE

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

For the Appellant, George E. Pace.

For the Respondent, Thomas H. Mettler.

The facts in this case are that Anna Dunn, a daughter of the Appellant, attended the school in East Millstone Township, Somerset County, and pursued the course of study prescribed for the eighth grade during the school year ending June 30, 1914. Under the custom that had been followed by the Board of Education for the final testing of the work done in the eighth grade, an examination was set for the first week in June. This was the regular examination prescribed by the County Superintendent, as had been the custom in previous years. The testimony in the case shows that Anna Dunn was sick at the time the examination was held and unable to attend. It is also in evidence that Mrs. Dunn, Anna's mother, had an interview with Mr. Remson, President of the East Millstone Board of Education, who advised her to see the County Superintendent, Mr. Krebs, in regard to what should be done in the case. Mrs. Dunn did see Mr. Krebs, the County Superintendent, in Plainfield. It is in evidence that Mr. Krebs examined the record of work done by Anna Dunn in the eighth grade, whereupon he granted to Anna Dunn a county certificate or diploma. This diploma was given to Anna Dunn on the 12th of June. On July 6, a meeting of the Board of Education of East Millstone was held. The following minute appears on the books of this meeting:

A communication from Mr. Krebs, County Superintendent, stating that he had given Anna Dunn a diploma entitling her to attend high school without having passed an examination, on account of being ill at the time of said examination, was read. The Board felt that it was unfair to the other scholars to permit her to attend high school without passing an examination. It was resolved that she be notified that she would not be allowed to go to

high school at the expense of the Board of Education without passing an examination, and the District Clerk was directed to write her to that effect, stating that her examination would be held in the last week of August or the first part of September, and Mr. Scott, the newly appointed teacher, was designated to conduct such examination. (Page 113).

Mrs. Dunn acknowledged receiving a notice that her daughter would have to take an examination either the last week of August or the first week in September. After some confusion of dates on which the examination was to be held there was a final date set for the examination, September 25 and 26. Anna Dunn refused to attend this examination, claiming that the certificate issued by Mr. Krebs warranted her in attending high school without further examination.

The question is as to the validity of the certificate issued by the County Superintendent to Anna Dunn, stating that she had completed the course of study prescribed by the Board of Education and the County Superintendent for the eighth grade in the school of East Millstone Township.

Rule 9 of the rules and regulations of the State Board of Education governing the duties of County Superintendents states that "the Commissioner of Education shall furnish blank diplomas to be awarded by County Superintendents to all pupils who shall successfully complete the prescribed course of study." This plainly puts upon the County Superintendent the responsibility of determining when a course of study is completed. In the particular case of Anna Dunn, the County Superintendent evidently satisfied himself that Anna Dunn had completed the course, and he did issue a certificate to that effect.

After the issuance of the certificate, the Board of Education made a special requirement to apply to Anna Dunn. The diploma issued by Mr. Krebs carried with it the right of Anna Dunn to pursue her studies further in her district or in an adjoining district, as provided by the Board of Education. In other words, the diploma was proper authority that Anna Dunn should be furnished the education provided in a course of study having an advanced grade, or the ninth grade. There being no ninth grade, or first year high school in East Millstone, the Board of Education had provided for the further education in the adjoining district of New Brunswick.

There now was imposed upon Anna Dunn conditions which required that she pass an examination which the Board of Education directed its new principal, Mr. Scott, to conduct, and further stipulated that unless Anna Dunn passed successfully this examination the Board would not pay her tuition in and transportation to the New Brunswick high school. This leads to the question whether the Board of Education of East Millstone can legally make such a special requirement.

The practice of Boards of Education has been to accept on their face value diplomas for eighth grade work issued by the County Superintendent under the authority of the State Board of Education. It seems that this practice was accepted by the Board of Education of East Millstone, because it had accepted a certificate of a pupil from another district on its face value.

The important question is, of course, did Anna Dunn complete the course of study prescribed for the eighth grade, and was she qualified to enter high school and pursue her studies. The County Superintendent certified that

she had completed the course of study and her successful pursuit of the ninth grade subjects in the high school at New Brunswick gives further evidence that she had completed the course and that the County Superintendent was justified in granting the certificate. The testimony of the principal in the New Brunswick high school is to the effect that Anna Dunn did enter the first year of high school and did successfully pursue the course of study in the ninth grade.

All the evidence in the case points to the conclusion that Anna Dunn is entitled to an education usually furnished in the first year high school, or the ninth grade, from somebody. Being a resident of East Millstone Township, the Board of Education of such district must furnish that education to which Anna Dunn is entitled.

Inasmuch as the high school at New Brunswick is the school selected by the Board of Education of East Millstone Township for its pupils, after finishing the eighth grade, it is hereby ordered that the Board of Education of East Millstone pay the tuition in and transportation to that school in the case of Anna Dunn.

July 1, 1915

*By Assistant Commissioner Enright*

TRANSPORTATION AND TUITION

C. W. BLUE

*Appellant*

*vs.*

THE BOARD OF EDUCATION OF THE BOR-  
OUGH OF CLIFFSIDE PARK

*Respondent*

DECISION OF THE  
COMMISSIONER OF EDUCATION

For the Appellant, *pro se*.

For the Respondent, John F. Kelly, District Clerk.

In this case it appears that the school district of the Borough of Cliffside Park had no high school up to the year 1913, the course of study in this district including only the eighth grade. The pupils, after completing the course of study prescribed up to and through the eighth grade, were permitted to attend the Englewood High School, and the Board of Education of the Borough of Cliffside Park paid for their tuition in and transportation to the high school grades of the Englewood district. In September, 1912, the Borough of Cliffside Park established a one-year high school course in its own district, with the understanding that the board would ultimately provide for a full four-year high school course of study.

The appellant in this case had a son, Robert E. Blue, who in June, 1912, completed the eighth year course of study in Cliffside Park, of which borough he is a resident. Robert E. Blue, instead of attending the first year high school in his own district, entered the high school of the City of Englewood, and there pursued his studies in the first year high school. The said Robert E. Blue has continued to pursue his studies in the Englewood high school through the second and third years. In the meantime, Cliffside Park had

established a second and third year high school course in its district. The first year high school course in the Cliffside Park school was regularly registered as of one year's work, during the year 1913. In April, 1915, the school was approved as doing three years of high school work.

The rules of the State Board of Education require, before approval can be had of a three-year high school, that there shall be carried on in the district an actual three years of work; that is to say, it is not an approval of a three-year course of study, but an approval of three years of work actually done. It thus appears that Cliffside Park has established an approved three-year high school, the first year of which began in September, 1912. The law provides that any child who shall have completed the course of study pursued in the schools of the district in which he or she shall reside may, with the consent of the board of education of such district, have his or her education completed in another district.

The claim made by the appellant is that the cost of transportation and tuition in the case of Robert E. Blue should be paid by the Borough of Cliffside Park, because the school was not an approved school until April, 1915.

It is shown above that the school, under the rules of the State Board of Education, could not be approved until after the actual three-year school had existed. The approval in April, 1915, is evidence that the school in the Borough of Cliffside Park had been maintained as a three-year high school since the year 1912. It therefore follows that Robert E. Blue did not complete the course of study in his own district and, because of this fact, he cannot claim under the law to have the tuition and transportation paid by the district in which he resides for his education in an adjoining district.

The appeal, therefore, is dismissed.

July 28, 1915

*By Assistant Commissioner Enright*

COMPULSORY VACCINATION

CLARENCE S. CURTIS, et al.	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>Appellant</i>		
<i>vs.</i>		
THE BOARD OF EDUCATION OF THE CITY OF NEWARK	}	
<i>Respondent</i>		

For the Appellant, Theodore D. Gottlieb.

For the Respondent, Charles M. Myers.

This appeal is taken by Clarence S. Curtis, whose son was excluded from the Newark schools because he refused to be vaccinated.

The law in this case provides that "A board of education may exclude from school any teacher or pupil who shall not have been successfully vaccinated or revaccinated, unless such teacher or pupil shall present a certificate signed by a regularly licensed physician that such teacher or pupil is an unfit subject for vaccination."

Based upon this statute, the Board of Education of the City of Newark enacted a rule whereby all pupils were required to be vaccinated before entering its schools, unless "unfitness for vaccination be claimed, and demonstrated by certificate of a physician."

It was sought to enforce this rule in the case of Laurence Curtis, son of the appellant, Clarence S. Curtis.

Mr. Curtis refused to allow his son to be vaccinated, not on the ground of the physical unfitness of his son, but because he was opposed to the theory and practice of vaccination. The boy was then excluded from school by authority of the board of education; whereupon Mr. Curtis demanded of the board a hearing on the merits of the question of vaccination. This request was refused. Mr. Curtis then took an appeal to the Commissioner of Education, desiring "an opportunity to demonstrate the reasonableness of his position to the Newark Board of Education and to that end he desired a ruling remitting the case back to the Newark Board of Education with instructions to grant such hearing."

The whole case was submitted to the Commissioner by mutual agreement on brief of counsel. The counsel for the appellant ably argued the demerits of vaccination. The counsel for the respondent answered equally well in reply, giving the law in the matter as quoted from the Courts of other States as well as from the Supreme Court of the United States.

The question at issue resolves itself into the meaning of our New Jersey law, as quoted above. Does it give to a board of education discretionary power, or is it mandatory? If it gives discretionary power, then a board of education becomes the judge of the merits of vaccination as a preventive of smallpox. It follows in such case that the board of education should give a hearing to Mr. Clarence S. Curtis, in which he should be allowed to give not only his own opinion, but also whatever of expert medical opinion he could bring to bear in the case. The opposition would bring its expert medical opinion also.

Thus there would be given to the board of education a prerogative in the matter of judging the efficacy of vaccination as a preventive of smallpox vouchsafed to no other public body in the world, outside of State Legislatures.

On the other hand, if the statute is mandatory, then the board of education has no power to pass on the question of the efficacy of vaccination as a preventive of smallpox. Neither has it power to pass upon the dangers that may follow in case of its performance.

These two views are the only things that it would seem within the legal scope of the Commissioner to consider.

Plainly it is a duty that is imposed on the board of education by the statute, in which both public and private persons have a deep interest, namely, the protection of their bodies from an alarming disease. The clause in the statute "may exclude from school," etc., taking all things into consideration in connection with health legislation, should be construed as conveying a command.

The definition of the auxiliary "may," as given in the Century Dictionary, is as follows: "'May' in a statute is usually interpreted to mean 'must,' when used not to confer a favor but to impose a duty in the exercise of which the

statute shows that the public or private persons are to be regarded as having an interest."

It is plain that the statute does not confer a favor but it does impose a duty. It is equally plain that a public interest is involved. Besides, to interpret the word "may" as only permissive, would be to render the statute ineffective and would defeat the very object to be attained, namely, the protection of the children and the community at large from the ravages of a loathsome disease.

It is my opinion, therefore, that the statute relating to vaccination is mandatory—hence a board of education cannot consider the question raised by the appellants, namely, the efficacy of vaccination as a preventive of smallpox.

Further, the said Laurence Curtis, not seeking exemption from vaccination by reason of physical unfitness, but because of the personal opinions held by his father on the question of the efficacy and dangers of vaccination was lawfully excluded from school.

The appeal is dismissed.

August 2, 1915

By *Assistant Commissioner Enright*

#### COMPULSORY VACCINATION

CLARENCE S. CURTIS, et al.	<i>Appellant</i>	}	DECISION OF THE STATE BOARD OF EDUCATION
<i>vs.</i>			
THE BOARD OF EDUCATION OF THE CITY OF NEWARK	<i>Respondent</i>		

For the Appellant, Theodore D. Gottlieb.

For the Respondent, Charles M. Myers.

This is an appeal from a decision of the Commissioner which sustained the exclusion of appellant's son from the schools of Newark because he had not been vaccinated.

The law provides that "a Board of Education may exclude from school any teacher or pupil who shall not have been successfully vaccinated." If the words *may exclude* mean *must exclude*, then clearly the Newark school authorities would have been guilty of a violation of the law if they did not exclude appellant's son. If the words *may exclude* are to be construed as permissive, then we find that the Newark school board has availed itself of the permission and has enacted a rule providing that vaccination, except in certain cases, shall be a condition for admission to school.

Whether the words *may exclude* are to be considered as mandatory or as permissive, we cannot hold that the exclusion of appellant's son was unlawful.

Neither are we prepared to hold if such words are permissive that a hearing on the general subject of vaccination must be granted to every parent who, like appellant, contends that compulsory vaccination is an infringement

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of personal liberty and is unsanitary, not in the particular case, but generally.

The decision of the Commissioner is affirmed.  
September 11, 1915

## TRANSFER OF TEACHER—TENURE OF SERVICE

ANNA B. MORRISON	<i>Appellant</i>	} DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>	THE BOARD OF EDUCATION OF DELAWARE TOWNSHIP, CAMDEN COUNTY	
	<i>Respondent</i>	

For the Appellant, Scovel & Harding.

For the Respondent, Lawrence B. Reader and Howard L. Miller.

This appeal is taken by Anna B. Morrison, under the Teachers' Tenure of Service Act. Two questions are involved. First, was the Appellant principal of the school at Ellisburg? Second, if the Appellant was principal, did her transfer to the single room school at Horner Hill constitute a dismissal?

The facts in the case, as developed at the hearing held in the Court House at Camden on the 8th day of September, 1915, are as follows:

The Appellant, Anna B. Morrison, began teaching at Ellisburg, in Delaware Township, Camden County, in 1903. A letter was produced in evidence, addressed to Anna B. Morrison, dated April, 1903, and written by Amos G. Haines, District Clerk of the Board of Education, in which appeared these words, "I beg to inform you that at a meeting of the school board last evening you were elected principal of the Ellisburg school." On the basis of this letter the Appellant began her work as teacher and principal in the Ellisburg school. The minutes of the meeting of the Board of Education of April 17, 1905, contain this, "The following were nominated and elected: Ellisburg, No. 1, Anna B. Morrison, principal, salary \$50 per month for ten months; Anna E. Fields, primary room, salary \$40 per month for nine months." On April 9, 1906, the minute is as follows: "Election of teachers, school No. 1, Anna B. Morrison, principal, salary \$50 per month; Clara L. Munson, primary, salary \$40 per month." On April 6, 1908, the minute is as follows: "On motion, the following teachers were elected: Anna B. Morrison, principal." Other evidence was introduced to verify the fact that Miss Morrison was regarded as the teaching principal of this school. The County Superintendent testified that he regarded the Appellant as principal. It is in evidence that the Appellant prepared examination questions, not only for her own grades, but for the primary grades as well. It is also in evidence that the Appellant always received a larger salary than any other teacher in the school district. On the other hand, it is denied by individual members of the Board of Education that the Appellant was principal.

Counsel for the Respondent claims because there was no written contract as required by the statute that the Appellant had no way of defining the posi-

tion which she occupied. That there was no written contract is true. This was because the Board of Education failed to perform its duty. To be sure, the Appellant could compel the granting of a contract. It has, however, been held in a similar case that a teacher having rendered service which was accepted and paid for constitutes an admission of a contractual relation. It is, therefore, not a valid answer to the question at issue.

By order of the Board of Education the Appellant has been transferred, at the same salary, \$80 per month, to the Horner Hill school, a single room school in the district of Delaware Township. She is now teaching in this school. The position as teacher at Horner Hill is a subordinate position, it being a single room school which involves the teaching of all the grades. Moreover, that the position is a subordinate one is manifest by the fact that never before was so large a salary paid in this district as is paid now to the Appellant.

In the case of Davis vs. the Board of Education of Overpeck Township, the State Board of Education used this language: "It would be within the power of a board to assign a man who is receiving a salary of \$3,000 or more to teach in a grade where the usual salary paid in the district for such grade is only one-fifth or one-sixth of that amount. If such procedure can be adopted it would not only be unjust to the taxpayers, but it would promote dissatisfaction among teachers, for what teacher would not feel aggrieved if another teacher in the same grade, with no more experience, was paid the salary not of a teacher but of a principal." The Davis case is similar to the case under present discussion. There has been a transfer of the Appellant to a subordinate place, and by reason of this transfer the subordinate position has been elevated to a salary larger than is paid in any other school in Delaware Township. Surely this, too, is not fair to the taxpayers.

The law provides that "no principal or teacher shall be dismissed or subjected to reduction of salary in said school district except for inefficiency, incapacity, conduct unbecoming a teacher or other just cause, and after a written charge of the cause or causes shall have been preferred against him or her, signed by the person or persons making the same, and filed with the secretary or clerk of the Board of Education having charge of the school in which the service is being rendered, and after the charge shall have been examined into and found true in fact by said Board of Education, upon reasonable notice to the person charged, who may be represented by counsel at the hearing."

In this case there has been no charge of inefficiency, incapacity, or conduct unbecoming a teacher. The lawful remedy, therefore, of dismissing the Appellant from her position as head teacher at Ellisburg has not been pursued.

I have reached the following judgment in this case:

First. The Appellant, being in the continuous service of the Respondent since 1903, is under the Teachers' Tenure of Service Act.

Second. The preponderance of evidence shows that the Appellant was the principal teacher in the Ellisburg school, and I so find.

Third. Under the law, as interpreted by the State Board of Education and affirmed by the Supreme Court in the Davis case, I find the transfer from the position of principal teacher to a subordinate position in a single room

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school, thus raising the salary of this school far above the salary paid hitherto, was tantamount to a dismissal as principal teacher in the Ellisburg school.

The appeal is sustained, and it is ordered that the Appellant be replaced in her former position as principal of the Ellisburg school.

October 14, 1915

*By Assistant Commissioner Enright*

## TENURE OF SERVICE OF TEACHER

JAMES F. BAGNELL  vs. THE BOARD OF EDUCATION OF THE CITY OF BAYONNE	<i>Appellant</i>   <i>Respondent</i>	}   }	DECISION OF THE COMMISSIONER OF EDUCATION
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For the Appellant, *pro se*.

For the Respondent, Daniel J. Murray.

It appears that the Appellant, James F. Bagnell, was first employed as a teacher in the night school of Bayonne in 1907. He continued to hold this position until he was regularly employed in the vocational day school, beginning September 1, 1911, and he taught continuously up to October 1, 1914. The City Board of Examiners granted the Appellant a regular certificate to teach drawing, dated December 1, 1907. This certificate was made permanent under the rules of the Bayonne Board of Education, March 19, 1914. The vocational school in which the Appellant taught since 1911 was organized as a State-Aided Vocational School in September, 1913. Teachers in such schools are required by the rules of the State Board of Education to obtain a special vocational certificate. Mr. Bagnell was granted a limited vocational certificate to teach drawing in the vocational schools in Bayonne. This certificate, under the rules, expired in one year, that is, in September, 1914. This limited certificate was not actually delivered to Mr. Bagnell. It was, however, ordered and, constructively, he was teaching under this limited vocational certificate. The rules also require that this limited certificate, good for one year, may be renewed for two years at the date of its expiration, providing a recommendation from "the Superintendent of the schools having jurisdiction, and the Commissioner of Education" be obtained. It appears that the necessary recommendation from the Commissioner of Education and the Superintendent of the Schools of Bayonne was refused. Hence, the Appellant was, in September, 1914, without a special vocational certificate such as the rules require to teach in a State-Aided Vocational School. The Appellant did hold, however, in full force and effect, a permanent teachers' certificate to teach drawing, granted by the Bayonne City Board of Examiners.

At a meeting of the Bayonne Board of Education held October 1, 1914, the following resolution was adopted:

*Whereas*, James F. Bagnell is not properly certificated to teach in the vocational school of this city, and

*Whereas*, this Board has been notified by the Commissioner of Education to discontinue the services of James F. Bagnell before October 1, 1914,

SCHOOL REPORT.

*Resolved*, that the services of James F. Bagnell in the vocational school be dispensed with from this time.

Respectfully submitted  
 B. F. CONNER  
 G. P. OLIVER  
 Committee on Schools

Received and adopted

This resolution does not, in specific terms, dismiss Mr. Bagnell from teaching in any department in the other schools of Bayonne. Inasmuch, however, as no assignment to another position was given the Appellant, it operated as a practical dismissal from teaching in any of the schools of the city. The Appellant, having served three full years and more as a teacher of drawing and having in his possession a lawful certificate authorizing him to do so, comes under the teachers' tenure of service act. It is clear, therefore, that he could not be dismissed from service as a teacher of drawing without following the procedure set forth in the statute provided in such cases. If the Board of Education desired to transfer the Appellant to a similar position as teacher of drawing, it clearly had the right to do so, even though he held a special certificate good to teach in a State-Aided Vocational School. Further, it would be plainly an evasion of the teachers' tenure of service act if a Board of Education could create such new conditions in the management of any department of teaching as would make it impossible for a teacher to comply with the new conditions and thus have the teacher dismissed without due process of law.

I therefore hold that the failure to get a recommendation from the Superintendent and the Commissioner of Education, in order that an extension of his certificate may be granted qualifying the Appellant to teach in State-Aided Vocational Schools, does not constitute good cause for dismissing the Appellant from service in the school system of the City of Bayonne, in which he held tenure rights.

It is therefore hereby ordered that James F. Bagnell, the Appellant, is entitled to be assigned to a position as teacher of drawing in the schools of the City of Bayonne and, further, inasmuch as the dismissal was illegal under the teachers' tenure of service act, Mr. Bagnell is entitled to his salary from the date of his dismissal.

November 1, 1915  
 By Assistant Commissioner Enright

SUSPENSION OF PUPILS

FRANK V. L. TURNER  <i>Appellant</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>		
THE BOARD OF EDUCATION OF THE BOR- OUGH OF MERCHANTVILLE  <i>Respondent</i>	}	

For the Appellant, Wilfred B. Wolcott.  
 For the Respondent, William Early.

This is an appeal taken in the case of Frank V. L. Turner against the action of the teachers and the Board of Education in Merchantville School

District in suspending his two boys from school on September 14, 15, 16 and 17, 1915.

The undisputed facts are that at the afternoon session of the school on September 14, VanLear Turner, who is thirteen years of age, and Robertson Turner, who is ten years of age, appeared at the school without collars and with the neckbands of their shirtwaists turned under. Their teachers objected to their manner of dress and requested that they return to their home and properly clothe themselves for school. The boys refused to comply with the request of their teachers. In consequence of the refusal, the boys were excluded from the school until they did comply with the order of the teachers. Next morning the boys came clothed in the same manner. They were reported to the principal, who again sent them home. This was repeated on the two following days. On the next day, September 18, the boys came to school clothed in a manner that complied with the request of the teachers. They have attended school ever since.

The Appellant asks that the teachers be required to mark the boys present on the days before mentioned, namely, September 14, 15, 16 and 17, and further, that the teachers be ordered not to, in any way, change the marks or averages of the boys on account of their absences. As to the first request, teachers have no authority to mark as present pupils who are absent for any cause. To do so would be in violation of the law which provides for the apportionment of money on the basis of actual days present. As to ordering the teachers not to change the marks or averages of these boys because of their absences, this seems to be a superfluous request. It should be presumed that teachers will be fair and just in marking school children for proficiency in their studies.

Inasmuch as these boys have returned to school, no order is necessary to reinstate them. However, it may be well to here remark that a little more tact on the part of the teachers in this case, and a little more forbearance on the part of the parents would have saved much trouble.

December 10, 1915

*By Assistant Commissioner Enright*

SUSPENSION OF PUPILS

FRANK V. L. TURNER

*Appellant*

*vs.*

THE BOARD OF EDUCATION OF THE BOR-  
OUGH OF MERCHANTVILLE

*Respondent*

DECISION OF THE  
STATE BOARD OF EDUCATION

For the Appellant, Wilfred B. Wolcott.

For the Respondent, William Early.

On the 14th, 15th, 16th and 17th of September, 1915, two sons of the Appellant, aged respectively ten and thirteen, were suspended from the public school of Merchantville by their teachers because they "appeared at the school without collars and with the neckbands of their shirts turned under." On

the 18th they appeared with collars properly adjusted, were duly received, and have been attending school ever since. The incident would appear closed, but the Appellant nevertheless asks relief as follows:

First: That Sarah J. Rogers, teacher; Ethel Etter, teacher; and Eugene J. Fry, principal, may be ordered and instructed to permit the said Van Lear Turner and Robertson Turner to attend said public school in the school district of Merchantville and not to send said Van Lear Turner and Robertson Turner home or deny them the privilege of attending school on account of the fact that they wore "no collars."

The pupils aforesaid are already attending the school and an order to the same effect would be superfluous, but the future may be safeguarded by stating that an absence of shirt collar is not sufficient warrant for excluding a pupil from school. The teacher has the authority to discipline, and this may extend to a pupil's dress, but the authority must be exercised reasonably and within bounds of common sense. The fact that it was hot weather, that the parents dressed the children and were satisfied with the dress is somewhat beside the mark. Had the children gone to school not only without collars but without shirts of any kind it would have perhaps met the exigencies of the hot weather, but it would have been subversive of discipline in the school. The reasonable requirements of a city school may be demanded of children and parents alike. To quote from the Appellant's brief in which he cites the general law, "the courts will not interfere with the exercise of such authority unless it has been illegally or unreasonably exercised." In this case it seems to have been unreasonably exercised.

Second: The Appellant asks that "the said teachers and principal may be instructed to mark the said Van Lear Turner and Robertson Turner present during the days they have been, or may be, prevented from attending school by the actions of the said teachers and principal."

Under the Rules and Regulations of the State Board of Education, "The mere presence of a pupil at roll call will not be considered as sufficient attendance to be a compliance with the intent of the law. A pupil must be present at least one hour during any forenoon, afternoon or evening session in order to be recorded present." The Commissioner of Education has also pointed out that if such a prayer were granted it would conflict with the law which provides for the apportionment of money on the basis of actual days present. The second request is denied.

Third: The Appellant further asks that "said teachers and principal may be ordered not to, in any way, change the marks or averages of said Van Lear Turner and Robertson Turner on account of their absence from the school during the time they were prevented from attending school by reason of the facts set forth in said petition."

During the days when these pupils were absent it may be presumed that they got no marks save zeros. These cannot arbitrarily be ordered into 80's, 90's or 100's. The record cannot be changed without falsification, but a similar result may be obtained in another way. It is suggested by way of a compromise that the two children of the Appellant be allowed to "make up" the recitations for the days of September 14, 15, 16 and 17 by and with the aid of their two teachers, and that no loss of grade be visited upon them by

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reason of their involuntary absence. Markings could thus be given for the days absent with no harm to the pupils' records.

The Appellant's attorney, in summing up his brief, suggests that "This [State] Board [of Education] should have the courage to decide the question involved in this case upon its merits, and should not follow the action of the Commissioner of Education and ignore said question." It may be remarked in passing that such cases as this do not require so much courage as patience. It is farcical to bring such petty matters into court and drag them through appeals at the expense of time, labor and money to all concerned. Moreover, it is humiliating to have such cases featured in the daily press and our school system turned into a laughing stock. The dispute should have been settled out of the courts and out of the newspapers.

February 5, 1916.

## EIGHTH GRADE EFFICIENCY TESTS.

SUMMARY OF STATE EXAMINATION FOR PUPILS OF THE HIGHEST  
ELEMENTARY GRADE

MAY AND JUNE, 1915

State.	Arith- metic	Writing	Spelling	Eng- lish	U. S. Geogra- History	phy
Total number of pupils taking examinations .....	18,848	18,372	17,985	17,997	17,637	17,685
Percentage of pupils receiving 90 points or more .....	.270	.243	.344	.112	.353	.373
Percentage of pupils receiving 69 or less .....	.292	.064	.135	.282	.190	.159
<b>Counties.</b>						
Total number of pupils taking examinations .....	10,192	9,804	9,340	9,260	9,043	9,638
Percentage of pupils receiving 90 points or more .....	.245	.208	.322	.097	.308	.299
Percentage of pupils receiving 69 or less .....	.273	.049	.139	.279	.193	.166
<b>Cities.</b>						
Total number of pupils taking examinations .....	8,656	8,568	8,645	8,737	8,594	8,047
Percentage of pupils receiving 90 points or more .....	.300	.285	.368	.128	.400	.464
Percentage of pupils receiving 69 or less .....	.317	.080	.130	.285	.186	.151

In considering the State Efficiency Tests it is very important to remember that the results and comparisons are of value to the degree to which they show the direction in which our schools are going. These results are not claimed to be scientifically accurate, for there are too many modifying factors. For example, teachers vary in the marking or rating of arithmetic papers as well as of geography papers. Since the standard of excellence in work accomplished from day to day varies greatly in individual teachers, it follows that the standard of marking will vary greatly. As stated formerly, in order to secure scientifically accurate results it would be necessary to have all papers marked by one group of persons. The great expense attached to such a plan makes it impracticable. However, the results have meaning in showing, for example, that more children made average good grades in writing and spelling than in arithmetic or English; that in this examination more pupils made good grades in geography than in English. These facts indicate that in this examination spelling, writing and geography were easier than arithmetic and English, or they indicate that we are teaching spelling, writing and geography better than we are teaching arithmetic or English. Each factor might have an influence. It is likely, however, that we are not teaching arithmetic and English as well as we are teaching spelling and writing. If this is true, the results are indicative, and therefore valuable.

When one compares the results of the country districts with those of the city districts, he sees that in the main the country districts did not score as high as the city districts. For example, 30 per cent. of the city children scored above 90 points in arithmetic, while but 24 per cent. of the country children scored above 90; 11 per cent. of city children scored 90 points or above in English, while 9 per cent.

of the country children scored 90 or above; 35 per cent. of the city children scored 90 or above in history; while 30 per cent. of the country children scored 90 or above. This result is what one would expect, for the child of above average ability in the city has greater opportunities to use his abilities than has the child in rural schools. Therefore more children of this ability would score high. In other words, this means that our school work is so conducted that the child of more than average ability who happens to live in the city has greater help from the school than does the same type of child in the country. When one considers the percentage receiving 69 points or less, the showing of the work in the country is about the same as that in the city. For example, the percentages of country children who made 69 points or below in arithmetic, English and history were 27, 27 and 19 respectively; while the percentages of city children who made 69 points or less in these subjects were 31, 28 and 18 respectively. The results obtained are so similar that the inference is that the children who score somewhat below the average meet the same difficulties and accomplish about the same results in the country as those in the city.

Considering both city and country children, the percentage of those who score below 70 points is high. When 29 per cent. of eighth grade pupils score below 70 in arithmetic; when 28 per cent. score below 70 in English; when 15 per cent. score below 70 in geography; it indicates that too many boys and girls are failing in their efforts to do efficient work. The questions were fair, thought provoking questions, with the minimum stress upon memory work—questions difficult enough to test ability. However, the questions were very likely more difficult than any in previous tests.

The results should say to us that the actual teaching work should improve to such a degree that many more pupils would be able to make a higher showing in the fundamental subjects. Since these children represent the pupils who have persisted in school—about 20 per cent. of the number that entered school eight years before—the work should be so arranged that a much greater percentage would do more efficient work. It should be stressed here, however, that these examinations are not prepared to determine promotion. No single test can determine whether or not a child should be promoted. The passing from grade to grade should be determined almost wholly by the regular work done from day to day. This places emphasis upon habit formation, not upon information. However, the tests are of great service in setting standards of accomplishment, and should be used as such.

On the whole the results are indicative of the quality of work being done, and these results should be used just as a city or county superintendent would use the results of a valuable test given by him, namely, to check practices and to set standards of attainment.

## EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS.

## COUNTIES.

Our most progressive rural school district applies the compulsory education law effectively and as a consequence benefits conspicuously in the apportionment of State moneys; so much so that it is enabled to employ a supervising principal, maintain special schools for subnormal pupils, pay its teachers the best salaries, and yet educate the children at a per capita cost next to the lowest in the county.—*Superintendent Henry M. Cressman, Atlantic County.*

Because our biggest enrollment increase is in grammar grades I think we are justified in believing that the children are staying in schools more years than was formerly the custom.—*Superintendent B. C. Wooster, Bergen County.*

An improvement worth mentioning is that three of our townships are doing practically all of their transportation by automobiles. The system of State roads in our county is now practically complete and horse transportation is rapidly disappearing for all purposes.—*Superintendent Aaron W. Hand, Cape May County.*

It is a fundamental duty of a superintendent to improve the teachers under his supervision. This he may do in various ways. He may visit schools and by kind, sympathetic, constructive criticism improve the teacher and the school. He may conduct local institutes and teachers' meetings and hold conferences with individual teachers, and in this way improve the method and manner of instruction, and frequently change the teacher's attitude toward her own work and toward the profession. By a system of reports sent at regular intervals from the teacher to the superintendent, and by encouraging communications in writing from the superintendent's office to the teacher, the superintendent may keep in close touch with the teacher, and thus improve the work in her schoolroom. Through the county professional library he may recommend suitable books for reading, and he may also make his influence felt in getting his teachers to read educational journals so as to keep thoroughly wide-awake in their profession.

During the year I visited all the teachers, with two exceptions, twice; 37 three times, 11 four times, and 1 five times, making 428 visits in all. In schools having more than one teacher it has been my practice, whenever possible, to meet the teachers of the building for an hour after school and in an informal way discuss the work of the school, or emphasize the work as outlined in the State monographs. I consider that some good has been accomplished in these informal meetings.

With the one-room school teachers, conferences were held after school hours, or frequently at the county superintendent's office on Saturdays.

In the fall of the year, about a month after the county institute, a series of local institutes were conducted in different sections of the county. In these institutes the county superintendent received help from the city superintendents Mr. Neal and Mr. Drum, and from supervising principals Mr. Reber and Mr. Ebert. Class exercises conducted by some of the best teachers in the district, discussion of the class work, and a discussion of the State monographs on the teaching of arithmetic and language, formed the principal subjects at this series of meetings.

After the holidays another series of meetings were conducted by the county superintendent alone, throughout the various sections of the county, at which a thorough study of the monograph on the teaching of reading was the principal feature.

In the districts having supervising principals, meetings of teachers were regularly held once a month, or once every six weeks, of which the county superintendent could attend only a few.—*Superintendent J. J. Unger, Cumberland County.*

A committee of the board of education of Hamilton Township, together with the county superintendent, made an inspection of all the buildings of the district immediately after the close of the schools, noted the condition of each building and submitted a report to the board recommending the repairs and improvements needed, all of which were made during the summer. If our boards generally might do the same, the buildings would be kept in excellent condition. That needed repairs are not promptly made is due more often to neglect on the part of the local member rather than to an unwillingness on the part of the board to make such repairs.—*Superintendent Joseph M. Arnold, Mercer County.*

The Supervising Principals' Association has given attention to the condition of school yards, school gardens, school tests, school district taxation, annual and semi-annual tests and promotions, psychological clinics, the value of trained teachers and teachers' district monthly meetings.

The committee on teachers' district monthly meetings made the following recommendations.

*Order of business:* Roll call of members; Reading of minutes of previous meeting; Communications and action thereon; Attendance reports from each school; Comparison of percentage of monthly attendance; Recent school activities, suggestions and advisory hints by supervising principal; Reading of papers, original or adapted to the occasion; Discussion of professional book selected from the county library.

*Recommendations:* In the study of the professional book, assign a certain number of pages, or chapters, to the various teachers for preparation, and require a condensed report at the monthly meeting; prominent speakers and educators should be secured to give helpful talks; the supervising principal should secure successful teachers to come with their classes before the teachers; the supervising principals from other districts should give helpful talks on school matters, and an account of the meetings should be given to the press for the benefit of the community and the work generally.

At these supervising principals' meetings, the county superintendent has submitted charts, showing monthly attendance in each district, testing results, district school taxation and causes of retardation. A class in chair caning, charts on the tests of efficiency in spelling, English and arithmetic according to recent standards, were submitted. Addresses were made by Superintendent Echels, Superintendent Shull and Dr. Charles H. Elliott, of Rutgers College. Miss M. Anna Hauser, of the State Agricultural College, gave an interesting address on the teaching of household arts, with special reference to the canning of fruits and vegetables.—*Superintendent H. Brewster Willis, Middlesex County.*

At the meeting of the County School Board Association in Barnegat on November 23, Assistant Commissioner Savitz was the speaker. A discussion of means for improving work in the schools led to the adoption of the following significant resolutions:

"Resolved, that this Association recommend that each board of education authorize meetings of the teachers to be arranged by the supervising principals or the county superintendent for study of methods, plans and management of school work; and to enable teachers to meet in this manner, we recommend the schools have one session on one day not oftener than once a month.

"Resolved, that we recommend each board of education to arrange for each teacher to have at least two days each year to visit other classrooms to be selected by supervising principals and county superintendent, and that substitute teachers be engaged to relieve the teachers for this purpose."—*Superintendent Charles A. Morris, Ocean County.*

The Compulsory Education Act was better enforced during the year than ever before. A number of parents were brought before the county court and either admonished or fined by the judge. I wish, however, to call attention to what seems to me a weakness in the present law. While anybody

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can make complaint in regard to non-attendance, nobody can serve the necessary five-day notice except the attendance officer. It follows that if the attendance officer fails to perform his duties all other people are helpless to enforce the law. In some rural districts in this county attendance officers do not visit the schools or indeed begin their duties in any respect until the schools have been in session sometimes as much as six weeks. The result is that some parents keep their children out of school unmolested until late in October before they are compelled to obey the law. It seems to me that the county superintendent and the supervising principal should also be authorized by law to serve five-day notices. As the law now stands, many children under the age of 16 will be out of school two months in the fall and two months in the spring simply because the attendance officer does not act, and no one else has the authority to act. I suggest that the present statute be amended as above indicated.

Three meetings of the Somerset County Teachers' Association were held during the year as usual. This association has been in continued existence for about thirty years, which is believed to be a record in this State for such an association.—*Superintendent Henry C. Krebs, Somerset County.*

Our attendance has been the best we have ever had in the schools of the county. This is due to four reasons: first, the winter and spring were the best we have had in years and did not necessitate absence on account of bad roads; second, more interest in school affairs on the part of the parents; third, more consolidation and transportation; fourth, more activity on the part of boards of education in enforcing the compulsory laws. . . .

Of the 61 one-room schools, 41 changed teachers. This is one of the greatest drawbacks to good work in our rural districts, and we are hoping for the time when parents and boards of education will see it and correct it. The things that will correct it are a gradual increase of salary after each year of successful work, better places to board in good homes in close walking distance to school, and a more friendly social atmosphere toward the teacher by the several communities. . . .

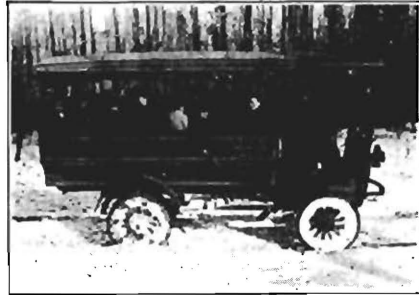
While we have been continually sowing the seed of consolidation and have reaped a goodly harvest of schools taken up and combined, yet we have 11 schools in the county that still had last year an average daily attendance of less than 12 pupils. They are as follows:

<i>District</i>	<i>School</i>	<i>Av. Daily Att.</i>
Andover Township	Clinton	7
Byram Township	Roseville	8
	Cranberry Lake	5
Green Township	Huntsville	11
Montague Township	Church	6
	Clove	10
Sandyston Township	Tuttles Corner	9
Walpack Township	Central	11
	Flatbrookville	7
Wantage Township	Dunning	10
	Jacksonville	6

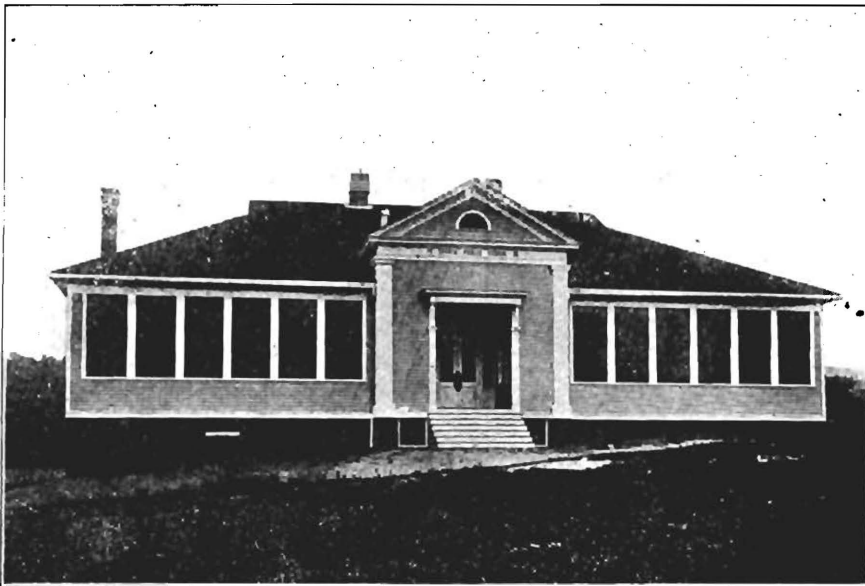
A number of these schools should have been closed this year, but we could not get the boards of education to see it as we do. While we have felt in the past that they could be closed without the assistance of the iron hand of law, we are now about to the point where we can advocate legislation similar to that of other States, compelling the closing of all small schools with an average attendance of 10 or 12 and combining them with nearby schools. We have seen enough of the workings of both the small and the consolidated school to know that the results in the latter are far superior, and under our generous laws of allowing from State funds three-fourths of the cost of transportation, it results in a saving financially to the district. For illustration, Vernon Township last year operated four



Old Schoolhouse at Sparta, Sussex  
County



Autobus used to transport some of the  
pupils of Westampton Township, Bur-  
lington County, to Bunker Hill School,  
the only School in the Township



New Schoolhouse at Sparta, Sussex County

transportation routes at a cost of \$1600, taking care of four schools taken up that had previously been operated at a cost of \$2000. This is a net saving of \$400 on the face of it, but when we take into consideration the three-fourths of the cost of transportation being returned, leaving only \$400 for the township to raise by taxes, against \$200 return for each of four teachers when the schools were in operation, which leaves \$1200 for the township to raise in taxes, we see that in reality there is a net saving of \$800.—*Superintendent Ralph Decker, Sussex County.*

Departmental instruction has been established for so long a period of time that it may now be said to be permanent in all of the districts where such work is possible. Some of the larger towns are planning to introduce the six year high school as soon as conditions warrant. This plan would be quite possible in Union County owing to the fact that the equipment for carrying on the work in the two upper grades of the grammar school is nearly as complete as that of the high school itself. Teachers in many instances are chosen for this department because they have had high school experience. Many are college graduates with the same training that is required for secondary school work. Nearly all have had special training in the subject taught and are following much the same methods as high school teachers.

It will be a very simple matter, then, to change to the six and six plan so far as teachers and equipment are concerned. The construction of larger, centrally located schools, having the capacity to properly house grammar and high school pupils in one building, is removing a great obstacle, and bringing the plan near consummation.

The subject is one of frequent discussion; it is generally approved, its advantages are recognized, and no objections are raised as to its desirability, or any argument proposed against its feasibility.

All the general supervisors of art, manual training, kindergarten and music have well organized associations, and at their meetings, which are held once every month, topics are discussed which are of interest to all. Problems are presented and their solution attempted. These meetings have been most helpful in securing better general results throughout the county.

The Kindergarten Association has been a very active one. During the year this organization has not only discussed the various problems of administration, but it has maintained a course of instruction for its members in order that they might better understand the new aims and purposes of the kindergarten and become familiar with the newer methods.—*Superintendent A. L. Johnson, Union County.*

#### CITIES.

Your superintendent has attempted during the past year to give direct attention to the supervision of the work of the city schools. This is done on the theory that the best teachers can improve greatly, the good teachers ought to improve much, and the poor teachers can improve some.

This supervision was attempted in the following ways. A regular schedule for grade meetings was made out for the year. Subject matter for discussion was arranged for each meeting. At these meetings subjects were presented by different teachers selected by either the principals or the superintendent, or a general topic was presented for discussion. The big object here was to get each teacher to do active thinking on the question at hand, and to have her sense that the question of growth depended upon the initiative which she took in a particular problem. The method of teaching different subjects, the organization of subject matter, the assignment of lessons, the work of curriculum making, were some of the subjects attempted for discussion.

The second line of supervision was a careful inspection of the work done in each classroom, grade and high school, with either a written criticism given to the teacher or an oral discussion of the work as seen. I was able during the early fall to go over the work of the entire system in this

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careful way. At two other times during the year I made an inspection of the entire elementary system. At these times I spent a few minutes in some rooms and as much as two hours in other rooms, attempting to give constructive criticism to the various teachers.

The third line of supervisory work was attempted with the principals. At our regular principals' meetings we discussed policies of school administration. Each non-teaching principal attempted a particular line of work to watch during each semester. The high school principal was able the second term to do quite a bit of supervision in his department. In this way the principals were able to spend much of their time in the classrooms with the teachers, showing them how to increase their value for the children. The results of the above showed in a higher average of teaching, and in our increased percentage of promotion.

Boys and girls from the time they reach the fifth grade ought to stop thinking about the particular grade in which they are and think of the city system of which they are a part.

The standard, then, that the schools could set for themselves would be to have from 95 per cent upward of their children going regularly from grade to grade. When this condition does not obtain the schools should be checked very carefully with reference to the kind of teachers in the corps, the quality of teaching, the quality of supervision, the social and economic conditions that control the lives of the children in school and the courses of study that are outlined. Any one or all of the factors combined may be looked upon as in some way affecting the progress of the children. A correct standard of promotion and failure can be gotten by comparing the average promotion and failure record of any given city with the average of a large number of cities. A beginning in this measurement, then, would be a comparison of a city's own records of promotion and failure from year to year. After a series of years any given city could thereby determine what ought to be the regular rate of promotion for such city.—*Z. E. Scott, Asbury Park.*

Five medical inspectors, one dentist and four nurses have devoted the required time during each school day to the duties of their respective lines of work. Medical inspectors are on duty two hours each school day; the dentist from 9 A. M. to 12 M. on each school day; and the nurses from 8:30 A. M. to 4 P. M. of each school day. The work of this department has been very satisfactory during the past year, and the results have been equally satisfactory and productive of much good. The work done by each medical inspector might be summed up as follows:

1. Daily visits to each school, dressing of minor injuries, and attending to all cases which in the teachers' and principals' opinion are in need of medical care or advice.
2. Daily communication with the board of health and following up in the school any children from houses under quarantine.
3. Classroom inspection, general sanitation and ventilation of buildings, supervision of fumigation.
4. Individual examination of all children of the schools of the district assigned to the medical inspector.
5. Instructions to nurses in reference to cases to be followed up for home or hospital treatment.
6. Cooperation with the department of physical training.
7. Physical examinations of all pupils applying for "Age and schooling" and "Age and working certificates."
8. Monthly meetings with the superintendent of schools and committees of the board of education, for the discussion of problems of the department.
9. Issuing of monthly and yearly reports of the work done by each inspector.
10. Cooperation with the school dentist or physicians of the city dispensary

in the treating of children assigned to either of the above for treatment of the teeth, throat, eyes or ears.

The department of school hygiene has cost the city, for the school year 1914-15, \$8,075.99.

In June, 1914, after two years' work in rearranging classes or groups of children fitted for rapidly moving work in the grades, we promoted to the high school 52 pupils who had completed the grammar grade work in three years. At the opening of school in September, 1914, 47 of this number were enrolled in the freshman class. During the year four of these pupils left school, leaving in June, 1915, a class of 43. Of this number 27 were promoted to the sophomore class without a condition. Sixteen failed in the completion of all the work of the freshman year, classified as follows: six failed in one subject, four in two subjects and six in three subjects. A large number of those who failed entered the summer schools of 1915 and successfully completed the year's work, and were thus regularly promoted to the sophomore class. This experiment has been so successful that all pupils of ability, who are physically strong, will be assigned to rapidly moving classes, subject to the approval of their parents. The class standing of the 27 pupils who passed without a condition is as high and even higher than many of those who took four years for the regular grammar grade course. The pupils have saved a year's time and the city has likewise benefited financially. Our aim in classification is that of ability to do the work, and a grading that makes it possible for every pupil to do his best in the group to which he is assigned.—*Superintendent C. B. Boyer, Atlantic City.*

During the early part of February the board of education instructed the superintendent to organize after-school classes for instruction in penmanship for pupils who cared to take work up along this line outside of regular school hours. The results have been exceedingly gratifying from the point of view of the attitude of the pupils toward the proposition. A large number of them were eager to embrace the opportunity to improve their handwriting, notwithstanding the requirement of additional time. From the point of view of results obtained, the experiment has proved equally gratifying. No bad effect seemed to come from asking extra time of these pupils, as their regular class work was kept up to the usual standard.—*Superintendent George Morris, Bloomfield.*

During most of the year we made the study of reading the special order in our weekly teachers' meetings, using the recent monograph on that subject as a basis for the work. We closed the year by having each teacher give a demonstration of the teaching of the subject to a group of pupils from her own class. As an additional preparation for this work, every detail was worked out by the teacher in connection with the superintendent, so that the teacher was made to feel that the test was one of the superintendent as well as of the method and herself. In this way we succeeded in having some splendid work done.

The tests given in the fundamental processes in arithmetic, including common fractions, mixed number and decimals, as well as integers, to the pupils of public school 188B, Manhattan, and reported in the pamphlet "Help-Your-Own-School Suggestions," published by the Bureau of Municipal Research of New York (1914), have been given for two successive years. The comparisons have been in some cases favorable to us and in others to the New York School. Whether favorable or unfavorable, these comparisons have been stimulating for both teachers and pupils.—*Superintendent H. V. Holloway, Bordentown.*

A change in our system of examination and promotions was made. For the uniform final examination, which formerly had great weight in determining promotions, an efficiency examination was substituted, the purpose of which is to test the efficiency of the teaching. Promotions are now determined by the average of the daily work and the results of all occasional tests. Tests are given unannounced.

The board of education has voted unanimously in favor of the establishment of junior schools, and plans for the first school are in preparation.

We hope to establish ultimately three such schools in East Orange.—*Superintendent E. C. Broome, East Orange.* . .

During the week beginning June 18 we held an exhibit of the work of pupils in all the schools in freehand and mechanical drawing, applied design, commercial advertising, costume design, woodworking, basketry, sewing, dressmaking, millinery, cooking, raffia and various other forms of elementary handwork, with considerable written work in academic and pre-academic subjects.

The exhibit was open daily and in the evening and more than 5000 parents visited the schools during the week for the purpose of meeting the teachers and the principals, see their children at work and inspect the finished product of their hands. . . .

During the year a committee of the board of education reported a list of names for the several elementary schools. The report being approved, our schools will henceforth be officially known and designated as follows: school 1, George Washington; 2, Winfield Scott; 3, Continental; 4, Alexander Hamilton; 5, Johnathan Dickinson; 6, Marquis de Lafayette; 7, James Caldwell; 8, Philip Carteret; 9, Elias Boudinot; 10, William Livingston; 11, William Penn; 12, El Mora; 13, Benjamin Franklin; 14, Abraham Lincoln.

The committee decided to use the names of national characters who were associated with the history of our country, many of them having been directly connected with the history of Elizabeth, through residence or through visits here; to use names in some cases which would designate a location, made historical because of events which occurred in the vicinity of the school. . . .

During the year practically every teacher and principal employed in our schools improved professionally by attendance upon courses of lectures, university extension courses, courses in the summer schools provided by the State, or by college or university. Locally our board of education provided evening courses in the manual and domestic arts, many teachers availing themselves of this opportunity; while about 40 teachers attended university extension courses given by Professor Low during the year in one of our local public schools, the teachers paying their own tuition.—*Superintendent R. E. Clement, Elizabeth.*

At the middle of last year careful consideration was given to the ability of every individual child in all grades and as a result an unusually large number of double promotions were made. Now, at the end of another half-year, reports made to me show that with a single exception every child given such double promotion has fully justified it and that most of them rank among the best pupils in their classes. . . .

For the third successive summer, classes were maintained for pupils of the four grammar grades. Pupils attending them were of two classes. The greater number had not been promoted in June but were given the opportunity through summer study to win trial promotion in September. In addition were a few who were ambitious to obtain double promotion. Over 90 per cent of those who attended regularly were promoted on trial at the opening of the school year and with few exceptions they have kept their places since. Observation of this work on a small scale for three years has convinced me that a much larger number would greatly profit by an all-the-year school. I hope to see the experiment tried here on a larger scale. . . .

Without attempting to carry out any elaborate plan of testing or measuring the results of teachers' work, for which in most small systems the superintendent's office lacks the facilities, we have nevertheless tested with some degree of exactness progress in arithmetic, in spelling and to some extent in composition. The result as it seems to me has been two-fold. We have set up somewhat definite standards in place of the rather vague ideas of what our year's work should accomplish in a given grade or subject. And because we have had before us more definite standards we have worked to greater purpose and with better results. I am confident that

in the subjects in which these tests have been given we have made greater improvements because of them and greater improvement than we have made in previous years.—*Superintendent E. C. Sherman, Englewood.*

Eleven elementary summer schools were maintained for six weeks in the summer of 1914. In addition to these there was a summer school of high school grade, in which instruction in English and algebra was given. The summer schools enrolled 9,408, and had an average daily attendance of 7,104. 213 teachers were employed.

The yards and courts of 16 schools and one of the public parks were maintained as summer schools, with 34 instructors and a director. All were well patronized.—*Superintendent Henry Snyder, Jersey City.*

We have been employing a new system of promotion in the fifth and sixth years of our grammar school. Pupils in the fifth or sixth year, failing in one or two subjects, who ordinarily would not be promoted, we have promoted, but have obliged them to take the work in the subjects in which they were deficient, with the grades from which they were promoted. This has not been difficult as we have several classes of the same grade and, by proper arrangement of the class program, it was possible successfully to carry out this plan. Last January there were but 10 pupils who failed hopelessly in the fifth and sixth years, in classes containing over 400 pupils. It is in effect the promotion by subject plan that is followed in the high school.—*Superintendent Christopher Gregory, Long Branch.*

Among the tests used in the various grades during the past year were spelling (Ayres'), penmanship (Thorndike), composition (Hillegas), and language (Trabue). These tests were valuable in enabling me to locate some of the problems. Among other things I found that 57 children of the second grade could not write their names legibly in full. 66 could not write the word "cold" when told what to write. 56 others could not write anything intelligently. One child in second grade made a better score than three-fourths of the children in grade four. Four students in the eighth grade did practically as well as the median senior in the high school. In general, the tests showed that spelling, penmanship and language were very weak points in Millville, and the subjects treated in the course of study were selected as a result of this investigation.—*Superintendent Warren N. Drum, Millville.*

The eight classes for subnormal children are still in operation and are producing manual work of so high a grade that it is impossible to meet the demand from the public for the sale of the completed objects. This inspires the pupils, allows them to be satisfied with nothing short of their best achievement, and encourages thrift, since they are taught to deposit in the savings bank the money they receive. The academic teaching is made very practical, relating so far as possible to the manual work in hand, with the idea that these pupils must be given, if they can receive and retain them, the facts they will need in their simple business relations after they leave school.

Open window classes have been continued in the hope of securing tangible proof as to whether they really produce the beneficial physical and mental results which theory attributes to them. They will be carried on for still another year.

Precocious children in some school buildings put into a class by themselves and allowed, without urging, to advance as rapidly as they wished, have been submitted to various careful tests and have proved that in spite of the fact that they have saved a year's time they are fully equal to, indeed are among the leaders of, the classes with which they have now been merged.—*Superintendent Don C. Bliss, Montclair.*

The summer schools of 1915 continued their rapid growth of the preceding year. In 1914 the increase was 5,269, and in 1915, 3,482. These increases are noteworthy since in previous years we had come to regard 1,000, or thereabouts, as a normal growth. The opportunity offered to advance more rapidly was the incentive. There were enrolled in promotion classes for the summer of 1915 nearly 11,000, or one-half the total summer school

enrollment. The high percentage of promotions proves that those enrolled in promotion classes were superior pupils. In the regular schools the average percentage of promotions was 89.8, whereas in the summer school promotion classes the corresponding percentage of promotions is 90.8.

Mr. Edgar S. Pitkin, Supervisor of Summer Schools, has recommended that principals be allowed to establish rapid advancement classes in February for pupils desiring to do three terms' work in two regular terms and a summer term. A closer integration of the work of the summer term with that of the regular term would be effected by this means. This has already been done in several schools, and it is probable that the recommendation will receive special consideration in the near future with a view to making the practice a general one.

The total enrollment in summer schools was 24,772. Of this number 21,987 came from public schools of the city of Newark and nearby towns, 1,600 from private and parochial schools, and 1,185 had never before attended school.

In addition to the above there were 4,758 enrolled in the four all year schools.

The summer high school registration of 1915 was double that of 1914. In 1914 work in only the first two years of the high school courses was provided. In 1915 there was a demand for the whole range of high school studies which was satisfied by the establishment of classes in any subject for which a sufficient number of pupils registered. Hereafter there will undoubtedly be a similar demand for the full high school curriculum. In this event it may be thought desirable to establish one or more all year high schools.

The evening schools have found themselves and are trying to supply the needs of community life in our city along a number of lines. One of these efforts is to give the foreigner in our midst a working knowledge and command of the English language. Without it he will forever remain an alien no matter how long he may live among us. In addition to this, there has been in operation in the evening schools an excellent course in civics especially designed to familiarize the pupils with the ground work of our government and institutions, with the privileges and obligations of citizenship, with the legal requirements for naturalization, and with the methods of procedure prescribed for getting citizenship papers. This valuable training for citizenship has attracted attention in other places. Mr. Arthur V. Taylor, Supervisor of Evening Schools, says in his report:

"It is gratifying to note that this work has attracted attention in other cities. Letters of inquiry, coming from as far away as the Pacific coast, have been received asking about our plans, methods, and results in the instruction of foreigners. The most flattering comment is to be found in a recent bulletin of the Naturalization Bureau at Washington: 'The course in civics for the evening foreign classes of Newark, which has been adopted by the Board of Education of that city, is regarded by the United States Bureau of Naturalization as the most complete and practical yet submitted and one calculated to encourage and assist to the utmost the alien in his effort to qualify for citizenship.'"

The evening school enrollment for 1914-15 was 17,855, a normal increase over that of the previous year—800. It is to be noted, however, that the greatest increase for several years past has been in the high school departments. There was a slight falling off in the foreign classes, due, no doubt, to restricted immigration. The enrollment in the English classes, affected so seriously last year by the change in the Compulsory Attendance Law, has regained its balance and shows an increase over last year of 678 on a strictly voluntary attendance.

A consistent plan of school organization based upon our experience with alternating classes contains the following essential features: (a) a broader

and richer curriculum, (b) greater flexibility and freedom of school administration, and, as a resultant of the foregoing, (c) a vast saving in the cost of construction.

The "alternating" plan has great possibilities. It coordinates all the school activities so as to make a larger use of the auditorium, the playground, the gymnasium and the shop. I am of the opinion, also, that the triple, or even quadruple use of a school plant is quite possible, and will follow after due experimentation.—*Superintendent A. B. Poland, Newark.*

Our school work is being helped by the series of State monographs that is being issued by the State. We try to follow the suggestions of these monographs as far as possible. The teachers are urged to make constant use of them.—*Superintendent James M. Stevens, Ocean City.*

An age and progress study made the first of June shows a total of 7,510 pupils in school on the day the study was made. Of the total number of pupils entering into this study 1,944, or 25.89 per cent, were found to be retarded one or more years, and 74.11 per cent not retarded. Of the total number, 1,944, so retarded, 1,342, or 69.3 per cent, were only one year backward; 435, or 22.38 per cent, two years retarded; 122, or 6.27 per cent, three years retarded; and 45, or 2.26 per cent, four years retarded.

The unassigned teachers are chosen from the most experienced teachers in the corps, as a usual rule. We have in the city six such teachers. They give their time almost exclusively to individual coaching. During this past year they have given assistance in this way to 1,734 pupils. Of this number 1,246 were returned in good standing to their classes and were thus saved from demotion; 84 non-English speaking pupils were taken in hand and 76 of this number were in due time placed in regular classes; 51 pupils by such individual help were enabled to gain a half year in the course of the year's work, thus jumping one grade. From these figures it could be shown that financially such teachers pay the community a more than full return for salary received.

In order to rescue fourth and fifth grades from being enmeshed in the disadvantages of the part time plan, we have decided to organize one of our large elementary schools next year on the double school plan, adopting ideas, of course, largely from Gary, Indiana. Through this reorganization and through consolidation of a few small classes, we expect to have 24 less classes on part time than would otherwise have been the case next September.

Two essentials were necessary to this reorganization: first, shop facilities; and secondly, a play pavilion.

Fortunately, liberal balances in the vocational and the manual training accounts at the close of this year have enabled us to provide the necessary shop.

The Board of School Estimate voted bonds for between \$15,000 and \$16,000 for the erection of a two story play pavilion 60 by 80 feet, which will be completed by September 8 next.

The organization of the school is now practically complete. In addition to 41 other classes in this school, there will be two prevocational classes, whose six hour day of two three hour sessions will be independent of the sessions of the rest of the school.

In addition to the regular classroom teachers, there will be two playground teachers, two teachers of industrial arts, two of music, one of drawing, one of general science including school gardens, and one teacher each of the following so-called shop activities: cooking, sewing, manual training, cabinet work, printing, machine shopwork, and textile shopwork. It is very possible that bookbinding may be found desirable and feasible.

If this new organization should be found at the close of next year to have worked effectively, it will be extended to the new building when opened and possibly later to other schools in the city. It is believed that the Gary organization of schools will the most speedily and economically meet the need for schoolrooms in this city.—*Superintendent Fred S. Shepherd, Passaic.*

In October the Board of Education granted to the South Paterson Civic

and Improvement Association the use of School No. 9 for social center work. This association is a neighborhood club. It conducts at School No. 9, without expense to the Board of Education, motion picture entertainments, free lectures and evening classes for instruction in cooking, sewing, elementary subjects and high school subjects.—*Superintendent J. R. Wilson.*

Due to insuperable obstacles in connection with our building operations, great congestion characterized the reopening of the schools in September. A total of 768 pupils, more than one-tenth of our entire enrollment, were placed in half-day classes. The sessions of these latter extended from 8 A. M. until noon, and from 12:30 until 4:30 P. M. In the latter part of December, as the result of the completion of a new building, 381 of these pupils were placed on full time. A second building was completed in January, and on February 1 all of our pupils in the grades were placed on full time.

By the elimination of certain non-essentials in the seventh and eighth grades, we provided for the pupils of the latter grade a course of five months in bookkeeping. To make this work as usable as possible for pupils of grammar school age, our local merchants and managers of the smaller manufacturing establishments were consulted, and the course adjusted as nearly as possible to the suggestions gathered. In connection with the work, home bookkeeping, as yet not very generally and intelligently employed, was stressed. Inasmuch as many pupils of this grade either do not enter a high school, or, if they do, pursue courses other than the commercial, we feel that the results obtained from this substitution will justify the departure from our beaten path.—*Superintendent S. E. Shull, Perth Amboy.*

#### SOCIALIZING THE SCHOOLS

There are numerous activities connected with the schools which are outside of the ordinary work. Some of these activities have been called "humanizing the schools." They indicate work of teachers, principals, superintendents and boards which is not found in all schools but is found in an increasing number of them. These activities may perhaps be appropriately called socializing the work of the schools.

Following are extracts from county and city superintendents' reports concerning these activities in a number of New Jersey Communities.

#### COUNTIES.

A County Spelling and Pronunciation Contest was held in the Court House at May's Landing on May 8. This was under the control and direction of the supervising principals and principals of the county. Cash prizes to the amount of \$50 were awarded to the successful winners in these contests. An excellent and entertaining program was arranged for this occasion. The Court House was more than filled and every one went away highly pleased with the day's exercises.

The Corn Growing Contest was a pronounced success. About \$150 were distributed in prizes. Two of the boys in the Acre Contest were given a trip to Washington by automobile.—*Superintendent Henry M. Cressman, Atlantic County.*

I was more than pleased with the results this year in our annual Spelling and High School English Contests. There was a marked improvement in the work in both and it was difficult for the various committees to award the twenty trophies and prizes which were given, for there was much less variation in the quality of the work than usual. It was all good. In the organization of these contests we find employment for ten ushers, eight

examiners, three judges, two presiding officers and the committee of three. The ushers were selected from among the high school students, the examiners from among the teachers, the judges from among the boards of education, the committee from among the supervisors, and the presiding officers are usually the county superintendent and his secretary, the former in spelling and the latter in the high school English contest. Cheerful service is rendered and I think everybody connected with these events enjoys the experience. They certainly help effectively in arousing school spirit and interest and in developing the spirit of cooperation.

Our County High School Baseball League completed its second annual series of games in a very satisfactory manner, the pennant going to Woodbine High School. There was not a serious dispute during the series and we have succeeded in having the teams exchange compliments at the close of each game, as college teams do, and part in harmony and friendship, trying to have it understood that in clean, manly sport, the winning of games, while desirable and pleasant, is an incident, not the whole thing.

Our County Folk Dance and Athletic Contests were the most successful yet held, and were witnessed by about 2,000 spectators.—*Superintendent Aaron W. Hand, Cape May County.*

It has been the custom of the county superintendent to give the school news weekly or oftener to the county newspapers. This practice has received favorable comment editorially in the papers, and has done much in promoting the welfare of the schools.

The Beautifying Schools Contest was a success. Early in the year a committee representing every district in the county was formed. A circular setting forth what could be done to improve schools and school grounds was distributed through the county. While only thirteen schools entered the contest for the \$25 offered in prizes, practically all the schools entered into the spirit of beautifying school surroundings. A committee of three ladies were the judges, and were taken to visit the thirteen schools which contested for prizes. The first prize of \$8 in cash was awarded to the Trento Avenue school in Landis Township. This school showed an immense amount of work done by teachers and pupils. The pupils had planted trees, laid out walks, made flower beds, prepared individual garden plots and a general garden, built a rustic summer house, built a fence around the garden and removed many stumps from the rear of the lot. In awarding prizes the schools were scored for inside decorations, schoolroom, school garden, outhouses and school yard, and extra counts were given for improvements by pupils not mentioned on the general score card.—*Superintendent J. J. Unger, Cumberland County.*

The first County Spelling Contest was held at the county seat on May 1. The contestants were one boy and one girl selected from each of the twenty-one districts. Local contests were held throughout the county to determine who should represent the district in the county contest. A list of 2,000 words was submitted for study previous to the contest. This list was not sufficiently long to determine who was the winner and words were selected from a spelling book not in use in the schools. Cash prizes amounting to \$18 were offered. The interest manifested by the local newspapers and the public in this contest was very gratifying.—*Superintendent Daniel T. Steelman, Gloucester County.*

High school spirit was greatly stimulated by a series of debates, organized by students of Rutgers College, comprising the high schools of Monmouth, Middlesex, Somerset and Hunterdon counties, the final contest being won by the team representing Flemington high school.—*Superintendent Jason S. Hoffman, Hunterdon County.*

The number of pupils per teacher has been reduced in ten years and the average child is attending school longer. More pupils are completing the grammar school work and a most gratifying increase has been made in the high school attendance. We have now four high schools with approved four-year courses, instead of the one such school of ten years ago, and these schools are so conveniently located that every child may have the

advantage of a high school training. Seventeen one-room buildings have been closed and the pupils transported to graded schools, while several one-room schools have given place to larger buildings and many new buildings have been erected in the more rapidly growing communities. All the schools are under local supervision; the number of trained teachers has largely increased and the teachers as a whole are better prepared for their work and show greater professional zeal, as evidenced by the increasing number who are in attendance each year upon extension courses and at summer schools.

In the Acre Corn Contest the average yield was 79.7 bushels and the average cost per acre \$26.50. The best yield was 113.13 bushels of shelled corn raised by Robert Mack of Washington Township at a cost of \$36.15, while Neal West of Hamilton Township raised 103.55 bushels at a cost of \$27.85. These boys, accompanied by Supervising Principal Stillwell, were given a week's trip to Washington in attendance at the meeting of the club champions in the various club projects of the Northern, Central and Western States. All who fully completed the work of the county contests were given, through the courtesy of the Mechanics National Bank, a trip to Rutgers College during Farmers' Week, when they enjoyed the special program arranged for the boys and girls of New Jersey. In the forenoon they listened to addresses by Professor Agee on "A Friendly Soil," by Professor App on "Seed Selection" and by Professor Voorhees on "The Growing of Corn." The chapel was then visited, when President Demarest spoke on the history and work of Rutgers College and the Experimental Station. In the afternoon the boys were conducted through the plant of Johnson & Johnson, after which they went to the College farm, where they were shown the methods employed in raising chickens, pigs and cattle.

The Garden Club of Princeton held in May a garden fete—really a May Day festival for the entire community. For this the girls of the sewing classes made garden smocks, hats, aprons, etc.; those of the cooking classes made candy; and the boys of the bench-work classes made tool boxes, bird houses, window boxes and flower stands. All the material used had been contributed by the merchants of the town or interested friends. Part of this work occupied regular class time, part of it was volunteer work on Saturdays and late afternoons. The fete included many features—a band, dancing by the school children, crowning the May queen—and brought pleasure to the entire community. The sum of \$1,000 was cleared and this is to be devoted to the establishment of school gardens with a resident gardener.—*Superintendent Joseph M. Arnold, Mercer County.*

Through a committee of high school teachers an Interscholastic Declamation Contest was arranged in which three pupils from each of four high schools were entered. Individual medals were awarded and a cup was given to the school whose representatives, taken together, were adjudged to have excelled.—*Superintendent Charles A. Morris, Ocean County.*

In closing, I desire to mention one feature taken up by our school during the year the results of which were of inestimable value. In many localities clothing was collected, and partly worn and outgrown garments were brought to the schools by children of the more fortunate class. These were distributed by the supervising principals to the less fortunate ones. By this means many children were able to be in attendance who would otherwise, of necessity, have remained at home.—*Superintendent Edward W. Garrison, Passaic County.*

In some of the districts, also, a few of the leading teachers, with the counsel and active support of the county superintendent, held community meetings whose chief purpose was to awaken more interest in schools. Members of the boards of education, parents and citizens were invited to these meetings. The programs were of a somewhat more general nature than those of the meetings held exclusively for teachers because the purpose was somewhat different, but they were not without suggestive value to the teachers.—*Superintendent H. C. Dixon, Salem County.*

The annual County School Exhibit was held at Somerville on Saturday,

May 22. In spite of the inclement weather the attendance was large. Through the generosity of the Somerville Merchants' Association prizes were awarded for athletics and for the school exhibits. The first exhibit prize for the county, awarded for one and two-room schools only, was won by the Three Mile Run school in Franklin Township, Edna M. Smith teacher. There were also prizes for the best school exhibit from each district, and a prize for the best speller in the county. It is purposed the coming year to hold this exhibition in connection with the County Y. M. C. A.—*Superintendent Henry C. Krebs, Somerset County.*

Feeling for some time that there was not the cooperation between the public and the schools that there should be, and believing that this was largely due to a lack of knowledge regarding the conditions and workings of the schools, we took pictures of school buildings, school activities, etc., had these made into slides, procured a suitable lantern and went into every district in the county and gave a talk on "School Problems." Under this head we discussed finances, attendance, school buildings, equipment, playgrounds, industrial work, teachers' salaries and cooperation with teachers. This lecture was given thirty times to good sized audiences and had the desired effect of turning the people's attention to the school. What results will come from it time will reveal.

Another method we have adopted to keep the public better informed about school affairs is through the county newspapers. They have given us generous space and are anxious to help promote educational work. We are planning a press department for our office, where items of interest from schools, teachers and school boards can be sent, and thus find their way to the public.

This is the third year of our contest work in spelling. Contests were held on the last Fridays of January, February, March and April. On the first two Fridays a separate list was given to high and grammar and rural grades as before. The words of the first list were taken promiscuously from a spelling book for seventh and eighth grades; the second list was taken from words in common use in newspaper articles. On the last two Fridays the same lists were used for all the schools.—*Superintendent Ralph Decker, Sussex County.*

During the past year much of the improvement in school conditions in the various districts has been accomplished through the work of the Parent-Teacher Associations. Many of the problems of school administration have been made simpler by establishing a better understanding and a closer cooperation between the home and the school. There is without doubt a better feeling in every community where such organizations have been formed and a greater general interest in the work of the schools. At all meetings of these associations topics are discussed which have directly in view the betterment of school conditions. In no instance in the county has the organization been converted into a bureau of complaints. Where dissatisfied and complaining parents had grievances they were urged to take them to the school authorities for adjustment.

The following are some of the specific things which parent-teacher associations have made possible. Better sanitation, providing gymnasiums and equipment, furnishing of teachers rest rooms, providing means for treatment of children with defective eyesight, making possible minor surgical operations, censorship of moving pictures, providing educational films (one organization owns and controls the moving picture theatre of the borough,) free lunches for necessitous children, providing clothing and shoes for children whose parents are out of work and who otherwise would be unable to keep them in school, supplying reference books, providing school Christmas trees and presents to needy children, aiding boards of education in campaigns for improving school conditions, building new buildings, etc., assisting attendance officers, medical and dental inspectors, carrying on investigations in order to better understand community needs, providing illustrated material for teachers and aiding in mounting for use in the classroom, assisting principals and teachers in arranging entertainments, purchase of pictures and

statuary for school decoration, helping in the preparation of school exhibits.

An increasing number of pupils are cultivating home gardens and some have been successful in gardening as a purely commercial project. It has been found impossible to secure reliable data and consequently a definite statement cannot be made. Elizabeth and Rahway have been very successful in introducing the plan this year and the report from these districts will undoubtedly contain a full statement. This work is important enough for special supervision, but the means of providing funds has not yet been devised. There is a large acreage of unimproved land in Union County which if cultivated would supply about 35,000 families with vegetables for the three summer months.

Various attempts more or less successful have been made in the larger districts to establish school orchestras, but the most discouraging obstacle has been to secure the variety of instruments necessary to form such musical organizations. During the past year a plan was devised whereby it has been made possible to have instruction given in the following instruments: violin, cello, cornet, clarinet, flute. The instruction is given in classes after the school session is over and the regular classroom method is followed as far as possible, with as much attention to individual pupils as the time of the teacher will permit. The teachers of these instruments are men of wide experience and excellent training. An arrangement has been made whereby instruments can be purchased at wholesale prices, which in some cases causes a saving of 50 per cent. Instruction is given at the rate of 15 cents a lesson so that it is possible for any pupil to learn to play the instrument of his choice. Classes have been organized in several districts ranging in size from 14 to 30 pupils.—*Superintendent A. L. Johnson, Union County.*

#### CITIES.

In addition to the use of the high school auditorium for the free public lecture courses, the auditoriums and gymnasiums of our various schools were thrown open on Saturday evenings for social work and dancing. The use of the gymnasium in the high school building, for Saturday evening dancing was much appreciated by high school pupils, teachers, and patrons of the school. The dances, given under the supervision of the high school faculty, were always well attended. It is to be especially noted that the parents of many of our high school pupils appreciated this action of the Board of Education, and manifested their approval of the same by their frequent presence and participation in dancing.

The opening of the large auditorium at Indiana Avenue school for use of the colored pupils and their friends, for social work and dancing, met with hearty approval and appreciation from the colored pupils.

During the coming year a still wider and more generous use of the school buildings for evening work will form a part of our school extension work.

The annual appropriation of the Board of Education for free public lectures makes it possible to have lectures not only of the type mentioned, but also a number of interesting lectures along educational lines and for the benefit of the teachers of our city schools. The sum of \$2,325.89 was spent during the past year for public lectures and recreation.—*Superintendent C. B. Boyer, Atlantic City.*

An innovation in the way of open nights was attempted in the high school. On two evenings the building was thrown open to visitors while students were engaged in the regular activities of the day school. Over three thousand people visited the school on those evenings, and much interest was displayed in the work. It proved a surprise to many that the school offered such a variety of opportunities.—*Superintendent E. C. Broome, East Orange.*

An Employment Bureau has been established for girls and boys who are about to leave school or who have been graduated from high or elementary schools.—*Superintendent A. J. Demarest, Hoboken.*

During the year 122 free lectures for adults were given in nine centers.

These were accompanied by stereopticon views, motion pictures, vocal and instrumental music.

The work of the community centers has been extended. Weekly dances are conducted in five schools. It also included boys' and girls' clubs, and Sunday concerts.

Swimming classes, with a male and a female instructor, were maintained all the year in school No. 32. During the school months the classes were held after school hours. During July and August four classes were taught each day.

Jersey City has always realized that, as it is a part of the metropolitan district, of which New York is the center, and is easily accessible, many persons of foreign birth would seek residence in it. It has, therefore, felt it a duty to provide opportunities for their appropriate instruction. For very many years special classes for persons of foreign birth have been maintained in our evening schools. In these the usual courses of instruction, recognized to be of the greatest advantage, are offered. In the cases of those who speak a foreign language, special stress is laid upon instruction in our forms of government, the passage of laws and their application, governmental proceedings, national, state, and local, the rights and duties of citizenship, etc.

As far as possible persons of the same nationality are grouped together. This, of course, requires no effort, inasmuch as pupils will naturally group themselves with those of the same tongue. In some cases, however, this is not possible. While the sexes are usually separated they are often combined in the same class. Men and their wives frequently attend together. Sometimes parents and their sons or daughters attend together.

It is not possible, except in a few cases, to secure teachers who speak the language of the pupils. It is our aim, however, to appoint teachers who are especially qualified to instruct this class of pupils.

The cosmopolitan character of the attendance is indicated by the many parts of the world represented. In the last three years thirty-nine nationalities have been represented.

Experience has shown that it is not sufficient merely to make provision for the formation of special classes for foreigners in the evening schools with the expectation that all those for whom special classes are designed will take advantage of them. It is not easy to make this class of people acquainted with evening school facilities. On this account it is also necessary to take advantage of all means of advertising the schools and classes successfully. We have, therefore, resorted to every possible expedient for making the schools known. We have advertised in the daily papers, in the papers published in foreign languages, have printed thousands of circulars for distribution among the pupils of the day schools, who were requested to take them home. We have invited the aid of prominent citizens of foreign birth, and of societies and organizations of such citizens, and have appealed to the clergy to assist.

We are now in active cooperation with the Bureau of Naturalization of the United States Department of Labor, whose work in connection with the naturalization of foreigners is most searching and efficient. I have supplemented the communications of the Bureau of Naturalization to the applicants for naturalization by sending to each of these, and to the wife of each, if married, a personal letter, inviting the recipient to take advantage of the nearest evening school, and have called attention to the advantages of such attendance. These letters are welcomed by those who receive them, and are influential in securing their attendance at the evening schools. We shall continue this close cooperation with the Bureau of Naturalization, and shall keep careful record of the attendance of the people in question in our evening schools. Principals and teachers have been directed to inform all applicants for citizenship regarding all the details connected with the processes of naturalization, and to assist, when requested to do so, in making out applications for citizenship.

We realize that the evening school is the most important public agency

for training our new citizens, and therefore aim to make it as useful and beneficial as possible. We entertain the hope that the school records of applicants for citizenship will be recognized and accepted by the courts having charge of naturalization as reliable aids in the decision as to the worthiness of the applicants to receive naturalization papers. In other words, we believe that the public school system should unite with all other organized public agencies in welcoming those who seek to be citizens of this country and in training them for good citizenship.—*Superintendent Henry Snyder, Jersey City.*

One of the interesting facts concerning our grammar graduates was that nearly all the girls made their own graduation gowns at a cost of about \$1.65 each.—*Superintendent Herman Dressel, Kearny.*

The Civic League has numbered during the past year 471 members. We hope during the coming year to introduce this work into the High School in the form of a Good Government Club or some similar organization.—*Superintendent Christopher Gregory, Long Branch.*

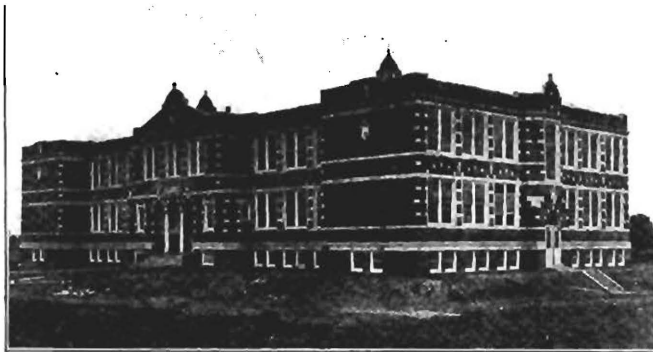
In cooperation with the Montclair Savings Bank a Children's Savings Plan has been established which has had a marked effect in teaching thrift. The clerical work is done by the bank, so that very little time, possibly three or four minutes a week, is required of the teachers, except in the younger grades in which the children cannot write their own names.

Besides the home visiting of the school nurses a home department has been organized in one of the schools in the heart of the foreign district for the purpose of seeing that the children are properly fed and cared for and, using this as an entering wedge, for improving general conditions and training the people of the ward in good citizenship. The salary of the home visitor is paid by the Federation of Women's Clubs and she is entitled to the use of the school equipment in just the same way the teachers are, one room being especially set apart for her as a model nursery. A part of the school time is given up to her classes in mothercraft and homemaking, the members being little girls who have the care of a baby brother or sister at home or who do all or part of the housework. The mothers become so interested by the stories the children bring home that they come to be taught American ways of cooking and keeping house.—*Superintendent Don C. Bliss, Montclair.*

"Some of the things which public schools do for children are so simple that they are overlooked. While teaching the score of textbook subjects, the well-bred, intelligent woman helps the children to learn to be prompt, neat, orderly, accurate, honest, attentive, self-respecting and courteous. How important is this side of the teacher's work. Somewhat akin to this work of teaching the basis of good conduct, is the work the schools are doing in cultivating the habit of reading good books. Children should have knowledge of the literature of childhood for the sake of the direct pleasure it will give them in acquiring it: for the sake of the knowledge and the good habits it will help them to gain."—*John Cotton Dana.*

The remarks of Mr. Dana, of the Newark Free Public Library, show the spirit that inspired the establishment in North Bergen of the Primary Classroom Library. We believe the schoolroom library directed by an intelligent and sympathetic teacher to be the source of the most efficient efforts to guide pupils to a reading habit. Schools should not only give pupils the ability to read but should also aim to establish a reading habit because of the great pleasure and valuable knowledge secured.

We are attempting to develop this reading habit in our primary grades before other distracting or undesirable habits are established. We are aiming to secure, by the teacher's guidance of the work, a sufficient quantity of suitable reading and enough pleasure attached to the process to furnish to our pupils such a body of ideas and of ideals, as shall not only broaden the mental horizon, but become a factor in molding the individual character.



**Roebling School 5, Florence Township, Burlington County**  
Contains 18 fine classrooms, offices, etc., and every modern convenience. Cost \$85,000.



**High and Elementary School at Hackettstown, Warren Co.**  
Contains 21 classrooms, offices for Board of Education and Superintendent; assembly hall seating 800. There are rooms for domestic science, manual training, play, special recitations, gymnasium.



**High School 3, Chester Township, Burlington County**  
Contains 16 fine classrooms, large auditorium, offices, manual training room, cooking and sewing rooms. Cost \$95,000. Trolleys and three autobusses transport pupils to this school.



**New High School at Montclair**  
Main building contains 72 rooms, including manual training and lunch rooms, teachers', doctors' and study rooms, and laboratories. Auditorium seats 1,200. Cost \$560,000.

We believe this work can be most effectively accomplished by beginning this guidance in the first grade of school.

This work requires the use of suitable material. This is furnished by the Board of Education for the teacher's use as supplementary reading material. The best available literature of childhood suitable for the grades has been selected and placed upon the "Primary Library List." This list at the present time consists of 147 selections: 17 for first grades, 33 for second grades, 41 for third grades and 56 for fourth grades. Each principal is privileged to order for each class of a grade three copies of each selection on the Primary Library List that is classified for use in that grade.

We loan books to first grade pupils before they can read, to encourage home reading of pupils. The importance of an early reading habit, that selects proper material because of a guided and a developed taste, can be fully appreciated when one reflects upon the power of the dime-adventure novel to lead youth astray.—*Superintendent M. F. Husted, North Bergen.*

The nurses made 829 calls and gave 286 baths in the three school bath tubs. The increased number of baths of the past year over 149 in 1913-14 does not show lack of cleanliness but the increased voluntary use of the Forest Street school bath tub. The children came and asked the nurse to let them bathe in the tub, and every Friday morning the tub was in almost constant use.

The Day Camp, under the auspices of the Anti-Tuberculosis League of the Oranges, with a teacher provided by the Board of Education, took care of the 16 children in the various schools who were found by the von Pirquet Test to be tubercular in some form.—*Superintendent W. B. Patrick, Orange.*

The swimming pool has served not only the high school, but the children in the grades and the general public. It has been in use by adults four evenings in the week and all day Saturday. It is also planned to make it a city swimming pool for all comers during the summer months. During the year it has been used by an average of about 5,000 people each month.—*Superintendent H. M. Maxson, Plainfield.*

During the year there was purchased by popular subscription and presented to the Board of Education an athletic and recreation field. This plot of six acres, located within a block of the high school building, is ideal. As an example of practical civic pride and spirit, I mention not only the purchase of the ground by popular subscription, but the erection of a commodious grand stand and its presentation to the Board, by the Union Carpenters of the city.—*Superintendent W. J. Bickett, Rahway.*

During the winter of 1914-15 the following courses were given in Trenton: three courses by Rupert Taylor, Ph.D., of Columbia University, English Composition, English Grammar, and English Literature; three courses by Joseph L. Russo, A.B., of Columbia University, Elementary French, Elementary Italian, and Advanced Elementary Italian, with a total enrollment of 81. Several teachers also attended weekly lectures at the University of Pennsylvania, Columbia University and other institutions, pursuing courses which it was not possible to arrange to have given in this city. A large number of teachers also attended summer schools at Ocean City, Rutgers College, University of Pennsylvania and Columbia University, and I feel that the enthusiasm shown by the teachers in continuing their professional training is most commendable.

A fresh impulse to gardening activities on the part of the children was given by the Garden Club. There were reported 5,268 gardens cared for by the children of 26 schools, so without doubt 6,000 or 7,000 children participated in home garden work.

A new and significant feature in the department of music during the past year was the organization of school orchestras in 13 schools. These orchestras held regular weekly rehearsals after school hours. Classes were also organized in two of the schools for instruction after school hours on the violin and cornet. At the Washington school alone, there were twenty-two pupils in the violin class and six in the cornet class. These classes were instructed by four members of the corps who volunteered their services. . . .

At the close of the year all the schools in the city were maintaining accounts in the School Savings Bank, with a total balance of \$26,015.42, a gain of nearly \$10,000 over the previous year.—*Superintendent Ebenezer Mackey, Trenton.*

The Board of Education has opened a Social Center, beginning with lectures and concerts on Sunday afternoons from October to April. These lectures and concerts were largely attended. It is proposed to enlarge the Social Center the coming season by having a number of free public evening gatherings.—*Superintendent N. C. Billings, Town of Union.*

#### DEATH OF MR. J. BROGNARD BETTS.

Mr. J. Brognard Betts, Assistant Commissioner of Education in charge of Controversies and Disputes, died on Thursday, April 22, 1915. The death of Mr. Betts was a great loss to the schools of the State.

The Commissioner, in reporting the death of Mr. Betts to the State Board of Education, said:

Mr. Betts was born in Jersey City in 1851, and was educated in the schools of that city. In 1879 he married Miss Elizabeth Ballentine, of Morristown, who died about six years ago. They had no children. Up to the time of his marriage he lived in Morristown, but for many years prior to his death he was a resident of Plainfield. He was a member of the Plainfield Park Club, and for several years its president. He was a vestryman in the Church of the Holy Cross, Episcopal. In 1913 Rutgers College conferred upon him the honorary degree of A. M.

Mr. Betts came into the Department of Public Instruction as Assistant to State Superintendent Ellis A. Apgar, and served successively and continuously under State Superintendents Chapman, Fuller, Poland and Baxter. On the reorganization of the Department in 1911 he was made Assistant Commissioner of Education by State Commissioner Calvin N. Kendall. He was intimately connected with the public schools of the State for thirty-nine years, and his death is a great loss to them.

Mr. Betts was generally recognized as the foremost authority in the State on the school laws of the State. In fact, he wrote many of these laws himself. His was a constructive interest in the schools of the State, and he was deeply interested in their progress. He had been so much a part of them that he had a positive pride in their welfare. He knew school officials in every district of the State, and their confidence in him was unusual.

The public little realizes, and in fact can little realize, the number and complexity of the questions relating to the school laws of the State that come to the Department at Trenton. It was a part of the work of Mr. Betts to make decisions and interpretations of the school laws; the questions which arose were often very perplexing. Nevertheless, Mr. Betts carried into all his work an uncomplaining spirit and a sound judgment. He was possessed of unflinching tact, and yet was positive in his convictions and decisions.

Mr. Betts was a man of attractive and forceful personality. His qualities were such that he would have been a successful lawyer had he devoted himself to the law rather than to educational interests.

The Commissioner wishes to express his own sense of obligation to Mr. Betts for his fine spirit of cooperation and helpfulness in the work of the Department. The State has been fortunate—greatly fortunate—to have the benefit of his services during so long a period.

The foregoing statement was received by the Board, and by

standing vote, it was moved, seconded and unanimously carried that it be spread in full upon the minutes.

APPOINTMENT OF SUPERINTENDENT JOHN ENRIGHT  
AS ASSISTANT COMMISSIONER.

The place made vacant by the death of Mr. Betts was an exceedingly difficult one to fill. On May 28 the Commissioner appointed, and the State Board of Education confirmed, Mr. John Enright, who had been for many years Superintendent of Schools in Monmouth County.

RESIGNATION OF ASSISTANT COMMISSIONER SAVITZ  
AND APPOINTMENT OF SUPERINTENDENT  
ZENOS E. SCOTT.

At the close of the year Dr. J. J. Savitz, Assistant Commissioner of Education in charge of Elementary Schools presented his resignation to the Commissioner in the following letter:

Hon. Calvin N. Kendall  
Commissioner of Education  
Trenton, N. J.

My dear Sir: Owing to conditions over which I have no control, it becomes necessary for me to offer my resignation as Assistant Commissioner of Education in charge of Elementary Schools, to take effect early in September.

Permit me to express my appreciation of your disposition to co-operate with and assist me in my work, of the kindly spirit you have manifested toward me at all times, and of the confidence in me to which you have given expression on many occasions by word and deed. I consider myself unusually fortunate in having been associated with you in this great work.

A more intimate knowledge of your work as Commissioner of Education, gained through my association with you, has increased the high regard in which I held the work of the Department of Public Instruction. I have been amazed at the quantity and quality of the work done by the entire Department.

My relations with the other Assistant Commissioners, with Mr. Morse and Mr. Sensor, indeed with the entire force, have been so uniformly pleasant and agreeable that I separate from the Department with sincere regret.

I would indeed be ungrateful if I failed to record my appreciation of the courteous treatment and the hearty cooperation of the State Board of Education, the city and county superintendents, supervising principals, principals of normal schools, teachers, and, last but not least, of the parents and children connected with our school system. The response of parents and children has been among the most gratifying experiences of my life.

Assuring you of my hearty cooperation in the future, and with best wishes for a continued success, I am,

Respectfully yours,

J. J. SAVITZ,  
*Assistant Commissioner of Education.*

In presenting this resignation to the State Board of Education, the Commissioner said:

The resignation of Dr. Savitz is a matter of very deep regret to me, both personally and officially, and a great loss to the schools of the State. It is gratifying to know, however, that Dr. Savitz will continue his educational work in the State as Superintendent of Schools at Westfield, the position he held before becoming Assistant Commissioner.

This position is a very important one, affecting as it does the education of the younger children in the schools, and Dr. Savitz has measured up to it in every respect. His services to the schools, by reason of his deep interest in the education of children, his unusual understanding of methods and principles of education, his tireless industry, his fine courtesy and sincerity, and his spirit of cooperation with the Commissioner, the school officials and the teachers of the State—all these have been of a value which cannot easily be estimated.

The Board, upon motion of Mr. Rice, requested the Secretary to write to Dr. Savitz, expressing the appreciation of the Board of the large value of his services to the schools of the State, and its regret that it is necessary for him to tender his resignation.

The Commissioner announced the appointment of Zenos E. Scott, Superintendent of Schools in Asbury Park, to take the position made vacant by the resignation of Dr. Savitz. The appointment of Mr. Scott, to date from September 20, was unanimously confirmed by the State Board of Education.

#### EDUCATION BULLETIN.

The Legislature of 1914 made an appropriation for printing a monthly School Bulletin by the Department. Accordingly ten Bulletins were issued during 1914-15, one for each month of the school year. Now 9,000 copies are circulated. The purpose of the Bulletin was stated in the first issue as follows:

The purpose of this Bulletin is to furnish information to school officials and to the general public concerning some of the important educational interests of the State.

The need of a means of communication between the State Board of Education, the Department of Public Instruction, and local school officials—boards of education, superintendents, principals and teachers—as well as the general public, has been felt, but no funds have heretofore been available for this purpose. The action of the Legislature of 1914 made possible the publication of this bulletin.

The Bulletin will be used as a means of calling attention to significant educational movements in the State, so that school officials anywhere may be informed as to these movements. Space limitations, however, will prevent the publication of much that might be of general interest, and there will be no attempt to cover the field of an educational newspaper.

The Bulletin will be mailed to city superintendents, county superintendents, school principals, presidents and secretaries of boards of education, newspapers, State officials and others.

So far as the limited funds permit, it will also be sent to interested citizens who request that their names be placed on the mailing list.

#### THE TEACHING OF HYGIENE AND SAFETY.

A monograph of 156 pages upon the *Teaching of Hygiene and Safety* was issued. This pamphlet contains a suggested course of

study for the elementary schools. It is one of the most complete documents issued by the Department. Its general scope is indicated by the Foreword, which is as follows:

Perhaps no movement in education, except in the case of industrial training, has of late received so much attention as hygiene, or the preservation and improvement of health. While it is obvious that the public schools can undertake to offer only a limited program of health instruction, yet the contribution may be large. Popular interest in health is capital which may be drawn upon in efforts to conserve the health of pupils.

The schools cannot ignore, indeed they do not ignore, the new spirit concerning health and sanitation. This spirit is reflected in so many ways that to enumerate them here is impossible. The improvement of housing conditions, the abolition of the common drinking cup, the transfer of the emphasis from the cure of disease to its prevention, summer playgrounds, the teaching of swimming, open air schools—are half a dozen of a score of such movements little known to the fathers and mothers of today when they themselves were in school. It has been a hygienic revolution, the proportions of which are in a degree reflected in the size of this pamphlet.

The purpose of this monograph is to point out how much of all this it is possible, or desirable, to use in the public education of youth from five to eighteen years of age. What to attempt in this great field, and how to get it done, are questions which in some degree this pamphlet tries to answer. Here, as elsewhere, the teacher, upon whom we must all depend, is the factor of greatest importance. While it may not require a new type of teacher to teach hygiene in the sense in which it is defined in this pamphlet, yet a new attitude toward teaching the subject is necessary, particularly on the part of those teachers who have been satisfied with the assignment and hearing of textbook lessons in what someone has called "mummified physiology."

The monograph lays stress not so much upon information as upon conduct. That children should have a certain amount of knowledge about health conditions is important, but that they should have good health habits is of greater import. In this field practice is more important than theory. In accordance with this belief, the imparting of mere physiological facts as an aim is minimized, and training in right habits of conduct is constantly urged. This kind of training is difficult, it is true, but it should be attempted nevertheless.

The legislature of 1913 enacted a statute making obligatory the teaching of safety in the public schools. This was probably done in accordance with the belief that the increasing public interest in "safety first" should find expression in the instruction and training of the schools; an example of new demands being made upon the schools—not by superintendents, it is to be noted, but by outside opinion. No appropriation was made, however, to prepare and print the handbook which was mentioned in the statute. In order to fulfil at least the spirit of the statute this monograph contains material which may be used as a guide in the teaching of safety. Perhaps all that the schools can do here is to give information and warning. How far this may affect the conduct of the pupils cannot be determined, but if both information and admonition are given with confidence and persistence, fewer casualties among children, and subsequently among adults, should be the result.

The monograph does not ignore the fact that the physical conditions under which children and teachers do their work affect the health of children.

It is constructive in directing attention to plays and games and other recreations that will build up health, for the school should not merely *maintain* the health of children; it should *improve* their health.

A course of study is presented. It is not, however, a detailed course of study. Teachers and superintendents should choose from it that which they believe will be of most value to their own schools and pupils. This

freedom of choice must not, however, be interpreted as license not to teach, or not to teach definitely and with purpose, the subject material presented. A definite time each week should be set apart for the work. Suggestions concerning the selection of this period are given in the monograph prepared by this Department entitled *The Making of School Programs*. . . .

The whole has been an undertaking which has consumed a large amount of time and thought. For this, credit is largely due to Mr. George A. Mirick, formerly Assistant Commissioner of Education in charge of Elementary Education.

In the preparation of this important monograph the Department had the cooperation of at least one hundred individuals and organizations in the State. Its use will be far reaching in promoting health instruction in the schools of the State.

#### OFFICE ACCOMMODATIONS FOR THE DEPARTMENT.

I deem it my duty again to call attention to the inadequate office accommodations furnished for the Department. Fully one half of the office staff is located in a building outside of the State House. The Department is seriously hampered in its activities by this fact and also by the fact that the accommodations in the outside building are inadequate and are not creditable to the State.

The Department needs vaults in which it can properly safeguard the very large number of papers in its possession, particularly those relating to teachers' certificates, from fire. If a fire should destroy these papers it would mean irreparable loss.

#### STATE BOARD OF EXAMINERS.

The State Board of Examiners held eight meetings during the year. Two examinations for teachers' certificates were conducted, one in November, 1914, and one in April, 1915, as required by law.

Statistical reports of the results of these examinations have been entered upon the minutes of the Board. The same policy was pursued as in former years of permitting applicants who failed in the regular examinations to earn credit in the State Summer Schools in not more than three subjects, to complete the limited elementary certificate. This policy has proven a great saving in expense for the State Board of Examiners.

The statistical report of certificates shows a decrease in some forms of certificates issued, owing to the enforcement of the new rule making the diplomas from the New Jersey State Normal Schools permanent certificates, and all normal school diplomas presented by applicants from outside the State endorsable as permanent certificates. Under the old rule these certificates were handled more than once by the secretary. Another reason for the falling off in the number of certificates actually issued was because limited elementary certificates did not expire until after July 1, 1915.

Summer Schools for aiding teachers in service were conducted by

the Board. In addition to the schools already established at Ocean City, Collingswood and Phillipsburg, a new school was begun at Newton. Careful inspection of the work of the summer schools was made by the members of the Board, and the chairman and several other members assisted in the special week given at Ocean City for the benefit of superintendents and supervising principals.

The following changes in rules governing teachers' certificates were made:

July 29, 1914, Rule 70, governing Supervisors' Vocational Certificates, was amended by inserting the word "or" between sections (a) and (b) on page 25 of the 1914 edition of Rules and Regulations published June 1, 1914.

June 9, 1915, Rule 58 was changed to read as follows:

"For the Mentally Defective Class Certificate, the applicant shall hold a Permanent Elementary Certificate or a Permanent Secondary Certificate and shall pass three examinations as follows: (a) Psychology, with special reference to pupils mentally defective, including recognized tests applied to pupils mentally defective; (b) Elementary manual training for both boys and girls; (c) Physical training, with special reference to physical defects (this section to take effect September 1, 1914).

"Courses in schools which aim to prepare teachers of pupils mentally defective and which have been approved by the State Board of Examiners, will be accepted in lieu of such examinations. No courses offered for the training of teachers for defective children will be approved unless the school has practice work with classes of defective children."

June 9, 1915, Rules 26, 27 and Section 2 of Rule 74 were changed to read as follows:

"26. An applicant for a Limited Secondary Certificate shall hold a diploma from an approved college or a diploma from an approved four-year high school teachers' course in a state normal school, or shall be the holder of a New Jersey Permanent Elementary Certificate or its equivalent, and, unless exempted in accordance with the provisions of Rule 17, Section I, of these rules, shall be required to pass examinations in such of the following subjects as are not covered by such diploma or certificate: (a) Subject or subjects to be taught; (b) Physiology and Hygiene; (c) School management and Methods of teaching with special reference to Secondary education; (d) Psychology with special reference to teaching; (e) History of education.

"The examinations in all of the above mentioned subjects may be taken at the first stated examination following the date of application; otherwise the applicant must take the required examinations in the following order:

"1. At the first stated examination following the date of application: Subject or subjects to be taught; Physiology and Hygiene; and School management and Methods of teaching with special reference to Secondary Education;

"2. At the second stated examination following the date of application: Psychology with special reference to teaching, and, if the applicant desires, History of education;

"3. At the third stated examination following the date of application: History of education, if not previously passed."

"Rule 27. A Limited Secondary Certificate shall be issued on the successful completion of the first examination prescribed above and shall be valid

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during three years from the beginning of the school year in which the applicant begins to teach, but shall be void on the last day of the second month succeeding the date of the next stated examination held after the granting of the said provisional certificate, upon the failure of the applicant to comply with the requirements as above mentioned."

"Rule 74, Section 2. A Provisional Secondary Certificate shall be valid until the last day of the second month succeeding the date of the next stated examination held after the granting of said provisional certificate."

June 25, 1915. Vocational rules were changed to read as follows:

59. Certificates may be issued to applicants for positions in State-Aided Vocational Schools (see Chapter 294 Public Laws 1913 and Bulletin No. 1 State-Aided Vocational Schools, June, 1913) and shall in each case be valid only in the specific subjects named on the face of the certificate, and shall be as follows:

1. Industrial Vocational Certificate—
  - (a) Limited,
  - (b) Permanent.
2. Agricultural Vocational Certificate—
  - (a) Limited,
  - (b) Permanent.
3. Household Arts (Homemaking) Vocational Certificate—
  - (a) Limited,
  - (b) Permanent.
4. Related Subjects Vocational Certificate—
  - (a) Limited,
  - (b) Permanent.
5. Supervisor's Vocational Certificate—
  - (a) Limited,
  - (b) Permanent.

60. (1) INDUSTRIAL VOCATIONAL CERTIFICATE.

*Limited.* A Limited Industrial Vocational Certificate may be issued to an applicant to teach the shopwork in a particular vocation in a State-Aided Vocational School, provided the applicant shall give proof to the State Board of Examiners,

- (a) That he has the ability to read, write, spell and use good English,
- (b) That he has a knowledge of the fundamental principles of arithmetic and other mathematics that apply to the vocation to be taught,
- (c) That he has had an adequate trade experience and that he has the ability to do the work of his trade and is familiar with the operations and materials relating thereto,
- (d) That he is at least twenty-one years old,
- (e) That he has filed testimonials as to moral character and a physician's certificate of health.

The Limited Certificate is valid for one year, at the end of which it may be renewed for two years upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

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61. *Permanent.* A Limited Industrial Vocational Certificate may be made permanent after three years of successful teaching, upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

An Industrial Vocational Certificate shall entitle the holder to teach the shop or practical work of the particular vocation specified on the face of the certificate, in a State-Aided Vocational School.

## 62. (2) AGRICULTURAL VOCATIONAL CERTIFICATE.

*Limited.* A Limited Agricultural Vocational Certificate may be issued to an applicant to teach agriculture in a State-Aided Vocational School, provided the applicant shall give proof to the State Board of Examiners,

- (a) That he has had a sufficient amount of practical farm experience,
- (b) That he is a graduate of an approved agricultural college. In lieu of (b) The State Board of Examiners will accept evidence of an academic training of at least two years beyond the usual four-year high school course in an approved college or normal school, or the equivalent thereof, and at least four "short courses" in an approved agricultural college. (Not summer courses unless the equivalent in time and content.)
- (c) That he is at least twenty-one years old,
- (d) That he has filed testimonials as to moral character and a physician's certificate of health.

The Limited Certificate is valid for one year, at the end of which it may be renewed for two years upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

63. *Permanent.* A Limited Agricultural Vocational Certificate may be made permanent after three years of successful teaching, upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

An Agricultural Vocational Certificate shall entitle the holder to teach agriculture and the related academic subjects in a State-Aided Vocational School.

## 64. (3) HOUSEHOLD ARTS (HOMEMAKING) VOCATIONAL CERTIFICATE.

*Limited.* A Limited Household Arts Vocational Certificate may be issued to an applicant to teach the practical work in a Household Arts State-Aided Vocational School, provided the applicant shall give proof to the State Board of Examiners,

- (a) That she is a graduate of a recognized college or school giving at least a two-year course in household arts, or that she has had an equivalent amount of work in an approved summer or other school. In lieu of (a) The State Board of Examiners will accept a four-year approved high school course or its equivalent, supplemented by adequate experience in household arts,
- (b) That she furnishes evidence of her ability under actual home conditions,
- (c) That she is at least twenty-one years old,

- (d) That she has filed testimonials as to moral character and a physician's certificate of health.

The Limited Certificate is valid for one year, at the end of which it may be renewed for two years upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

65. *Permanent.* A Limited Household Arts Vocational Certificate may be made permanent after three years of successful teaching, upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

A Household Arts Vocational Certificate shall entitle the holder to teach household arts in a State-Aided Vocational School.

66. (4) RELATED SUBJECTS VOCATIONAL CERTIFICATE.

*Limited.* A Related Subjects Vocational Certificate may be issued to an applicant to teach related subjects in a State-Aided Vocational School, provided the applicant shall give proof to the State Board of Examiners,

- (a) That he is the holder of any form of permanent state certificate or its equivalent, other than special.

The Related Subjects Vocational Certificate must show on its face the subjects the applicant is to teach.

The Limited Certificate is valid for one year, at the end of which it may be renewed for two years upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

67. *Permanent.* A Limited Related Subjects Vocational Certificate may be made permanent after three years of successful teaching, upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

A Related Subjects Vocational Certificate shall entitle the holder to teach related subjects in a State-Aided Vocational School.

(By related subjects is meant such subjects as are generally included in the elementary and high school courses of study, and which are pursued in connection with the vocational branches.)

68. (5) SUPERVISOR'S VOCATIONAL CERTIFICATE.

*Limited.* A Limited Supervisor's Vocational Certificate may be issued to an applicant for a position as supervisor of vocational work or a position as principal of a State-Aided Vocational School, provided the applicant shall give proof to the State Board of Examiners,

- (a) That he is the holder of a Permanent Industrial, Agricultural, Household Arts or Related Subjects Vocational Certificate, or its equivalent, and  
(b) That he satisfies the State Board of Examiners that he is a competent person to do this work.

A Limited Supervisor's Vocational Certificate is valid for one year, at the end of which it may be renewed for two years upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

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69. *Permanent.* A Limited Supervisor's Vocational Certificate may be made permanent after three years of successful supervision upon the recommendation of the Superintendent of Schools having jurisdiction and of the Commissioner of Education.

A Supervisor's Vocational Certificate shall entitle the holder to act as principal or supervisor of a State-Aided Vocational School or department.

TEACHERS' CERTIFICATES GRANTED DURING 1914-15

STATE CERTIFICATES	Men	Women	Total
First Grade State .....	1	..	1
Second Grade State (Renewals) .....	3	5	8
Third Grade State .....	..	1	1
Third Grade State (Renewals) .....	13	32	45
Permanent Supervisors .....	5	..	5
Limited Supervisors .....	13	1	14
Limited Supervisors (Renewals) .....	..	1	1
Limited Secondary:			
By examination .....	43	92	135
By endorsement .....	28	66	94
By renewal .....	32	52	84
Permanent Secondary .....	28	95	123
Limited Elementary:			
By examination .....	22	207	229
By endorsement .....	..	2	2
By renewal .....	15	102	117
Permanent Elementary:			
By examination .....	12	89	101
By endorsement .....	32	605	637
Normal Life .....	5	338	343
Special State (By Examination):			
Limited .....	45	151	196
Renewals .....	23	70	93
Permanent .....	8	30	38
Special State (By Endorsement):			
Limited .....	22	80	102
Renewals .....	7	37	44
Permanent .....	15	95	110
Vocational (Limited):			
By examination .....	1	..	1
By endorsement .....	6	7	13
Vocational (Renewals) .....	3	2	5
Vocational (Supervisors) .....	2	..	2

SUMMARY OF STATE CERTIFICATES

Limited .....	182	606	
Renewals .....	96	301	
Permanent .....	106	1323	
Total .....			2614

COUNTY CERTIFICATES—RENEWALS

First Grade County .....	18	111	129
Second Grade County .....	4	59	63
Third Grade County .....	4	32	36
Special County .....	4	26	30
Total .....			258

PROVISIONAL CERTIFICATES

All kinds .....			2200
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GENERAL SUMMARY

State Certificates granted and renewed .....			2614
County Certificates renewed .....			258
Provisional Certificates granted .....			2200
Total .....			5072

## RESULTS OF EXAMINATIONS

SUBJECTS	November, 1914		April, 1915	
	Succeeded	Failed	Succeeded	Failed
Orthography .....	354	120	233	109
Reading .....	388	35	275	20
English Grammar .....	364	77	191	125
English Grammar (Special) .....	38	2	24	1
English Composition .....	413	29	263	26
Literature for the Grades .....	4	1	..	..
Literature, including Literature for the Grades .....	43	10	42	21
Arithmetic, including Business Forms Business Forms .....	303	145	149	214
Penmanship (Elementary) .....	17	9	10	7
Penmanship (Special) .....	317	109	260	96
Geography .....	5	1	8	2
United States History .....	262	151	175	196
Advanced U. S. History .....	171	237	216	244
School Management .....	73	14	87	29
Physiology and Hygiene .....	373	57	289	58
Drawing (Elementary) .....	327	138	302	77
Drawing (Special) .....	311	162	309	129
Drawing (Mechanical) .....	18	4	19	2
Manual Training (Elementary) .....	16	3	13	13
Manual Training (Special) .....	192	..	161	6
Physics (1910) .....	22	1	27	2
Elementary School Physics .....	5	5	1	3
Advanced Physics .....	73	50	97	51
Elementary Algebra .....	..	..	..	1
Advanced Algebra .....	38	41	51	41
General History, including History of Greece and Rome .....	..	1	1	..
Civics .....	19	23	46	31
Botany .....	58	18	84	33
Zoology .....	41	14	37	46
Chemistry .....	18	17	31	6
Music (Elementary) .....	1	12	2	18
Music (Special) .....	80	52	71	56
Agriculture (Elementary) .....	14	2	28	2
Agriculture (Special) .....	100	24	164	2
Psychology .....	2	..	3	..
Psychology (Special) .....	250	66	163	85
History of Education .....	..	3	2	3
School Management and Methods of Teaching with special reference to Sec. Ed. .....	145	64	173	73
School Organization .....	61	1	97	4
Kindergarten .....	16	..	12	1
Bookkeeping (Elementary) .....	37	11	42	43
Bookkeeping (Special) .....	3	3	4	3
Commercial Arithmetic .....	24	13	17	14
Commercial Law .....	33	5	16	11
Business Practice .....	26	4	19	3
Stenography and Typewriting .....	24	7	26	4
Plane Geometry .....	28	2	7	7
Cooking .....	10	24	15	29
Sewing .....	2	7	28	15
Geology .....	21	5	17	5
Latin .....	..	..	..	1
French .....	2	1	1	1
German .....	1	..	2	..
Spanish .....	4	12	9	8
Commercial Geography .....	..	1	..	..
Physical Training (Special) .....	3	..	2	..
Physical Training (Men. Def.) .....	2	..	4	1
Geometry .....	4	1	2	..
Machine Shop Practice .....	..	1	..	..
Advanced Arithmetic .....	1	..	..	..
Industrial History .....	..	1	..	..
Ancient History .....	3	..	1	..
English History .....	..	..	1	..
German (Special) .....	..	..	1	..
United States History (Special) .....	..	..	1	..
Physical Geography .....	..	1	1	..
Total .....	5160	1797	4343	1986

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Applicants, November, 1914 .....	1736	
Applicants, April, 1915 .....	1986	
Total .....		3722
Examination papers in November .....	6957	
Examination papers in April .....	6329	
Total .....		13286

## BUREAU OF ACADEMIC CREDENTIALS.

The Bureau of Academic Credentials makes for the first time a report under the act governing qualifying academic certificates which requires a fee of the applicant. This phase of the law is resulting in a slight falling off of the number of applicants for certificates but it has increased the correspondence necessary to determine whether an applicant can be granted a certificate without examination. Many New Jersey residents desiring academic certificates are seeking them through the Regents examinations in the State of New York. This arrangement defers their application for a New Jersey certificate until after they have graduated from professional schools.

The examinations have been looked after carefully by the county superintendents in the counties of the State, the largest number of applicants coming from Essex and Hudson counties. As recommended in the report of 1913-14, in the near future it will be necessary to establish certain districts in which to hold these examinations.

The rules governing the examinations are in preparation for printing but in the report of 1913-14 was published the general requirement of a fee of \$5 for entering these examinations and a sixty days' notice of the subjects the applicant expects to take. It has been suggested that to fully safeguard the examinations photographs should accompany these applications.

The law requiring preliminary education to enter a hospital for the purpose of securing a Registered Nurse Certificate is now being enforced and will largely increase the work of the Department.

Special attention should be called to the fact that the Medical Act of 1915 raised the standard for entering upon the study of medicine. The following is an abstract from this law:

"A. From and after the first day of July, 1919, no person shall be admitted to examination for license to practice medicine or surgery, unless he shall present to said board a certificate from the Commissioner of Education of this State, showing that in addition to, and subsequent to, obtaining the preliminary and academic education above mentioned [i. e. an academic education consisting of a four years' course of study in an approved public or private high school, or the equivalent thereof] and prior to commencing his or her study in a medical college, he or she had completed a satisfactory course of one year in a college or school of art and science approved by the Commissioner of Education of this State, during which year he or she had studied either French or German, and also chemistry, physics and biology.

B. From and after the first day of July, 1920, no person shall be admitted to examination for license to practice medicine or surgery, unless he shall present to said board a certificate from the Commissioner of Education of this State, showing that in addition to, and subsequent to, obtaining the

preliminary and academic education mentioned in the first paragraph of this section and prior to commencing his or her study in a medical college he or she had completed a satisfactory course of two years in a college or school of art and science approved by the Commissioner of Education of this State, during which two years he or she had studied either French or German, and also chemistry, physics and biology.

C. Every applicant for admission to examination for a license to practice medicine or surgery shall, in addition to the above requirements, prove to said board that he has received a diploma conferring the degree of doctor of medicine from some legally incorporated medical college of the United States, which college, in the opinion of said board, was in good standing at the time of the issuance of said diploma. . . .

After the first day of July, 1916, such applicant shall, in addition to the above requirements, further prove to said board that after receiving such degree, diploma or license, he has served as an interne for at least one year in a hospital approved by said board.

The State Board of Medical Examiners made the following ruling:

The Board will not consider a course of lectures in which the applicant has been conditioned in more than one subject satisfactory, unless these conditions shall have been passed off before entering a subsequent course. If the student be conditioned in a number of subjects sufficient to prevent him advancing to a higher grade in the same college, that year will not be considered as one of the four courses required by this Board, even though at another college he be allowed to enter an advanced class, but he must take that entire year over, whether at the college where he failed or at another one."

In interpreting this law attention should be called to paragraph "C," requiring one year as an interne before the privilege of entering the examination will be granted. This makes it impossible for a student entering a medical college in 1915 to take an examination before 1920.

The certificates now issued by this Department are as follows: indorsement of secondary school work for use in other States; special certificates to cover the preliminary requirements for Medicine, Osteopathy, Law, Dentistry, Certified Public Accountancy, Chiropody, Pharmacy, Optometry and Trained Nursing.

Before issuing any of these certificates the preliminary education required by law must be established by high school credentials or by examinations.

In addition to the above preliminary certificates the Bureau of Credentials is required to determine the qualifications of applicants desiring to take teachers' examinations. The New Jersey rule regarding teachers' certificates is that the applicant must present evidence of four years of work in an approved high school or its equivalency as represented by a sixty count certificate.

The following is a list of the subjects given in the examinations for academic counts for entering all the professions showing the number of counts assigned to each subject in establishing the equivalency of high school work.

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Counts		Counts
(5) First Stenography and Typewriting (100 words per minute)		(5) Elementary Algebra
(2) Advanced Arithmetic		(5) Advanced Algebra
(3) Elementary Bookkeeping		Geography
(10) Third Year English		(2½) Advanced U. S. History
(5) Biology		(10) Latin (2 years)
(5) Advanced Bookkeeping		(5) Chemistry
(3) Fourth Year English		(10) French (2 years)
(5) Second Stenography and Typewriting (150 words per minute)		(10) Hebrew (2 years)
Orthography		(10) Greek (2 years)
English Grammar		(2) Elementary Drawing
(5) Physical Geography		(2) Advanced Drawing and design
(5) General History		(2½) Civics
(2) Botany		(5) Physics
(2) Zoology		(10) German (2 years)
(2) Physiology and Hygiene		(10) Spanish (2 years)
Composition		(5) Plane Geometry
		(3) Business Practice
		(10) Italian (2 years)

In securing equivalents for a four-year course in an approved high school, a candidate will be credited as follows:

Languages	not less than 15	or more than 30	counts
Mathematics	not less than 7½	or more than 15	counts
Sciences	not less than 7½	or more than 15	counts
History	not less than 5	or more than 10	counts
Miscellaneous subjects	not less than 7½	or more than 15	counts

RECORD OF LAW, MEDICAL AND DENTAL STUDENTS' PRELIMINARY EXAMINATIONS.

	November, 1914		April, 1915	
	Succeeded	Failed	Succeeded	Failed
U. S. History .....	21	26	22	13
General History .....	13	12	10	13
Arithmetic .....	27	26	21	20
Elementary Algebra .....	5	11	11	4
Physiology and Hygiene .....	12	11	17	8
English Grammar .....	18	25	19	4
Composition .....	15	3	7	3
Orthography .....	23	11	5	8
Geography .....	9	29	26	8
Civics .....	15	11	14	11
Physics .....	1	3	5	..
Elementary Bookkeeping .....	8	9	12	7
Advanced Bookkeeping .....	7	..	5	..
Business Practice .....	52	4	13	5
Plane Geometry .....	1	2	2	4
Physical Geography .....	7	4	5	8
Third Year English .....	9	2	14	6
Fourth Year English .....	2	1	9	3
Stenography, First Year .....	3	3	2	1
Stenography, Second Year .....	..	..	1	1
Biology .....	2	..	3	2
Commercial Law .....	..	2	..	..
Chemistry .....	..	4	..	2
German .....	..	1	1	2
French .....	..	1	1	2
Latin .....	..	1	1	..
Spanish .....	..	1	1	..
Arithmetic and Business Forms.....	1	..	..	..
Business Forms .....	1	1	..	..
Zoology .....	..	..	..	1

SCHOOL REPORT.

	November, 1914		April, 1915	
	Succeeded	Failed	Succeeded	Failed
Botany .....	..	..	..	1
Elementary Drawing .....	..	..	..	2
	<u>252</u>	<u>208</u>	<u>227</u>	<u>139</u>
Total number of applicants .....	148		121	
Examination papers in November, 1914 .....				455
Examination papers in April, 1915 .....				366
Total .....				<u>821</u>

	Certificates Issued	Academic Credentials Certified	Total
Medical Students .....	195	42	237
Dental Students .....	90	90	180
Law Students .....	137	85	222
Pharmacy Students .....	5	25	30
Chiropodist Students .....	15	1	16
Optometry Students .....	6	1	7
Certified Public Accountants .....	3	14	17
Nurses .....	..	9	9
Miscellaneous .....	..	12	12
			<u>730</u>

APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF INVESTIGATION.

Medical .....	1448
Law .....	1566
Dental .....	363
Certified Public Accountant .....	146
Chiropody .....	39
Pharmacy .....	118
Nurse .....	27
Optometry .....	12
Miscellaneous .....	243
	<u>3962</u>
Total number of certificates granted .....	730
Total number of cases pending .....	3962
	<u>4692</u>
Total number of certificates granted during 1914-15 .....	730
Total number of certificates granted during 1913-14 .....	815
	<u>85</u>
Decrease .....	85

The following statement, giving the number of applicants to whom certificates have been issued, shows the extent of the work for the different professions during a series of years.

SUMMARY OF CERTIFICATES ISSUED.

	1902	1903	1904	1905	1906	1907	1908	1909
Medical .....	..	2	62	92	132	164	210	196
Law .....	29	33	43	36	25	36	88	134
Dental .....	36	28	19	39	34	32	28	10
Pharmacy .....	..	..	..	11	..	..	..	7
Chiropodist .....	..	..	..	..	..	..	..	16
Optometry .....	..	..	..	..	..	..	..	..
C. P. A. ....	..	..	..	..	..	..	..	..
		<u>1910</u>	<u>1911</u>	<u>1912</u>	<u>1913</u>	<u>1914</u>	<u>1915</u>	<u>Total</u>
Medical .....	179	306	132	246	194	195	195	2110
Law .....	157	148	158	177	172	137	137	1371
Dental .....	28	26	59	44	94	90	90	567
Pharmacy .....	8	8	..	..	1	5	5	40
Chiropodist .....	4	11	10	15	20	15	15	91
Optometry .....	..	..	..	..	..	6	6	6
C. P. A. ....	..	..	..	..	..	3	3	3

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SUMMARY OF STATISTICS.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

RECEIPTS	1914-1915	Increase or decrease compared with 1913-1914
<b>REVENUE RECEIPTS</b>		
APPROPRIATED FROM STATE TREASURY.		
Expenses State Board of Education .....	\$2,573 74	\$426 26 D
Expenses State Board of Examiners .....	9,453 10	1,046 70 D
Manual Training, State Aid (school year) .....	206,287 40	30,103 51 I
Free School Libraries, State Aid....	6,400 00	2,400 00 I
Teachers' Libraries, State Aid .....	150 00	50 00 D
Teachers' Institutes .....	2,000 00	2,000 00 D
State Normal School at Newark:		
Maintenance .....	59,931 48	11,832 04 I
Practice teaching .....	4,927 14	4,927 14 I
Insurance .....	22 25	858 00 D
School Fund Expenses .....	10,829 46	1,353 05 D
Teachers' Retirement Fund .....	100,000 00	423 79 I
Reduction of State School Tax.....	100,000 00	43,952 47 I
TOTAL FROM STATE TREASURY.....	(\$402,574 57)	
APPROPRIATED FROM STATE RAILROAD TAX.		
Salary of Commissioner of Education .....	10,000 00	
Salary of Assistant Commissioners .....	17,412 50	587 50 D
Salary of Inspector of Buildings....	2,000 00	
Salary of Inspector of Accounts....	2,000 00	
Clerical Services .....	20,180 58	3,413 12 I
Blanks and Stationery .....	14,480 48	3,756 27 D
Incidental expenses .....	9,452 27	129 15 D
School Bulletin .....	1,400 00	1,150 00 I
Legislative Manuals .....	2,500 00	
Salaries of County Superintendents	62,835 33	970 56 I
Evening Schools — Foreign-born residents .....	462 79	1,740 06 D
Summer Courses in Agriculture—Home Economics .....	8,173 24	260 41 I
State Normal School at Trenton:		
Maintenance .....	95,000 00	24,970 53 I
Repairs and Insurance .....	12,000 00	1,403 48 D
For fence for new lot on Model Avenue .....	1,000 00	1,000 00 I
For furniture and apparatus.....	8,248 52	8,248 52 I
Practice teaching .....	6,000 00	1,000 00 I
State Normal School at Montclair:		
Maintenance .....	57,125 03	936 29 I
Repairs and Insurance .....	9,976 24	7,078 45 I
Practice teaching .....	13,748 25	4,754 19 I
Furnishing and equipping Russ Memorial .....	19,960 95	19,960 95 I
New Jersey School for the Deaf:		
Maintenance .....	53,295 79	6,703 45 D
Repairs and Improvements .....	5,261 88	3,262 43 I
Industrial School for Colored Youth:		
Maintenance .....	28,964 01	8,018 32 I
Repairs and Insurance.....	4,359 07	4,359 07 I
Piping greenhouse .....	250 00	250 00 I
Furnishing new dormitory.....	1,000 00	1,000 00 I
For dairy, canning and storage building .....	3,000 00	3,000 00 I

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

RECEIPTS	1914-1915	Increase or decrease compared with 1913-1914
Vocational Schools, State Aid.....	69,900 00	10,100 00 D
Pensions of Teachers .....	93,636 23	93,636 23 I
TOTAL FROM STATE RAILROAD TAX.....	(\$633,623 16)	162,849 16 I
TOTAL STATE APPROPRIATION.....	1,036,197 73	206,801 63 I
State School Fund.....	250,000 00	
State School Tax.....	6,517,216 90	320,348 63 I
Railroad Tax .....	2,736,535 37	252,151 43 D
<b>DISTRICT TAX:</b>		
Current Expenses .....	\$7,113,344 06	805,378 72 I
Manual Training .....	337,347 17	29,301 78 I
Vocational Schools .....	72,584 89	8,683 36 D
School Libraries .....	7,691 06	467 05 I
Evening Schools—Foreign-born residents .....	6,038 45	7,696 81 D
Redemption of bonds.....	472,875 90	357,050 10 D
Interest on bonds.....	1,807,327 50	194,180 81 I
From district tax for notes authorized by vote of district.....	48,956 34	48,956 34 I
From district tax for interest on notes authorized by vote of district .....	8,197 67	8,197 67 I
From district tax for sinking fund .....	544,355 94	544,355 94 I
Purchase of land .....	30,089 60	12,846 92 D
Building, enlarging, altering, repairing, leasing, furnishing and equipping school buildings.....	915,211 15	35,728 17 D
Outhouses and toilets .....	11,106 48	26,710 49 D
TOTAL DISTRICT TAX.....	\$11,375,126 21	1,182,122 46 I
<b>OTHER SOURCES:</b>		
Manual training .....	\$32,457 11	19,103 56 I
Library purposes .....	5,911 65	706 53 I
Tuition fees .....	*398,507 37	51,598 42 I
Interest on deposits.....	106,413 80	3,585 17 I
Sale of school books.....	2,344 17	137 38 D
Defacement of property.....	1,412 70	675 37 D
Return premiums, fire insurance..	7,426 38	7,426 38 I
Vocational schools .....	20,206 89	20,193 40 I
Accrued interest on bonds.....	77,679 50	44,163 39 I
All other sources.....	108,938 38	5,759 52 I
TOTAL OTHER SOURCES.....	761,307 95	151,733 62 I
<b>MISCELLANEOUS:</b>		
Interest on Surplus Revenue.....	27,819 73	234 04 D
Appropriated by counties for expenses of County Superintendents .....	7,257 10	41 30 I
Apportioned by counties for salaries of Superintendents' Clerks .....	12,031 00	172 00 I
Subscriptions for Teachers' Libraries .....	150 00	50 00 D
Re-apportioned balances by Co. Superintendents .....	135 04	135 04 D
Total Revenue Receipts (during the year) .....	\$22,743,641 99	\$1,608,649 13 I
<b>NON-REVENUE RECEIPTS FROM</b>		
Sale of Bonds		
Building, enlarging, remodelling, furnishing and equipping.....	\$4,446,164 09	347,684 81 D

\*Tuition money is a duplication of receipts.

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

RECEIPTS	1914-1915	Increase or decrease compared with 1913-1914
Purchase of land .....	306,202 02	213,919 26 D
Total .....	\$4,752,366 11	561,604 07 D
<b>OTHER NON-REVENUE RECEIPTS FROM</b>		
Sale of buildings.....	\$18,788 01	5,317 21 D
Sale of furniture and equipment....	7,244 49	5,119 55 I
Sale of land.....	6,231 40	4,212 12 I
Fire insurance .....	11,874 31	62,436 46 D
Other non-revenue receipts.....	85,511 69	27,789 66 I
Total .....	\$129,649 90	30,632 34 D
Total Non-Revenue receipts (dur- ing the year) .....	\$4,882,016 01	\$592,236 41 D
GRAND TOTAL RECEIPTS (during year)	27,625,658 00	1,016,412 72 I
BALANCE ON HAND (beginning of year) .....	5,909,721 62	938,780 20 I
Grand total receipts during the year and balance on hand at begin- ning of year .....	\$33,535,379 62	\$1,955,192 92 I
<b>DISBURSEMENTS</b>		
STATE BOARD OF EDUCATION, Expenses	2,573 74	426 26 D
DEPARTMENT OF PUBLIC INSTRUCTION, Expenses:		
Salary, Commissioner of Educa- tion .....	10,000 00	
Salary, Assistant Commissioners..	17,412 50	587 50 D
Salary, Inspector of Accounts....	2,000 00	
Salary, Inspector of Buildings....	2,000 00	
Clerical Services .....	20,180 53	3,413 12 I
Blanks and Stationery.....	14,480 48	3,756 27 D
Incidental Expenses		
Express .....	\$1,018 83	
Office supplies .....	2,159 36	
Postage .....	2,266 57	
Publications .....	33 06	
Telegraph .....	68 10	
Telephone .....	340 45	
Traveling expenses .....	3,183 23	
Sundries .....	382 67	
Total .....	\$9,452 27	129 15 D
STATE BOARD OF EXAMINERS, Expenses		
Salaries, clerical .....	3,163 45	
Express .....	61 17	
Postage .....	487 57	
Members' expenses .....	217 34	
Writing and examining papers....	3,292 39	
Blanks and stationery .....	2,155 40	
Sundries .....	75 78	
Total .....	\$9,453 10	1,046 70 D

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

DISBURSEMENTS	1914-1915	Increase or decrease compared with 1913-1914
<b>SUMMER SCHOOLS — Agriculture</b>		
Home Economics:		
Salaries .....	6,730 50	
Expenses .....	1,442 74	
	\$8,173 24	
Teachers' Institutes .....	2,000 00	260 41 I
School Bulletin .....	1,400 00	2,000 00 D
Legislative Manuals .....	2,500 00	1,150 00 I
<b>COUNTY SUPERINTENDENTS:</b>		
Salaries—paid by State .....	62,835 33	970 56 I
Clerical services—paid by counties .....	12,031 00	172 00 I
Expenses—paid by counties.....	7,257 10	41 30 I
	\$82,123 43	
State School Fund expenses.....	22 25	1,183 86 I
Teachers' Retirement Fund, ex- penses .....	10,829 46	1,353 05 D
Teachers' Pensions .....	93,636 23	423 79 I
Total expenditures of State Admin- istration .....	285,663 54	*91,194 74 I
<b>STATE EDUCATIONAL INSTITUTIONS.</b>		
<b>State Normal School at Trenton</b>		
Maintenance .....	95,000 00	24,970 53 I
Repairs and Insurance .....	12,000 00	1,403 48 D
Fence for new lot, Model Avenue .....	1,000 00	1,000 00 I
For furniture and apparatus.....	8,248 52	8,248 52 I
Practice teaching .....	6,000 00	1,000 00 I
	\$122,248 52	33,815 57 I
<b>State Normal School at Montclair</b>		
Maintenance .....	57,125 03	936 29 I
Repairs and Insurance .....	9,976 24	7,078 45 I
Practice teaching .....	13,748 25	4,754 19 I
Furnishing and equipping Russ Memorial Hall .....	19,960 95	19,960 95 I
	\$100,810 47	32,729 88 I
<b>State Normal School at Newark</b>		
Maintenance .....	59,931 48	11,832 04 I
Practice teaching .....	4,927 14	4,927 14 I
Insurance .....		858 00 D
	\$64,858 62	15,901 18 I
<b>New Jersey School for the Deaf</b>		
Maintenance .....	53,295 79	6,703 45 D
Repairs and improvements.....	5,261 88	3,262 43 I
	\$58,557 67	3,441 02 D
<b>Industrial School for Colored Youth</b>		
Maintenance .....	28,964 01	8,018 32 I
Repairs and Insurance.....	4,359 07	4,359 07 I
Piping and equipping green- house .....	250 00	250 00 I

\*State administration expenditures show a decrease of \$2,441.49. The teachers' pension law added \$93,636.23 to this class of expense.

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

DISBURSEMENTS	1914-1915	Increase or decrease compared with 1913-1914
Furnishing new dormitory.....	1,000 00	1,000 00 I
For dairy, canning, storage building .....	3,000 00	3,000 00 I
	\$37,573 08	16,627 39 I
Total expended for State Institutions .....	384,048 36	95,633 00 I
<b>ADMINISTRATIVE EXPENSES—Districts:</b>		
Salaries, supplies, expenses of Boards of Education and business offices .....	178,161 13	3,881 93 I
Salaries of Superintendents of Schools .....	122,900 00	
Salaries of Assistant Superintendents .....	22,000 00	
	\$144,900 00	23,149 93 D
Expenses of Superintendents, etc..	47,149 48	16,969 37 I
Salaries of District Clerks or Secretaries .....	114,532 15	6,209 64 I
Salary of Custodian School Moneys	23,368 18	3,002 78 I
Compulsory attendance, salaries and expenses .....	115,175 40	16,996 69 I
	\$623,286 34	23,910 48 I
<b>INSTRUCTION EXPENSES—DAY SCHOOLS:</b>		
Salaries, Supervisors, principals and teachers, including special summer school teachers.....	12,291,576 87	875,947 16 I
Expenses special summer schools..	9,998 81	5,091 25 D
Textbooks .....	420,986 05	15,272 18 I
Supplies and other expenses of instruction .....	467,899 12	30,330 45 I
Apparatus purchased with current expense funds .....	73,444 64	12,857 11 D
	\$13,263,905 49	903,601 43 I
<b>EVENING SCHOOLS:</b>		
Salaries of teachers .....	211,180 48	17,247 29 I
For all other salaries, supplies and expenses .....	42,437 53	6,651 15 I
	\$253,618 01	23,898 44 I
<b>Evening Schools for Foreign-born Residents</b>		
Salaries of teachers.....	6,264 00	7,950 50 D
Textbooks .....	325 47	191 80 D
Janitors' wages, etc.....	287 00	55 75 D
Other expenses .....	54 80	378 76 D
	\$6,931 27	8,576 81 D
<b>MANUAL TRAINING—DAY:</b>		
Salaries of teachers .....	373,493 76	38,359 13 I
Material and supplies.....	124,332 92	21,477 52 I
Repairs and replacements.....	8,588 48	607 05 D
New equipment .....	35,164 32	2,826 78 I
Other expenses .....	9,479 40	2,721 26 I
	\$551,058 88	64,777 64 I

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

DISBURSEMENTS	1914-1915	Increase or decrease compared with 1913-1914
<b>MANUAL TRAINING—EVENING:</b>		
Salaries of teachers.....	3,228 60	
	\$3,228 60	3,228 60 I
<b>VOCATIONAL SCHOOLS—DAY:</b>		
Salaries of teachers.....	65,510 52	17,090 72 D
Material and supplies.....	14,426 96	2,802 65 D
Repairs and replacements.....	3,160 57	2,380 66 I
New equipment .....	13,336 66	9,151 48 I
Other expenses .....	5,987 60	1,118 05 I
	\$102,422 31	*7,243 18 D
<b>VOCATIONAL SCHOOLS—EVENING:</b>		
Salaries of teachers.....	50,722 06	50,722 06 I
Material and supplies.....	3,964 08	3,964 08 I
Repairs and replacements.....	1,784 92	1,784 92 I
New equipment .....	1,102 23	1,102 23 I
Other expenses .....	7,004 83	7,004 83 I
	\$64,578 12	64,578 12 I
<b>AUXILIARY AGENCIES—Expenses:</b>		
Teachers' libraries .....	300 00	100 00 D
Transportation of pupils to other districts .....		21,247 79 I
Transportation of pupils within the district .....	235,274 99	24,791 14 I
	137,645 89	46,038 93 I
Medical inspection, salaries, supplies .....		215,266 04 I
Lectures and recreation (play grounds) .....	71,075 85	15,570 58 I
<b>SCHOOL LIBRARIES:</b>		
Salaries of librarians .....	1,858 55	258 45 D
Books .....	11,770 93	1,555 73 I
Apparatus .....	2,729 15	21 56 I
Educational works of art.....	1,758 95	277 44 I
	\$18,117 58	1,596 28 I
<b>MISCELLANEOUS:</b>		
Tuition paid to other school districts .....	382,235 79	51,891 35 I
Rent (leasing school buildings)....	21,643 76	4,905 71 I
Interest on temporary loans.....	37,652 36	*37,652 36 I
Telephone service .....	22,462 60	*22,462 60 I
Incidentals .....	70,742 78	148,475 17 D
	\$534,737 29	31,563 15 D
<b>EXPENSES OF OPERATION OF SCHOOL PLANT:</b>	15,458,160 32	1,092,591 39 I
Wages, janitors, engineers, firemen .....	1,082,134 73	98,525 80 I
Wages of other employees.....	51,975 36	7,324 72 I
Fuel .....	557,123 72	45,379 48 I

\*Day and evening schools (Manual Training-Vocational) separated this year.

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

DISBURSEMENTS	1914-1915	Increase or decrease compared with 1913-1914
Water, light and power.....	162,067 57	12,484 21 I
Janitors' supplies .....	93,051 53	4,146 92 I
	1,946,052 91 ✓	167,861 13 I
EXPENSES, MAINTENANCE OF SCHOOL PLANT:		
Ordinary repairs .....	470,200 89	13,904 32 I
Repairs, replacement of equipment	127,411 33	8,494 50 I
Insurance .....	132,278 24	7,755 82 I
Outhouses or waterclosets, repairs	7,428 46 ✓	26,663 35 D
	737,318 92	3,491 29 I
LAND AND BUILDINGS:		
Purchase of land .....	482,530 35	72,769 15 I
Building and enlarging school-houses	4,461,672 01	53,711 96 I
Extraordinary repairs .....	431,387 80	163,855 19 I
Furniture and equipment.....	353,745 46 ✓	80,360 12 I
	5,729,335 62	372,696 42 I
OTHER PAYMENTS:		
Redemption of bonds .....	423,512 50	61,226 60 D
Sinking fund .....	546,239 62	188,963 55 I
Interest on bonds.....	1,904,245 01	281,833 12 I
Payment of notes authorized by vote of district .....	52,956 34	52,956 34 I
For interest on notes authorized by vote of district .....	9,217 15	9,217 15 I
	\$2,936,170 62	\$471,743 56 I
TOTAL EXPENSES .....	\$28,102,610 37	\$2,318,695 75 I
Balance reported remaining with custodians of school moneys on June 30, 1915 .....	5,432,769 25	363,502 83 D
Total payments and balance....	\$33,535,379 62	\$1,955,192 92 I
COST OF EDUCATION		
Based on expenses of maintaining the public day schools		
Administrative expense—school districts .....	\$623,286 34	\$23,910 48 I
Instruction expense—day schools....	13,263,905 49	903,601 43 I
Transportation expense .....	372,920 88	46,038 93 I
Medical inspection expense .....	215,266 04	16,784 51 I
Operation of school plant expense..	1,946,052 91	167,861 13 I
Maintenance of school plant.....	737,318 92	232,464 71 D
	\$17,158,750 58	\$925,731 77 I
Current expense .....	33 00	34 I
Average yearly cost per pupil based on total enrollment in day schools	41 91	56 D
Average yearly cost per pupil based on attendance in day schools.....		

\*This was included in incidental expenses last year.

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

ENROLLMENT AND ATTENDANCE	1914-1915	Increase or decrease compared with 1913-1914	
DAY SCHOOLS ONLY.			
Number of boys enrolled in day schools.	263,238	12,523	I
Number of girls enrolled in day schools.	256,652	10,458	I
Total enrollment in day schools.....	519,890	22,981	I
Total number days present—day schools.	77,392,960½	4,819,052½	I
Average daily attendance.....	409,417	27,199	I
Average attendance of each pupil—day schools .....	149 days	3 days	I
Possible number of days attendance—day schools .....	85,493,873½	4,264,031	I
Total number of days absent.....	8,100,913	555,021½	D
Average absence of each pupil.....	15 days	2 days	D
Per cent. of attendance.....	90		
Total attendance in day and evening schools including all allowances as per law (not actual attendance).....	79,096,957	4,631,748	I
Total number of times tardy.....	582,759	3,756	D
Sum of number of teaching sessions as reported in all registers—day schools..	4,515,377	249,037	I
Average number of cases of tardiness per session .....	.12906		
Number of pupils neither absent nor tardy—day schools .....	23,890	6,056	I
Number of sessions truant—day schools..	45,210	1,343½	I
Total number of days transported.....	1,770,959½	401,057	I
Number of pupils transported from other districts for whom the cost of transportation is paid .....	6,331	149	I
Number of pupils transported within the districts for whom the cost of transportation is paid .....	6,447*		
Pupils enrolled who have attended public schools in other districts in State during present school year.....	17,932	958	I
Number of cases of suspension or expulsion during school year .....	1,994	278	I
Number of pupils enrolled in kindergarten	35,741	1,524	I
Number of pupils enrolled in grades I-IV	251,673	5,519	I
Number of pupils enrolled in grades V-VIII	148,472	11,558	I
Number of pupils enrolled in grades IX-XII	41,473	5,128	I
Number of pupils enrolled in rural schools—one-room .....	24,872	591	D
Number of pupils enrolled in rural schools—two-room .....	14,897	983	D
Number of pupils enrolled in subnormal classes .....	2,277	451	I
Number of pupils enrolled in classes for blind .....	21	3	I
Number of pupils enrolled in classes for deaf .....	94	12	I
Number of pupils enrolled in other special classes .....	43*		
Number of children public schools will seat .....	505,719	14,114	I
Number of pupils enrolled in training classes .....	317*		
EVENING SCHOOLS.			
Number of evenings schools were maintained including legal holidays and institute days .....	67	2	D
Number of male pupils enrolled.....	27,619	1,037	I
Number of female pupils enrolled.....	15,741	1,911	I
Total number of pupils enrolled in evening schools .....	43,360	2,948	I

\*Not reported last year.

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

ENROLLMENT AND ATTENDANCE	1914-1915	Increase or decrease compared with 1913-1914	
Attendance (1 night—½ day).....	687,009	101,097½	I
Number of men teachers.....	436	8	D
Number of women teachers.....	575	52	D
Total number of teachers employed in evening schools .....	1,011	60	D
Total salaries of evening school teachers.	\$220,881.07	\$21,849.55	D
Average salary per night paid to men teachers .....	3.76		
Average salary per night paid to women teachers .....	2.87		
Amount expended for salaries of janitors	14,434.24	1,827.68	D
COLORED SCHOOLS.			
Number of buildings used exclusively for colored pupils .....	46	1	I
Number of colored teachers employed...	163	11	I
Average annual salary of each.....	\$602.00	\$15.04	I
Total number pupils enrolled.....	6,435	583	D

NUMBER OF TEACHERS	1914-1915			Increase or decrease compared with 1913-1914		
	Men	Women	Total	Men	Women	Total
Total number of teachers.....	2,281	13,688	15,969	199 I	685 I	884 I
Superintendents .....	35					
Assistant Superintendents (An assistant superintendent is one who stands in very intimate relation to the superintendent, whose duties are mainly connected with supervision of instruction and general oversight of system under direction of city superintendent) .....	5			7 D		
Approved Supervising Principals...	84	3	87	4 D		4 D
Unapproved Supervising Principals (Those who devote their time to administration and supervision of instruction of a group of schools)	66	17	83			
Non-teaching principals (Those who devote their time to administration and supervision of instruction of a school).....	238	157	395			
Supervisors (Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals) .....	6	31	37	14 D	6 D	20 D
Special Supervisors (Those who assist teachers in matters pertaining to instruction in special subjects) .....	41	138	179	8 I	7 D	1 I
Teachers rural schools (one-room) (A rural school is one located in the open country or a village, the majority of whose pupils are the children of farmers and others living in the open country).....	123	624	747	3 D	15 D	18 D
Teachers rural schools (two-room) (Teachers considered in the one and two-room rural school tables are not to be considered in the grade teachers' tables).....	66	367	433	4 D	13 D	17 D
Teachers Kindergarten .....		641	641		40 I	40 I

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

NUMBER OF TEACHERS	1914-1915			Increase or decrease compared with 1913-1914		
	Men	Women	Total	Men	Women	Total
Teachers Grades I-IV.....	14	5,621	5,635	2 I	195 I	197 I
Teachers Grades V-VIII.....	248	3,661	3,909	13 I	261 I	274 I
Teachers Grades IX-XII.....	619	1,035	1,654	78 I	68 I	146 I
Short Term Teachers (A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months will be classed as a substitute teacher).....	6	23	29	1 D	8 D	9 D
Substitute Teachers (One not assigned to a regular class or one teaching a class for less than four months).....	5	32	37	1 I	39 D	38 D
Special Teachers—Ungraded, Backward and Incurable Classes....	10	72	82	4 I	32 I	36 I
Special Teachers—Teacher Clerks... Manual Training Teachers (Include supervisors and teachers devoting full time. Those not devoting full time should be classed as day school teachers).....	1	144	145	1 I	16 I	17 I
Vocational Teachers—Day .....	153	198	351	5 I	5 I	10 I
Vocational Teachers—Evening.....	*29	**36	65			
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are also considered in this table).....	*59	36	95			
Foreign - born Evening School Teachers (Receiving State Aid)..	436	575	1,011	8 D	52 D	60 D
Special Teachers — Subnormal Classes .....	*6	44	50			
Special Teachers—Deaf Classes....	*3	138	141			
Special Teachers—Blind Classes....		*9	9			
Special Teachers—Unclassified ....		*3	3			
Trained teachers, men and women	*28	83	111			
Untrained teachers, men and women (Exclusive of evening school teachers) .....			11,711			1,180 I
			3,100			383 D
<b>SALARIES OF TEACHERS</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>		
Average salary per year paid to all day school teachers (14,771)***....		\$861 86		\$10 44 I		
Average salary per month paid to all day school teachers.....		94 19		1 19 I		
Average Salary per year paid to Superintendents .....	\$3,511 42		\$40 00 I			
Approved Supervising Principals.	1,700 41	\$1,783 33	26 41 I	\$33 33 I		
Unapproved Supervising Principals .....	1,817 47	1,417 64	349 04 D	54 44 D		
Non-teaching Principals .....	*2,292 96	1,471 15				
Supervisors .....	1,050 00	1,390 32	90 00 D	218 51 I		
Special Supervisors .....	1,498 78	1,032 67	74 54 I	54 26 I		
Rural School Teachers, One-room .....	522 72	477 19	2 47 I	8 63 I		
Rural School Teachers, Two-room .....	661 95	527 13	16 57 I	7 02 I		
Kindergarten Teachers .....		753 57		4 63 I		

\*Wherever comparisons are not made, teachers were classified differently in report of last school year or omitted entirely.

\*\*Two vocational teachers credited to day schools are also part time teachers in evening schools.

\*\*\*Not including superintendents, assistant superintendents or evening school teachers of any kind.

COMMISSIONER OF EDUCATION.

III

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

SALARIES OF TEACHERS	1914-1915		Increase or decrease compared with 1913-1914	
	Men	Women	Men	Women
Elementary Teachers, Grades I-IV .....	654 78	729 14	35 43 D	9 77 I
Elementary Teachers, Grades V-VIII .....	937 98	821 11	35 82 I	32 63 I
High School Teachers, Grades IX-XII .....	1,551 48	1,011 36	8 87 I	28 25 I
Short Term Teachers .....	555 00	438 75	69 58 I	6 29 D
Substitute Teachers .....	780 00	507 56	30 00 I	238 33 D
Special Teachers—Ungraded and Backward Classes .....	973 00	777 12	48 00 I	21 00 D
Special Teachers—Teacher Clerks .....	*300 00	769 93		14 29 I
Manual Training Teachers .....	1,179 33	909 54	9 75 D	8 10 D
Vocational Teachers—Day .....	*1,370 69	977 81		
Average Salary per night paid to Vocational Teachers—Evening....	*4 00	4 00		
Evening School Teachers.....	*3 76	2 87		
Foreign-born Evening School Teachers .....	*2 51	2 64		
Average Salary per Year paid to Special Teachers — Subnormal Classes .....	*841 66	929 98		
Special Teachers—Deaf Classes..		*1,266 66		
Special Teachers—Blind Classes..		*1,043 33		
Special Teachers—Unclassified ...	*1,182 14	855 04		

EXPERIENCE AND TERM OF SERVICE OF TEACHERS	1914-1915	Increase or decrease compared with 1913-1914
One Year or less .....	1,688	8 D
Between 1 and 5 years.....	4,676	321 I
Between 5 and 10 years.....	3,373	186 I
Between 10 and 15 years.....	1,861	96 I
Between 15 and 20 years.....	1,217	93 I
Between 20 and 25 years.....	817	35 I
Between 25 and 30 years.....	512	12 I
Between 30 and 35 years.....	413	48 I
Over 35 years .....	254	14 I
Total number of teachers not including evening school teachers .....	14,811	797 I

SCHOOL TERM		
Average time the schools were maintained (A school month is 20 days) .....	9 mos. 3 days	183 days

SCHOOL DISTRICTS, HOUSES, ETC.		
Number of school districts .....	478	5 I
Number of school buildings .....	2,155	31 I
Number of buildings owned .....	2,080	30 I
Number of buildings rented .....	75	1 I
Number of classrooms .....	13,126	690 I
Number of buildings completed during the year .....	60	5 D
Number of buildings enlarged or remodelled during year .....	66	27 I
Number of one-room buildings .....	844	4 D

\*Wherever comparisons are not made, teachers were classified differently in report of last school year or omitted entirely.

SCHOOL REPORT.

SUMMARY OF STATISTICS.—Continued.

For the School Year Beginning July 1, 1914, and Ending June 30, 1915.

EXPERIENCE AND TERM OF SERVICE OF TEACHERS	1914-1915	Increase or decrease compared with 1913-1914			
Number of two-room buildings .....	293	14	D		
Number of three-room buildings .....	66	11	I		
Number of four-room buildings .....	167	1	D		
Number of five or more room buildings.....	785	39	I		
Number of plans approved .....	212	18	D		
VALUATION OF SCHOOL PROPERTY					
Total value of school property.....	\$64,354,833 25	decrease \$6,634,609 68	I		
Average value of New Jersey school buildings.	29,863 03	2,711 32	I		
MEDICAL INSPECTION					
Number of inspectors employed .....	516	22	D		
Number of nurses .....	*91				
Aggregate salary of both.....	*\$194,296 75				
Per cent. of pupils examined.....	77				
Visits made .....	39,947	13,283	D		
GRADUATES FROM FULL FOUR-YEAR HIGH SCHOOL COURSE					
	Boys	Girls	Boys	Girls	
Fourteen years of age.....	4	1		1	I
Fifteen years of age.....	41	71	10	26	I
Sixteen years of age.....	268	410	54	100	I
Seventeen years of age.....	604	987	134	184	I
Eighteen years of age and over.....	863	1,282	8	14	D
NUMBER OF GRADUATES WHO PROPOSE TO ENTER CERTAIN CLASSES OF INSTITUTIONS					
Colleges or Technical schools.....	832	328	107	67	I
Law Schools .....	65	4	24	2	D
Medical Schools .....	40	2	10		
Dental Schools .....	35	1	11	1	I
Training classes or colleges.....	2	95	2	119	D
Normal Schools .....	23	984	3	165	I
Other Institutions .....	57	134	13	39	I
Graduates from Normal School at Newark.....	229		76		I
Graduates from Normal School at Trenton.....	278		42		I
Graduates from Normal School at Montclair.....	227		89		I

\*Items not compared were classified differently in report of last school year.

Respectfully submitted,



Commissioner of Education.

PART II

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REPORTS OF ASSISTANT COMMISSIONERS

For year ending June 30, 1915

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ELEMENTARY EDUCATION

PREPARED BY

J. J. SAVITZ

Assistant Commissioner in charge of Elementary Education

I take pleasure in submitting the following report as Assistant Commissioner of Education in charge of Elementary Schools for the school year 1914-15:

The law which provides for a Supervisor of Elementary Education specifies that he is to devote all his time during school hours to personal inspection of schools. Acting in accordance with this requirement of the law, an earnest effort was made to visit as many schools as possible. Since, however, there are approximately 500 school districts and 2,200 schoolhouses in the State it was physically impossible to visit all the schools during the year.

Besides visiting schools, the Assistant Commissioner must necessarily engage in numerous activities to make the inspection of schools worth while. Reports must be made to school officials suggesting improvements; conferences must be held with boards of education, teachers and supervisory officers to devise plans for carrying the suggestions into effect; frequently the citizens of a district must be met and persuaded that a certain course of action is desirable; and more often disagreements between boards of education and citizens must be adjusted. To make an inspection effective, therefore, requires time, patience and energy.

Not the least, however, of the duties devolving upon the Assistant Commissioner are those which are not directly connected with the inspection of schools but which make possible a more efficient school system. Lecturing at County Institutes, conducting meetings of teachers and supervisory officers, addressing County School Board Associations and Parent-Teacher Associations, delivering commencement addresses, attending the dedication of new schools, are perhaps fully as effective means of arousing interest and enthusiasm for better things educationally as the inspection of schools.

## SCHOOL REPORT.

With two exceptions there was opportunity to address from three to eight such gatherings in each county.

Besides these activities, the inspection of the Arthur Home for Blind Babies, the State Home for Boys, the Elizabeth Training School and other institutions, conferences with the Commissioner of Education and his assistants, conferring with county superintendents, preparing the State efficiency tests, organizing classes for defective children in various parts of the State, inspecting evening schools, assisting in the preparation of the State examinations for teachers, and a heavy correspondence incident to these activities, fully occupied the time during the day and generally in the evening.

## VISITING SCHOOLS.

Since not all the schools could be visited during the year, it was planned to visit typical schools or classes with the city or county superintendent, or supervising principal, in charge of the schools. Inasmuch as city school districts engage a larger supervisory force than towns and rural districts, city schools were visited only when an unexpected opportunity offered or when a request was made by the board of education or supervisory officer. Considerably more than half the time devoted to visiting schools was spent in rural districts. Altogether about 400 schools were visited, many of which were carefully inspected.

## INCREASED INTEREST IN EDUCATION.

No one conversant with the school situation in the State could fail to see that there has been a decided awakening of interest in education in recent years. The increased appropriations for the maintenance of schools; the improvement in school buildings and in the equipment of schools; the greater regularity in attendance; the formation of Home and School Leagues, by whatever name known, to cooperate with school authorities; the increase in the number and in the influence of supervisory officers, especially the county superintendent; and the large number of educational gatherings, local, county and State, all indicate the desire for better schools.

## BROADER CONCEPTION OF EDUCATION.

In many school districts teachers and patrons of schools are beginning to realize that the school has a greater mission to perform than merely to impart information. The environment of the individual and life's occupations are becoming so increasingly complex that success in life is dependent not only on information but on the development of an attitude which leads to hearty participation and cooperation. Since the life in the home—in cities and towns, at least—is less educative than formerly, there is even greater reason why children should experience real situations rather than read about them.

This broader conception of the work of the school leads to some uncertainty as to the proper procedure. Much of the seeming unrest educationally in recent years has no doubt been due to a healthy discontent with the result of school work and the need of a guide to point out the way. No one

knows just what results we should expect as we do not have standards for evaluating educational practices. The adherents of the Three R's are safe because they demand nothing more than the so-called tools of knowledge. These were adequate in an age when life was less complex and when the experiences of children outside of school were richer in fundamental human activities.

The following letter from President Bebout, of the Passaic Township, Morris County, Board of Education, to his teachers shows the changed attitude in many rural districts:

"We have in our schools boys and girls whose interest in various activities outside of school could be utilized to bring the school work in touch with local needs and at the same time increase the interest of the pupil in the study of books.

"Some of the things in which boys in our community are interested are: the growing of corn or other farm products, gardening, fruit-raising, poultry, study of birds, horses, milking, care of cows, machinery, wireless telegraphy, wood-working, iron-working, printing. Girls are interested in cooking, dressmaking, embroidering, gardening, floriculture, the growing of strawberries, study of birds, poultry, canning, nursing.

"A parent who wishes to have a child receive credit on his school record for work done in any such occupation as those mentioned may apply to the teacher or supervisor, describing the work for which he wishes the pupil to be credited. If, after investigation, the teacher and supervisor are satisfied that the work will be seriously undertaken and will be to the advantage of the pupil this work will be entered as one of the subjects on which the progress of the pupil will be reported each month in the same way as the other school subjects.

"Whenever possible some capable person, either the parent or some one especially interested, should be appointed to direct the pupil in this work. The teacher or supervisor will inspect the work often enough to see that it is done thoroughly and in a workman-like manner, and will also see that the pupil and his director are supplied with such available scientific or expert information as may be helpful to them. This may be done by leading the pupil to state clearly the problem confronting him in his work and having him write to the proper sources for information. This can usually be made an exercise for the entire class. Most of these pupils would be glad to have such mathematics as may be involved in their work used as a class exercise. Care should be taken that written or printed matter received for the information of the pupil is correctly interpreted. Such matter will sometimes make an interesting reading lesson for the class."

In this letter there is a full appreciation of a statement recently made in an educational report: "The school is truly performing its function only when it projects its efficiency into the home and makes possible the continuation of activities inaugurated but only partly carried out in school."

#### SPECIAL CLASSES.

This changed attitude is manifested not only toward the content of the course of study and the mode of presentation but also in an appreciation of the needs of individual children. Special classes have been organized for those who cannot keep up with their grade so that they may receive instruction suited to their needs. Attention also is given to those pupils who progress more rapidly than the class and various means are employed to enable

them to advance more rapidly. In all schools there is a strong tendency to study the individual needs of children so that the teacher may guide the investment of the child's capital to the best advantage by providing suitable exercises for his developing powers.

#### UNEQUAL SCHOOL FACILITIES.

A superficial survey of our school system reveals striking inequalities in school facilities and the opportunities for gaining an education. A district maintaining the best schools may adjoin a district in which no really adequate school facilities are provided. Except in city districts where the board of estimate controls the expenditure by determining appropriations, people vote the appropriations in a town meeting and select the members of the board of education. With the people themselves, therefore, in these districts, rests the power and responsibility of improving school conditions by electing a progressive and intelligent board of education and voting the necessary funds for maintenance. Eventually people will have the kind of schools they desire. It is fair to assume, then, if sufficient funds are not provided that people do not appreciate the necessity of appropriating a sufficient sum to maintain good schools or they feel that they cannot afford to do so.

Usually cities and towns in New Jersey have well organized and well administered school systems. The rural school situation is by no means as satisfactory. Although the citizens have the power to vote money and elect men who are to represent them, they frequently fail to appropriate sufficient funds to maintain a good school. Even though sufficient funds are voted, under present conditions it is difficult in many rural communities to maintain good schools.

#### TEACHERS.

The greatest factor in making a good school is the teacher, and this is particularly true in rural schools. In many of these schools the teacher is a young high school graduate without experience or training and without any knowledge of rural life and its needs. Frequently she is unable to secure a boarding place and therefore is compelled to live outside of the district. She thus has very little opportunity to become acquainted with her patrons, or with her pupils outside of school hours. Her work under these conditions cannot be strong, and there is frequently no interest and enthusiasm for the work, either on her part or on the part of the pupils and patrons.

Sometimes this lack of interest degenerates into opposition or even hostility. If the teacher has the native ability which makes for success in teaching she will remain to the end of the term, but in all probability she will secure a situation the following year in a district nearer home, perhaps in a village or town. If she cannot weather the storm she resigns, to be followed by another teacher without training. Sometimes there are three or four such teachers in a year with an interval of a few days or weeks between the going of one teacher and the coming of another.

It would seem strange to one unaccustomed to the practice to learn that young high school graduates without any professional training are placed in

charge of schools. The situation is analogous to that of a parent living in the country who, when his children were ill, would call in a high school graduate without medical training to prescribe for them. The State guards the children against such a practice as this but permits this even more important work of teaching to be undertaken by people who have absolutely no knowledge of the work they are to do. Even the people who construct our roads must be expert engineers. But our children may be taught by immature young people who have no insight, no skill, no conception of the seriousness of the work in which they are engaged.

In these schools, as in all schools, teachers are needed who know life and who are able to unfold its meaning and significance to children. They should be men and women of broad sympathies, with a love for children, and an insight into their natures which will enable them to take advantage of every favorable disposition or trait by giving opportunity for its expression.

#### SUPERVISION.

Under these conditions one naturally would suppose that country schools should be more carefully supervised than city schools. In the industries, supervisory officers increase in number whenever the conditions favorable for a satisfactory output are lessened. The contrary is true of rural school supervision. Even in small cities and towns, as well as in large cities, there is a city superintendent or supervising principal, often a grade supervisor, and a special supervisor of music, drawing, writing, etc. This is in spite of the fact that teachers usually are experienced, are carefully trained, remain year after year and thus understand the aims of the schools and the needs of the children; that the pupils are housed in comparatively few buildings, making supervision easy because the children are accessible; that the schools are well equipped with apparatus; that there is but one grade for each teacher; and that there is a community fairly well informed as to the aims and purposes of the school, and, because of this knowledge, fairly well disposed toward the school.

The supervision of rural schools is much less effective than the supervision of city schools. There is but one supervisory officer, the county superintendent, who has so many duties that he cannot make more than the legal number of visits to a school; the one-teacher schools are scattered over such a large area that frequently much of the superintendent's time is lost in going from school to school; the teachers in many cases, as stated above, are untrained, without experience, and new to their positions; there are eight grades in a school, necessitating at least four times as many recitations each day per teacher as in a city school; the buildings are poorly adapted and equipped for doing effective work; frequently patrons know very little about the school and have no time to cooperate with the teacher. A prominent educator in a western state, referring to the inadequacy of the supervision in rural schools, says: "We have no other analogous situation. Our army, our railroads, our banks, our churches, our great industrial and political organizations are planned according to some method of oversight of the rank and file by the superior officer. In the rural school only does the worker go about her task unchecked by superior criticism, uncheered by superior approval."

## INADEQUATE FINANCIAL SUPPORT.

One of the hindrances to efficient rural schools is the meagre amount of money voted for maintenance. In many cases this is due not so much to a lack of faith in education as of a failure to realize that the money voted is not, under the conditions, producing an equivalent return. Oftentimes the money voted, because it is inadequate to pay for good teachers and provide the necessary supplies, is wasted, when a somewhat larger appropriation would produce results out of all proportion to the increase.

In some districts, however, though the people desire better schools a higher tax rate would almost amount to confiscation of property. This is notably true of the section in our state known as the Pines. Some provision should be made by the Legislature whereby the Commissioner of Education could help a school for the maintenance of which it is impossible to raise enough money by local tax.

## IMPROVEMENT OF RURAL SCHOOLS.

The following suggestions are made for the improvement of rural schools:

## "HELPING TEACHER."

Inasmuch as many of our rural teachers are not only inexperienced but also untrained there should be employed in each county a Helping Teacher or Teachers—one or more in proportion to the number of untrained and inexperienced teachers, or teachers new to their positions—who would train and help such teachers while in service. These teachers could itinerate from one-teacher school to one-teacher school, teaching and suggesting modes of procedure to new and inexperienced teachers. With their broader outlook upon life and wider experience they could make the work of many a young teacher effective, saving her from failure and the pupils from wasting time which for many a rural boy or girl is all too short.

A Helping Teacher could arouse interest and enthusiasm among the patrons of the school by meeting them for a conference on educational problems after school hours. This could be so conducted by a judicious teacher that indifference would give way to hearty cooperation and an enthusiasm that would change the "Little Red Schoolhouse" from the neglected, dilapidated institution that it usually is to an institution of vital importance not only to boys and girls but also to the whole community. The appointment of Helping Teachers is imperative if all our country boys and girls are to enjoy the privilege of securing an education.

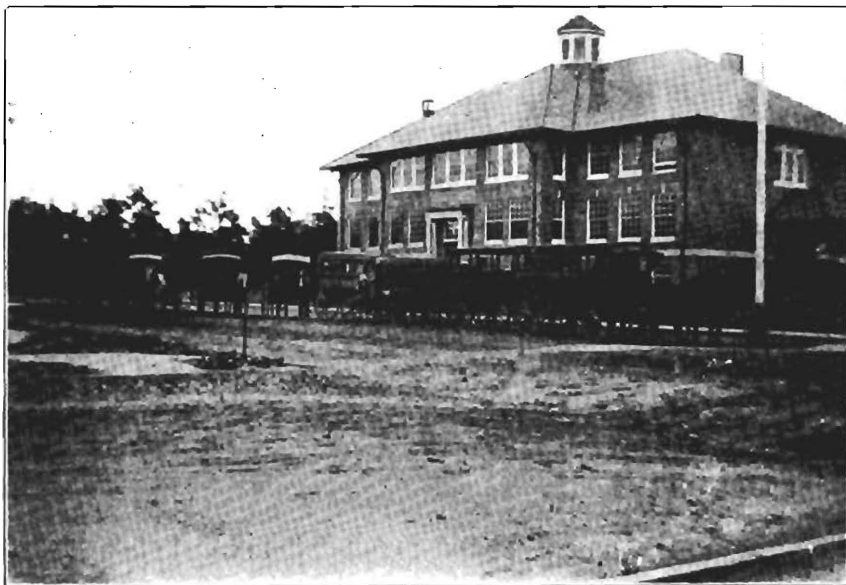
A new normal school in South Jersey should devote itself exclusively to the training of rural teachers.

## THE CONSOLIDATED SCHOOL.

The improvement in rural school buildings has kept pace with the improvement in city buildings. The changes brought about in many districts by adopting a building program which provides for a certain number of new



Schools in Lakewood Township, Ocean County, closed and pupils transported to Central Graded School



Lakewood High School and Transportation Wagons

or reconstructed buildings each year has brought New Jersey into the front rank of states so far as rural school buildings are concerned. It is noted with satisfaction that many districts have, after much careful deliberation, decided to consolidate schools. There is a strong tendency in many sections of the State to combine one-teacher schools into a consolidated school and to transport the children whenever such a schoolhouse is beyond walking distance.

Such a building provides good school facilities within easy reach of rural children. A one-room building, even though well constructed, cannot be made as efficient as a consolidated school. In a consolidated school the number of recitations per teacher may be reduced from thirty-five a day to as few as seventeen—or even to ten if there is but one grade to a teacher; the number of teachers usually may be reduced and thus more experienced teachers engaged by paying better salaries; teachers remain in the same system for a longer period; the school work may be related to community activities in such a manner as to make school work vital; opportunities may be afforded for teaching shop-work, sewing, cooking, etc.; better apparatus and equipment may be provided; the schoolhouse may be used as a community center where entertainments are given, moving pictures exhibited, farmers' institutes conducted; in fact, a consolidated school with an auditorium becomes the place where community ideals are wrought out. The consolidated school becomes in very truth what each school should be; the great instrument for community uplift, intellectual, social and political.

There are many townships in New Jersey where a comprehensive building program adopted now would make for efficiency and avoid the expenditure of unnecessary funds later on.

The consolidated school has passed the experimental stage. The most enthusiastic reports from patrons and pupils in more than thirty states, including many sections of New Jersey, prove beyond a doubt that a more efficient, less expensive, and more generally acceptable school building could not be built. This type of school building will eventually displace the one-teacher schools in all districts in which there is a realization of the needs of the children.

#### THE COUNTY UNIT.

School facilities in city and country districts were shown to be unequal in character, but no greater inequalities exist than those among country districts themselves. The money raised by taxation in different school districts varies so much that a fair inference would be that an education in one district is not so valuable as it is in another district. If education is a state function these inequalities in educational opportunity are wholly inexcusable.

The county unit would make possible the location of schoolhouses so that they would be more readily accessible to the children. A glance at township boundaries suggests the difficulties encountered in distributing the pupils equally. At the present time a one-teacher school in one district may have 50 pupils while the same type of school less than a mile away in another district may have an enrollment of only four or five pupils. By making a

careful survey of a county the necessary buildings could be so placed as to be easy of access to all pupils, and the pupils might be distributed so that their number in the different classes would be equal, with one grade for each teacher.

The county unit would insure the same school policy for a larger district than the township system. The district system has been dispensed with, yet in practise it is still in vogue in many districts where the local board member controls the policy of his school.

A county system would mean greater uniformity in aim and effort; more or less uniform results so that pupils could readily pass from one school to another; a uniform tax rate and uniform per capita expenditure (at present there are adjoining districts in which the per capita expenditure varies as much as \$60); textbooks and supplies of uniform quality; and increased confidence and support of the schools by the people.

Not the least advantage of these larger units would be the reduction in the per capita cost of education. At present there is a duplication of courses in districts, which causes a great waste of time and effort. Special teachers must be engaged to teach subjects that benefit but few students. With larger units students could be taught these subjects by more efficient teachers at centers in the district convenient to all. Special types of schools could also be built in sections where they are most needed and students in other sections of the country with similar interests could attend them.

#### PARENT-TEACHER ASSOCIATIONS.

The most significant movement in rural education is the organization of Home and School Leagues, or Parent-Teacher Associations. Parents in rural districts are vitally interested in education, and a study of educational problems with teachers will result in an appreciation of the defects and possibilities of the rural school. When there is a full realization by parents that they are seriously handicapping their children by denying them opportunities which they might enjoy without extra expense; when they understand that their children must compete in the work of life with children trained in cities and towns with superior educational facilities; when they appreciate that since their day, until recently, the country school has been gradually becoming less efficient and the city school more proficient, then they will insist on school buildings, equipment, and teachers trained for rural work who are able to relate the work to the life about the school. This interest of parents also will result in a changed attitude on the part of the children toward the school.

In many districts these associations have encouraged what might be called of parents and teachers, in all sections of the State. It was clearly evident that the spirit of cooperation dominating these meetings was destined to produce a clearer insight into educational problems and an attitude that was willing and insistent in providing suitable educational facilities.

In many districts these associations have encouraged what might be called extra school activities by relating the work of the school to the work of the home. They have cooperated in making medical inspection more effective; they have supplied schools with necessary apparatus; and they have

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made possible a mutual understanding between parents and teachers without which a good school is impossible. They have been foremost in stimulating every movement which was undertaken to promote the welfare of the school.

THE COUNTY SUPERINTENDENT.

The leader in this movement for a more efficient rural school is the County Superintendent. The responsibilities and opportunities of no other public official have increased correspondingly during the last five years. The duties prescribed by law, numerous though they are (see report of the Commissioner of Education), in no way indicate the real scope and character of his work. There is no phase of rural life foreign to his work. His opportunities for leadership in constructive work embrace all phases of activity. County superintendents have responded nobly to this call for service and the future is big with promise as the results of their work.

The work of the year was greatly facilitated through the cooperation of the other Assistant Commissioners and the entire Department of Education; the willingness on the part of superintendents, principals and teachers to assist by following suggestions; the hearty response by patrons and pupils; and the pleasant relations, both personal and official, with you, whose wise and effective leadership was an inspiration in the performance of my duties.

## SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

ALBERT B. MEREDITH

Assistant Commissioner in charge of Secondary Education

I respectfully submit the following report for the year ending June 30, 1915. The statistical abstracts are based upon the reports of the several County Superintendents and also upon the detailed reports filed in this Office from each approved and registered school.

### COMPARATIVE STATISTICS OF TOTALS.

Approved four-year high schools, 133; I,\* 6; registered three-year high schools, 14; I, 1; registered two-year high schools, 7; D., 4; registered one-year high schools, 2; total enrollment in high schools, 44,314; I., 6,215; number of pupils attending high school from adjoining districts, 7,678; I., 703; total enrollment of the State, 519,880; I., 22,981; number of high school teachers, men, 619; I., 78; women, 1,035; I., 68; amount expended for high school teachers' salaries, \$2,007,130.75; I., \$221,905.50; average salary per teacher, men, \$1,551.48; I., \$8.87; women, \$1,011.36; I., \$28.25.

The following increases may be noted which are significant in showing many aspects of growth in the public high schools.

1. The number of four year schools has increased by six and there have been slight changes in the number of three year and two year schools, respectively.

2. The total enrollment in all classes of high schools has increased from 28,479 in 1912 to 44,314 in 1915, an increase of 55.6 per cent. From 1914 the increase has been 6,215, or 16.2 per cent, which is a slight increase over the growth from 1913 to 1914.

3. The total enrollment of the State, exclusive of the high school, was 430,710 in 1912 and 475,566 in 1915. This is a gain of 10.4 per cent in three years. During the same period the high school enrollment has increased by 55.6 per cent, or in other words, the high school enrollment is growing five times more rapidly than the remainder of the enrollment taken together.

4. Another aspect of the extraordinary development of the high school is seen when the relation of the number of pupils to each thousand of the population is indicated. In 1910, nine pupils out of every thousand persons in the State were enrolled in public high schools. In 1915, sixteen pupils to every thousand of the population were receiving some form of secondary education in public high schools.

5. While the population of the State has increased since 1910 from 2,537,167 to 2,844,342, or 12 per cent, the enrollment in the high schools has increased during the same period 79 per cent, or a little more than six times as fast as the growth of population.

\*I. indicates increase and D. decrease in relation to 1914.

6. The percentage, based upon the total enrollment, of pupils attending high schools outside of their home districts is 17.3, or 1 per cent less than last year. Many of the difficulties attending transportation have been removed, and smaller districts see more clearly the wisdom of providing, through sending their pupils to established schools, better high school opportunities than they could furnish at home.

7. The number of teachers since 1912 has increased from 1,230 to 1,654, or 34.4 per cent, less rapidly than the increase in enrollment, which was 55.6 per cent. During this same period the number of pupils per teacher, on the average, has grown from 23 to 26.

8. The total amount expended for high school teachers' salaries has increased in three years 46.4 per cent, and this, when taken with the increase in the number of teachers of 34.4 per cent, shows that salaries have increased more rapidly than the number of teachers. Another phase of the situation may be observed through a comparison of the average salaries paid to men and women during the past three years, the increase being \$115.07 and \$116.97 for men and women respectively.

To meet these increases in expense the public is responding most generously. New buildings are being erected, which are sometimes filled on the day of opening; and additions are being made to existing buildings. Nevertheless, many districts are temporarily embarrassed because of the rapid increase in the number of pupils who seek in the high schools the training needed as a preparation for work in higher institutions, and the knowledge and skill now demanded by the various professions, including business.

The high school is no longer a retreat for the few, and for those only who are bookish in their inclinations. It serves a wider clientele and is becoming truly democratic in its personnel and in the variety of subjects and activities it offers. Each year is marked by new evidences of the serious endeavor of the public to provide more complete educational opportunities for the youth of the State, and it may be asserted that any boy or girl in New Jersey who is prepared to profit by the high school may enjoy its privileges at public expense.

The following shows the changes in the classification of different schools since my report of a year ago.

Four year approved high schools from three year partial high schools: Hampton, Hunterdon County; Barnegat, Ocean County; Hasbrouck Heights, Bergen County.

Four year approved schools from two year registered schools: Dumont, Bergen County; Hightstown, Mercer County.

Three year partial high schools from two year registered schools: Hanover Township, Morris County; Pleasantville, Atlantic County.

Three year partial high school from one year school: Cliffside Park Borough, Bergen County.

New schools established: Four year—South Side School, Newark, Essex County; two year—Mays Landing, Atlantic County; Hanover Township, Morris County.

At the present time there are but two districts in which high school work is done without approval, viz., Pensauken Township and Merchantville, both in Camden County. Each offers a two year curriculum.

The proximity of these two schools gives rise to a serious problem, and the matter of consolidation and the development of one school in one of

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the districts has been discussed in a joint meeting with both boards of education, and with the county superintendent. A solution will doubtless be found during the coming year.

TOTAL ENROLLMENT BY CLASSES OF SCHOOLS.

Grade IX—4 year schools, 19,259; 3 year schools, 256; 2 year schools 187; 1 year schools, 6. Total, 19,708. Grade X—4 year schools, 10,782; 3 year schools, 166; 2 year schools, 106; 1 year schools, 3. Total, 11,057. Grade XI—4 year schools, 7,374; 3 year schools, 124; 2 year schools, 12; 1 year schools, 1. Total, 7,511. Grade XII—4 year schools, 6,038. Grand total, 44,314.

PER CENT BY GRADES.

	1913	1914	1915
Grade IX	45.1	44.6	44.4
Grade X	24.9	25.3	24.9
Grade XI	17.5	16.6	16.7
Grade XII	12.5	13.5	14.0

This indicates the distribution of enrollment among the different grades in the several classes of schools. The figures for the different grades for the three years show slightly increased percentages for the later years of the course when the four years are taken in cross-section, and would seem to indicate that pupils were staying in school for a longer period. A clearer view of persistence, however, appears when we take Grade IX of 1913, which numbered 15,121, and which as Grade X of 1914 was 9,658, and as Grade XI of 1915 was 7,511, and determine what percentage of the entering class remained each successive year. With Grade IX of 1913 considered as 100 per cent, Grade X of 1914 contained 63.8 per cent of those who began the year before, and Grade XI of 1915 contained 49.6 per cent of those who entered two years previously. Of the entering class of 1914, 65 per cent were found in Grade X in 1915. This is slightly better than the figures of the previous year, and better than the average of the country.

DISTRIBUTION OF HIGH SCHOOL GRADUATES BY AGES.

	1914		1915		Increase		Decrease	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
14 years .....	4	...	4	1	....	1	....	....
15 years .....	31	45	41	71	10	26	....	....
16 years .....	214	310	268	410	54	100	....	....
17 years .....	470	803	604	987	134	184	....	....
18 years and over.	885	1,296	863	1,282	....	....	22	14
	<u>1,574</u>	<u>2,454</u>	<u>1,780</u>	<u>2,751</u>	....	....	....	....
Total .....	4,028	4,531	4,531	4,531	....	....	....	....
Per cent of total..	39.1	60.9	39.7	60.3	....	....	....	....
Total increase .....	503							

From the above figures it may be observed that the total number of graduates has increased 503, or 12.4 per cent. This is greater than the increase from 1913 to 1914, which was 7.5 per cent. When compared with 1914 the percentage of boys to girls graduated remains practically the same.

The total number of pupils enrolled in Grade XII is given as 6,038 and the number graduated is shown to be 4,531. The difference is 1,507. Several factors may throw light on the situation.

1. The enrollment shows the total number of pupils classified as seniors, and includes, in the large cities particularly, pupils who entered in February and who cannot be graduated until February, 1916.
2. Some pupils drop out during the year, although the loss in the twelfth year is not large, when compared with the losses in the earlier years of the high school course.
3. Some pupils fail to graduate even when they continue in attendance to the end of the year. This number is inconsiderable.
4. There is some chance of error.

The first reason is in all probability the most influential in accounting for the difference.

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS.

	1914		1915		Increase		Decrease	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
College or Technical School .....	725	261	832	328	107	67	....	....
Law Schools .....	41	6	65	4	24	....	....	2
Medical Schools .....	30	2	40	2	10	....	....	....
Dental Schools .....	24	....	35	1	11	1	....	....
Training Classes .....	4	214	2	95	....	....	2	119
Normal Schools .....	20	819	23	984	3	165	....	....
Other Institutions..	44	95	57	134	13	39	....	....
	888	1,397	1,054	1,548	....	....	....	....
Per cent of total..	38.8	61.2	40.5	59.5	....	....	....	....
Total .....	2,285		2,602					

From this table some indication of the contemplated goal of 57.4 per cent of the graduates may be seen. Last year the percentage of graduates was 56.7 per cent of the 1,079 who had indicated their intention of entering the State normal schools and City training schools. It appears that approximately 725 did enter in September, 1915, the State normal schools. Various legitimate reasons will account for the difference between intention and the reaching of the proposed goal.

Investigation shows that an increasing number of pupils upon graduation seek to enter the profession of teaching without previous attendance at normal schools. Some do this because of the crowded conditions of the State normal schools, and others because they do not wish to spend two years in preparation for teaching when they can secure positions without professional training. This latter condition is especially deplorable, and its prevention will require either a rule forbidding any but trained teachers to be given certificates, or the maintenance of a higher standard upon the part of boards of education, particularly in the smaller and the rural districts. It is not infrequent, however, for teachers who began immediately after completing their high school courses later to enter normal school. An indication of the extent of the time interval between graduation at high school and entering college may be learned from the results of a recent study of 1,400 graduates of four colleges. Of these, 43 per cent waited a year or more after they had prepared before entering college; 20 per cent lost two years, 12 per cent lost three years while 4 per cent lost five years.

The summer schools for teachers assist many who cannot achieve their ambitions to enter a State normal school, but at its best the summer training school can never take the place of the professional training, including the practice teaching, which the State normal schools afford.

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## SUMMER SESSIONS OF HIGH SCHOOLS.

The usual length of a high school course for the majority of pupils is four years and curricula are planned on this basis. Some pupils find that with other legitimate interests of youth, and sometimes because of poor health, five years should be taken for the four year course.

On the other hand there are some pupils who, because of strong mental equipment and because of vigorous health, may to advantage take the four year course in less than the full four years of attendance. Such pupils carry each year more than the normal amount of work and thus meet the conditions for graduation earlier. These pupils, however, are not in any considerable number in a given school. When such pupils propose to accelerate their courses permission should be given only after a careful consideration by parents, pupils and the principal, of all that is involved.

It should not be forgotten that education is not an act, but rather a process, and that processes take time especially in the field of mental growth. The time element, therefore, is of great importance in any educational undertaking. But schools must recognize individual differences, and to require of all who enter the high schools a fixed time of attendance would work serious injustice to many pupils. Hence there must be reasonable flexibility in the arrangement of curricula to meet special needs. The tendency has been to concern ourselves chiefly with those who are slower in their mental processes and to adapt conditions to their needs especially, while those who to their own advantage can move rapidly through a school course are often neglected.

To make provision in their high schools for both the slow pupils, who, after they have tried a full year's work, have failed in a part of it, and for the more vigorous pupils, several districts, notably Newark, Atlantic City, Hackensack, Plainfield and Trenton, have established summer sessions lasting six weeks and continuing in session from three to four hours daily. In general, the practice seems to be to allow pupils to carry not more than two subjects, one a review subject and the other an advanced subject. The review subject is one which the pupil has previously taken in class but in which he has failed during the last half-year of work and is therefore conditioned.

Instead of merely passing an examination at the beginning of the fall term to remove the condition, such a pupil may attend or may be required to attend the summer session, and thus have an opportunity to earn full credit for the year's work, after thirty hours of instruction under legally qualified high school teachers.

For the pupil who is to gain time by means of the summer session, at least two full hours a day, but not in consecutive periods, unless in the laboratory, are required for a given subject, provided the summer high school has had the approval of the State Board of Education.

Thus exceptional pupils may gain an approximate equivalent of half a unit of work, the time value of the unit being 7,600 minutes. Such work in the summer high school is not credited toward a diploma unless the pupil successfully pursues the second half of the unit in the regular high school. For example, the study of plane geometry may be begun and carried through the

first half of that unit of subject matter in the summer school, but to be credited, the second half of the unit must be taken and passed in the regular high school with daily recitations throughout the half year.

Exceptions to this practice have arisen when a pupil has but a single half unit of work to gain for his diploma. Under such circumstances he has been permitted to have the credit without the necessity of subsequent attendance at high school. Cases of this sort are not likely to be frequent.

The Board of Education at Newark organized its first summer high school work in 1914 and conducted classes for the full period of six weeks. The subjects of only the first two years of the high school course were offered. In 1915 the full program of the high school was offered and the attendance was over 1,000 pupils.

Thus far, Newark is the only district which has sought formal approval of its summer high school curricula.

To standardize the conditions under which the work in the summer high schools is to be done the State Board of Education has adopted the following rules:

RULES REGARDING CREDIT TOWARD HIGH SCHOOL DIPLOMAS FOR WORK DONE IN  
SUMMER HIGH SCHOOLS.

1. The rules for the approval of High Schools organized on the basis of 38 weeks of work apply in general to summer high schools.
2. Teachers in summer high schools must possess legal certificates covering the particular subjects taught.
3. No pupil shall carry more than one advanced subject, i. e., such a subject as he would begin in a regular high school, or for which he has already received credit for a half-year's work.
4. To receive credit for an advanced subject, a pupil must have passed said subject after recitations in the summer high school periods aggregating not less than 60 60-minute hours, provided that no recitation period shall be less than 40 minutes in length, and provided further that the subject passed in the summer high school is continued for at least half a year and successfully passed in the regular high school, unless the summer high school work covers the last half of a year's work in that subject.
5. All records to be applied toward qualifying certificates, of work done in summer high schools, must be under seal or affidavit and upon forms furnished by the Commissioner of Education.

The success of the summer high school sessions will be a strong argument for a longer school year, especially in the cities. Higher institutions find that the quarterly system, with the possibility of beginning new courses at any quarter, has been successful, and there seems to be no inherent reason why some such plan could not be adapted to the conditions in the large urban high schools. Too large sums of money are invested in buildings and equipment to make it desirable that the investment shall not be fully productive during a part of the ten weeks usually given over to vacations. Again, economic pressure and the desire on the part of many pupils to enter upon advanced and professional study earlier than is now the case are other reasons why under suitable conditions pupils who can do so should be allowed to attend school a longer period in any calendar year. This is a development which seems to have in it important educational and financial possibilities, and it is hoped that some New Jersey high school may make the experiment.

Another plan for condensing the period of school attendance in order to secure a high school diploma has been suggested. This is to allow evening work in approved evening high schools to be credited toward the diploma of a day high school. As yet no rules have been formulated and no school district has made formal application for credit of this character.

In some districts such a plan is likely to be feasible. It would also provide a way in which a person could in time secure a high school diploma entirely through approved evening school work. The difficulty in maintaining regularity of attendance and high quality of work after one has been engaged during the day in his usual vocation will make rather slow the growth of evening high schools which attempt to articulate closely with the day high schools.

#### INTERSCHOLASTIC DEBATING AND ORATORICAL CONTESTS.

There is probably no one element of personal effectiveness, aside from character, more potent in influencing people than the ability to express oneself in public address clearly, tersely and in a pleasing manner upon matters of common interest.

The work in oral English in the classroom is directed largely toward this end. It seems certain, however, that in debating the motive for effective speech is stronger and hence it is that this kind of school activity is receiving more attention each year among an increasing number of schools.

Last year debating was given a stronger impetus through the activities of the Philoclean Literary Society of Rutgers College. This society of undergraduates inaugurated a plan whereby some sixteen high schools in four counties were contestants with the final debate taking place at Rutgers College during the latter part of April.

The contest was managed by a joint committee with representatives from each school acting in conjunction with a standing committee of the Philoclean Society. To meet the financial obligations, the debating league was helped by the generosity of Professor Livingston Barbour, of Rutgers College, who gave his rendering of "The Rivals."

The final contestants were the Flemington High School and the Asbury Park High School, the former being the winner. The subject debated was "Resolved, That a Federal Law prohibiting the importation, manufacture and sale of spirituous liquors should be enacted, constitutionality conceded." Over a thousand people, mostly high school pupils, were present at the final debate and the enthusiasm ran high. The debating was of a high character and reflected great credit upon the English work of the respective schools.

Similar contests were held in other parts of the State, involving fewer schools. In Ocean County the four high schools of that territory constituted a league.

A still different type of contest in extemporaneous public speaking was that conducted by the Department of Public Speaking of Colgate University among the representatives of eight of the larger high schools in the northern part of the State and one private secondary school.

About a month before the contest the general subject of the "Merchant

Marine" was assigned and upon this preparation was to be made by the representatives of the different schools.

The speakers were to be prepared in general to discuss any phase of the subject. On the night of the contest, after drawing lots for the affirmative and negative aspects of the special phase chosen for the debate, which this year was "Resolved that the United States within a reasonable period, should add to the privately owned ships of the Merchant Marine enough government owned assets to handle American trade," the contestants were given one hour in which to prepare their arguments. At the end of this period the speakers appeared before the audience and the contest was begun, each speaker being allowed eight minutes in which to present his case.

The judges knew only the speakers and not the schools they represented. In awarding the prizes the judges considered the extent and accuracy of information, its relevance to the specific topic, and effectiveness in organization and presentation. To the winning school was given a trophy plaque, and the individual prizes were a gold, a silver and a bronze medal.

The contest was held at the East Orange High School on April 23, the winner being the Rahway High School. A large and enthusiastic audience was in attendance and much interest was shown.

The contest in Union County differed from the others in that the contestants were both to write and then to recite their orations. A subject was announced to the contestants and they were given two hours in which to write their orations. These were not to exceed 600 words in length. About a month later the oral contest was held, in which there were some 24 contestants.

The success of the plan, says County Superintendent A. L. Johnson, warrants its continuance another year.

Such contests are highly beneficial to all the schools concerned. Pupils are brought together on some other plane than that of athletics alone, and it becomes evident that school spirit can be fostered by literary pursuits as well as through athletic contests. The truth is emphasized that in the broader field of education and in that phase of it which has a definite bearing upon future civic efficiency the development of the mind and the training in the art of compelling speech is as much an essential as the development of the body.

In connection with the final debate at Rutgers, but held on the day following, there was conducted an oratorical contest in which the representatives of some eleven schools participated.

A similar contest was held in Hudson County under the direction of the Hudson County Princeton Alumni Association, and participated in by representatives of the Lincoln and Dickinson High Schools of Jersey City, Bayonne, St. Peter's Preparatory School and West Hoboken. The contest was held in Jersey City with West Hoboken the winner.

#### THE INTERMEDIATE SCHOOL OR JUNIOR HIGH SCHOOL.

In two previous reports I have discussed at some length the proposed reorganization of the upper elementary grades and the first year of the present high school organization into what is known as the Intermediate School

or Junior High School. Some of the shortcomings of our present plan of organization were pointed out, and some indication was given as to what could reasonably be expected from a reorganization on the basis of both administration and the content of the subjects offered. I also suggested a tentative program as a basis for further discussion.

It does not seem necessary at this time to restate the arguments that have been advanced. Discussions of the plan have had a prominent place in the programs of teachers' associations, and many superintendents have presented the subject to their respective boards of education. Boards in such representative districts as East Orange, Trenton, Englewood and Montclair are already making definite plans for the development of such schools. Next year Montclair will open three intermediate schools, each offering three courses, viz., college preparatory, commercial and manual arts. Trenton proposes three schools and has already drawn up its plan for one school to cost in the neighborhood of \$260,000, to be located on a seven acre plot of ground. The building will cover about one and three-fourths acres; about one acre in front of the building will be devoted to a girls' playground, and in the rear will be located the athletic field and boys' playground.

As this building is the first in the State to be planned with a special view to meeting the ideals of the intermediate school some of its important features may well be noted. The front elevation will show two stories above grade, while the rear of the building, because of a difference of about 22 feet in the elevation of the ground, will present four stories above grade. In the lower or basement section will be the shops, comprising manual training areas and the domestic science rooms. In all there will be ten units or shops, 45 by 60 feet each, having a floor space equal to 40 classrooms. Provision is made for two sewing rooms, a fitting room, a dyeing and pressing room, a store room and two kitchens, each subdivided into six individual kitchens and equipped with gas range, sink and dresser. In the boys' department are clay working, metal working, wood working, and printing shops, stock and tool rooms, drafting rooms and administration offices. In the upper stories will be located the academic department of the school. Here will be found the classrooms, the auditorium 60 by 98 feet with gallery, the library, teachers' rooms, and the girls' gymnasium, which is 45 by 69 feet. The auditorium, gymnasium and library will have independent entrances directly from the street.

Much stress is to be laid in this school upon prevocational industrial activities such as are represented in a manufacturing city like Trenton. The faculty of the high school are at work on the problem of the content of the different subjects in the program of studies. A mere transfer of the usual subjects of the high school to the intermediate school without a change in the content of the subjects taught would defeat the very purposes which the intermediate school seeks to accomplish.

Long Branch has for several years grouped its seventh and eighth grades in close proximity to the first year classes of the high school, so that all three classes are treated as an administrative whole. Departmental teaching is followed, although as yet no differentiation in curricula has been provided for. Already many of the advantages claimed from the administrative side

of the plan have been realized. Superintendent Gregory reports that pupils take a greater interest in their school work with consequently fewer failures, and that more pupils continue in school than formerly. It appears that the population of Long Branch has not materially increased and the school enrollment has remained about the same for the past three years. It is found, however, that not only is the total enrollment of the upper elementary grades larger but the percentage has increased. Instead of only 60 per cent of the first year class being found in the second year, last year 73 per cent of the ninth grade were enrolled in the tenth year or second year high school grade. Pupils are remaining longer in school. While other causes may have contributed to this result, doubtless some of the increase may be credited to the intermediate school plan.

Superintendent Stark of Hackensack writes that last year the enrollment in the seventh and eighth grades increased 24 per cent, while that of the elementary schools as a whole increased by only 13 per cent, and that the number of Hackensack pupils enrolled in the high school has increased 23 per cent. Hackensack has an organization similar to that of Long Branch.

The chief point of difficulty at present is in regard to the apportionment of State and county funds when a teacher of the high school devotes a part of his time to the elementary grades. To apportion \$400 per teacher to a district maintaining a full four year approved high school, it is necessary that a teacher devote his entire time to the high school department. If a teacher takes a class in the elementary grades—and grades seven and eight of the proposed intermediate school are elementary grades—for the purposes of apportionment he is classed on the \$200 basis.

In the intermediate school to secure the greatest advantage some teachers of the high school should teach classes in grades seven or eight, but to do so at present means financial loss. It would seem that some basis of apportionment could be devised whereby a district would not be penalized for an educational adjustment which is to the advantage of the pupils of a school, granting of course that experience thus far in districts outside of the State warrants the statement that the intermediate school has proven its worth. To two districts thus far the educational advantages of even a modified form of the intermediate school seem to outweigh the money consideration and their plans are being carried out accordingly.

The whole matter of the intermediate school was discussed at a public hearing held in Jersey City in June, called at the initiative of the Advisory Committee of the State Board of Education. Some 75 school superintendents and principals, representing all parts of the State, were present and participated in the discussion, which overwhelmingly was in favor of the plan. Definite proposals were made to meet the situation and the educational features of the movement were amplified. No immediate action was sought through this meeting. In the meantime the subject continues to receive serious consideration and much evidence of success elsewhere than in New Jersey and many details of organization are accumulating.

#### INCREASED HIGH SCHOOL FACILITIES.

During the year new buildings, or additions devoted to high school classes entirely, or to high school grades and those of the upper elementary school,

have been opened in Newark (South Side High School), in Plainfield, Elizabeth, Montclair, Moorestown, Hackettstown and Woodstown. For the latter building \$100,000 was voted, and as completed the school will not only be the largest in Salem County, but also, exclusive of Atlantic County, the largest in South Jersey. During next year new buildings now in process of construction will be opened in Englewood, Flemington, Cliffside, Camden, Collingswood and West Hoboken. Other districts such as Washington, Cape May, Roselle Park, Summit and East Orange are finding it necessary to erect new buildings, or enlarge existing institutions. Some steps have already been taken to reach this end.

#### SCHOOL VISITATION.

As a result of visits to high schools, some 75 revisions of curricula have been approved by the State Board of Education. In some cases the revisions consisted chiefly in a reduction in the range of subjects nominally offered. The curricula on paper were beyond the capacity of the school to operate, and in the interest of honesty and efficiency a reduction was necessary. Other revisions have been of a minor character, and in no case has an effort been made toward establishing uniformity throughout the State. Local conditions have been studied and suggestions have been made in accordance with definite principles of curriculum making.

I have found without exception a desire for constructive criticism and a willingness to accept suggestions on the part of school principals and boards of education which has made my work pleasant.

It is coming to be generally understood that when schools are approved they are approved for definite curricula and on the basis of the rules of the school governing the administration of these curricula, and that whenever any changes are to be made the reapproval of the State Board of Education is to be sought. It is only by such a procedure that the standardization of the high schools can be continued and the integrity of the high school diploma guaranteed.

The requirement of many of the professions of the prerequisite of four years high school work in an approved high school or its equivalent has necessitated greater care than ever in the keeping of pupils' records and in the strict adherence to approved curricula, if qualifying certificates are to be issued by the Commissioner of Education. The fact has been impressed upon school authorities that they can certify under seal only to such work as is actually done in their schools, while at the same time an accurate record must be kept of the conditions under which the pupils enter from other high schools, approved or unapproved. It is coming to be the practice to first send to this Department for equating the records of pupils who enter a high school from other approved schools or from schools outside of the State. This practice avoids difficulty when a pupil later asks to have his secondary school record validated toward any form of qualifying certificate.

The possibility of securing the legal equivalent of a high school diploma by examinations in high school subjects, conducted by the Commissioner of Education, has been repeatedly set before high school teachers. This has

resulted in an abandoning of the practice in some schools of giving credit toward a diploma for work prepared outside of school and then passed by a successful examination. It cannot be too strongly emphasized that schools exist for the purpose of instruction and for training in skill and in right habits of thinking and living, and not for the purpose of passing examinations, which are merely an incident in school administration, and which too often aim to test only the retentive powers of a pupil.

One of the most interesting phases of my work in visiting and testing schools has been in connection with the round table conferences held at the close of the school day. At these conferences opportunities are given for a full and free discussion of the problems of a particular school, and strong and weak points are indicated. As a result many letters are received at this office regarding individual problems and containing requests for special literature bearing upon subjects taught; and also regarding schools which have been particularly successful in developing different phases of work.

From my observation I am fully convinced that there is an increasing professional interest on the part of high school teachers and that less stress is laid upon the giving of courses in different subjects and a more intelligent interest taken in pupils and their especial needs. This condition presents a pleasing prospect.

Each year sees an increasing number of high school teachers in attendance at summer schools, studying the general problems of secondary education as well as seeking improved methods in the subjects they are teaching. Most of this work is done, however, in summer schools outside the State. It is hoped that special opportunities may be offered to high school teachers in our own State summer schools, including that at Rutgers College, in order that the ideals of the New Jersey system of schools may be thoroughly grasped and that teachers may better meet State conditions.

In this connection reference should be made to the four year high school teachers training course given at the Trenton State Normal School which offers to high school graduates a four year course in methods of teaching high school subjects.

In conclusion I wish to express my hearty appreciation of the cooperation of high school principals, county superintendents and boards of education in helping to make effective the public high schools of the State.

## INDUSTRIAL AND AGRICULTURAL EDUCATION

PREPARED BY

LEWIS H. CARRIS

Assistant Commissioner in charge of Industrial Education  
including Agriculture

I have the honor to submit herewith my report for the school year 1914-15 and for the present year up to November 1, 1915.

SCOPE OF WORK.—Industrial education in New Jersey embraces those forms of school activities which are State-aided by the manual training law and the vocational school law. Analyses of the activities of my department are given here:

### I. Manual Training

#### A. Organization

1. Approval of all courses of study submitted by districts
2. Examination of annual statistical and written reports
3. Visits to teachers at work
4. Conferences with boards of education
5. Organization of manual training associations

#### B. Types of Work

1. For Boys—*a.* Woodwork, *b.* Metalwork, *c.* Printing, *d.* Agriculture, *e.* Mechanical drawing
2. For Girls—*a.* Cooking, *b.* Sewing, *c.* Millinery

#### C. Primary Manual Training for Boys and Girls

### II. Vocational Education

#### A. Organization

1. Preliminary conferences with local school authorities
2. Approval of plans submitted
3. Approval of courses of study
4. Inspection of teachers' work
5. Reports to State Board of Education

#### B. Types of Work

1. For Boys—*a.* All-day vocational classes in carpentry, cabinet making, pattern making, machine shopwork, electricity, printing, mechanical drawing; *b.* Part time classes for boys
2. For Girls—All-day classes in homemaking
3. Evening vocational classes for men in machine shop work, woodwork, carpentry, mechanical drawing, architectural drawing, printing, sheet metal work, plumbing, blue print reading, market gardening and electrical work, etc.
4. Evening vocational classes for women in cooking, sewing, millinery and home nursing

## III. Agriculture (not State-aided)

1. Assisting in the introduction of agriculture in the rural schools
2. Helping with organization of county contests

As in my previous reports I shall deal with the three principal divisions mentioned above.

## VOCATIONAL EDUCATION.

Some of the vocational schools in New Jersey organized under the provisions of Chapter 294, P. L. 1913, have now completed more than two years of work. It will, therefore, be possible in this report to attempt to give a more careful analysis of their values and needs than could be given last year.

During the past year the following new schools and departments have been organized:

*Orange*

All-day department (for boys)

All-day department (for girls)

*Middlesex Co.*

All-day department at New Brunswick (for boys)

Evening vocational classes at Perth Amboy (for men and women)

Evening vocational classes at Jamesburg (for men and women)

Evening vocational classes at New Brunswick (for men and women)

*Essex Co.*

All-day department at West Orange (for boys)

All-day department at Bloomfield (for girls)

Evening classes at Nutley (for women)

Evening classes at Irvington (for women)

*Woodbridge*

Evening classes for women

*Franklin*

All-day classes (for boys)

All-day classes (for girls)

*Hackensack*

Evening vocational classes in sewing (for women)

Evening vocational classes in mechanical drawing (for men)

*Passaic Twp.*

Evening class in market gardening (for men) short unit course

*Cape May Co.*

Vocational work in agriculture

*Vineland*

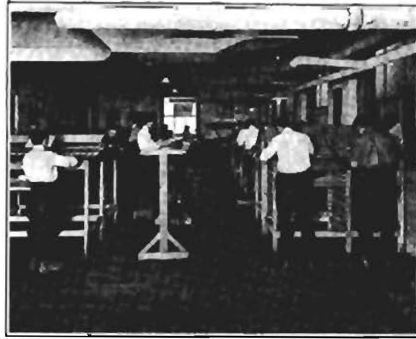
Vocational department in agriculture

*West New York*

Evening trade class for embroidery workers

The accompanying tables of statistics will show all the State-aided schools and departments organized under the vocational school law. They will also show the number of pupils taking work in the various departments.

There were 609 boys enrolled in all-day schools, 45 boys in part time schools, 410 girls in all-day schools, 2,633 men in evening classes, 2,498 women in evening classes.



Printing Department,



Machine Shop



Woodworking Class

**BOYS' INDUSTRIAL SCHOOL, NEWARK**



Dressmaking Class



Power Machine Sewing

**GIRLS' INDUSTRIAL SCHOOL, NEWARK**

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## APPROVAL OF SCHOOLS AND DEPARTMENTS.

The success of the schools organized under the vocational school law depends so much upon the standards set by this Department that it seems best to repeat at this time some of the fundamental standards used in the approval of new schools and in the continued approval of old schools. Much of this was given in last year's report.

1. *Age of pupils enrolled.* A rule of the State Board of Education permits pupils who are thirteen years of age to be enrolled in day schools. This is contrary to the practice followed in most of the states which have organized vocational schools. An examination of the tables of attendance will show that there is no tendency to reduce the number of thirteen year old boys and girls in our day vocational schools. I am not yet sure that this is the movement in the right direction. In my opinion the rule could well be amended so that an additional educational qualification could be demanded of the thirteen year old pupil. The rule of the State Board follows:

"An all day vocational school having a course of study covering three or more years may admit pupils over thirteen years of age for such prevocational work as the school may offer; provided, that applicants for admission of fourteen years of age or over shall have the preference, and provided that the number of pupils under fourteen years of age does not interfere with the organization of the school under the provisions of Chapter 294, Laws of N. J., 1913, and the rules and regulations, Bulletin No. 1."

2. *Qualifications of teachers.* The State Board of Examiners has required proof of the practical experience of the candidates for vocational certificates. During the past year the State Board of Education has revised the rules and regulations governing the issuance of vocational certificates and in each class of certificates has emphasized the importance of practical experience. Districts are beginning to realize more and more the desirability of securing teachers who have had an adequate shop experience. This shop experience with the satisfactory scholastic training is a difficult combination to secure. People with this preparation, however, are to be had but many times it means an extended search.

Another problem which school administrators have with this type of teachers is to secure those who are able to teach. At the present time it is impossible to secure candidates for these positions to any extent who have had training in the art of teaching. The Department of Public Instruction, however, is careful to insist that the principal or director of vocational education shall have had this training either through school experience or through training in some approved institute. I am glad to say that it is the policy of the State Board of Examiners not to grant a limited vocational certificate until the candidate has proved that he has some aptitude in the art of teaching as well as facility in his trade. The procedure in securing teachers is about as follows:

a. The local board of education selects the teacher who seems most desirable from the standpoint of personal fitness, preliminary education and shop experience.

b. The tentative approval of this Department is secured by the submission of statements concerning the points mentioned above.

c. Upon the approval of this Department the superintendent of schools having jurisdiction issues a provisional certificate.

d. As soon as possible thereafter a representative of this Department visits the teacher and recommends to the State Board of Examiners that a limited certificate be issued upon the presentation of the proper credentials and the taking of such examinations as may be necessary. (This limited certificate is valid for one year only and at the close of the school year is renewed upon the recommendation of the Commissioner of Education and of the superintendent of schools having jurisdiction).

3. *Equipment.* Considerable more care has been exercised during the past year by boards of education concerning the new equipment. In every case lists have been submitted to this Department for approval.

4. *Evening school work.* The New Jersey Vocational School Law clearly states that evening vocational work for men shall be of the trade extension type; i. e., the subject matter of the evening instruction shall deal with that of the day employment of the pupils. In spite of the publicity which we have attempted to give to this phase of the law several boards of education applied for State aid for classes which were made up almost exclusively of trade preparatory pupils, i. e., people who had not had day experience in the trade to be taught. It was therefore necessary in many cases to refuse the State aid to such classes. During the past year and during the present year the following standards with reference to age and experience will be followed:

a. *Evening classes for men.* The minimum age for these classes is sixteen. Realizing, however, that there are certain special cases the Department has allowed the principal of the evening schools to admit a limited number of pupils under this age. In no case, however, has the class been considered a State-aided class if more than 25 per cent of under age pupils are enrolled. An examination of the age tables given in the statistical report will show that only a few pupils under the legal age have been in these classes. In no case have they been admitted when the work of the class would be harmed in any way by their presence.

b. *Character of the day work.* Local school authorities have been requested in the case of every evening vocational class for men to show the reason for the presence of all the pupils in the class with respect to their day employment.

c. *Evening household arts classes for women.* As provided by the law, the minimum age for women is seventeen. When 75 per cent of a class have been seventeen years of age or over the class has been considered as organized within the intent of the law.

#### WOMEN'S VOCATIONAL WORK.

I have had the capable assistance of Mrs. Iris Prouty O'Leary in the supervision of the girls' and women's work for the past year.

In the majority of instances the vocational work for women in New Jersey has developed along the line of instruction in household arts. In a few instances trade classes have been organized: cooking classes for housemaids in Montclair; instruction in sick-room cookery and dietetics for nurses at the East Side high school, Newark; training for embroidery menders at

West New York. None of the all-day schools has been in existence for a sufficiently long time to have placed any of its graduates in the trade. As yet, the trade training which these schools offer is not well defined but is more or less incidental to a general course organized with the major purpose of teaching certain branches of homemaking.

The tendency throughout the State to establish schools of household arts rather than industrial schools is undoubtedly a good one. The field for this work is unquestionably large and the need great. At the same time there are many thousands of girls and women in the industries who should be trained for their work. The small beginnings which have already been made in this direction are encouraging, but it is highly desirable that this work should be extended as rapidly as possible.

Here and there efforts are being made to reach special groups of women through the afternoon classes or part time work. This tendency is a desirable one and these classes should increase in number.

One of the best things in the development of the all-day vocational schools is the individuality of the different schools. Each community has adopted its own plan of organization with the result that there are no two schools which are exactly alike. While the methods which have been developed in some places are apparently more successful and productive of results than are those used in other communities, all these experiments are valuable. At the present stage of development in this work it is more desirable to have a variety of organizations tested as to their adaptability to different conditions than to have a standard school adopted, no matter how successful any one type may appear to be.

From these various experiments evidence is accumulating as to the best practice as regards methods of organization and teaching. It has already been demonstrated, for instance, that whenever work is to be conducted on any but a limited scale better results are obtained by placing a competent woman in charge of these schools or classes. Another thing which experience has shown is that since the vocational school is both a school and a shop its administration must be freed from certain traditions and practices which are common in the management of the regular schools. Whenever the local school authorities have given the vocational school additional freedom it has resulted in benefit to the school.

In those cities which have supervisors of domestic art and domestic science the evening vocational classes in cooking and sewing are usually placed under the charge of these supervisors. This too often results in bringing over into the evening classes the manual training methods which are used in the day school and in the employment of teachers who are without practical experience.

It is of course necessary that all teachers of practical activities in both the day and evening schools have adequate trade experience. How to secure such instructors in sufficient numbers is becoming a problem. In order that it may be possible to utilize certain women whose trade experience is most valuable it is highly desirable that some means be provided whereby trade women may secure the necessary pedagogical training to fit them for teaching positions in the vocational schools. There are at present a number of opportunities for men to secure training of this kind, but none for women.

## SCHOOL REPORT.

## ADDITIONAL FUNDS REQUIRED FOR VOCATIONAL SCHOOLS.

It will be necessary to ask the Legislature to appropriate additional funds from some source to meet the obligations incurred in State-aided vocational schools and departments which have applied for the current school year. The amount of the preliminary applications is \$120,000; this is about \$40,000 more than will be available. It has been a difficult task to know how to apportion the vocational school fund in justice to all concerned. Two methods of procedure were possible.

1. To refuse approval to all schools and departments applying after the \$80,000 was exhausted.
2. To assume that the law of 1914 made it possible for all districts to organize vocational work without regard to the limited funds available.

In the opinion of the legal division the latter course was the only one which could be taken by this Department and render justice to all concerned. The law clearly provides that any district has the right to organize vocational schools and gives this Department and the State Board of Education the right to approve such schools when they meet certain standards. The time has come when the Legislature must give its approval or disapproval to an extension of vocational school work because the law lays an obligation upon the State which can not be limited by the \$80,000 clause. The money for State aid for vocational education is at the present time deducted from the State railroad tax before it is distributed to the districts. In the other states which have schools similar to those in New Jersey appropriations are made as follows :

Massachusetts. Annual appropriations by Legislature on recommendation of State Board. (This appropriation does not come from State school funds.)

New York. Annual apportionment out of State school moneys made by the Commissioner of Education. (This procedure is similar to that of New Jersey.)

Pennsylvania. Annual allotment on requisition of State Board out of a biennial appropriation for the purpose made by Legislature.

Indiana. Annual levy of 1 cent on \$100 valuation to meet annual claims of vocational schools and to create a permanent fund for vocational education.

If New Jersey is to advance in this work it will be absolutely necessary to have funds that will enable the Department of Public Instruction to reimburse all districts which may reach the standards set up by the State Board of Education.

## TIME OF GIVING STATE AID.

According to the New Jersey law, State aid for vocational schools is given during the current year. In this respect New Jersey differs from Massachusetts, Pennsylvania, Indiana and New York. Procedure for these states is as follows :

Massachusetts. Reimbursement after approval of work actually accomplished; no advance of current distribution of money from State treasury to schools; appropriation by any annual Legislature for year ending the first day of previous December.

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Pennsylvania. Same as Massachusetts, save that after July 1 of each year payments are made out of fund appropriated biennially, for the reimbursement of the preceding school year.

Indiana. Same as Pennsylvania, save that payments are made from a permanent fund for vocational education.

New York. Funds distributed in January and March for approved work of the previous school year ending preceding July 1.

The New Jersey procedure is a difficult one to follow as it is not always possible to give final approval of the work until late in the year. This makes it difficult for local boards of education to know definitely how to keep their accounts. In several instances during the past year we have been obliged to ask secretaries of boards of education to revise their final statistics after their accounts for the school year have been closed. This Department has, however, endeavored to get information to the cities concerning the approval or disapproval of certain items of expenditure.

## COUNTY VOCATIONAL SCHOOLS.

In my last annual report I described in detail the work organized by the Atlantic County Vocational Board of Education and also told of the progress of the County Board of Education in Middlesex County. Both of these boards of education have organized vocational work for their counties on quite an extended basis. Two other counties have organized boards of education during the past school year—Essex County and Cape May County.

The organization of these county vocational school boards and the work which they are doing has furnished new problems for the Department. The schools organized under this division of the law are the only ones of the kind in the country as far as I can learn. In a measure a dual administration of public schools over the same territory is provided. The county board of education is independent of any other board of education and has jurisdiction over the entire county for vocational work. This does not mean, however, that no smaller unit within the county can organize vocational schools. The Essex County Vocational School Board has organized an all-day school for boys in West Orange, an all-day vocational school at Bloomfield and evening classes in various parts of the county. Essex County also has State-aided vocational schools and departments organized by Newark, Orange and Montclair. The Essex County Vocational School Board is working in harmony with the various school boards of the county, including those which have organized some form of vocational education. I can see no danger at the present time of an overlapping of work, or a conflict as to jurisdiction. In the several counties local boards of education have been generous in opening schoolhouses for the county vocational school board and without expense to the county.

There are three features in which the present law in my opinion should be changed.

1. The school year should be made the same as that of other schools. The present law provides that the county vocational school year shall begin November 1 and end October 31. This provision was incorporated at the time for the purpose of making the statistical year of the county coincide with that of the State. In practice, however, the advantage of this has

been offset by the disadvantage of having the year differ from that of other schools. With the organization of additional county boards of education there will be additional confusion as to statistics. The accompanying tables of statistics and expenditures for vocational schools had to be divided for the current year as follows: the statistics giving receipts and expenditures of vocational schools organized by schools, boroughs, etc., is for the school year beginning July 1, 1914, and ending October 31, 1915.

2. According to the present law the amount of State aid available for any county is limited to \$10,000. It is evident that several of the counties will need to expend a considerably larger sum than the total amount available, \$20,000, within the next few years. As a matter of fact the expenses of the Essex County Board of Education for the present year will approximate \$26,000 and the amount of State aid available is \$10,000. In the case of cities and other districts the amount of State aid available for each school is \$10,000. In my opinion the law should be changed so that county boards of education shall not be discriminated against in the organization of vocational schools.

3. County vocational school boards should be given power to borrow money in anticipation of State funds. This power is not given them in the present law.

#### DEVELOPMENT OF VOCATIONAL WORK.

As I have repeatedly said in my reports to you there can be no "standing still" in vocational school work. There are constant demands for the organization of new schools and new types of schools. At the present time considerable attention is being given to two types of work which have not been organized to any extent in New Jersey:

1. Continuation schools
2. Vocational guidance.

#### CONTINUATION SCHOOLS.

The New Jersey School Law provides for the organization of part-time or continuation schools but also provides that the subject matter dealt with in these schools shall be that of day employment. Large numbers of our boys and girls go to work at the age of fourteen. They are thrown into industry without any restriction except in so far as restrictions are made by the excellent child labor law of our State. Should the responsibility of the State cease when the child reaches fourteen years of age and leaves school to enter industry? An analysis of the occupations engaged in by these boys and girls shows that almost none of these is such that continuation schools can be organized under our present law which will give work supplementary to that of the day employment. A consideration of the work which fifteen year old boys and girls do will show that it is for the most part messenger service; they carry packages from one part of the store to the other, deliver goods, act as messenger boys and errand boys. Very few indeed are at work which they will follow as a life occupation. They are marking time and are for the most part anxious to get into lines of work. There is a growing feeling that the schools should deal with the fourteen and fifteen year old boys and girls who have left school to go to work as well as with the more fortunate ones who are able to stay in school for that period.

It is in response to this feeling that continuation school laws providing for the organization of these schools have been adopted in several states.



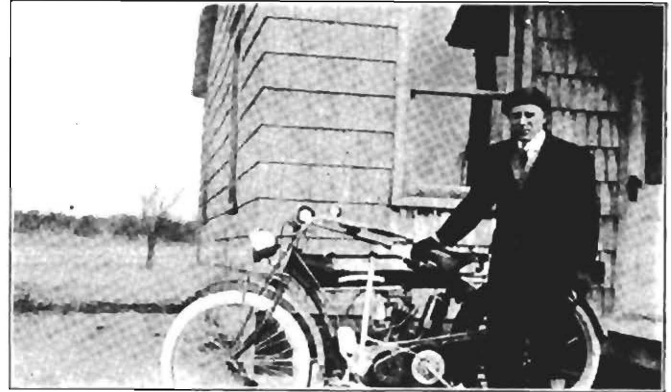
This Young Man purchased a Power Outfit and then did enough Custom Spraying to pay for it



Clean Cultivation of Peach Orchard



Building his own House of Lumber that could be picked up



Agricultural Instructor about to visit his students on their own Farms

**WORK OF ATLANTIC COUNTY VOCATIONAL SCHOOLS**

Wisconsin and Pennsylvania have passed continuation school laws. January 1, 1916, every fourteen and fifteen year old boy and girl in Pennsylvania who has gone to work must attend a continuation school for at least eight hours a week. The only exceptions are those girls who are engaged in work in the home and those boys who are on the farm. The Pennsylvania law provides that no fourteen or fifteen year old child shall be employed more than fifty-one hours a week and that eight of these hours shall be given to continuation school work. The continuation schools in Pennsylvania will be in session for the same length of time as the ordinary day schools. In Wisconsin these children are obliged to attend school four hours each week.

Massachusetts and New York both have continuation school laws which enable districts to establish compulsory continuation schools. Boston is the only district in these two states which has established such compulsory schools. In Boston all "permit" children are obliged to attend school four hours of each week.

In my opinion New Jersey should begin the consideration of legislation which will either establish compulsory continuation schools or will enable districts to set up such schools and make attendance thereon compulsory. I believe that the policy of liberal State aid in the establishment of these schools would be sufficient to induce many of our districts to organize such schools. I would like to see a law passed which would provide for compulsory continuation schools in the future, say in two or three years, and which would provide for the training of teachers for these schools. This law might also include a special clause which would enable districts to organize these schools at once, with additional State aid for classes so organized.

I have not figured out the approximate cost for this work but it would not be a large amount for each child. My visits to continuation schools already established have firmly convinced me of their worth. A continuation school teacher can handle 100 pupils each week in a four hour day.

#### VOCATIONAL GUIDANCE.

A consideration is being given at the present time to the subject of vocational guidance. This work is organized as a part of the regular school work in the upper grammar school grades, in the high schools and in our vocational schools. It attempts to turn the attention of the children to possible vocations which they will enter and it also attempts to determine the vocations for which particular individuals are best fitted.

I cannot enter into a discussion here of the merit of the plan. I do believe, however, that this Department should assist in this movement by the issuing of bulletins and by giving expert assistance to districts which are anxious to organize vocational guidance schemes. The work of vocational guidance is not to attempt to introduce new subjects into the curricula of the public schools but rather to emphasize as a part of the regular school work a proper consideration of the most important phase of the adolescent period—the selection of a life vocation.

#### MANUAL TRAINING.

An examination of the tables relating to manual training will show that 118,090 boys and 125,232 girls received instruction in some form of manual

training in the State-aided classes during the past school year. This is approximately 50 per cent. of the entire number of pupils enrolled in the State but does not include many pupils who are taking manual training in classes which do not receive State aid. The total expenditure for this work was \$554,287.48.

In the supervision of the manual training work for the past year I have had the efficient help of Mr. E. A. Reuther, of Westfield. Mr. Reuther has visited practically every manual training system in the State and in some cases has paid several visits. In this report most of the material concerning manual training has been furnished by Mr. Reuther.

*Office work.* There has been a marked increase in the requests for assistance and information in regard to courses of study, methods of procedure, equipment and other details of manual training work. Through this correspondence we have been able to control the aims, policies and expenditures in some measure.

*Examination of courses of study.* Since the first of November, 1914, courses of study for 32 districts have been reviewed and presented to the State Board of Education for approval. A list of such districts follows:

Egg Harbor City, Atlantic Co.; Borough of Roosevelt, Middlesex Co.; Dover, Morris Co.; Carlstadt, Bergen Co.; Union Township, Union Co.; West New York, Hudson Co.; Wildwood, Cape May Co.; Pitman, Gloucester Co.; Cranford, Union Co.; Midland Park, Bergen Co.; Ventnor, Atlantic Co.; Hanover Township, Morris Co.; Pompton Lakes, Passaic Co.; Ocean City, Cape May Co.; Collingswood, Camden Co.; Glen Rock, Bergen Co.; Little Ferry, Bergen Co.; West Paterson, Passaic Co.; Dumont, Bergen Co.; Leonia, Bergen Co.; Lodi, Bergen Co.; Hopewell Township, Mercer Co.; Teaneck, Bergen Co.; Salem, Salem Co.; Fairview, Bergen Co.; Irvington, Essex Co.; Little Falls, Passaic Co.; Peapack-Gladstone, Somerset Co.; Garfield, Bergen Co.; Monroe Township, Gloucester Co.; Madison, Morris Co.; Woodbridge, Middlesex Co.

*Revision of courses of study.* Examination of all the courses of study on file in our office has been made and it has been found that many of these courses require revision. In a number of instances districts have been notified of this and have already presented revised courses of study. We shall soon notify all districts whose courses are not up to date to present a revised course of study. If such revision shows the introduction of new phases of manual training work or radical changes in the established lines of work, these will be presented to the State Board of Education for approval.

A card index is in course of preparation by our secretary showing the following data:

Name of District.....Original Course Approved.....  
 Date of Revision.....Branches of Work Outlined.....

*Equipment.* Districts have been encouraged to be more economical in the purchase of equipment. In small district and township systems benches have been made thus effecting considerable economy. New Providence, Riverton, Pitman, Hamilton Township, Little Ferry and Newton have provided such home-made equipment and it is giving entire satisfaction. Besides the money

saved there is the added advantage of encouraging boys to make their own benches at home.

The shops in the Montclair schools have turned out over 200 benches for the school system.

In several cases lists of tools to be purchased have been cut down considerably without impairing the successful operation of the shops. One district was about to purchase \$40 worth of pasteboard boxes in which to store the pupils' work in sewing. It was suggested that each student secure a pasteboard box of the required size from some department store. The suggestion was followed and the money put to better use.

*Growth of manual training in township systems.* There has been a marked growth of manual training in township systems. This indicates that various forms of handwork are finding their way into the rural communities and even into one-room rural schools. We have encouraged and suggested the making of such articles as might be of use in such communities—chicken feeders, brooders, feed troughs, rustic furniture, seed boxes, use of concrete, slight repairs about the school buildings by the boys while the girls may spend some time in mending, hemming towels, simple block printing using an original design carved on potatoes or carrots, stencilling curtains for book shelves at home or in school, re-hemming the school curtains, weaving of rugs upon simple looms made by the boys or making use of a small wagon wheel rim, driving brads around the edge at equal distances and stringing the warp across these, hooked rag rugs on burlap, braided rush door mats. All these and many other types of work may be done.

*Primary manual training or elementary handwork.* There is a growing tendency to use the handwork in grades I to IV inclusive to vitalize the work in history, geography, language and arithmetic. To this end the sand table is a most helpful adjunct and the adoption of this valuable piece of apparatus has been urged continually. Some excellent results have come through its use and development.

While the elementary handwork may not have changed much in form I feel certain that there is a noticeable change in motive. Elementary handwork of the so-called "busy work" type is fast disappearing. As mentioned above, paper cutting, folding and pasting are used as illustrative material on sand tables, posters and moving picture devices. We now weave for the purpose of showing crudely the industrial process rather than for the rug itself. A motive is supplied by furnishing a miniature house in grown-up style. As much design as possible is used in this work, and drawing and elementary handwork are becoming so closely correlated that it is often difficult to distinguish where they should be separated financially. This is equally true of the advanced handwork.

*Shopwork.* We are gradually applying the general term shopwork rather than bench work to the activities adopted for the boys of the upper grammar grades. There is a general agreement on the part of shop teachers that the work should introduce other materials than wood, and several systems are now making every effort to broaden their courses to include work in metal, cement, electricity, elementary mechanics and printing. Jersey City, Montclair, Newark and Kearny are among the systems that have demonstrated the value of such enriched courses.

The introduction of new materials will, of course, give greater opportunity to the teacher in illustrating a variety of industrial processes; thus, sheet metal work of an elementary type can be made of considerable value. Moulding and casting in soft metal illustrate the processes in foundry work; cement work used in making flower boxes, garden seats, sun dial pedestals, troughs, water basins and other articles open up the field of construction with this important industrial material.

*Methods in shopwork.* The methods used in producing articles in the shop are claiming considerable attention. There is an increasing demand on the manual training shop to produce things of value to the school system. In order that this may be done successfully and quickly, short cuts, system and labor-saving devices have been introduced. Lumber is gotten out to the desired size; jigs are prepared for the various operations so that all parts are uniform, and the class is divided into sections for preparing the parts for assembling, gluing and finishing. This is sometimes called the factory method in contrast with the craft or individual method usually used in manual training shops.

There are many points for and against the factory method.

1. There is no question as to the value if considered from a productive standpoint. The output is without question increased.
2. The product turned out is uniformly good.
3. The method does illustrate fairly well modern methods of production.
4. It does hold the interest of the class if well organized and planned.

On the other hand these arguments may be used against its too general adoption.

1. Too often the jigs are made by the teacher without calling on the inventive genius of the class.
2. Our work as teachers is to develop rather than to produce.
3. Do we care to emphasize a method which has a tendency to dwarf the worker and which has made man part of the machine? Will the worker not learn the system soon enough when he comes in contact with factory life?
4. In the actual operation of the system the worker does grow tired of his work and becomes discontented, so may not the interest shown by the child be based upon the novelty of the experience?

Some there are who claim that a boy will do better work on a craft problem if he has first had problem articles using the factory method. If that claim holds good the man of this age and country should show remarkable development over that of any other age and country, which is contrary to fact.

A question might be raised as to what extent the school shop should provide equipment for the school system. There is no doubt but that some of this work should be done. It is equally true that this production should not be continued to the point of exploiting the child.

*Sewing.* The teachers of sewing are making their work more practical. The "sampler" is rapidly disappearing and more attention is being given to the stitches as applied on some simple useful article. In some schools darning of stockings and mending brought from home are done by the girls. Cost and quality of materials are topics of discussion. Simple tests for different fabrics are taught and applied.

In most schools it is customary to discontinue sewing when cooking is

taught in grades VII and VIII. This is rather unfortunate, for sewing is usually taught beginning with the fifth and continued throughout the sixth year. This does not prove the proper amount of time to develop enough ability on the part of the child to make and fit simple garments. Neither is the child old enough to learn to run a machine. It would, therefore, seem best to begin cooking during the last half of the sixth year and alternate with sewing in the seventh and eighth years, devoting one-half year to each activity, unless enough time could be set apart for both activities in the seventh and eighth years.

In some schools, sewing is taught throughout the grades, beginning with the first. Cliffside and Irvington are among the schools which are getting good results from the primary grades.

Machines are being introduced in many schools so that more rapid progress may be made, and more attention is paid to the use of patterns. The girls of several schools have developed enough skill to make their own graduation dresses.

*Domestic science.* Domestic science is becoming more popular and a number of schools have added the necessary equipment for teaching this subject.

The laboratory or small portion plan of cooking still prevails largely due to the lack of some method of disposing of the output. This is unfortunate, I believe, and places cooking at much the same disadvantage as the "sampler" kind of sewing places that subject. However, there are numbers of schools which have found the lunch room a means of providing a motive for practical work as well as a financial help. Westfield, Glassboro, East Orange and Park Ridge have been very successful in carrying on the lunch room plan. A divided recipe often destroys the results that would have been secured if the whole recipe had been used. It is most difficult to estimate fractions of a teaspoonful, and baking, which is considered a scientific study, becomes guess-work. Results vary widely where they should be uniform.

In some places orders are taken for baked goods, jellies, canned goods, etc., and thus a market is provided, or a baked goods sale is advertised and the product disposed of in that way. Occasionally receptions, dinners or luncheons are served to parents, classes, boards of education or groups of teachers so that the girls may be taught the practical parts of marketing, planning, preparing and serving meals. In nearly all cases the teacher of cooking attempts to have the pupils try out the full recipe at home and in some cases credit is given for such home work. This work should be encouraged and records kept of each student's home work.

*Kitchen equipment.* The domestic science type of table with its hot plate attachment still remains popular although there is a growing tendency toward a less elaborate equipment. This has been encouraged by this Department. We feel that the school equipment for cooking should approximate the average home equipment. It should provide opportunities for cooking or baking with gas, coal or oil. In many cases gas is the only means of heat provided in the school kitchen.

*Household arts courses.* Household arts courses are now offered in nearly all the large high school departments of the State. The following places have well organized courses: Atlantic City, Bayonne, Jersey City, Newark, Orange, East Orange, South Orange, West Orange, Montclair, Plainfield,

Trenton, Camden, Hackensack, Paterson and Passaic. These vary somewhat in content but offer excellent opportunities for girls to become proficient in simple designing of garments, plain sewing, simple dressmaking, and in some cases tailoring. In cooking, baking and general homemaking, including the keeping of household accounts, marketing and the making up of the budgets, are offered.

*Arts and crafts.* In several high school systems, arts and crafts work has been successfully carried on. This work consists of clay modeling, work in hammered copper and brass, jewelry work, block printing, stencilling, book-binding, leather work, advanced basketry and several other well known types of work.

The following high schools have well defined courses in arts and crafts. East Orange, East Side high school, Central Commercial and Manual Training high school, South Side high school (all of Newark); Dickinson high school and Lincoln high school of Jersey City; Ridgewood, Plainfield, Kearny and Summit high schools. Several of these systems designate this work by the general term "applied design" and it is often carried on by the art departments.

*Printing.* Printing is becoming a popular form of manual training. It has many merits and has always proven a strong part of the school curricula wherever it has been introduced. With its introduction there has always appeared a greater school spirit particularly wherever a school paper has been edited; boys and girls have taken a greater interest in composition work; greater care in the correct use of words has been noted; spelling, grammar and punctuation have all received emphasis.

In a print shop in one of our systems boys have worked until six o'clock after school hours to get the school paper out on time.

Printing should not be introduced unless there is someone in the school system who has more than a passing knowledge of type-setting, spacing, the technical terms used, care of press and of type cases. There is as much opportunity for boys to form bad habits as there is for them to form proper habits unless intelligent supervision is given. There is also considerable danger in the operation of a press unless proper instruction as to its use is given.

Perth Amboy, Park Ridge, Tenafly, Montclair, Englewood, East Orange, Trenton, Asbury Park, have successfully demonstrated the value of printing as a manual activity. Cedar Grove has purchased equipment and will begin work soon. Plainfield will probably introduce printing next year.

In two cases, districts have been discouraged in their effort to introduce printing as the only manual activity because of the limited number of pupils who could participate at a given time. In both cases we felt that it was the purpose of the authorities to introduce the subject for the product which might be turned out rather than for the educational development of those participating in the activity.

*Agriculture.* There has been some progress made along the lines of school gardens and agriculture as a high school subject. Millburn, New Brunswick, Princeton, Little Ferry, Washington, Asbury Park, have successfully continued their school gardens.

Agriculture has been taught in the high school departments of Somerville, Freehold, Newton, Middletown Township.

Exhibits have been held in the various counties, under the auspices of county superintendents, as heretofore. These have been well attended and boys and girls have been encouraged in their efforts to produce more abundant and better crops; also considerable hard work either in school or at home has been displayed. In several counties prizes have been offered for the best products raised or work done.

The value of these county agricultural exhibits is great and everything possible should be done to encourage them and to increase the number of contestants.

There is grave danger, however, in the fact that although many boys and girls enter corn growing and similar contests, few have initiative and persistence enough to bring their work to a successful close. This is due to several reasons:

1. Lack of supervision by someone who may advise and encourage the contestants.
2. Lack of cooperation on the part of the parents and teachers of the children entered.
3. Passing interests of boys and girls.
4. Although the reward is strong incentive, the length of time intervening between the date of entering the contest and its closing is so great that boys and girls lose sight of the prize.
5. Lack of organization among the contestants themselves. In counties where a farm demonstrator has been appointed some supervision has been given, but in other counties little or no supervision has been provided. Often the rural school teacher or supervising principal of the township might hold many contestants by showing an interest in the work through visiting the boy and complimenting him on his progress.

We hope that the manual training teachers associations will be able to control in a measure the kind of work which will be asked for in these county contests so that it will become more educational.

*Organization of manual training and other special teachers.* Recognizing the fact that the State should eventually outline courses of study for the various forms of work supported by the manual training fund, and that we must set up certain standards by which to measure the results obtained, as well as for social and professional reasons, it has seemed advisable to effect the organization of all the teachers interested in any of the various forms of manual training either into county associations, or, where the number of such teachers is small, into an association comprised of teachers of adjacent counties.

Only one such organization was formed in the State prior to September, 1915. This organization was the Union County Manual Training Teachers' Association. Plans were under way for such an organization in Bergen County but this association was not formed until October of this year. Through the hearty support of the county superintendents, organizations have been formed in the following counties up to the present time: Bergen, Essex, Atlantic, Somerset, with plans for Hudson County; Morris County organized its association without assistance from our Department. Before

the end of the year we shall complete this important work. The organization of a State Manual Training Teachers' Association will result.

We may look forward with a great deal of optimism to the future of manual training in this State if these organizations cooperate with one another and the State Department.

This report must necessarily be so brief that it is impossible to consider at length the wonderfully efficient and highly specialized shopwork and household and industrial arts courses in such thoroughly equipped and well directed high school departments as are found in the Dickinson high school of Jersey City and the Central Commercial and Manual Training high school, the East Side Commercial and Manual Training high school and the South Side high school of Newark.

*Inspection and certification of teachers.* The task of inspecting the work of teachers whose certificates are to be renewed or made permanent has increased the work of our Department materially. It is unfair to the teachers to pass snap judgment on their work, and it has become our policy to remain throughout one class period at least and often to question the teacher as to his aims, methods and preparation. We have not hesitated to tell teachers that their work was not up to standard and have always been specific as to the points of weakness. Little can be gained by denying the renewal of a certificate to a teacher who has good qualities and ideas but who through lack of supervision and advice has not developed as he should. By denying a certificate the State is often forced to accept a teacher of no experience and perhaps of no higher efficiency than the one released. Good teachers may be developed in manual training work as they are in other school work through teachers' meetings, proper supervision, study, self analysis and association with successful teachers of their kind of work. To this end supervising principals have been asked to spend more time in shop or kitchen; meetings with other teachers in the system have been encouraged; methods of self improvement have been suggested; visiting days for special teachers have been proposed, and the organization of teachers urged.

#### AGRICULTURAL EDUCATION.

The work of introducing agricultural education into rural schools, elementary schools in agricultural communities and high schools in many of our country districts has not progressed as rapidly as we would wish. This is largely owing to the demands upon our time in assisting in the organization of vocational schools. Nevertheless, much good work has been done by teachers, supervising principals and county superintendents in the extra-school activities.

In all but one of our counties some forms of agricultural work have been introduced; usually these counties have had annual contests. For boys, there has been corn growing or the growing of some other farm product; for girls, some form of domestic science or homemaking work. Many of these contests have been highly successful and have encouraged hundreds of boys and girls. The school people have been assisted very materially in their work by the various county farm demonstrators, the Y. M. C. A. secretaries, the Home and School Associations, Mothers' Clubs, etc. The Experiment

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Station at New Brunswick in its extension work has been active in the promotion of these contests and also in demonstration work in homemaking. This Department has encouraged all of these activities but has not been able to give the specific help that it should.

New Jersey is one of the few states which does not provide for the education of agricultural teachers. I should like to see Rutgers College organize as a part of its work in pedagogy courses which would attract the young men who are studying agriculture at the Agricultural College. Such courses would enable us to draw young men who have graduated from the Rutgers agricultural course to the teaching positions in our high schools and to the principalships of our rural graded schools.

The relationship between this Department and the State College authorities at New Brunswick has been very cordial and I have had several consultations with these people with reference to the extension work which this Department is trying to encourage.

May I call your attention to a plan which in my opinion will bring the Department of Public Instruction and the Agricultural College, together with the Experiment Station, into still closer agreement? I would recommend that a capable man be employed jointly by the Department of Public Instruction and the State College to devote his time exclusively to agricultural education. I would like to see such a man employed for the year round, to give courses in pedagogy for one semester at the College, and to devote the rest of his time to the promotion of agricultural education in our State, working for at least half the time under the direction of this Department. This man would be actively engaged in assisting high schools wishing to introduce agricultural education, in assisting this Department in its vocational schools of agriculture, or in the establishment of such schools; he would promote and increase the value of agricultural contests, assist county superintendents in the organization of agricultural work for elementary schools and meet with groups of rural school teachers for the purpose of helping them make their school work more valuable. This plan is not a new one; it has been tried with great success in many other States.

TABLE IA.  
State-Aided Vocational Schools.

SCHOOLS.	Balance July 1, 1914.	APPROPRIATIONS.			EXPENDITURES.						BALANCES JULY 1, 1915.			TOTAL.	
		State.	City.	Total.	Teachers' Salaries.	Janitors' Salaries.	Equipment.	Supplies.	Other Expenses.	Total.	State.	City.	Total.		
Atlantic City—															
Illinois Avenue School....	\$3,009 66	\$4,500 00	\$5,600 00	\$13,109 66	\$6,377 62	\$700 00	\$3,524 84	\$2,312 50	.....	\$12,914 96	.....	\$194 70	\$194 70	\$13,109 66	
Indiana Avenue School...	1,000 00	2,000 00	2,636 84	5,636 84	2,836 00	800 00	1,241 80	546 92	.....	5,424 72	.....	212 12	212 12	5,636 84	
Texas Avenue School .....	1,000 00	1,500 00	1,800 00	4,300 00	2,817 50	500 00	242 05	453 61	.....	4,013 16	.....	286 84	286 84	4,300 00	
Bayonne—															
Boys' Vocational School...	2,840 26	8,000 00	8,000 00	18,840 26	11,953 67	1,260 93	1,030 64	2,620 08	123 19	17,988 51	425 87	425 88	851 75	18,840 26	
Evening Technical School.	4,522 00	.....	.....	4,522 00	1,187 50	142 00	.....	.....	.....	1,329 50	1,596 25	1,596 25	3,192 50	4,522 00	
Vocational classes in High School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Jersey City—															
School No. 32.....	.....	5,000 00	5,000 00	10,000 00	6,211 00	651 00	85 00	1,216 69	277 00	8,440 69	779 65	779 66	1,559 31	10,000 00	
Evening Vocational classes (Dickinson High School .....	.....	5,000 00	5,908 91	10,908 91	9,349 37	.....	.....	1,559 54	.....	10,908 91	.....	.....	.....	10,908 91	
Montclair—															
Courses in Household Arts .....	.....	580 00	600 00	1,180 00	1,180 00	.....	.....	.....	.....	1,180 00	.....	.....	.....	1,180 00	
New Barbadoes—															
(Hackensack) Vocational classes .....	.....	100 00	100 00	200 00	150 00	19 50	.....	.....	.....	169 50	15 25	15 25	30 50	200 00	
Newark—Day—															
Boys' Industrial School....	4,580 69	.....	339 05	4,919 74	3,063 00	128 24	3,451 20	2,062 42	2,670 32	22,263 05	.....	.....	.....	22,263 05	
Girls' Industrial School....	.....	5,940 00	8,285 25	14,225 25	8,488 55	517 22	2,112 34	1,514 80	1,592 34	14,225 25	.....	.....	.....	14,225 25	
Evening—															
Boys' Industrial School....	4,580 69	.....	339 05	4,919 74	3,063 00	128 24	.....	649 30	1,079 20	4,919 74	.....	.....	.....	4,919 74	
Fawcett School of Industrial Arts .....	278 48	10,000 00	13,257 88	23,536 36	14,858 50	877 42	316 80	1,281 37	6,402 27	23,536 36	.....	.....	.....	23,536 36	
Central B'v'g High School	5,031 42	1,659 29	1,659 29	8,350 00	3,745 00	136 05	.....	.....	67 50	3,948 55	2,200 73	2,200 73	4,401 45	8,350 00	
East Side Evening High School .....	1,073 01	2,654 49	2,654 49	6,381 99	4,389 00	145 03	.....	.....	67 50	4,601 53	890 23	890 23	1,780 46	6,381 99	
Bergen St. Evening H. S. ....	.....	2,078 50	2,078 50	4,157 00	2,316 00	61 60	.....	.....	.....	2,377 60	889 70	889 70	1,779 40	4,157 00	
Franklin St. Evening H. S. ....	.....	1,102 00	1,102 00	2,204 00	1,306 00	53 91	.....	.....	.....	1,359 91	422 05	422 04	844 09	2,204 00	
Morton St. Evening H. S. ....	.....	268 11	268 11	536 22	.....	.....	.....	.....	.....	.....	268 11	268 11	536 22	536 22	
Robert St. Evening H. S. ....	.....	1,124 00	1,124 00	2,248 00	1,108 00	38 71	.....	.....	.....	1,146 71	550 64	550 65	1,101 29	2,248 00	

TABLE IA.—Continued.  
State-Aided Vocational Schools.

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SCHOOLS.	Balance July 1, 1914.	APPROPRIATIONS.			EXPENDITURES.						BALANCES JULY 1, 1915.			TOTAL.	
		State.	City.	Total.	Teachers' Salaries.	Janitors' Salaries.	Equipment.	Supplies.	Other Expenses.	Total.	State.	City.	Total.		
Orange—															
Day Vocational School.....		5,775 00	5,775 00	11,550 00	4,462 71		3,147 15	836 86		8,446 72	1,551 64	1,551 64	3,103 28	11,550 00	
Evening Vocational classes.....		450 00	450 00	900 00							450 00	450 00	900 00	900 00	
Passaic—															
School No. 10 (for boys).....	3,504 49	1,195 43	1,195 42	5,895 34	2,539 00			376 02	69 12	3,034 14	1,430 60	1,430 60	2,861 20	5,895 34	
High School (part time).....	2,080 00	1,329 57	1,329 58	4,739 15	2,312 00			87 14	54 25	2,453 39	1,142 88	1,142 88	2,285 76	4,739 15	
E'v'g classes, School No. 10.....		205 01	205 00	410 01	267 00	30 00	422 00	88 79	20 00	410 01				410 01	
Evening classes H. S.....		269 99	270 00	539 99	359 00	40 00		125 99	15 00	539 99				539 99	
Passaic Township—															
Short Course in Agriculture.....		50 00	50 00	100 00	52 50					31 77	84 27	7 86	7 87	15 73	100 00
Paterson—															
Evening Vocational Classes.....	421 62	1,000 00	*1,040 22	2,461 84	1,288 50	102 00	725 43	345 85		2,461 78			06	2,461 84	
Woodbridge—															
Evening Vocational Classes.....		500 00	500 00	1,000 00	342 00	128 00	60 00	150 87	4 74	685 61	157 19	157 20	314 39	1,000 00	
Total .....	\$33,412 21	\$70,000 00	\$81,703 40	\$185,115 61	\$106,403 52	\$6,816 62	\$16,941 47	\$16,228 75	\$12,474 20	\$158,864 56	\$12,778 64	\$13,472 41	\$26,251 05	\$185,115 61	

\*Includes interest \$5.22, Tuition \$35.

TABLE IB.  
State-Aided Vocational Schools.

SCHOOLS.	Balance July 1, 1914.	APPROPRIATIONS.			EXPENDITURES.						BALANCES JULY 1, 1915.			TOTAL.
		State.	City.	Total.	Teachers' Salaries.	Janitors' Salaries.	Equipment.	Supplies.	Other Expenses.	Total.	State.	City.	Total.	
Atlantic County— (Vocational Schools) Bargaintown Hammonton Minotola Cologne		\$5,000 00	\$5,000 00	\$10,000 00	\$7,345 74	\$7 25	\$253 14	\$733 78	\$1,463 78	\$9,803 69	\$98 15	\$98 16	\$196 31	\$10,000 00
Middlesex County— (Vocational Schools) New Brunswick (Even- ing classes) Perth Amboy (E. classes) Jamesburg (E'v'g classes N. Brunswick (day sch'l)		5,000 00	5,178 00	10,178 00	7,791 26	503 22	2,910 34	643 16		7,791 96	1,193 78	1,193 78	2,387 56	10,178 00
Total		\$10,000 00	\$10,178 00	\$20,178 00	\$15,137 00	\$510 47	\$3,163 48	\$1,376 94	\$1,463 78	\$17,595 65	\$1,291 93	\$1,291 94	\$2,583 87	\$20,178 00



TABLE III.  
Passaic Part Time Plan for High School Boys.

SCHOOL OR DEPARTMENT.	Number of Days in Session.	Length of School Day in Hours.	Boys Enrolled.	AGES OF PUPILS ENROLLED.							DISTRIBUTION OF ATTENDANCE BY DAYS.					TEACHERS.			PRODUCTIVITY.		
				13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	81-120½	121-140½	141-160½	161-180½	Over 181	No. Employed Full Time.	No. Employed Part Time.	From Trade.	Value of Work for School.	For Other Depts.	Total.
Passaic— High School ....	1931	5	45	1	5	13	12	8	5	1	13	1	2	7	22	1	5	2	\$39 50	\$50 00	\$89 50



TABLE V.  
Evening Vocational Classes for Men.

SCHOOL OR DEPARTMENT	Number of Evenings in Session.	Number of Men in Attendance.	DISTRIBUTION BY AGE.								DISTRIBUTION BY TRADE.														
			14-15.	15-16.	16-17.	17-18.	18-19.	19-20.	Over 20.	Machine Shop.	Wood-Working.	Carpentry.	Mechanical Drawing.	Arch. Drawing.	Gen. Art.	Indus. Art.	Printing.	Sheet Metal.	Plumbing.	Blue Print Read.	Market Garden-Ing.	Elect. Work.	Indus. Math.	Electro-Plating.	
Bayonne—																									
Evening Technical School.	67	205	38	47	30	27	14	34	25	52	32	57				6							51	7	
Evening High School.....	68	34	2	2	6	6	6	12				34													
Jersey City—																									
Dickinson High School.....	97	481			70	73	71	45	222	141	65	87	43			41						104			
New Barbadoes (Hackensack) Class in Mechani'l Draw'g	64	19	1	2	8	6	1	1				19													
Newark—																									
Industrial School .....	102	274	5	4	79	54	47	26	59	34	33	34				41						24			
Fawcett School of A.....	138	1044	6	83	114	157	120	92	472			302	167	259	316										
Central High School .....	90	132	1	1	9	8	15	14	84	64													26	19	
East Side High School.....	90	251	4	14	39	43	36	35	80	39	34	107													
Bergen Street High School	96	21										21													
Passaic—																									
School No. 10—High School	73	26		1	3	2	5	5	10																
Passaic Township—																									
Short Course Agriculture..	7	46		5			2	1	38													46			
Paterson—																									
High School .....	32	100			18	17	18	19	28			20													
Total .....		2633	47	159	376	393	335	284	1018	330	164	20	661	210	259	316	88	71	137	15	46	179	33	19	

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TABLE VI.  
Evening Vocational Classes for Women.

SCHOOL OR DEPARTMENT.	Number of Evenings in Session.	Number of Women in Attendance.	DISTRIBUTION BY AGE.								DISTRIBUTION BY CLASSES.				
			14-15.	15-16.	16-17.	17-18.	18-19.	19-20.	Over 20.	Cooking.	Sewing.	Millinery.	Nursing.	Embroidery.	
			Bayonne— Evening High School.....	68	131	1	5	12	32	14	13	54	54	77	.....
Jersey City— Dickinson High School .....	97	348	.....	.....	6	35	23	27	257	92	200	56	.....	.....	
Montclair— Short Courses in Home-making...	.....	153	.....	.....	.....	.....	.....	.....	.....	135	.....	.....	.....	.....	
New Barbadoes— Class in Sewing.....	20	28	.....	.....	.....	8	9	4	7	28	.....	.....	.....	.....	
Newark— Central Evening High School.....	90	543	4	10	42	41	49	38	361	89	215	133	53	53	
East Side Evening High School..	90	282	4	20	26	47	28	14	143	76	129	42	36	.....	
Bergen St. Evening High School...	96	311	.....	.....	.....	.....	.....	.....	.....	51	45	63	47	.....	
Franklin Evening High School.....	90	290	1	4	16	20	37	63	149	65	80	85	60	.....	
Robt. Treat Evening High School.	46	222	4	8	19	14	22	26	123	41	136	.....	45	.....	
Passaic— Evening High School.....	73	59	.....	4	8	18	9	7	13	33	26	.....	.....	.....	
Paterson— Evening High School.....	64	131	.....	.....	5	80	14	20	112	69	162	.....	.....	.....	
Woodbridge— Evening Classes .....	127	100	.....	.....	.....	3	5	5	87	58	42	.....	.....	.....	
Totals .....	.....	2498	14	51	134	298	210	217	1312	809	1112	384	240	53	

TABLE VII.  
Number of Persons Taking Work in County Vocational Schools.  
Oct. 31, 1914, to Nov. 1, 1915.

	Day Pupils and Part Time.	Evening Pupils.	Lecture Courses and Farmers' Week.	Totals.
Atlantic County— Bargaintown .....	.....	11	46	57
Cologne .....	.....	29	.....	29
Devonshire .....	.....	.....	26	26
Egg Harbor City.....	.....	10	.....	10
Germania .....	.....	.....	25	25
Hamonton .....	.....	37	12	421
Minotola .....	.....	67	175	242
Pleasantville .....	.....	.....	46	46
Middlesex County— New Brunswick .....	.....	54	204	258
Perth Amboy .....	.....	.....	307	307
Jamesburg .....	.....	.....	173	173
Totals .....	.....	208	839	547
				1594

SCHOOL REPORT.

TABLE VIII.  
Number of Pupils Taking Manual Training Work by Grades.

SUBJECT.	Grades I-IV.		Grades V-VIII.		High School.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Printing .....			362		95		457	
Sewing .....	320	6,013		42,618	2	3,721	322	52,352
Cooking .....		19		15,277	22	3,574	22	18,870
Woodwork .....			43,155		4,353	363	48,528	363
Metal Work .....			27		569	120	596	120
Mechanical Drawing .....			6,705	1,384	4,762	585	11,467	1,969
Agriculture .....	29	21	81	88	99	83	209	192
Primary Manual Training...	60,606	56,997	351	383			60,957	57,380
Electricity .....	8						8	
Weaving .....	335	22	4				339	22
Basketry .....	357	105	617	719	2	4	976	828
Millinery .....						32		32
Bookbinding .....	135		98	65			233	65
Other Activities .....	457	481	1,966	1,234	90	493	2,513	2,208
Totals .....	63,267	63,658	53,366	61,768	9,994	8,975	126,627	134,401
Totals (excluding dup- lications) .....	61,909	61,368	48,542	56,584	7,655	7,280	118,098	125,232

COMMISSIONER OF EDUCATION.

TABLE IX.  
Number of Pupils Taking Manual Training Work by Districts.

DISTRICT.	Grades I-IV.		Grades V-VIII.		High School.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Atlantic County—								
Atlantic City .....	2,224	2,069	1,237	1,667	268	111	3,729	3,847
Hammonton .....	138	136	100	118	19	22	267	276
Pleasantville .....	393	376	211	205	28	.....	632	581
Bergen County—								
Bergenfield .....	178	161	120	131	.....	.....	298	292
Carlstadt .....	49	48	121	207	.....	.....	170	255
Cliffside Park .....	236	293	239	110	28	.....	493	403
Cresskill .....	.....	.....	23	30	.....	.....	23	30
Delford .....	62	65	36	35	.....	.....	98	100
Dumont .....	176	155	121	99	18	.....	315	254
East Rutherford .....	318	332	171	197	28	21	517	550
Edgewater .....	188	229	122	12	.....	.....	310	241
Englewood .....	462	410	329	339	.....	.....	791	749
Fairview Boro .....	.....	.....	167	.....	.....	.....	167	.....
Garfield .....	789	626	384	378	.....	.....	1,173	1,004
Hackensack .....	691	730	461	549	45	37	1,197	1,316
Hasbrouck Heights .....	119	95	58	78	10	25	187	198
Park Ridge .....	.....	.....	.....	60	.....	.....	191	173
Ramsey .....	126	113	65	.....	.....	.....	.....	.....
Ridgefield Park .....	.....	.....	.....	.....	.....	.....	.....	.....
Ridgewood .....	398	316	220	251	107	161	635	728
Rutherford .....	415	343	303	335	71	8	739	686
Tenafly .....	88	97	86	80	.....	.....	174	177
Union Township .....	618	644	226	249	.....	.....	.....	.....
Burlington County—								
Chester Township .....	.....	.....	135	151	87	98	222	249
Riverton .....	81	70	44	54	.....	.....	125	124
Camden County—								
Camden .....	4,972	7,032	1,802	3,672	404	300	7,178	11,004
Collingswood .....	311	316	245	247	95	106	651	669
Haddonfield .....	195	253	149	207	55	116	399	576
Merchantville .....	109	112	61	58	9	10	179	180
Pensauken Township .....	334	345	174	171	.....	.....	508	516
Cape May County—								
Cape May City .....	95	93	77	124	45	45	217	262
Ocean City .....	195	200	74	92	21	16	290	308
Wildwood .....	239	240	146	146	41	60	426	446
Cumberland County—								
Landis Township .....	773	784	319	376	26	39	1,118	1,199
Millville .....	609	626	281	411	56	69	946	1,106
Essex County—								
Bloomfield .....	634	706	586	474	151	81	1,371	1,261
Caldwell .....	166	112	107	109	65	85	338	306
Cedar Grove Township .....	67	60	42	27	8	10	117	97
East Orange .....	1,196	1,195	1,215	1,136	274	441	2,685	2,772
Glen Ridge .....	129	185	126	103	27	35	232	323
Millburn .....	161	183	96	78	12	9	269	270
Montclair .....	636	595	758	743	58	40	1,452	1,378
Newark .....	15,572	14,784	9,976	10,264	1,806	1,124	27,364	26,152
Nutley .....	83	86	157	207	34	42	274	335
Orange .....	1,484	1,273	361	500	47	50	1,892	1,823
South Orange .....	366	311	258	252	46	69	670	632
Verona .....	101	65	54	68	6	11	161	144
West Orange .....	555	521	342	326	66	38	963	885
Gloucester County—								
Franklin Township .....	200	180	72	42	.....	.....	272	222
Glassboro .....	194	194	86	65	62	60	342	319
Pitman .....	122	143	91	96	.....	.....	213	235
Swedesboro .....	135	121	105	117	11	.....	251	238
Woodbury .....	276	257	119	89	9	37	404	383
Hudson County—								
Bayonne .....	.....	.....	1,594	1,902	283	518	1,877	2,420
Hoboken .....	.....	.....	1,331	1,807	90	18	1,981	1,825
Jersey City .....	.....	.....	2,348	5,182	.....	.....	2,348	5,182
Kearny .....	747	276	962	657	160	63	1,869	996
Town of Union .....	.....	.....	680	639	216	231	896	870
Weehawken .....	24	11	317	237	.....	.....	341	248
West Hoboken .....	1,219	1,169	1,584	1,217	106	88	2,909	2,465
West New York .....	1,226	1,158	286	298	.....	.....	1,512	1,456
Mercer County—								
Ewing Township .....	100	130	60	40	.....	.....	160	170
Hamilton Township .....	703	405	251	228	.....	.....	954	633
Hightstown .....	.....	.....	.....	.....	.....	.....	.....	.....
Princeton .....	192	217	158	150	36	50	386	417
Trenton .....	1,614	1,694	2,131	2,191	300	146	4,045	4,031

TABLE IX.—Continued.  
Number of Pupils Taking Manual Training Work by Districts.

DISTRICT.	Grades I-IV.		Grades V-VIII.		High School.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Middlesex County—								
Cranbury .....	71	71	55	48			126	119
Dunellen .....	123	113	71	78			194	191
Highland Park .....	113	122	89	97			202	219
Jamesburg .....	118	117	68	111	33	47	219	275
Metuchen .....	124	142	94	82	25	31	243	255
Milltown .....	102	104	68	70			170	174
New Brunswick .....	1,036	932	482	490	100	100	1,618	1,522
Perth Amboy .....	2,028	2,064	1,028	1,503	333	178	3,089	3,745
Raritan Township .....	266	250	62	72			328	322
Roosevelt Borough .....	298	385	201	169			499	554
South Amboy .....	203	207	113	128	23	21	344	356
South Brunswick .....	170	150	105	145			275	295
South River .....	243	215	56	100	22	30	320	345
Woodbridge .....	683	618	212	189	34	22	929	829
Monmouth County—								
Asbury Park .....	597	592	461	476	19	78	1,077	1,146
Atlantic Highlands .....			59	77	20	22	79	99
Belmar .....	62	60	90	63			152	123
Freehold .....			142	136	162	162	304	298
Long Branch .....	716	721	430	431	58		1,204	1,152
Manasquan .....			34	40	28	65	62	106
Middletown Township .....			58	75	38	34	96	109
Red Bank .....		35	115	243	35	136	150	414
Seabright .....	42	68	51	47			93	115
Morris County—								
Boonton .....	155	135	190	84			335	219
Butler .....	91	80	113	122	26	83	230	285
Dover .....			256	264	5	12	261	276
Madison .....	138	154	128	111	14	39	339	304
Mendham Boro .....	79	64	47	40	9	11	135	115
Mendham Township .....	44	25	39	18			83	43
Morristown .....	302	348	350	260	268	205	910	813
Morris Township .....	122	117	71	57			193	174
Morris Plains .....	121	121	81	74	35	38	237	233
Riverdale .....	40	48	18				58	48
Ocean County—								
Lakewood .....	202	219	308	186	9		519	405
Pt. Pleasant .....	54	61	32	44	24	20	110	125
Passaic County—								
Little Falls .....	12		94	87			106	87
Passaic City .....			1,700	2,943	43	55	1,743	2,998
Paterson .....	5,642	5,490	667	2,261	314	227	6,623	7,978
Pompton Township .....	24	32	10	18			34	50
Salem County—								
Norma .....	50	50	55	55			105	105
Salem City .....	417	370	236	272	47	7	700	649
Somerset County—								
Bernardsville .....	243	287	116	84	34	56	393	427
Bound Brook .....			120		9	3	129	3
North Plainfield .....			116	113	40	41	156	154
Somerville .....								
Sussex County—								
Franklin Township .....	166	131	67	34			233	165
Newton .....	149	168	140	171	33	30	322	369
Union County—								
Cranford .....	218	190	156	176	15	50	389	416
Elizabeth .....			2,391	2,356	370	594	2,761	2,950
Hillside Township .....	167	169	89	80			256	249
Linden .....	88	117	126	121	8	13	222	251
Plainfield .....	825	825	595	530	127	124	1,547	1,479
Rahway .....	536	500	317	377	90	105	943	982
Roselle .....	95	70			34		129	70
Roselle Park .....	248	196	168	129	27	25	443	350
Springfield .....	92	47	49	36	14	19	155	102
Summit .....								
Westfield .....	373	339	102	118	30	42	505	491
Union Township .....	176	192	52	111	12	13	240	316
Warren County—								
Phillipsburg .....								
Washington .....	132	129	77	110	4	9	213	248
Totals .....	61,901	61,368	48,542	56,584	7,655	7,280	118,098	125,237

PART III

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SECTION A.

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FINANCIAL AND OTHER STATISTICS BY COUNTIES

FOR YEAR ENDING JUNE 30, 1915.

(163)

TABLE I.  
CURRENT EXPENSE FUNDS.  
RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSE.

DISTRICTS.	From \$250,000 State School Fund Appropriation.	From Appropriation to Reduce State School Tax.	From 90% State School Tax.	From 10% State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Balances.	Total Receipts During the Year from State and County Current Expense Fund.
Atlantic .....	\$6,951 61	\$4,722 96	\$277,025 26	\$23,488 57	\$534 15		\$312,722 58
Bergen .....	18,013 84	5,848 48	343,042 31	38,115 81	1,795 09		408,515 52
Burlington .....	5,374 49	1,398 64	82,037 25	25,865 25	4,383 96		118,939 59
Camden .....	12,202 04	3,689 46	216,404 84	31,444 98	1,529 71		265,271 03
Cape May .....	2,099 77	1,366 39	80,145 41	7,308 64	750 00		91,670 21
Cumberland .....	5,725 63	1,099 04	64,464 33	23,912 70	1,766 13		96,967 83
Essex .....	55,006 63	25,204 19	1,478,350 64	137,362 88			1,695,924 34
Gloucester .....	3,624 44	1,057 35	62,019 04	10,691 00	1,811 50		79,203 33
Hudson .....	50,020 11	21,940 60	1,286,925 21	114,661 56			1,473,547 48
Hunterdon .....	2,880 88	876 82	51,430 06	10,314 45			65,502 21
Mercer .....	10,683 51	4,488 29	263,260 19	29,251 13	261 97		307,945 09
Middlesex .....	10,754 69	3,086 86	181,059 46	20,117 72			215,018 73
Monmouth .....	9,718 76	4,460 17	261,610 87	29,067 88	2,057 33		306,915 01
Morris .....	6,663 86	2,195 07	128,751 53	16,305 72	3,600 00		157,416 18
Ocean .....	2,055 85	829 87	48,676 16	7,008 46	904 10		59,474 44
Passaic .....	22,242 08	7,321 89	429,465 06	47,718 34	1,168 38		507,915 75
Salem .....	2,694 23	639 31	40,431 48	12,632 39	2,086 96		58,504 37
Somerset .....	3,316 71	1,403 68	82,332 73	9,148 08	2,869 09		99,570 29
Sussex .....	2,330 37	680 28	38,728 76	12,192 59	2,321 34		55,283 34
Union .....	13,658 92	6,597 85	386,996 07	35,427 04			442,679 88
Warren .....	3,621 58	1,062 80	62,338 55	9,726 50			76,749 43
Total .....	\$250,000 00	\$100,000 00	\$5,865,495 21	\$651,721 69	\$27,819 73		\$6,895,036 63

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 10 2 18 90

TABLE I—Continued.  
 CURRENT EXPENSE FUNDS.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES FOR CURRENT EXPENSE.

DISTRICTS.	Balance on Hand Beginning of Year in State and County Current Expense Funds.	Total Receipts During the Year and Balance on Hand Beginning of Year.	From District Taxes for Current Expense.	From Railroad Tax.	From Other Sources.		For Current Expense.		
					Interest on Deposits.	Sale of Books.	Defacement of Property.	Tuition Fees.	Return Premiums Fire Insurance.
Atlantic .....		\$312,722 58	\$146,529 07	\$130,213 68	\$3,891 20	\$80 00	\$ 78	\$6,340 65	\$120 22
Bergen .....	\$3,485 79	410,301 31	734,909 45	161,244 51	4,243 77	441 10	28 97	56,427 97	43 78
Burlington .....	428 09	119,367 68	155,882 56	38,561 00	1,177 22	62 84	6 84	23,857 25	6 07
Camden .....		265,271 03	467,485 83	101,719 50	1,905 23	99 31	4 45	20,506 91	256 12
Cape May .....		91,670 21	46,327 73	37,671 76	371 61	8 28		5,322 46	18 73
Cumberland .....	97	96,968 80	131,856 97	30,300 98	216 84	26 32		9,836 75	
Essex .....	795 78	1,696,720 12	1,728,209 47	694,887 83	20,804 72	409 00	266 47	13,562 84	188 91
Gloucester .....	42 70	79,246 03	90,649 06	29,151 59	326 09	20 61	7 12	18,784 91	
Hudson .....	40 19	1,473,587 67	1,189,540 18	604,908 71	6,241 46	357 18	288 47	29,298 45	5,635 22
Hunterdon .....		65,502 21	30,401 18	24,174 32	31 98	8 17	24 70	20,909 00	73 60
Mercer .....		307,945 09	299,361 34	123,743 51	1,241 23	15 00	355 22	17,957 50	193 38
Middlesex .....		215,018 73	334,917 20	60,518 71	1,025 24	41 60	2 15	18,270 58	244 61
Monmouth .....	1,198 29	308,113 30	244,467 47	122,468 27	1,766 99	64 59	25 51	32,726 87	88 73
Morris .....		157,416 18	237,672 61	60,518 71	2,476 90	157 18	55 84	24,335 95	
Ocean .....		59,474 44	57,969 56	22,879 87	520 44	32 92		6,534 55	4 14
Passaic .....	12 34	507,928 09	460,166 29	201,866 89	3,520 23	408 69	268 08	18,764 79	130 41
Salem .....	83 24	58,587 61	54,452 27	19,004 52	43 41	15 00		10,383 50	
Somerset .....		99,570 29	111,210 31	38,699 90	1,630 04	77 83		17,598 78	
Sussex .....	1,501 38	57,784 72	37,138 76	18,204 17	53 90	12 64	2 98	13,983 23	
Union .....	646 94	443,326 82	373,771 75	181,907 21	5,868 81	2 86	23 90	20,280 03	432 46
Warren .....	4,803 82	81,553 25	80,425 00	29,301 77	646 15	3 05		12,826 40	
Total .....	\$13,039 53	\$6,908,076 16	\$7,113,344 06	\$2,756,535 37	\$58,003 41	\$2,344 17	\$1,412 70	\$398,507 37	\$7,436 88

TABLE 1—Continued.  
CURRENT EXPENSE FUNDS.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES.—Continued.

DISTRICTS.	From all Other Sources for Current Expense not Covered by Columns A, B, C, D, E.	Total Receipts During the Year from District Tax, Railroad Tax and Other Sources for Current Expense.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources for Current Expense.	Total Receipts During the Year and Balance on Hand Beginning of Year; District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During the Year and Balance on Hand Beginning of Year for Current Expense.	Payments from Current Expense Funds.	
						For Salaries of Superintendent, Supervising Principals and Teachers and Amount Paid to Treasurer for Retirement Fund.	For Salaries of Janitors, Engineers and Firemen.
Atlantic .....	\$1,466 96	\$288,642 56	\$50,461 64	\$339,104 20	\$651,826 78	\$410,941 99	\$35,173 45
Bergen .....	8,708 33	966,047 88	165,875 90	1,131,923 78	1,542,225 09	915,849 10	94,678 74
Burlington .....	9,836 90	229,388 68	18,490 44	247,879 12	367,246 80	220,388 02	15,803 05
Camden .....	2,980 29	594,957 64	61,640 85	656,598 49	921,869 52	605,140 71	66,034 07
Cape May .....	2,010 81	91,731 38	19,095 96	110,827 34	202,497 55	111,872 99	10,275 63
Cumberland .....	831 95	173,133 03	25,476 83	198,609 86	295,578 66	184,564 65	12,574 65
Essex .....	10,486 61	2,468,815 85	317,461 10	2,786,276 95	4,482,997 07	3,098,159 71	264,519 73
Gloucetser .....	9,949 51	148,888 89	19,313 98	168,202 87	247,448 90	142,799 60	12,226 77
Hudson .....	6,630 76	1,842,399 43	93,867 95	1,936,767 38	3,410,355 05	2,491,859 62	221,522 81
Hunterdon .....	5,281 25	130,904 15	5,968 60	136,872 75	202,374 96	113,750 62	4,600 43
Mercer .....	3,914 74	445,781 92	11,348 21	457,130 13	766,075 22	549,058 94	42,088 23
Middlesex .....	13,784 77	452,391 82	52,024 93	505,416 75	729,435 48	468,599 99	42,660 29
Monmouth .....	13,980 98	415,589 41	70,639 43	486,228 84	794,342 14	473,483 52	45,835 25
Morris .....	850 86	326,068 05	27,653 98	353,722 03	511,138 21	313,280 75	24,677 92
Ocean .....	406 57	88,348 05	30,845 82	119,193 87	178,668 31	99,821 58	6,786 66
Passaic .....	2,917 45	688,032 83	44,825 40	732,858 23	1,240,786 32	920,735 95	77,469 65
Salem .....	3,392 14	87,290 84	10,940 29	98,231 13	156,818 74	89,876 42	5,494 75
Somerset .....	2,219 80	171,436 66	20,727 86	192,164 52	291,734 81	178,878 33	12,583 18
Sussex .....	574 24	119,969 92	6,168 14	126,138 06	183,922 78	94,245 55	4,522 25
Union .....	5,679 05	587,966 07	75,753 67	663,719 74	1,107,046 56	732,407 72	73,227 71
Warren .....	3,034 41	126,236 78	21,995 71	148,232 49	229,785 74	132,819 87	8,379 11
Total .....	\$108,938 38	\$10,446,521 84	\$1,150,576 69	\$11,597,098 53	\$18,505,174 69	\$12,348,564 73	\$1,082,134 73

TABLE 1—Continued.  
CURRENT EXPENSE FUNDS.  
PAYMENTS FROM CURRENT EXPENSE FUNDS

DISTRICTS.	For Fuel.	For Transportation of Pupils to Other Districts.	For Transportation of Pupils Within the District.	For Tuition Fees.	For Expense of Superintendent, Supervising Principal, Supervisors, Principals and Teachers.
Atlantic .....	\$21,419 88	\$11,743 61	\$6,915 31	\$6,053 15	\$3,973 60
Bergen .....	53,027 80	18,022 28	5,929 63	60,084 87	3,806 42
Burlington .....	14,063 77	17,535 54	8,942 10	23,251 03	310 67
Camden .....	30,691 14	10,469 38	3,278 28	22,026 46	3,487 33
Cape May .....	6,802 57	4,345 93	6,117 02	5,210 16	446 59
Cumberland .....	10,083 68	7,876 63	10,258 05	6,625 00	405 38
Essex .....	102,214 75	3,171 40	8,905 50	4,278 55	8,971 98
Gloucester .....	9,481 65	10,893 66	2,207 20	19,258 50	210 30
Hudson .....	97,990 74	3,436 70	1,041 23	25,647 50	4,316 09
Hunterdon .....	7,979 20	21,153 23	54 90	23,400 50	183 12
Mercer .....	23,214 83	5,198 71	13,098 35	14,290 65	3,837 08
Middlesex .....	35,822 29	13,900 25	11,375 26	26,900 73	2,847 41
Monmouth .....	29,836 42	21,187 50	12,813 03	35,689 34	2,152 61
Morris .....	17,783 42	15,864 58	17,863 90	20,437 15	2,260 78
Ocean .....	6,437 06	7,758 38	6,375 92	6,398 50	216 70
Passaic .....	36,346 36	6,834 08	3,579 81	19,328 27	3,113 66
Salem .....	5,856 18	11,119 57	3,228 00	11,068 25	78 15
Somerset .....	11,627 41	11,978 80	4,175 10	17,833 66	863 31
Sussex .....	6,341 70	19,492 79	6,013 70	15,212 28	544 96
Union .....	31,642 24	1,941 35	3,678 20	7,698 60	4,997 42
Warren .....	8,660 72	11,350 62	1,795 40	11,542 64	133 47
Total .....	\$557,123 72	\$235,274 99	\$137,645 89	\$382,235 79	\$47,149 48

TABLE I—Continued.  
 CURRENT EXPENSE FUNDS.  
 PAYMENTS FROM CURRENT EXPENSE FUND.—Continued.

DISTRICTS.	For Text Books.	For Supplies and Other Expenses of Instruction.	For Apparatus Purchased with Current Expense Funds.	For Janitors' Supplies.	For Light, Water and Power.
Atlantic .....	\$17,361 48	\$17,209 54	\$7,988 61	\$4,098 81	\$4,124 70
Bergen .....	32,653 90	37,855 28	11,110 39	9,532 03	15,517 86
Burlington .....	9,358 50	12,485 79	738 43	1,741 77	1,965 59
Camden .....	31,497 81	32,001 53	4,163 24	6,031 46	4,509 94
Cape May .....	6,480 28	5,433 69	3,812 78	536 75	1,141 66
Cumberland .....	11,161 15	6,860 86	1,636 89	1,609 19	1,069 66
Essex .....	78,964 71	119,569 33	14,026 24	13,981 52	50,161 77
Gloucester .....	6,558 89	6,765 84	694 41	1,030 56	865 74
Hudson .....	70,195 23	71,844 77	5,170 08	20,750 22	29,487 74
Hunterdon .....	5,986 63	4,668 18	1,253 03	572 12	590 65
Mercer .....	18,387 32	15,822 91	1,681 95	4,706 77	3,519 72
Middlesex .....	15,853 17	18,656 54	2,969 20	4,690 26	3,625 52
Monmouth .....	20,403 64	17,461 58	2,900 62	3,841 39	7,369 87
Morris .....	11,551 75	13,911 47	2,122 06	2,147 48	3,834 70
Ocean .....	4,539 03	3,893 35	1,014 11	703 71	463 35
Passaic .....	28,484 01	26,391 79	3,034 89	6,244 40	12,949 68
Salem .....	6,258 28	4,142 32	265 45	557 65	278 02
Somerset .....	6,277 21	6,689 61	1,701 82	1,470 33	2,650 26
Sussex .....	4,113 44	3,304 25	756 32	487 13	266 63
Union .....	28,369 95	38,511 66	5,282 54	7,500 72	16,224 97
Warren .....	6,529 67	4,618 83	1,121 58	787 21	1,449 84
Total .....	\$420,986 05	\$467,899 12	\$73,444 64	\$93,051 53	\$162,067 57

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TABLE 1—Continued.  
CURRENT EXPENSE FUNDS.  
PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

DISTRICTS.	For Medical Inspection, Salaries, Supplies and Other Expenses.	For Compulsory Attendance, Salaries, Supplies and Other Expense.	For Salary of District Clerk or Secretary.	For Salary of Custodian of School Moneys.	For all Other Salaries, Supplies and Other Expenses of Board of Education and Business Officers.
Atlantic .....	\$12,262 59	\$6,187 16	\$4,883 52	\$1,275 76	\$2,171 34
Bergen .....	16,182 72	8,072 61	13,946 24	2,548 42	8,256 26
Burlington .....	4,332 35	1,433 18	3,392 41	1,505 81	3,389 66
Camden .....	11,389 27	5,976 18	6,185 31	956 65	8,995 80
Cape May .....	3,045 16	1,474 40	2,082 57	401 10	842 59
Cumberland .....	4,005 12	1,671 88	2,240 00	527 20	906 39
Essex .....	49,738 37	26,876 68	18,965 40	1,500 00	75,297 87
Gloucester .....	5,546 69	1,623 00	2,479 34	518 13	636 95
Hudson .....	36,080 23	33,826 86	13,070 92	2,373 87	28,019 70
Hunterdon .....	2,599 48	201 00	2,139 00	600 00	1,174 87
Mercer .....	12,553 57	4,129 64	4,054 88	650 09	7,169 07
Middlesex .....	5,866 45	1,572 08	4,934 80	2,629 00	3,063 13
Monmouth .....	8,944 65	4,204 79	6,779 19	1,341 28	5,163 21
Morris .....	9,430 96	2,950 73	4,872 95	2,292 50	1,604 67
Ocean .....	2,087 61	893 49	1,595 39	543 25	687 60
Passaic .....	7,366 27	3,665 00	5,442 39	945 82	9,587 56
Salem .....	1,004 02	431 05	1,424 00	310 00	1,314 62
Somerset .....	5,243 10	1,925 71	2,712 50	845 00	1,327 86
Sussex .....	2,494 85	422 48	1,621 34	265 00	1,610 11
Union .....	12,166 39	6,912 95	9,168 33	713 50	15,565 93
Warren .....	2,926 19	724 53	2,541 87	625 75	1,370 85
Total .....	\$215,266 04	\$115,175 40	\$114,532 15	\$23,368 18	\$178,161 13

TABLE 1—Continued.  
CURRENT EXPENSE FUNDS.  
PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

DISTRICTS.	For Insurance Premiums.	For Wages of Other Employees.	For Lectures and Recreation.	For Evening Schools, Sec. 174, 1914 Edition.	
				For Salaries, Supervisors, Principals and Teachers.	For all Other Salaries, Supplies and Expenses.
Atlantic .....	\$3,864 94	\$5,062 48	\$2,426 38	\$10,312 10	\$40 00
Bergen .....	9,706 89	1,611 46	2,435 78	4,904 25	503 12
Burlington .....	1,764 42	2,265 90	29 75	160 00	.....
Camden .....	5,712 71	1,320 49	166 26	2,613 50	474 63
Cape May .....	1,469 70	934 66	241 45	240 00	.....
Cumberland .....	1,766 88	503 71	10 44	.....	.....
Essex .....	39,359 00	6,216 95	39,804 74	112,057 57	28,888 15
Gloucester .....	833 14	467 85	102 48	.....	.....
Hudson .....	27,412 54	15,603 90	18,799 97	37,716 13	4,980 66
Hunterdon .....	923 66	1,842 51	.....	.....	.....
Mercer .....	3,373 02	3,839 10	10 00	7,946 50	2,190 63
Middlesex .....	5,839 68	655 94	1,136 85	3,337 40	359 19
Mummouth .....	5,175 99	1,368 51	1,304 42	1,347 22	60 63
Morris .....	3,427 06	1,048 89	540 89	2,691 18	407 88
Ocean .....	964 78	360 37	87 10	.....	.....
Passaic .....	8,998 11	2,609 60	561 43	10,692 50	1,565 29
Salem .....	849 79	718 38	.....	.....	.....
Somerset .....	1,431 33	2,054 35	311 00	522 00	32 00
Sussex .....	441 43	526 33	42 15	425 00	4 71
Union .....	7,845 68	1,960 76	3,064 76	16,215 13	2,931 24
Warren .....	1,074 49	703 22	.....	.....	.....
<b>Total .....</b>	<b>\$132,278 24</b>	<b>\$51,675 36</b>	<b>\$71,075 85</b>	<b>\$211,180 48</b>	<b>\$42,437 53</b>

TABLE 1—Continued.  
CURRENT EXPENSE FUNDS.  
PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

DISTRICTS.	Special Summer Schools.		For Interest on Temporary Loans.	For Telephone Service.	For Incidental Expenses.	Total of Current Expense Expenditures During the Year.	Total Balance in Current Expense Account at Close of Year.	Grand Total of Current Expense Expenditures During the Year, and Balance on Hand at Close of Year.
	For Salaries Supervisors, Principals and Teachers.	For all Other Salaries, Supplies and Expenses.						
Atlantic .....	\$3,896 10		\$691 69	\$160 25	\$5,332 13	\$605,570 57	\$46,256 21	\$651,826 78
Bergen .....	1,210 50	\$75 33	3,612 44	2,787 00	8,406 52	1,342,177 89	200,047 20	1,542,225 09
Burlington .....			1,428 16	404 80	731 99	347,422 08	19,824 72	367,246 80
Camden .....	\$95 55		6,030 06	1,295 29	1,658 90	872,202 00	49,667 52	921,869 52
Cape May .....			348 13	51 62	5,181 61	178,787 04	23,710 51	202,497 55
Cumberland .....	112 50		501 47	267 58	1,272 75	268,509 71	27,068 95	295,578 66
Essex .....	53,238 71	8,808 26	2,386 37	6,575 64	13,038 87	4,249,677 87	253,319 20	4,482,997 07
Gloucester .....			697 14	84 90	4,143 83	3,230,126 62	17,322 28	247,448 90
Hudson .....	21,225 75	493 02	7,383 32	3,417 79	2,749 58	3,296,417 57	113,937 48	3,410,355 05
Hunterdon .....			940 21	65 42	467 53	195,175 34	7,199 62	202,374 96
Mercer .....	4,261 50	453 70	679 04	1,206 22	2,854 18	750,075 50	15,999 72	766,075 22
Middlesex .....			1,792 38	556 20	2,312 89	672,805 61	47,629 87	720,435 48
Monmouth .....			1,819 54	849 96	4,598 32	715,932 58	78,409 56	794,342 14
Morris .....			1,748 28	833 19	2,018 54	479,603 68	31,534 53	511,138 21
Ocean .....			172 18	110 51	896 14	152,806 77	25,861 54	178,668 31
Passaic .....	2,023 69	168 50	3,365 95	836 93	3,868 85	1,206,210 44	34,575 88	1,240,786 32
Salem .....			502 20	130 17	1,152 06	146,054 33	10,764 41	156,818 74
Somerset .....			422 54	255 60	793 90	274,605 91	17,128 90	291,734 81
Sussex .....			504 73	17 26	5,010 36	168,666 75	15,256 03	183,922 78
Union .....	1,847 84		1,887 50	2,533 27	2,230 77	1,036,526 83	70,519 73	1,107,046 56
Warren .....			740 43	23 00	2,222 91	202,142 20	27,643 54	229,785 74
Total .....	\$87,912 14	\$9,998 81	\$37,652 36	\$22,462 60	\$70,742 78	\$17,391,497 29	\$1,113,677 40	\$18,505,174 69

TABLE 2.  
MANUAL AND INDUSTRIAL TRAINING FUNDS.  
RECEIPTS.

DISTRICTS.	From State Appropriation.	From District Tax for Manual Training.	From all Other Sources for Manual Training.	Total Receipts During the Year for Manual Training.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$6,000 00	\$18,359 16	\$150 14	\$24,509 30	\$5,646 23	\$30,155 53
Bergen .....	25,497 56	57,378 50	2,739 32	55,615 38	4,088 51	59,703 89
Burlington .....	1,250 00	1,250 00	.....	1,250 00	802 66	2,052 66
Camden .....	9,500 00	12,600 00	102 16	22,202 16	4,971 29	27,173 45
Cape May .....	3,000 00	3,000 00	.....	6,000 00	995 38	6,995 38
Cumberland .....	1,400 00	3,450 00	2,051 99	6,901 99	605 57	7,507 56
Essex .....	31,014 03	90,169 32	13,774 28	134,957 63	9,072 93	144,030 56
Gloucester .....	750 00	4,897 69	1,375 00	7,022 69	204 65	7,227 34
Hudson .....	31,033 05	57,875 23	184 50	89,092 78	7,608 97	96,701 75
Hunterdon .....	.....	.....	.....	.....	.....	.....
Mercer .....	8,940 00	29,154 36	424 72	29,519 08	260 68	29,779 76
Middlesex .....	14,875 00	16,883 91	1,156 97	32,915 88	3,862 45	36,778 33
Monmouth .....	18,400 00	15,794 99	4,557 72	38,752 71	3,419 12	42,171 83
Morris .....	8,476 35	8,162 00	1,090 83	17,729 18	1,336 89	19,066 07
Ocean .....	1,250 00	1,250 00	48 81	2,548 81	502 63	3,051 44
Passaic .....	11,750 00	16,352 01	1,658 19	29,760 20	664 25	30,424 45
Salem .....	2,601 41	1,485 00	1,121 23	5,207 64	.....	5,207 64
Sussex .....	3,625 00	4,585 00	748 56	8,958 56	423 87	9,382 43
Union .....	3,250 00	3,250 00	.....	6,500 00	213 28	6,713 28
Warren .....	24,525 00	25,425 00	1,272 69	51,222 69	4,228 33	55,451 02
Warren .....	400 00	5,025 00	.....	5,425 00	271 60	5,696 60
Total .....	\$206,287 40	\$337,347 17	\$32,457 11	\$576,091 68	\$49,179 29	\$625,270 97

TABLE 2—Continued.  
MANUAL AND INDUSTRIAL TRAINING FUNDS.  
PAYMENTS.

DISTRICTS.	DAY SCHOOLS.					
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Manual and Industrial Training, Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
Atlantic .....	\$18,152 56	\$5,763 55	\$316 49	\$1,567 48		\$25,800 08
Bergen .....	34,863 04	11,751 60	428 38	2,426 90	\$3,616 83	53,086 75
Burlington .....	1,350 00	414 66		77 00		1,841 66
Camden .....	12,186 00	8,748 61	336 17	710 17	1,587 94	23,568 89
Cape May .....	4,072 50	1,497 60	72 06	442 38		6,084 54
Cumberland .....	4,511 25	1,821 11	22 10	332 70		6,687 16
Essex .....	97,407 44	29,599 08	1,624 71	7,282 24	364 82	136,278 29
Gloucester .....	2,545 00	2,714 62	185 23	44 91		5,489 76
Hudson .....	63,458 42	14,713 66	1,038 36	4,940 59	55 10	84,206 13
Hunterdon .....						
Mercer .....	18,852 25	7,202 86	49 49	1,127 66	257 80	27,490 06
Middlesex .....	19,855 68	6,384 99	1,568 99	2,502 93	902 69	31,815 28
Monmouth .....	21,888 68	5,381 96	688 55	2,318 50	1,589 42	32,307 11
Morris .....	8,979 32	5,163 97	158 56	1,354 78	100 97	15,757 60
Ocean .....	1,576 77	679 24	84 87	195 47		2,536 35
Passaic .....	20,183 10	4,434 83	47 27	1,509 37	186 00	26,360 57
Salem .....	2,535 00	370 26		383 43		3,288 69
Somerset .....	6,504 20	1,632 19	216 64	291 83	701 52	9,346 38
Sussex .....	3,200 00	1,399 51		75 79		4,675 30
Union .....	28,892 55	13,047 46	1,548 79	6,290 33	116 31	49,895 44
Warren .....	2,480 00	1,011 16	201 82	789 86		4,482 84
Total .....	\$373,493 76	\$124,332 92	\$8,588 48	\$35,164 32	\$9,479 40	\$551,058 88

TABLE 2—Continued.  
 MANUAL AND INDUSTRIAL TRAINING FUNDS.  
 PAYMENTS.

DISTRICTS.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures, Evening Schools.	Total Manual and Industrial Training Expenditures, Day and Evening Schools.	Balance in Manual and Industrial Training Account Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Manual and Industrial Training, Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense Incident to Manual and Industrial Training.					
Atlantic .....							\$25,800 08	\$4,355 45	\$30,155 53	
Bergen .....	\$318 00					\$318 00	53,404 75	6,299 14	59,703 89	
Burlington .....							1,841 66	211 00	2,052 66	
Camden .....							23,568 89	3,604 56	27,173 45	
Cape May .....							6,084 54	910 84	6,995 38	
Cumberland .....							6,687 16	820 40	7,507 56	
Essex .....							136,278 29	7,752 27	144,030 56	
Gloucester .....							5,489 76	1,737 58	7,227 34	
Hudson .....	2,261 00					2,261 00	86,467 12	10,234 62	96,701 75	
Hunterdon .....										
Mercer .....							27,490 06	2,289 70	29,779 76	
Middlesex .....							31,815 28	4,963 05	36,778 33	
Monmouth .....							32,367 11	9,804 72	42,171 83	
Morris .....							15,757 60	3,308 47	19,066 07	
Ocean .....							2,536 35	515 08	3,051 44	
Passaic .....							26,360 57	4,933 88	30,424 45	
Salem .....							2,288 69	1,918 95	5,207 64	
Somerset .....							3,346 38	36 05	9,382 43	
Sussex .....							4,675 30	2,037 98	6,713 28	
Union .....	649 60					649 60	50,545 04	4,905 98	55,451 02	
Warren .....							4,482 84	1,213 76	5,696 60	
<b>Total</b> .....	<b>\$3,228 60</b>					<b>\$3,228 60</b>	<b>\$554,287 48</b>	<b>\$70,983 49</b>	<b>\$625,270 97</b>	

TABLE 3.  
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.  
RECEIPTS.

DISTRICTS.	RECEIPTS.					
	From State Appropriation, Sec. 176.	From District Tax for Evening School for Foreign-Born Residents, Sec. 176.	From all Other Sources for Evening School for Foreign-born Residents, Sec. 176.	Total Receipts During the Year for Evening School for Foreign-Born Residents.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic .....	\$462 79	\$600 00		\$1,062 79		\$1,062 79
Bergen .....						
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....						
Gloucester .....		4,573 65		4,573 65	\$233 10	4,806 75
Hudson .....						
Hunterdon .....						
Mercer .....						
Middlesex .....						
Monmouth .....						
Morris .....						
Passaic .....						
Pequan .....						
Paterson .....						
Salem .....						
Somerset .....						
Sussex .....		864 80		864 80	194 98	1,059 73
Union .....						
Warren .....						
Total .....	\$462 79	\$6,038 45		\$6,501 24	\$438 08	\$6,939 27

TABLE 3—Continued.  
 EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.  
 PAYMENTS.

DISTRICTS.	For Salaries, Principals and Teachers.	For Text Books and Supplies.	For Janitors' Salaries.	For Other Expenditures.	Total Expenditures During the Year.	Balance in Evening School for Foreign-Born Residents' Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic .....							
Bergen .....	\$910 00	\$5 04	\$144 50	\$3 25	\$1,062 79		\$1,062 79
Burlington .....							
Camden .....							
Cape May .....							
Cumberland .....							
Essex .....							
Gloucester .....							
Hudson .....	4,517 00	291 75			4,808 75		4,808 75
Hunterdon .....							
Mercer .....							
Middlesex .....							
Monmouth .....							
Morris .....							
Ocean .....							
Passaic .....							
Salem .....							
Somerset .....							
Sussex .....							
Union .....	837 00	28 68	142 50	51 55	1,059 73		1,059 73
Warren .....							
Total .....	\$6,264 00	\$325 47	\$287 00	\$54 80	\$6,931 27		\$6,931 27

TABLE 4.  
VOCATIONAL SCHOOL FUNDS.  
RECEIPTS.

DISTRICTS.	From State Appropriation.	From District Tax for Vocational Schools.	From all Other Sources for Vocational Schools.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic .....	\$8,000 00	\$10,000 00	\$36 84	\$18,036 84	\$5,009 66	\$23,046 50
Bergen .....		100 00	100 00	200 00		200 00
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....	39,350 00	43,578 89		82,928 89	15,034 18	97,963 07
Gloucester .....						
Hudson .....	18,000 00	14,356 00	20,029 83	52,385 83	5,101 26	57,487 09
Hunterdon .....						
Mercer .....						
Middlesex .....	500 00	500 00		1,000 00		1,000 00
Monmouth .....						
Morris .....	50 00	50 00		100 00		100 00
Ocean .....						
Passaic .....	4,000 00	4,000 00	40 22	8,040 22	6,006 11	14,046 33
Salem .....						
Somerset .....						
Sussex .....						
Union .....						
Warren .....						
Total .....	\$69,900 00	\$72,584 89	\$20,206 89	\$162,691 78	\$31,151 21	\$193,842 99

TABLE 4—Continued.  
 VOCATIONAL SCHOOL FUNDS.  
 PAYMENTS.

DISTRICTS.	DAY SCHOOLS.					
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense Incident to Vocational Schools.	Total Expenditures During the Year for Vocational Day Schools.
Atlantic .....	\$12,031 12	\$4,412 90		\$3,401 02	\$2,507 80	\$22,352 84
Bergen .....	150 00				19 50	169 50
Burlington .....						
Camden .....						
Cape May .....						
Cumberland .....						
Essex .....	27,125 36	4,565 59	\$3,160 57	8,710 69	1,952 81	45,515 02
Gloucester .....						
Hudson .....	21,303 04	4,985 31		1,224 95	1,384 12	28,897 42
Hunterdon .....						
Mercer .....						
Middlesex .....						
Monmouth .....						
Morris .....						
Ocean .....						
Passaic .....	4,901 00	463 16			123 37	5,487 53
Salem .....						
Somerset .....						
Sussex .....						
Union .....						
Warren .....						
Total .....	\$65,510 52	\$14,426 96	\$3,160 57	\$13,336 66	\$5,987 69	\$102,422 31

TABLE 4—Continued.  
 VOCATIONAL SCHOOL FUNDS.  
 PAYMENTS.

DISTRICTS.	EVENING SCHOOLS.						Total Expenditures Day and Evening Vocational Schools.	Balance in Vocational School Account at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Incident Schools.	Other Expense to Vocational Schools.			
Atlantic .....									
Bergen .....							\$22,352 84	\$683 66	\$23,036 50
Burlington .....							169 80	30 50	200 30
Cape May .....									
Cumberland .....	\$37,849 06	\$1,850 00					93,859 79	4,003 28	97,863 07
Essex .....	10,564 00	1,301 69	\$1,784 92		\$6,543 99	\$48,444 77	40,849 11	16,637 98	57,487 09
Glooucester .....									
Hudson .....									
Hunterdon .....	312 00	155 61			128 00	685 61	685 61	314 39	1,000 00
Mercer .....	52 50				31 77	84 27	84 27	15 73	100 00
Middlesex .....									
Monmouth .....									
Morris .....									
Ocean .....	1,314 50	536 78			215 07	3,411 78	8,839 31	5,147 02	14,046 33
Passaic .....									
Salem .....									
Somerset .....									
Sussex .....									
Trenton .....									
Warren .....									
Wilton .....									
Total .....	\$50,722 96	\$3,964 08	\$1,784 92	\$1,102 23	\$7,004 83	\$64,578 12	\$167,000 43	\$26,842 56	\$193,842 99

TABLE 5.  
SCHOOL LIBRARIES AND APPARATUS FUNDS.  
RECEIPTS.

DISTRICTS.	From State Appropriation.	From District Taxes.	From all Other Sources for Library Purposes.	Total Receipts During the Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic .....	\$180 00		\$63 05	\$223 05	\$666 69	\$889 74
Bergen .....	720 00	\$1,139 01	362 28	2,221 29	1,239 29	3,460 58
Burlington .....	260 00	423 67	207 56	891 23	187 51	1,078 74
Camden .....	330 00	1,237 11	63 04	1,630 15	481 22	2,111 37
Cape May .....	230 00	156 62	206 31	592 93	39 66	632 59
Cumberland .....	540 00	189 16	257 98	987 14	347 01	1,334 15
Essex .....	710 00	2,486 92	661 60	3,858 52	530 77	4,389 29
Gloucester .....	350 00	44 03	312 81	706 84	77 95	784 79
Hudson .....	230 00		318 77	548 77	201 26	750 03
Hunterdon .....	130 00	20 00	324 04	474 04	166 97	641 01
Mercer .....	550 00	397 35	553 51	1,500 86	253 29	1,754 15
Middlesex .....	280 00	161 14	306 09	747 23	100 14	847 37
Monmouth .....	440 00	740 48	189 50	1,369 98	205 62	1,575 60
Morris .....	380 00	81 40	485 73	947 13	390 42	1,337 55
Ocean .....	330 00	210 40	153 80	694 20	46 30	740 50
Passaic .....	170 00	10 00	608 93	848 93	410 54	1,259 53
Salem .....	50 00		80 09	110 09	12 24	122 33
Somerset .....	140 00		80 00	220 00	41 51	261 51
Sussex .....	40 00		155 46	195 46	89 31	284 77
Union .....	300 00	333 77	329 12	962 89	214 66	1,177 55
Warren .....	60 00	60 00	151 92	271 92	335 89	607 81
Total .....	\$6,400 00	\$7,691 06	\$5,911 65	\$20,002 71	\$6,038 25	\$26,040 96

TABLE 5—Continued.  
SCHOOL LIBRARIES AND APPARATUS FUNDS.  
PAYMENTS.

DISTRICTS.	For Salary of Librarian.	For Library Books.	For Apparatus.	For Educational Works of Art.	Total Expenditures for Library Purposes.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....		\$356 91	\$40 00	\$12 70	\$409 61	\$490 13	\$889 74
Bergen .....		1,976 52	48 88	163 51	2,188 91	1,271 67	3,460 58
Burlington .....		651 93	78 36	2 00	732 29	346 45	1,078 74
Camden .....	\$540 00	458 22	342 80	15 00	1,356 02	755 35	2,111 37
Cape May .....	72 00	430 28	1 89		504 17	128 42	632 59
Cumberland .....	29 25	655 02	80 00	266 10	1,030 37	303 78	1,334 15
Essex .....	792 50	1,894 14		742 85	3,429 49	959 80	4,389 29
Gloucester .....		331 25	214 03	13 86	559 14	225 65	784 79
Hudson .....		318 43	21 30	47 41	387 14	362 89	750 03
Hunterdon .....		272 88	25 00		297 88	343 13	641 01
Mercer .....	340 80	631 25	531 28	52 50	1,555 83	198 32	1,754 15
Middlesex .....		422 26	134 75	21 10	578 11	269 26	847 37
Monmouth .....	84 00	1,065 91	38 00	43 77	1,231 68	343 92	1,575 60
Morris .....		535 17	260 75	306 00	901 92	435 83	1,337 55
Ocean .....		330 57	242 95	11 52	585 04	155 46	740 50
Passaic .....		340 35	313 99	133 13	787 47	472 06	1,259 53
Salem .....		62 33	50 00		112 33	10 00	122 33
Somerset .....		100 00	70 00		170 00	91 51	261 51
Sussex .....		76 90	40 42	12 75	130 07	154 70	284 77
Union .....		693 96	155 85	67 25	917 06	260 49	1,177 55
Warren .....		166 65	38 90	47 50	253 05	354 76	607 81
Total .....	\$1,858 55	\$11,770 93	\$2,729 15	\$1,758 96	\$18,117 58	\$7,923 38	\$26,040 96

TABLE 6.  
REDEMPTION OF AND INTEREST ON BONDS FUND.  
RECEIPTS.

DISTRICTS.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During the Year for the Redemption of and Interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic .....	\$27,320 00	\$69,846 53	\$625 00	\$930 73	\$98,722 26	\$8,237 27	\$106,959 53
Bergen .....	87,202 72	159,869 05	9,505 48	13,308 30	260,885 55	15,887 75	276,773 30
Burlington .....	13,324 00	22,961 41	.....	.....	36,285 41	4,151 28	40,436 69
Camden .....	17,225 00	74,116 70	24,650 00	293 75	116,285 45	2,530 65	118,816 10
Cape May .....	13,350 00	11,333 72	.....	.....	24,683 72	1,853 49	26,537 21
Cumberland .....	17,100 00	8,116 76	1,924 00	1,498 75	28,639 51	3,948 81	32,588 32
Essex .....	41,975 00	586,278 13	187,396 50	278 75	815,928 38	3,532 87	\$19,461 25
Gloucester .....	16,750 00	16,791 23	200 00	.....	33,741 23	807 99	34,549 22
Hudson .....	36,650 00	322,416 55	188,591 00	58,797 27	606,454 82	2,376 42	608,831 24
Hunterdon .....	5,335 00	6,289 45	.....	.....	11,624 45	.....	11,624 45
Mercer .....	15,340 00	69,365 85	23,464 87	15 00	108,185 72	1,942 97	110,128 69
Middlesex .....	31,798 35	56,396 41	480 00	396 48	89,071 24	1,944 61	91,015 85
Monmouth .....	33,100 00	63,163 08	7,500 00	123 73	103,896 81	9,510 60	113,407 41
Morris .....	24,300 00	24,380 15	.....	162 67	48,842 82	4,205 07	53,047 89
Ocean .....	11,050 00	7,545 00	.....	.....	18,595 00	1,467 87	20,062 87
Passaic .....	12,275 00	167,949 51	68,505 59	158 67	248,888 77	4,861 06	253,749 83
Salem .....	6,390 00	6,253 46	.....	130 36	12,773 82	3,850 95	16,624 77
Somerset .....	21,400 00	29,884 00	.....	650 00	43,044 00	1,095 00	44,139 00
Sussex .....	1,000 00	1,960 00	500 00	150 00	3,610 00	.....	3,610 00
Union .....	35,840 83	115,473 01	30,913 50	759 04	182,986 38	26,760 21	209,746 59
Warren .....	4,150 00	4,927 50	.....	16 00	9,093 50	26 00	9,119 50
Total .....	\$472,875 90	\$1,807,327 50	\$544,355 94	\$77,679 50	\$2,902,238 84	\$98,970 87	\$3,001,209 71

TABLE 6—Continued.  
REDEMPTION OF AND INTEREST ON BONDS FUND.  
PAYMENTS.

DISTRICTS.	For Redemption of Bonds by District Taxes.	For Payments to Sinking Fund.	For Interest on Bonds.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$22,820 00	\$3,500 00	\$74,517 09	\$100,837 09	\$6,122 44	\$106,959 53
Bergen .....	73,700 00	13,255 32	171,293 81	258,249 13	18,504 17	276,753 30
Burlington .....	14,300 00		21,123 92	35,423 92	5,012 77	40,436 69
Camden .....	17,225 00	24,650 00	74,518 26	116,393 26	2,422 84	118,816 10
Cape May .....	14,100 00		11,574 14	25,674 14	863 07	26,537 21
Cumberland .....	12,500 00	1,824 00	10,750 78	25,174 78	7,413 34	32,588 32
Essex .....	41,975 00	187,396 50	586,535 41	815,906 91	3,554 34	819,461 25
Gloucester .....	15,500 00	200 00	15,919 60	31,619 60	2,329 62	34,549 22
Hudson .....	36,650 00	188,591 00	373,741 87	598,982 87	9,848 37	608,831 24
Hunterdon .....	4,800 00	35 00	6,006 47	10,841 47	789 98	11,634 45
Mercer .....	12,840 00	23,464 87	69,840 01	106,144 88	3,983 81	110,128 69
Middlesex .....	24,512 50		60,654 27	85,166 77	5,849 08	91,015 85
Monmouth .....	33,100 00	7,500 00	65,534 28	106,134 28	7,273 13	113,407 41
Morris .....	24,300 00		23,680 17	47,980 17	5,067 72	53,047 89
Ocean .....	10,550 00		7,210 54	17,760 54	2,302 33	20,062 87
Passaic .....	12,700 00	68,505 59	169,306 01	250,511 60	3,238 23	253,749 83
Salem .....	5,390 00		6,343 46	11,733 46	4,891 31	16,624 77
Somerset .....	19,400 00		20,460 75	39,860 75	4,278 25	44,139 00
Sussex .....	1,000 00	500 00	1,460 00	2,960 00	650 00	3,610 00
Union .....	22,000 00	26,717 34	128,879 67	177,597 01	32,149 58	209,746 59
Warren .....	4,150 00		4,894 50	9,044 50	75 00	9,119 50
Total .....	\$423,512 50	\$546,239 62	\$1,904,245 01	\$2,873,997 13	\$127,212 58	\$3,001,209 71

TABLE 7.  
RECEIPTS FOR PAYMENTS OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT.

DISTRICTS.	From District Taxes for Notes Authorized by a Vote of the District.	From District Taxes for Interest on Notes, Authorized by a Vote of the District.	Total Receipts for the Payment of and Interest on Notes, Authorized by a Vote of the District.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Close of Year.
Atlantic .....	\$3,000 00	\$290 66	\$3,290 66	\$100 01	\$3,390 67
Bergen .....	4,200 00	.....	4,200 00	.....	4,200 00
Burlington .....	1,627 00	23 50	1,650 50	.....	1,650 50
Camden .....	.....	192 00	192 00	.....	192 00
Cape May .....	.....	.....	.....	.....	.....
Cumberland .....	.....	.....	.....	.....	.....
Essex .....	1,000 00	3,470 11	4,470 11	.....	4,470 11
Gloucester .....	1,000 00	220 00	1,220 00	.....	1,220 00
Hudson .....	.....	.....	.....	.....	.....
Hunterdon .....	1,000 00	90 00	1,090 00	.....	1,090 00
Mercer .....	500 00	.....	500 00	.....	500 00
Middlesex .....	10,533 00	229 42	10,762 42	.....	10,762 42
Monmouth .....	1,900 00	.....	1,900 00	.....	1,900 00
Morris .....	6,785 71	308 85	7,094 56	.....	7,094 56
Ocean .....	900 00	87 50	987 50	.....	987 50
Passaic .....	1,200 00	.....	1,200 00	.....	1,200 00
Salem .....	.....	.....	.....	.....	.....
Somerset .....	1,800 00	1,351 22	2,951 22	.....	2,951 22
Sussex .....	5,510 63	541 91	6,052 54	.....	6,052 54
Union .....	7,200 00	1,132 50	8,392 50	5,206 83	13,599 33
Warren .....	1,000 00	200 00	1,200 00	.....	1,200 00
Total .....	\$48,956 34	\$8,197 67	\$57,154 01	\$5,306 84	\$62,460 85

TABLE 7—Continued.

13 PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT.  
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DISTRICTS.	For Payment of Notes, Authorized by a Vote of the District.	For Interest on Notes, Authorized by a Vote of the District.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$3,000 00	\$390 67	\$3,390 67		\$3,390 67
Bergen .....	4,200 00		4,200 00		4,200 00
Burlington .....	1,627 00	23 50	1,650 50		1,650 50
Camden .....		192 00	192 00		192 00
Cape May .....					
Cumberland .....					
Essex .....	1,000 00	3,470 11	4,470 11		4,470 11
Gloucester .....	1,000 00	220 00	1,220 00		1,220 00
Hudson .....					
Hunterdon .....	1,000 00	87 50	1,087 50	\$2 50	1,090 00
Mercer .....	500 00		500 00		500 00
Middlesex .....	10,533 00	229 42	10,762 42		10,762 42
Monmouth .....	1,900 00		1,900 00		1,900 00
Morris .....	6,785 71	308 85	7,094 56		7,094 56
Ocean .....	900 00	87 50	987 50		987 50
Passaic .....	1,200 00		1,200 00		1,200 00
Salem .....					
Somerset .....	1,600 00	1,851 22	2,851 22		2,951 22
Sussex .....	5,510 63	541 91	6,052 54		6,052 54
Union .....	11,200 00	2,114 47	13,314 47	284 86	13,599 33
Warren .....	1,000 00	200 00	1,200 00		1,200 00
<b>Total</b> .....	<b>\$52,966 34</b>	<b>\$9,217 15</b>	<b>\$62,173 49</b>	<b>\$287 36</b>	<b>\$62,460 85</b>

TABLE 8.  
PURCHASE OF LAND.

DISTRICTS.	RECEIPTS.					PAYMENTS.		
	From District Tax for Purchase of Land.	From Sale of Bonds, for Purchase of Land.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.	For Purchase of Land.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic .....	\$3,094 66		\$3,094 66	\$2,635 91	\$5,730 57	\$1,993 00	\$3,737 57	\$5,730 57
Bergen .....	2,219 11	\$44,600 00	46,819 11	3,068 15	49,887 26	28,105 58	21,781 68	49,887 26
Burlington .....	700 00	4,500 00	5,200 00	575 00	5,775 00	5,775 00		5,775 00
Camden .....	1,000 00	4,800 00	5,800 00		5,800 00	4,869 45	930 55	5,800 00
Cape May .....	375 00	4,500 00	4,875 00		4,875 00	4,875 00		4,875 00
Cumberland .....	3,800 00		3,800 00		3,800 00	3,800 00		3,800 00
Essex .....		19,500 00	19,500 00	156,250 50	175,750 50	123,556 19	52,194 31	175,750 50
Gloucester .....								
Hudson .....	10,200 00	85,900 00	96,100 00	89,754 08	185,854 08	121,873 56	63,980 52	185,854 08
Hunterdon .....	40 00	2,048 00	2,088 00	200 00	2,288 00	2,288 00		2,288 00
Mercer .....		21,150 00	21,150 00	12,709 90	33,859 90	32,554 62	1,305 28	33,859 90
Middlesex .....	162 50	6,944 88	7,107 38	1,708 00	8,815 38	8,807 38	8 00	8,815 38
Monmouth .....	2,400 00	4,600 00	4,600 00		4,600 00	3,870 00	130 00	4,600 00
Morris .....	650 00	1,900 00	1,900 00	505 00	2,405 00	2,400 00	5 00	2,405 00
Ocean .....	3,898 33	71,129 64	75,027 97	10,453 77	85,481 74	81,500 77	3,980 97	85,481 74
Passaic .....	1,350 00	2,500 00	1,350 00	5,000 00	6,350 00	6,350 00		6,350 00
Salem .....	200 00	2,700 00	2,700 00	54 40	2,754 40	2,700 00	54 40	2,754 40
Somerset .....				62 50	62 50		62 50	62 50
Sussex .....				40,507 00	75,236 50	45,357 80	29,878 70	75,236 50
Union .....		34,729 50	34,729 50	682 91	682 91	104 00	578 91	682 91
Warren .....								
<b>Total</b> .....	<b>\$30,089 60</b>	<b>\$306,202 02</b>	<b>\$336,291 62</b>	<b>\$324,867 12</b>	<b>\$661,158 74</b>	<b>\$482,530 35</b>	<b>\$178,628 39</b>	<b>\$661,158 74</b>

TABLE 9.  
BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

RECEIPTS.

DISTRICTS.	From District Taxes.	From Sale of Bonds.	From Sale of Buildings.	From Sale of Furniture and Equipment.	From Sale of Land.	From Fire Insurance.
Atlantic .....	\$34,432 50	\$94,614 58		\$2 20		\$130 00
Bergen .....	96,930 58	179,619 80	\$1,509 48	99 00		100 00
Burlington .....	13,607 17	97,849 10	108 03	40 05	\$1,128 40	
Camden .....	54,824 70	134,865 00		53 50		
Cape May .....	29,958 10	20,103 04	419 50	4 90		372 00
Cumberland .....	11,243 19	154,560 00	464 50	40 25		
Essex .....	231,139 91	915,164 42	4,317 50	3,307 81		59 93
Gloucester .....	13,384 14					25 51
Hudson .....	134,367 05	975,211 20	701 00	187 15		97 63
Hunterdon .....	9,392 62	53,952 00				1,500 00
Mercer .....	42,396 53	57,500 00	1,196 00	66 00		1,876 61
Middlesex .....	31,134 53	307,709 83	535 00	2,615 00	4,000 00	
Monmouth .....	48,076 27	124,101 00	292 50	36 50	650 00	583 00
Morris .....	34,203 71	91,106 49	338 00	11 00		
Ocean .....	11,077 62	22,105 00	614 00	11 00	450 00	6,200 00
Passaic .....	28,841 26	244,625 57	5,692 50	178 63		
Salem .....	6,448 73	168,621 45	1,661 50			
Somerset .....	12,218 74	73,451 60				
Sussex .....	4,272 06	77,463 00				
Union .....	61,268 92	579,091 01	938 50	84 70	5 00	929 63
Warren .....	5,992 82	74,450 00		506 70		
Total .....	\$915,211 15	\$4,446,164 09	\$18,788 01	\$7,244 49	\$6,231 40	\$11,874 31

TABLE 9—Continued.  
 BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
 AND EQUIPPING SCHOOL BUILDINGS.  
 RECEIPTS.—Continued.

DISTRICTS.	From Interest on Deposits.	From all Other Sources for Above Purposes.	Total Receipts During the Year for Above Purposes.	Balance on Hand Beginning of Year for Building, Leasing, etc.	Total Receipts During the Year and Balance on Hand Beginning of Year for Building, Leasing, etc.
Atlantic .....	\$1,385 54	\$854 78	\$131,419 70	\$138,656 69	\$270,076 39
Bergen .....	2,702 50	9,724 01	290,685 37	263,471 81	554,157 18
Burlington .....	775 49	9,745 54	123,251 78	139,825 52	263,077 30
Camden .....	1,441 60	278 97	191,463 77	68,768 32	260,232 09
Cape May .....	.....	1,065 18	51,922 72	7,714 48	59,637 20
Cumberland .....	.....	718 00	167,025 94	5,239 30	172,265 24
Essex .....	23,578 88	7,647 13	1,185,215 58	1,670,143 54	2,855,359 12
Gloucester .....	.....	606 07	14,015 73	3,420 18	17,435 90
Hudson .....	6,013 25	24,549 04	1,141,126 32	918,272 03	2,069,398 35
Hunterdon .....	525 00	170 17	65,539 79	9,817 95	75,357 74
Mercer .....	155 77	362 50	109,563 41	30,280 31	139,843 72
Middlesex .....	2,017 77	3,179 97	351,192 10	130,620 56	481,812 66
Monmouth .....	833 48	11,341 79	185,964 54	35,638 79	234,603 33
Morris .....	71 25	20 00	125,750 45	12,041 46	137,791 91
Ocean .....	.....	510 00	40,967 62	20,266 56	61,234 18
Passaic .....	29 56	91 00	279,458 52	144,183 32	423,641 84
Salem .....	866 82	791 50	178,390 00	1,508 86	179,898 86
Somerset .....	571 57	504 51	86,746 42	53,364 26	140,110 68
Sussex .....	.....	1,391 18	83,126 24	2,889 13	86,015 37
Union .....	6,976 52	11,263 92	660,558 20	568,533 87	1,229,092 07
Warren .....	405 39	696 43	82,051 34	2,504 85	84,556 19
Total .....	\$48,410 39	\$85,511 69	\$5,539,435 53	\$4,230,161 79	\$9,769,597 32

TABLE 9—Continued.

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING  
AND EQUIPPING SCHOOL BUILDINGS.

PAYMENTS.

DISTRICTS.	For Building and Enlarging School Buildings.	For Extraordinary Repairs Improving School Buildings.	For Ordinary Repairs (Current Upkeep).	For New Furniture and Equipment.	For Repairs and Replacement of Furniture and Equipment.	For Leasing School Buildings.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic .....	\$69,708 68	\$136,149 40	\$7,527 49	\$2,509 09	\$20,476 43	\$423 74	\$236,794 83	\$33,281 56	\$270,076 39
Bergen .....	264,901 78	52,404 12	49,485 73	18,908 78	6,774 74	2,022 96	394,498 11	159,659 07	554,157 18
Burlington .....	181,825 32	3,520 19	6,949 77	5,365 74	3,633 77	152 00	200,446 79	62,630 51	263,077 30
Camden .....	119,379 65	6,830 02	23,171 52	36,061 55	9,834 23	1,266 00	188,042 97	72,189 12	260,232 09
Cape May .....	45,521 26	1,362 09	3,031 82	2,940 25	1,109 14	.....	53,964 56	5,672 64	59,637 20
Cumberland .....	57,382 00	2,561 90	10,055 57	2,011 01	2,040 52	573 25	74,624 25	97,640 99	172,265 24
Essex .....	1,363,949 24	91,818 53	108,749 99	97,955 03	15,569 67	3,870 00	1,681,912 46	1,173,446 66	2,855,359 12
Gloucester .....	300 00	2,328 93	4,938 01	3,421 70	2,697 35	220 48	13,906 47	3,629 43	17,435 90
Hudson .....	944,983 99	24,943 70	109,350 66	100,475 97	11,133 24	3,143 93	1,194,031 49	865,366 86	2,059,398 35
Hunterdon .....	38,233 71	322 49	3,133 47	1,587 68	95 47	500 00	43,872 82	31,484 92	75,357 74
Mercer .....	35,192 12	32,500 11	31,745 34	7,008 26	3,788 86	2,129 00	112,363 69	21,480 03	133,843 72
Middlesex .....	214,998 55	1,661 68	18,032 42	6,188 12	9,631 98	1,205 00	251,717 75	230,094 91	481,812 66
Monmouth .....	134,595 22	6,425 04	27,355 31	6,224 85	5,276 73	579 00	180,456 15	44,147 18	224,603 33
Morris .....	95,290 48	11,188 00	15,541 58	2,601 65	3,333 17	162 00	128,116 88	9,675 03	137,791 91
Ocean .....	32,743 35	4,420 20	2,249 69	3,159 84	3,422 90	238 75	46,234 73	14,999 45	61,234 18
Passaic .....	171,039 85	18,876 54	16,309 11	10,124 33	3,986 02	.....	220,334 85	203,306 99	423,641 84
Salem .....	80,071 94	1,753 18	2,931 59	1,625 80	1,080 45	769 58	88,232 54	91,656 32	179,898 86
Somerset .....	84,008 86	5,315 77	10,805 70	4,583 59	902 50	591 47	106,208 19	33,902 49	140,110 68
Sussex .....	37,759 25	1,700 00	1,439 69	747 98	231 13	870 00	42,808 10	43,207 27	86,015 37
Union .....	473,547 40	21,381 65	17,138 50	39,823 04	19,851 28	2,926 60	574,468 47	654,623 60	1,229,092 07
Warren .....	24,739 36	3,914 26	1,297 93	420 90	2,682 70	.....	33,025 15	51,531 04	84,556 19
Total .....	\$4,461,672 01	\$431,387 80	\$470,200 89	\$353,745 46	\$127,411 33	\$21,643 76	\$5,866,061 25	\$3,903,536 07	\$9,769,597 32

SCHOOL REPORT.

TABLE 10.  
 OUTHOUSES AND WATER CLOSETS.

DISTRICTS.	Receipts.	Payments.		
	From District Tax and Other Sources for Outhouses and Water Closets, Including Balance from Beginning of Year.	For Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic .....	\$223 58	\$223 58		\$223 58
Bergen .....	694 57	694 57		694 57
Burlington .....				
Camden .....				
Cape May .....	204 00	180 00	24 00	204 00
Cumberland .....	2,575 62	476 40	2,099 22	2,575 62
Essex .....				
Gloucester .....	114 05	114 05		114 05
Hudson .....	300 00	211 45	88 55	300 00
Hunterdon .....	200 00	153 39	46 61	200 00
Mercer .....	357 10	343 26	13 84	357 10
Middlesex .....	23 00	23 00		23 00
Monmouth .....				
Morris .....				
Ocean .....	1,441 36	691 98	749 38	1,441 36
Passaic .....				
Salem .....				
Somerset .....	1,008 68	431 17	577 51	1,008 68
Sussex .....	37 00	37 00		37 00
Union .....	3,827 52	3,803 27	24 25	3,827 52
Warren .....	100 00	45 34	54 66	100 00
Total .....	\$11,106 48	\$7,428 46	\$3,678 02	\$11,106 48

COMMISSIONER OF EDUCATION.

TABLE II.  
SUMMARY OF RECEIPTS AND EXPENDITURES.

DISTRICTS.	Grand Total of all Receipts During the Year and Balances on Hand Beginning of Year.	Grand Total of all Expenditures During the Year.	Grand Total of all Balances on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balances on Hand Close of Year.
Atlantic .....	\$1,092,299 29	\$997,372 27	\$94,927 02	\$1,092,299 29
Bergen .....	2,492,344 66	2,084,751 23	407,593 43	2,492,344 66
Burlington .....	681,317 69	593,292 24	88,025 45	681,317 69
Camden .....	1,336,194 53	1,206,624 59	129,569 94	1,336,194 53
Cape May .....	301,378 93	270,069 45	31,309 48	301,378 93
Cumberland .....	515,649 55	380,302 67	135,346 88	515,649 55
Essex .....	8,584,420 97	7,109,191 11	1,475,229 86	8,584,420 97
Gloucester .....	308,780 20	283,035 64	25,744 56	308,780 20
Hudson .....	6,424,486 34	5,344,029 07	1,080,457 27	6,424,486 34
Hunterdon .....	283,576 16	253,716 40	39,859 76	283,576 16
Mercer .....	1,076,285 54	1,031,027 84	45,257 70	1,076,285 54
Middlesex .....	1,351,490 49	1,062,361 93	289,128 56	1,351,490 49
Monmouth .....	1,182,000 31	1,041,891 80	140,108 51	1,182,000 31
Morris .....	731,951 19	681,939 08	50,012 11	731,951 19
Ocean .....	267,936 16	223,352 91	44,583 25	267,936 16
Passaic .....	2,050,590 04	1,795,805 01	254,785 03	2,050,590 04
Salem .....	365,022 34	255,771 35	109,250 99	365,022 34
Somerset .....	492,342 73	436,273 62	56,069 11	492,342 73
Sussex .....	286,698 24	225,329 76	61,368 48	286,698 24
Union .....	2,696,236 87	1,903,589 68	792,647 19	2,696,236 87
Warren .....	331,748 75	250,297 08	81,451 67	331,748 75
Total .....	\$32,862,793 98	\$27,430,024 73	\$5,432,769 25	\$32,862,793 98

TABLE 12.  
COST OF EDUCATION.

DISTRICTS.	For Administration.	For Instruction.	For Operation of School Plant.	For Maintenance of School Plant.	For Expenses of Auxiliary Agencies.	For Miscellaneous Expenses.	Grand Total Operating Expenses.
Atlantic .....	\$26,552 53	\$489,430 77	\$71,879 32	\$41,002 09	\$33,489 41	\$27,746 47	\$690,100 59
Bergen .....	45,371 48	1,023,202 06	174,128 17	79,537 23	43,081 45	79,771 64	1,445,152 03
Burlington .....	14,421 12	238,777 72	35,840 08	11,354 96	31,572 03	26,662 31	358,628 22
Camden .....	28,687 34	676,269 55	109,127 71	54,520 19	26,216 70	43,228 29	938,048 88
Cape May .....	9,245 63	124,578 28	19,170 41	14,082 71	14,043 38	10,137 71	191,259 12
Cumberland .....	11,478 65	201,639 05	25,723 09	13,885 07	22,272 24	11,359 00	286,367 10
Essex .....	186,900 14	3,394,211 99	435,745 72	138,251 18	104,199 62	90,307 23	4,349,615 88
Gloucester .....	5,339 08	161,463 87	24,079 57	9,429 33	18,750 03	24,500 81	243,562 69
Hudson .....	114,129 91	2,690,806 17	373,237 03	154,310 25	59,518 75	106,543 04	3,498,545 15
Hunterdon .....	3,999 24	124,489 64	14,031 55	6,228 61	24,188 32	32,273 53	205,210 89
Mercer .....	23,640 76	599,534 72	77,369 05	39,088 28	31,800 46	27,909 38	799,342 65
Middlesex .....	24,249 99	522,521 75	78,618 71	37,930 52	32,700 31	43,941 85	739,963 13
Monmouth .....	29,052 47	527,618 82	88,392 06	39,921 66	45,445 25	46,989 80	777,420 06
Morris .....	13,229 70	351,298 84	49,172 29	24,226 66	44,116 96	28,820 44	510,864 89
Ocean .....	3,871 53	111,293 21	14,751 15	7,071 41	16,876 33	7,810 13	161,673 76
Passaic .....	32,696 68	989,948 62	135,130 86	31,851 85	17,948 48	37,715 76	1,245,292 25
Salem .....	5,552 82	101,376 54	12,904 98	4,953 87	15,351 59	13,622 26	153,762 06
Somerset .....	6,971 65	212,254 38	29,925 65	17,167 60	19,716 53	19,813 48	305,849 29
Sussex .....	3,869 08	104,432 03	11,665 74	4,252 81	28,002 04	19,087 56	171,309 26
Union .....	55,261 22	828,668 96	133,639 95	59,965 86	21,685 73	36,470 36	1,135,692 08
Warren .....	5,470 22	147,035 77	19,685 18	9,230 61	16,264 51	17,434 24	215,120 53
Total .....	\$649,991 24	\$13,620,852 74	\$1,934,228 27	\$798,323 75	\$667,240 12	\$752,145 39	\$18,422,781 61

TABLE 13.  
STATEMENT OF BONDED DEBT.

DISTRICTS.	Amount of Interest Paid. Equal Amount Reported in Fi- nancial Statement).	AMOUNT OF BONDS.				
		Outstanding July 1st, 1914.	Issued During Year.	Total.	Redeemed During the Year.	Outstanding at the Close of School Year.
Atlantic .....	\$74,517 09	\$1,603,720 00	\$90,500 00	\$1,694,220 00	\$22,820 00	\$1,671,400 00
Bergen .....	171,293 81	3,507,113 48	213,653 00	3,720,766 48	73,700 00	3,647,066 48
Burlington .....	21,133 92	47,450 00	130,800 00	378,250 00	14,300 00	563,950 00
Camden .....	74,518 26	1,612,900 00	138,900 00	1,751,800 00	17,225 00	1,734,575 00
Cape May .....	11,574 14	261,100 00	38,100 00	299,200 00	14,100 00	285,100 00
Cumberland .....	10,750 78	200,600 00	152,500 00	353,100 00	12,500 00	340,600 00
Essex .....	586,535 41	14,058,668 93	977,500 00	15,036,168 93	41,975 00	14,994,193 93
Gloucester .....	15,919 60	355,400 00	4,450 00	359,850 00	15,500 00	344,350 00
Hudson .....	373,741 87	8,924,919 00	485,000 00	9,409,919 00	44,650 00	9,365,269 00
Hunterdon .....	6,006 47	148,400 00	55,000 00	203,400 00	4,800 00	198,600 00
Mercer .....	69,840 01	1,634,290 00	78,650 00	1,712,940 00	30,840 00	1,682,100 00
Middlesex .....	60,654 27	1,231,662 50	135,300 00	1,366,962 50	24,512 50	1,342,450 00
Monmouth .....	65,534 28	1,230,600 00	124,000 00	1,404,600 00	33,100 00	1,371,500 00
Morris .....	23,680 17	490,001 00	255,600 00	745,601 00	24,300 00	721,301 00
Ocean .....	7,210 54	137,600 00	22,500 00	160,100 00	10,950 00	149,150 00
Passaic .....	169,306 01	3,896,850 00	271,800 00	4,168,650 00	138,700 00	4,029,950 00
Salem .....	6,343 46	110,300 00	171,200 00	281,500 00	5,390 00	276,110 00
Somerset .....	20,460 75	371,000 00	81,000 00	452,000 00	19,400 00	432,600 00
Sussex .....	1,460 00	103,300 00	12,000 00	115,300 00	6,000 00	109,300 00
Union .....	128,879 67	2,849,370 58	678,100 00	3,527,470 58	30,700 00	3,496,770 58
Warren .....	4,894 50	162,050 00	65,000 00	227,050 00	4,150 00	222,900 00
Total .....	\$1,904,245 01	\$43,387,295 49	\$4,186,553 00	\$47,573,848 49	\$589,612 50	\$46,984,235 99

TABLE 14.  
SCHOOL BUILDINGS OWNED AND RENTED.

DISTRICTS.	VALUE OF PROPERTY.				BUILDINGS.											
	Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Remodeled During Current Year.	Number of One-Room Buildings.	Number of Two-Room Buildings.	Number of Three-Room Buildings.	Number of Four-Room Buildings.	Number of Five or More Room Buildings.	Total Number of School Buildings Owned.	Total Number of School Buildings Rented.	Total Number of Class Rooms.	Total Number of Pupils' Seats (Double Desk Count Two).	Is Flag Displayed Daily?
Atlantic .....	\$552,975 00	\$1,649,625 00	\$175,770 00	\$2,378,370 00	2	2	38	18	5	5	2	81	2	442	16,813	Yes
Bergen .....	640,950 00	3,842,965 00	340,650 00	4,824,665 00	1	1	26	17	1	2	25	150	2	1,041	38,843	Yes
Burlington .....	89,745 00	744,435 80	114,817 08	948,997 88	1	1	70	15	1	1	19	115	10	363	14,347	Yes
Camden .....	311,450 00	2,048,770 00	184,853 08	2,544,873 08	2	2	35	24	1	2	49	132	2	785	27,543	Yes
Cape May .....	65,080 00	346,760 00	52,100 00	463,940 00	1	1	11	17	1	1	13	47	1	176	6,198	Yes
Cumberland .....	73,900 00	503,785 00	52,100 00	629,185 00	1	1	31	23	6	7	21	86	2	299	13,480	Yes
Essex .....	2,683,040 05	13,612,514 21	1,017,024 92	17,312,579 18	2	2	10	10	3	3	136	166	1	2,639	98,478	Yes
Gloucester .....	72,838 00	466,620 85	53,171 65	592,630 50	1	1	39	24	1	10	10	78	6	242	10,123	Yes
Hudson .....	1,895,017 44	10,884,610 68	1,232,615 15	14,012,243 27	4	4	3	1	1	4	100	104	4	2,003	81,842	Yes
Hunterdon .....	25,750 00	385,300 00	35,025 00	446,075 00	1	1	80	9	1	5	8	103	1	197	7,499	Yes
Mercer .....	289,150 00	1,657,665 00	219,500 00	2,166,315 00	1	1	24	8	3	13	39	86	1	564	22,688	Yes
Middlesex .....	285,615 00	1,804,680 00	166,810 00	2,257,105 00	5	5	35	9	3	13	43	96	7	593	23,675	Yes
Monmouth .....	280,645 00	2,051,499 00	190,795 00	2,522,939 00	4	4	63	27	1	14	40	141	4	601	23,447	Yes
Morris .....	123,823 09	1,078,517 00	96,315 25	1,298,655 25	5	5	50	28	1	15	23	115	3	393	15,256	Yes
Ocean .....	57,892 00	314,175 00	56,238 55	428,305 55	3	3	42	16	2	2	8	69	1	178	5,620	Yes
Passaic .....	895,272 93	4,066,953 01	350,787 71	5,313,013 65	1	1	6	19	5	3	60	90	1	1,031	40,485	Yes
Salem .....	66,925 00	289,925 00	35,253 00	392,103 00	2	2	52	6	3	2	11	72	5	179	7,165	Yes
Somerset .....	114,885 00	843,075 00	85,966 00	1,043,926 00	1	1	52	8	3	2	12	77	1	259	9,044	Yes
Sussex .....	23,375 00	286,975 00	34,800 00	345,650 00	1	1	79	5	1	2	7	93	1	167	6,284	Yes
Union .....	424,100 00	3,149,262 85	319,124 04	3,892,486 89	2	2	17	6	1	4	59	86	1	756	27,283	Yes
Warren .....	52,480 00	428,400 00	60,836 00	541,775 00	1	1	68	14	2	2	12	93	5	238	9,606	Yes
Total .....	\$9,023,908 42	\$50,456,513 40	\$4,874,411 43	\$64,354,833 25	60	66	844	293	66	167	785	2,080	75	13,126	505,719	Yes

TABLE 15.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	SUPERINTENDENTS.			ASSISTANT SUPERINTENDENTS. (An Assistant Superintendent is one who stands in very intimate relation to the Superintendent, and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the Superintendent).										
	Annual Salary.	Men.	Women.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	\$4,000 00	1												
Bergen .....	2,750 00	1												
Burlington .....	1,500 00	1												
Camden .....	5,950 00	2												
Cape May .....	3,500 00	2												
Cumberland .....	3,350 00	2												
Essex .....	27,800 00	6		4		4	\$18,000 00		\$4,000 00		\$5,500 00		\$4,500 00	
Gloucester .....														
Hudson .....	28,650 00	7		1		1	4,000 00		4,000 00		4,000 00		4,000 00	
Hunterdon .....														
Mercer .....	3,800 00	1												
Middlesex .....	9,000 00	3												
Monmouth .....	7,000 00	2												
Morris .....														
Ocean .....														
Passaic .....	7,200 00	2												
Salem .....														
Somerset .....														
Sussex .....														
Union .....	15,000 00	4												
Warren .....	1,900 00	1												
Total .....	\$122,900 00	35		5		5	\$22,000 00		\$4,000 00		\$5,500 00		\$4,400 00	

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	APPROVED SUPERVISING PRINCIPALS.							
				Those for whom an apportionment of \$600.00 is made.							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	4		4	\$7,325 00		\$1,425 00		\$2,300 00		\$1,831 25	
Bergen	9		9	22,100 00		1,200 00		3,750 00		2,455 55	
Burlington	5		5	8,400 00		1,000 00		2,200 00		1,680 00	
Camden	4		4	5,110 00		1,050 00		1,500 00		1,277 50	
Cape May	2		2	3,100 00		1,500 00		1,600 00		1,550 00	
Cumberland	2		2	3,235 00		1,435 00		1,800 00		1,617 50	
Essex	3		3	15,800 00		2,000 00		3,600 00		3,133 33	
Gloucester	3	1	4	4,200 00	\$1,100 00	1,000 00	\$1,100 00	2,100 00	\$1,100 00	1,400 00	1,100 00
Hudson	2		2	2,900 00		1,000 00		1,500 00		1,450 00	
Hunterdon	4		4	5,645 00		1,300 00		1,525 00		1,411 25	
Mercer	9	1	10	13,400 00	2,250 00	1,000 00	2,250 00	2,600 00	2,250 00	1,488 88	2,250 00
Middlesex	5	1	6	6,200 00	2,000 00	1,000 00	2,000 00	1,600 00	2,000 00	1,240 00	2,000 00
Monmouth	10		10	13,370 00		1,000 00		2,000 00		1,327 00	
Morris	4		4	5,700 00		1,000 00		2,500 00		1,425 00	
Ocean	5		5	8,450 00		1,200 00		2,400 00		1,690 00	
Passaic	3		3	4,850 00		1,200 00		2,000 00		1,616 67	
Salem	3		3	4,350 00		1,000 00		1,950 00		1,450 00	
Somerset	2		2	2,200 00		1,000 00		1,200 00		1,100 00	
Sussex	1		1	1,900 00		1,900 00		1,900 00		1,900 00	
Union	1		1	1,600 00		1,600 00		1,600 00		1,600 00	
Warren	1		1	1,600 00		1,600 00		1,600 00		1,600 00	
Total	84	3	87	\$12,835 00	\$5,350 00	\$1,000 00	\$1,100 00	\$3,750 00	\$2,250 00	\$1,700 41	\$1,783 33

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	UNAPPROVED SUPERVISING PRINCIPALS.							Average—Men. (Divide Aggregate Salary by Number Employed).	Average—Women. (Divide Aggregate Salary by Number Employed).			
				(Those who devote their time to administration and supervision of instruction of a school).											
				Aggregate Salary—Men.	Aggregate—Salary Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.						
Atlantic .....	2		2	\$3,100 00			\$1,500 00			\$1,600 00		\$1,550 00			
Bergen .....	10	1	11	16,200 00	\$1,300 00		1,400 00	\$1,300 00		1,800 00	\$1,300 00	1,620 00	\$1,300 00		
Burlington .....	2	1	3	3,050 00	1,300 00		1,500 00	1,300 00		1,550 00	1,300 00	1,525 00	1,300 00		
Camden .....	4		4	7,500 00			1,500 00			2,100 00		1,875 00			
Cape May .....															
Cumberland .....															
Essex .....	2		2	5,150 00			2,400 00			2,750 00		2,575 00			
Gloucester .....	3		3	4,528 60			1,300 00			1,800 00		1,509 53			
Hudson .....	4		4	8,650 00			1,400 00			2,750 00		2,162 50			
Hunterdon .....															
Mercer .....		2	2		3,200 00			1,200 00		2,000 00			1,600 00		
Middlesex .....	6	5	11	9,400 00			1,200 00	1,000 00		2,000 00	1,100 00	1,566 66	1,040 00		
Monmouth .....	6		6	10,575 00			950 00			3,000 00		1,762 50			
Morris .....	8		8	16,400 00			1,375 00			3,500 00		2,050 00			
Ocean .....															
Passaic .....															
Salem .....															
Somerset .....	3		3	6,200 00			1,800 00			2,400 00		2,066 66			
Sussex .....															
Union .....	12	8	20	24,200 00	13,100 00	1,450 00	1,200 00	3,000 00	2,000 00			2,016 66	1,637 50		
Warren .....	4		4	5,000 00		900 00		1,500 00				1,250 00			
Total .....	66	17	83	\$119,963 60	\$24,100 00	\$900 00	\$1,000 00	\$3,500 00	\$2,000 00			\$1,817 47	\$1,417 64		

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	NON-TEACHING PRINCIPALS.							
				(Those who devote their time to administration and supervision of instruction of a school).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men. (Divide Aggregate Salary by Number Employed).	Average—Women. (Divide Aggregate Salary by Number Employed).
Atlantic .....	3	9	12	\$6,800 00	\$11,450 00	\$1,600 00	\$1,250 00	\$2,800 00	\$1,450 00	\$2,266 67	\$1,272 23
Bergen .....	21	10	31	39,950 00	12,150 00	1,100 00	1,000 00	2,700 00	2,200 00	1,902 38	1,215 00
Burlington .....	5	5	10	5,500 00	3,897 10	850 00	400 00	1,400 00	900 00	1,100 00	779 40
Camden .....	7	18	25	10,900 00	25,300 00	1,300 00	1,200 00	1,800 00	2,200 00	1,557 14	1,405 55
Cape May .....											
Cumberland .....		1	1		1,100 00		1,100 00		1,100 00		1,100 00
Essex .....	81	21	102	209,000 00	28,375 00	1,100 00	1,000 00	4,300 00	2,000 00	2,580 24	1,351 19
Gloucester .....											
Hudson .....	64	37	101	166,225 00	73,900 00	1,600 00	1,100 00	5,000 00	2,750 00	2,597 27	1,997 29
Hunterdon .....	2	2	2	4,000 00		2,000 00		2,000 00		2,000 00	
Mercer .....	4	24	28	8,700 00	33,800 00	1,100 00	1,150 00	3,500 00	1,850 00	2,175 00	1,408 33
Middlesex .....	5	2	7	8,650 00	2,090 00	1,400 00	1,000 00	1,900 00	1,000 00	1,730 00	1,000 00
Monmouth .....	5	3	8	8,700 00	4,150 00	1,500 00	1,150 00	2,100 00	1,500 00	1,740 00	1,333 33
Morris .....		2	2		3,150 00		1,150 00		2,000 00		1,575 00
Ocean .....											
Passaic .....	33	18	51	64,400 00	22,200 00	1,200 00	950 00	3,000 00	1,800 00	1,951 51	1,233 33
Salem .....											
Somerset .....	1		1	1,300 00		1,300 00		1,300 00		1,300 00	
Sussex .....	1		1	2,300 00		2,300 00		2,300 00		2,300 00	
Union .....	6	7	13	9,300 00	9,500 00	1,150 00	1,000 00	2,900 00	1,500 00	1,550 00	1,357 14
Warren .....											
Total .....	238	157	395	\$545,725 00	\$230,972 00	\$850 00	\$400 00	\$5,000 00	\$2,750 00	\$2,292 96	\$1,471 15

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SUPERVISORS.							
				(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals. A supervisor of primary work. A supervisor of grammar grades, etc. Do not include those engaged in manual training, vocational, evening school or foreign born evening school work).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		5	5		\$6,200 00		\$950 00		\$1,500 00		\$1,240 00
Bergen .....		2	2		2,100 00		1,050 00		1,050 00		1,050 00
Burlington .....											
Camden .....		1	1		1,900 00		1,900 00		1,900 00		1,900 00
Cape May .....	1	1	1	\$1,200 00		1,200 00		\$1,200 00		\$1,200 00	900 00
Cumberland .....		1	1		900 00		900 00		900 00		900 00
Essex .....		3	3		4,450 00		1,000 00		2,200 00		1,433 33
Gloucester .....											
Hudson .....		11	11		18,000 00		1,300 00		2,500 00		1,636 36
Hunterdon .....											
Mercer .....		2	2		3,200 00		1,500 00		1,700 00		1,600 00
Middlesex .....	1	1	2	800 00	800 00	800 00	950 00	800 00	950 00	800 00	950 00
Monmouth .....											
Morris .....											
Ocean .....	4		4	4,300 00	600 00			1,500 00		1,075 00	
Passaic .....		2	2		3,000 00		1,200 00		1,800 00		1,500 00
Salem .....											
Somerset .....											
Sussex .....		2	2		1,400 00		600 00		800 00		700 00
Union .....		1	1		1,000 00		1,000 00		1,000 00		1,000 00
Warren .....											
Total .....	6	31	37	\$6,300 00	\$43,100 00	\$600 00	\$600 00	\$1,500 00	\$2,500 00	\$1,050 00	\$1,390 32

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL SUPERVISORS.							
				(Those who assist teachers in matters pertaining to instruction in special subjects. Drawing, penmanship, etc. Do not include those engaged in manual training, vocational, evening school or foreign born evening school work).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	23	5	7	\$3,200 00	\$4,900 00	\$1,200 00	\$700 00	\$2,000 00	\$1,200 00	\$1,600 00	\$980 00
Bergen .....	22	13	15	1,500 00	13,233 00	200 00	1,300 00	1,300 00	1,800 00	750 00	1,017 92
Burlington .....	1	3	4	800 00	2,050 00	800 00	500 00	800 00	850 00	800 00	683 33
Camden .....	2	7	9	3,400 00	7,000 00	1,600 00	700 00	1,800 00	1,600 00	1,700 00	1,000 00
Cape May .....											
Cumberland .....		3	3		2,400 00		700 00		900 00		800 00
Essex .....	13	38	51	21,850 00	45,175 00	400 00	500 00	3,000 00	2,000 00	1,680 76	1,188 82
Gloucester .....	1	3	4	500 00	1,750 00	500 00	250 00	500 00	800 00	500 00	583 33
Hudson .....	8	16	24	14,875 00	17,766 00	900 00	650 00	3,000 00	1,800 00	1,859 37	1,111 37
Hunterdon .....											
Mercer .....	22	3	5	3,900 00	4,550 00	1,700 00	1,150 00	2,200 00	1,700 00	1,950 00	1,516 67
Middlesex .....	22	1	13	1,425 00	800 00	275 00	800 00	1,150 00	800 00	712 50	800 00
Monmouth .....	1	9	10	1,000 00	8,650 00	1,000 00	750 00	1,000 00	1,200 00	1,000 00	951 11
Morris .....		3	3		2,950 00		750 00		1,400 00		983 33
Ocean .....		2	2		1,610 00		785 00		825 00		805 00
Passaic .....	2	5	7	3,000 00	5,400 00	1,500 00	950 00	1,500 00	1,200 00	1,500 00	1,080 00
Salem .....											
Somerset .....	1	6	7	800 00	4,725 00	800 00	575 00	800 00	1,000 00	800 00	787 50
Sussex .....											
Union .....	4	21	25	5,200 00	19,550 00	700 00	400 00	1,600 00	1,500 00	1,300 00	930 95
Warren .....											
Total .....	41	138	179	\$61,450 00	\$142,509 00	\$200 00	\$250 00	\$3,000 00	\$2,000 00	\$1,498 78	\$1,032 67

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

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DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	TEACHERS, RURAL SCHOOLS—ONE ROOM.							
				(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	11	21	32	\$6,661 50	\$11,691 50	\$540 00	\$405 00	\$675 00	\$684 00	\$605 59	\$566 73
Bergen .....	3	14	17	2,075 00	8,550 00	660 00	475 00	750 00	750 00	691 66	610 71
Burlington .....	4	61	65	1,805 00	25,674 00	360 00	234 00	540 00	650 00	451 25	420 88
Camden .....	1	23	24	450 00	10,948 25	450 00	403 75	450 00	575 00	460 00	476 01
Cape May .....	4	7	11	2,285 00	3,690 00	495 00	495 00	666 00	585 00	571 25	527 14
Cumberland .....	7	26	33	2,925 00	11,182 50	405 00	337 50	450 00	525 00	417 85	430 09
Essex .....	7	3	3	1,850 00	.....	.....	550 00	.....	550 00	.....	550 00
Gloucester .....	7	24	31	3,362 50	10,948 50	405 00	360 00	550 00	600 00	480 36	455 98
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon .....	14	.....	.....	7,345 00	30,015 00	380 00	375 00	.....	.....	524 64	447 88
Mercer .....	1	22	23	550 00	12,540 00	550 00	500 00	550 00	940 00	550 00	570 00
Middlesex .....	.....	32	32	.....	17,755 00	.....	400 00	.....	700 00	.....	554 84
Monmouth .....	14	41	55	8,195 00	22,145 00	405 00	270 00	750 00	675 00	585 35	540 12
Morris .....	6	45	51	3,500 00	24,225 00	500 00	400 00	700 00	850 00	583 33	538 33
Ocean .....	16	23	39	8,037 50	9,415 00	315 00	315 00	775 00	550 00	502 34	409 34
Passaic .....	8	11	19	4,800 00	7,350 00	500 00	500 00	750 00	1,250 00	600 00	668 18
Salem .....	6	40	46	2,470 50	16,630 75	292 50	360 00	495 00	495 00	411 75	415 77
Somerset .....	6	44	50	3,050 00	22,765 00	450 00	450 00	550 00	700 00	508 33	517 38
Sussex .....	10	58	68	4,570 00	26,065 00	360 00	315 00	600 00	600 00	457 00	449 39
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	5	62	67	2,213 00	24,535 00	360 00	315 00	500 00	650 00	442 60	395 72
Total .....	123	624	747	\$64,295 00	\$297,770 50	\$292 50	\$234 00	\$775 00	\$1,250 00	\$522 72	\$477 19

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TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	TEACHERS, RURAL SCHOOLS—TWO ROOMS.											
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	(Teachers considered in the one- and two-room rural school tables are not to be considered in the grade teachers' tables).								
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.	
Atlantic .....	7	28	35	\$5,301 00	\$16,597 00	\$630 00	\$450 00	\$819 00	\$729 00	\$757 29	\$592 75	
Bergen .....	13	16	29	2,550 00	8,250 00	750 00	450 00	900 00	700 00	550 00	634 61	
Burlington .....	2	24	26	1,215 00	11,475 50	585 00	400 00	630 00	600 00	607 50	478 14	
Camden .....	16	16	32	7,928 00	7,928 00	.....	387 00	.....	800 00	.....	496 50	
Cape May .....	7	27	34	4,320 00	13,950 00	495 00	450 00	675 00	675 00	617 14	516 86	
Cumberland .....	4	28	32	2,152 50	12,190 00	450 00	360 00	600 00	600 00	538 12	435 28	
Essex .....	10	10	20	6,225 00	6,225 00	.....	500 00	.....	725 00	.....	622 50	
Gloucester .....	3	39	42	1,762 50	19,417 50	495 00	382 50	650 00	685 00	587 50	497 88	
Hudson .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Hunterdon .....	3	17	20	2,150 00	8,592 50	650 00	420 00	750 00	650 00	716 66	505 44	
Mercer .....	15	15	30	8,865 00	8,865 00	.....	400 00	.....	940 00	.....	591 00	
Middlesex .....	12	12	24	7,225 00	7,225 00	.....	500 00	.....	750 00	.....	602 08	
Monmouth .....	5	25	30	3,580 00	14,495 00	630 00	405 00	800 00	800 00	716 00	579 80	
Morris .....	10	42	52	7,025 00	24,875 00	600 90	450 00	800 00	875 00	702 50	592 26	
Ocean .....	5	19	24	2,610 00	7,762 50	450 00	270 00	675 00	675 00	522 00	408 55	
Passaic .....	2	4	6	1,675 00	2,375 00	750 00	500 00	925 00	700 00	837 50	593 75	
Salem .....	4	8	12	2,070 00	3,667 50	450 00	382 50	585 00	540 00	517 50	458 44	
Somerset .....	3	16	19	1,783 00	8,430 00	550 00	450 00	633 00	600 00	594 33	526 87	
Sussex .....	1	7	8	650 00	3,400 00	650 00	450 00	650 00	500 00	650 00	485 71	
Union .....	3	3	6	2,500 00	1,925 00	600 00	600 00	1,000 00	725 00	833 33	641 66	
Warren .....	4	14	18	2,345 00	5,812 50	405 00	315 00	750 00	500 00	586 25	415 18	
Total .....	66	367	433	\$43,689 00	\$193,458 00	\$405 00	\$270 00	\$1,000 00	\$940 00	\$661 95	\$527 13	

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	TEACHERS—KINDERGARTEN.						
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.
Atlantic .....	27	27	54	\$19,924 00	400 00	400 00	400 00	1,100 00	737 92	737 92
Bergen .....	62	62	124	42,500 00	525 00	525 00	525 00	900 00	685 48	685 48
Burlington .....	5	5	10	2,695 00	475 00	475 00	475 00	700 00	539 00	539 00
Camden .....	17	17	34	10,000 00	500 00	500 00	500 00	750 00	623 52	623 52
Cape May .....	3	3	6	1,820 00	522 50	522 50	522 50	712 50	606 66	606 66
Cumberland .....	228	226	454	185,565 00	400 00	400 00	400 00	1,200 00	821 08	821 08
Gloucester .....	1	1	2	450 00	450 00	450 00	450 00	450 00	450 00	450 00
Hudson .....	61	61	122	58,094 00	500 00	500 00	500 00	1,300 00	952 36	952 36
Hunterdon .....	3	3	6	1,675 00	450 00	450 00	450 00	625 00	558 33	558 33
Mercer .....	66	66	132	43,780 00	500 00	500 00	500 00	1,000 00	663 33	663 33
Middlesex .....	24	24	48	15,084 00	400 00	400 00	400 00	850 00	628 50	628 50
Monmouth .....	12	12	24	8,705 00	600 00	600 00	600 00	800 00	725 41	725 41
Morris .....	7	7	14	4,525 00	500 00	500 00	500 00	850 00	646 43	646 43
Ocean .....	5	5	10	2,650 00	450 00	450 00	450 00	600 00	530 00	530 00
Passaic .....	61	61	122	43,400 00	400 00	400 00	400 00	1,000 00	711 47	711 47
Salem .....	1	1	2	575 00	575 00	575 00	575 00	575 00	575 00	575 00
Somerset .....	15	15	30	8,825 00	450 00	450 00	450 00	700 00	588 33	588 33
Sussex .....	4	4	8	2,400 00	525 00	525 00	525 00	700 00	600 00	600 00
Union .....	41	41	82	29,775 00	400 00	400 00	400 00	1,100 00	726 21	726 21
Warren .....										
Total .....	641	641	1282	\$483,042 00	\$400 00	\$400 00	\$400 00	\$1,300 00	\$753 57	\$753 57

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	TEACHERS I TO IV, INCLUSIVE.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	170	170		\$123,828 00			\$427 50		\$1,100 00		\$728 40
Bergen .....	488	488		324,435 00			475 00		1,000 00		664 82
Burlington .....	1 130	131		\$500 00	66,532 97	\$500 00	250 00	\$500 00	650 00	\$500 00	511 79
Camden .....	1 364	365			236,549 75	387 00	387 00	387 00	900 00	387 00	649 86
Cape May .....	1 49	50		360 00	27,357 50	360 00	315 00	360 00	725 00	360 00	558 32
Cumberland .....	3 114	116		765 00	55,650 00	360 00	337 50	495 00	625 00	382 50	488 16
Essex .....	1,155	1,155			1,001,692 50		500 00		1,300 00		867 26
Gloucester .....	81	81			41,814 71		360 00		850 00		516 23
Hudson .....	1 1,052	1,053		840 00	907,003 00	840 00	450 00	840 00	1,476 00	840 00	862 17
Hunterdon .....	37	37			19,895 00		360 00		1,000 00		537 70
Mercer .....	1 273	274		500 00	180,665 00	500 00	400 00	500 00	1,000 00	500 00	631 78
Middlesex .....	1 277	278		1,000 00	181,327 00	1,000 00	500 00	1,000 00	1,000 00	1,000 00	656 77
Monmouth .....	2 217	219		1,665 00	141,422 30	665 00	450 00	1,000 00	1,000 00	832 50	651 71
Morris .....	123	123			78,915 00		450 00		1,100 00		641 59
Ocean .....	36	36			18,000 00		360 00		700 00		500 00
Passaic .....	1 502	503		900 00	333,042 00	900 00	475 00	900 00	900 00	900 00	663 43
Salem .....	49	49			22,683 50		360 00		750 00		462 93
Somerset .....	78	78			48,837 92		500 00		900 00		626 12
Sussex .....	1 27	28		500 00	15,125 00	500 00	500 00	500 00	650 00	500 00	560 18
Union .....	1 327	328		1,000 00	236,080 00	1,000 00	470 00	1,000 00	1,100 00	1,000 00	721 95
Warren .....	1 72	73		750 00	37,095 00	750 00	360 00	750 00	750 00	750 00	515 21
Total .....	14 5,621	5,635		\$9,167 00	\$4,098,551 15	\$360 00	\$250 00	\$1,000 00	\$1,476 00	\$654 78	\$729 14

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	TEACHERS V TO VIII, INCLUSIVE.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	6	111	117	\$5,357 00	\$90,510 75	\$675 00	\$450 00	\$1,062 00	\$1,100 00	\$892 83	\$815 41
Bergen .....	38	316	354	44,550 00	234,159 00	600 00	475 00	2,400 00	1,300 00	1,172 37	741 00
Burlington .....	2	83	85	1,300 00	49,310 00	630 00	450 00	700 00	800 00	665 00	594 09
Camden .....	11	226	237	9,610 00	157,202 50	500 00	425 00	1,200 00	1,100 00	873 63	695 58
Cape May .....	8	32	40	6,185 00	20,102 50	585 00	450 00	1,000 00	850 00	770 62	628 20
Cumberland .....	13	70	83	8,350 00	37,275 50	360 00	360 00	950 00	800 00	642 31	532 51
Essex .....	41	777	818	36,635 00	747,050 00	580 00	500 00	1,600 00	1,600 00	893 53	961 45
Gloucester .....	6	50	56	4,455 00	28,790 48	540 00	450 00	900 00	775 00	742 50	575 81
Hudson .....	10	738	748	10,250 00	721,239 00	750 00	500 00	1,350 00	1,676 00	1,025 00	977 37
Hunterdon .....	5	20	25	3,740 00	12,450 00	540 00	450 00	900 00	700 00	748 00	622 50
Mercer .....	4	165	169	3,400 00	129,845 00	650 00	500 00	1,000 00	1,050 00	850 00	786 94
Middlesex .....	14	151	165	13,625 00	112,148 00	675 00	500 00	1,250 00	1,700 00	973 21	742 70
Monmouth .....	22	141	163	22,120 00	101,742 10	600 00	450 00	1,500 00	1,000 00	1,005 45	721 57
Morris .....	14	75	89	12,490 00	51,330 00	700 00	500 00	1,100 00	1,000 00	892 14	684 40
Ocean .....	5	29	34	4,690 00	16,710 00	630 00	360 00	1,475 00	800 00	938 00	576 20
Passaic .....	14	337	351	12,300 00	244,295 00	550 00	475 00	1,300 00	1,000 00	950 00	724 91
Salem .....	2	35	37	1,365 00	18,260 00	600 00	300 00	765 00	760 00	689 50	521 71
Somerset .....	4	46	50	3,375 00	31,805 00	700 00	500 00	1,050 00	1,050 00	843 75	691 41
Sussex .....	6	21	27	5,300 00	13,700 00	500 00	500 00	1,400 00	800 00	883 33	652 38
Union .....	14	205	219	15,664 00	169,227 50	850 00	520 00	1,600 00	1,400 00	1,118 85	825 50
Warren .....	9	33	42	6,850 00	18,900 00	500 00	360 00	850 00	850 00	761 11	572 73
Total .....	248	3,661	3,909	\$232,621 00	\$3,006,112 33	\$360 00	\$300 00	\$2,400 00	\$1,700 00	\$937 98	\$821 11

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	TEACHERS IX TO XII, INCLUSIVE.							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	22	30	52	\$36,350 00	\$32,632 50	\$900 00	\$725 00	\$2,400 00	\$1,300 00	\$1,652 27	\$1,087 75
Bergen .....	36	76	112	43,025 00	73,225 00	800 00	600 00	1,700 00	1,350 00	1,195 13	963 48
Burlington .....	6	31	37	5,275 00	23,525 00	750 00	675 00	1,100 00	900 00	879 16	758 87
Camden .....	15	51	66	16,650 00	46,350 00	750 00	650 00	1,500 00	1,600 00	1,110 00	908 82
Cape May .....	10	16	26	11,650 00	12,675 00	1,000 00	665 00	1,600 00	1,000 00	1,165 00	792 18
Cumberland .....	15	35	50	13,902 50	23,489 00	750 00	484 00	1,300 00	1,200 00	926 70	671 11
Essex .....	181	199	380	342,275 00	238,465 00	750 00	540 00	3,400 00	2,100 00	1,891 02	1,198 32
Gloucester .....	1	26	27	950 00	18,660 00	950 00	600 00	950 00	1,000 00	950 00	717 69
Hudson .....	121	130	251	213,280 00	166,243 00	975 00	750 00	2,800 00	2,100 00	1,762 64	1,278 79
Hunterdon .....	6	22	28	6,000 00	15,900 00	750 00	400 00	1,500 00	900 00	1,000 00	722 72
Mercer .....	28	33	61	37,900 00	33,180 00	800 00	600 00	2,100 00	1,650 00	1,353 57	1,005 45
Middlesex .....	17	34	51	23,350 00	32,230 00	750 00	650 00	2,450 00	1,300 00	1,373 52	947 94
Monmouth .....	21	70	91	27,800 00	63,350 00	850 00	550 00	2,250 00	1,500 00	1,323 80	905 00
Morris .....	21	39	60	23,700 00	32,700 00	700 00	650 00	1,800 00	1,125 00	1,128 57	838 46
Ocean .....	4	17	21	5,200 00	11,830 00	1,100 00	500 00	1,550 00	950 00	1,300 00	639 41
Passaic .....	42	74	116	62,050 00	85,725 00	1,100 00	700 00	1,800 00	1,200 00	1,477 38	1,158 44
Salem .....	4	17	21	3,560 00	11,363 75	700 00	380 00	1,100 00	900 00	890 00	668 46
Somerset .....	7	27	34	7,600 00	21,650 00	750 00	700 00	1,400 00	1,000 00	1,085 71	801 85
Sussex .....	7	15	22	6,550 00	11,100 00	750 00	600 00	1,250 00	850 00	935 71	740 00
Union .....	45	78	123	62,200 00	80,700 00	400 00	500 00	2,100 00	1,600 00	1,332 22	1,034 61
Warren .....	10	15	25	11,100 00	11,710 00	1,000 00	550 00	1,400 00	950 00	1,110 00	780 66
Total .....	619	1,035	1,654	\$960,367 50	\$1,046,763 25	\$400 00	\$380 00	\$3,400 00	\$2,100 00	\$1,551 48	\$1,011 36

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SHORT TERM TEACHERS—DAY SCHOOLS.							
				(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months will be classed as a "substitute teacher.")							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....		3	3		\$1,250 00		\$300 00		\$600 00		\$416 67
Bergen .....		5	5		1,862 26		200 00		550 00		372 45
Burlington .....		1	1		360 00		360 00		360 00		360 00
Camden .....											
Cape May .....											
Cumberland .....	1		1	\$750 00		\$750 00		\$750 00		\$750 00	
Essex .....	1	3	4	600 00	1,492 00	600 00	192 00	600 00	750 00	600 00	497 33
Gloucester .....		3	3								
Hudson .....	1	3	4	480 00	2,112 00	480 00	512 00	480 00	800 00	480 00	704 00
Hunterdon .....											
Mercer .....											
Middlesex .....		3	3		1,075 00		250 00		575 00		358 33
Monmouth .....		1	1		300 00		300 00		300 00		300 00
Morris .....	1	2	3	1,000 00	850 00	1,000 00	350 00	1,000 00	500 00	1,000 00	425 00
Ocean .....											
Passaic .....											
Salem .....	2	1	3	500 00	140 00	100 00	140 00	400 00	140 00	250 00	140 00
Somerset .....											
Sussex .....											
Union .....		1	1		650 00		650 00		650 00		650 00
Warren .....											
Total .....	6	23	29	\$3,330 00	\$10,091 26	\$100 00	\$140 00	\$1,000 00	\$800 00	\$555 00	\$438 75

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SUBSTITUTE TEACHERS—DAY SCHOOLS.							
				(One not assigned to a regular class or one teaching a class for less than four months).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	1	2	3	\$750 00	\$1,725 00	\$750 00	\$725 00	\$750 00	\$1,000 00	\$750 00	\$862 50
Bergen .....		5	5		1,875 00		200 00		600 00		375 00
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....		2	2		900 00		350 00		550 00		450 00
Essex .....	1	3	4	200 00	988 00	200 00	88 00	200 00	800 00	200 00	329 33
Gloucester .....		1	1		85 00		85 00		85 00		85 00
Hudson .....	1	8	9	1,000 00	5,257 00	1,000 00	75 00	1,000 00	1,096 00	1,000 00	657 12
Hunterdon .....											
Mercer .....											
Middlesex .....		4	4		1,112 00		110 00		550 00		278 00
Monmouth .....		4	4		2,300 00		500 00		600 00		575 00
Morris .....		1	1		600 00		600 00		600 00		600 00
Ocean .....											
Passaic .....	1		1	600 00		600 00		600 00		600 00	
Salem .....											
Somerset .....											
Sussex .....											
Union .....	1	2	3	1,350 00	1,400 00	1,350 00	700 00	1,350 00	700 00	1,350 00	700 00
Warren .....											
Total .....	5	32	37	\$3,900 00	\$16,242 00	\$200 00	\$75 00	\$1,350 00	\$1,096 00	\$780 00	\$507 56

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES— DAY SCHOOLS.								
				(Those for which an apportionment of \$500 will be made).								
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.	
Atlantic .....	1	9	10	\$1,000 00	\$6,900 00	\$1,000 00	\$500 00	\$1,000 00	\$1,000 00	\$1,000 00	\$766 66	
Bergen .....		9	9		1,050 00		500 00			550 00	525 00	
Burlington .....		27	27		15,700 00		500 00			650 00	581 48	
Camden .....												
Cape May .....												
Cumberland .....												
Essex .....	5	10	15	4,980 00	10,950 00	750 00	550 00	1,200 00	1,700 00	996 00	1,095 00	
Gloucester .....												
Hudson .....	1	10	11	800 00	9,928 00	800 00	600 00	800 00	1,440 00	800 00	992 80	
Hunterdon .....		1	1		700 00		700 00			700 00	700 00	
Mercer .....		7	7		6,000 00		650 00			1,150 00	857 14	
Middlesex .....												
Monmouth .....												
Morris .....	1	4	5	850 00	3,075 00	850 00	700 00	850 00	800 00	850 00	768 75	
Ocean .....												
Passaic .....	1		1	900 00		900 00		900 00		900 00		
Salem .....												
Somerset .....		1	1		800 00		800 00		800 00		800 00	
Sussex .....												
Union .....	1	1	2	1,200 00	850 00	1,200 00	850 00	1,200 00	850 00	1,200 00	850 00	
Warren .....												
Total .....	10	72	82	\$9,730 00	\$55,953 00	\$750 00	\$500 00	\$1,200 00	\$1,700 00	\$973 00	\$777 12	

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS. (Regularly certified teacher used as temporary substitute and general assistant to the principal).										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average Women.
Atlantic		1	1		\$840 00		\$840 00		\$840 00		\$840 00
Bergen		5	5		4,725 00		850 00		1,000 00		945 00
Hurlington		1	1		560 00		560 00		560 00		560 00
Camden	1	2	2	\$300 00	1,050 00	\$300 00	450 00	\$300 00	600 00	\$300 00	525 00
Cape May											
Cumberland		3	3		1,375 00		425 00		500 00		458 33
Essex		70	70		56,710 00		525 00		1,300 00		810 10
Gloucester											
Hudson		27	27		25,075 00		500 00		1,250 00		928 70
Hunterdon											
Mercer		3	3		1,400 00		400 00		500 00		466 67
Middlesex											
Monmouth		3	3		2,100 00		700 00		700 00		700 00
Morris		2	2		1,650 00		800 00		850 00		825 00
Ocean		1	1		575 00		575 00		575 00		575 00
Passaic		1	1		650 00		650 00		650 00		650 00
Salem		1	1		450 00		450 00		450 00		450 00
Somerset		3	3		1,750 00		300 00		800 00		583 33
Sussex											
Union		21	21		11,960 00		337 50		750 00		569 52
Warren											
Total	1	144	145	\$300 00	\$110,870 00	\$300 00	\$300 00	\$300 00	\$1,300 00	\$300 00	\$769 93

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	MANUAL TRAINING TEACHERS.							
				(Including supervisors and teachers devoting full time to the work. Those not devoting full time are classed as day school teachers).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average Women.
Atlantic .....	7	10	17	\$9,600 00	\$9,200 00	\$1,000 00	\$700 00	\$2,100 00	\$1,300 00	\$1,371 43	\$920 00
Bergen .....	16	18	34	15,950 00	15,650 00	550 00	600 00	1,200 00	1,300 00	996 87	869 44
Burlington .....	5	2	7	1,350 00	500 00	500 00	500 00	1,200 00	850 00	875 00	875 00
Camden .....	12	12	24	6,450 00	5,700 00	900 00	700 00	1,600 00	1,000 00	1,230 00	814 28
Cape May .....	3	1	4	3,055 00	725 00	855 00	725 00	1,200 00	725 00	1,018 33	725 00
Cumberland .....	1	3	4	1,100 00	2,350 00	1,100 00	650 00	1,100 00	900 00	1,100 00	783 33
Essex .....	35	42	77	43,700 00	46,765 00	400 00	675 00	1,800 00	1,700 00	1,248 57	1,113 45
Gloucester .....	2	3	5	1,200 00	2,075 00	500 00	675 00	700 00	725 00	600 00	691 67
Hudson .....	23	28	51	30,010 00	31,288 00	900 00	500 00	1,700 00	1,700 00	1,304 78	1,117 43
Hunterdon .....	8	9	17	8,950 00	7,080 00	900 00	500 00	1,350 00	1,200 00	1,118 75	786 67
Mercer .....	10	16	26	9,855 00	12,362 50	630 00	362 50	1,600 00	1,000 00	985 00	772 65
Middlesex .....	8	15	23	9,325 00	13,192 30	750 00	600 00	1,500 00	1,200 00	1,165 62	879 48
Monmouth .....	2	9	11	2,500 00	7,250 00	1,200 00	650 00	1,300 00	1,000 00	1,250 00	805 55
Morris .....	2	3	5	1,575 00	1,575 00	.....	750 00	.....	825 00	.....	787 50
Ocean .....	9	10	19	12,150 00	8,950 00	800 00	250 00	2,500 00	1,200 00	1,350 00	895 00
Passaic .....	2	2	4	1,580 00	955 00	680 00	475 00	900 00	480 00	790 00	477 50
Salem .....	3	2	5	2,800 00	1,700 00	600 00	800 00	1,200 00	900 00	933 33	850 00
Somerset .....	2	.....	2	1,900 00	.....	900 00	.....	1,000 00	.....	960 00	.....
Sussex .....	16	17	33	19,013 00	10,742 00	660 00	99 00	1,900 00	1,200 00	1,188 31	631 88
Union .....	1	2	3	1,300 00	1,180 00	1,300 00	530 00	1,300 00	650 00	1,300 00	590 00
Warren .....	1	2	3	1,300 00	1,180 00	1,300 00	530 00	1,300 00	650 00	1,300 00	590 00
Total .....	153	198	351	\$180,438 00	\$180,089 80	\$400 00	\$99 00	\$2,500 00	\$1,700 00	\$1,179 33	\$909 54

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	VOCATIONAL TEACHERS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	(Day).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....	9	8	17	\$12,400 00	\$6,500 00	\$1,000 00	\$750 00	\$2,400 00	\$950 00	\$1,377 78	\$812 50
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....	10	17	27	14,350 00	17,885 00	1,000 00	580 00	2,400 00	1,800 00	1,435 00	1,052 06
Gloucester .....					550 00		220 00		330 00		275 00
Hudson .....	8	8	16	10,100 00	9,416 00	1,000 00	800 00	1,400 00	1,536 00	1,262 50	1,177 00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....	2	1	3	2,900 00	850 00	350 00	850 00	1,600 00	850 00	1,475 00	850 00
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Total .....	29	36	65	\$39,750 00	\$35,201 00	\$1,000 00	\$580 00	\$2,400 00	\$1,800 00	\$1,370 69	\$977 81

\*These are part time teachers.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	VOCATIONAL TEACHERS—EVENING.							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Bergen .....	1	1	2	\$96 00	\$60 00	\$1 48	\$1 00	\$1 48	\$1 00	\$1 48	\$1 00
Essex .....	47	31	78	23,624 92	14,224 14	4 00	4 00	5 00	4 00	4 50	4 00
Hudson .....	9	2	11	1,741 00	360 00	2 00	2 00	3 00	3 00	2 80	2 80
Passaic .....	2	2	2	399 00		2 00		3 00		2 73	
Middlesex .....		2	2		339 00		2 50		2 50		2 50
Totals .....	59	36	95	\$25,860 92	\$14,983 14	\$1 48	\$1 00	\$5 00	\$4 00	\$4 00	\$4 00

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TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	EVENING SCHOOL TEACHERS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate—Salary Wo- men.	Minimum—Men. (Per Night).	Minimum—Women. (Per Night).	Maximum—Men. (Per Night).	Maximum—Women. (Per Night).	Average—Men. (Per Night).	Average—Women. (Per Night).
Atlantic .....	19	32	51	\$4,208 00	\$6,132 00	\$2 00	\$2 50	\$5 48	\$4 00	\$2 65	\$2 63
Bergen .....	18	16	34	2,846 50	2,307 00	1 25	1 90	5 00	3 00	2 73	2 36
Burlington .....	1	1	2	80 00	80 00	1 00	1 00	1 25	1 25	1 23	1 23
Camden .....	13	1	14	2,408 50	205 00	1 00	2 50	3 00	2 50	2 17	2 50
Cape May .....		3	3		240 00		1 25		1 25		1 25
Cumberland .....											
Essex .....	185	251	436	59,643 96	53,413 61	2 00	2 25	5 00	4 00	3 56	2 39
Gloucester .....											
Hudson .....	88	116	204	22,449 00	24,104 00	2 00	1 88	6 00	4 00	3 68	3 01
Hunterdon .....											
Mercer .....	12	34	46	2,264 00	5,682 50	2 00	2 00	3 00	3 00	2 38	2 11
Middlesex .....	6	13	19	951 50	1,912 00	2 00	1 85	3 25	2 89	2 31	2 10
Monmouth .....	4		4	600 00		2 25		3 50		3 48	
Morris .....	5	14	19	750 00	1,926 50	1 92	1 93	2 85	2 70	2 30	2 11
Ocean .....											
Passaic .....	26	47	73	4,676 50	8,326 50	2 00	2 00	3 00	3 00	2 46	2 42
Salem .....											
Somerset .....	1	4	5	84 00	414 00	3 00	1 07	3 00	1 83	1 71	2 11
Sussex .....	3		3	421 00		2 00		2 50		2 16	
Union .....	55	43	98	9,557 00	6,198 00	2 00	2 00	5 00	3 00	2 80	2 32
Warren .....											
Total .....	436	575	1,011	\$109,939 96	\$110,941 11	\$1 00	\$1 00	\$6 00	\$4 00	\$3 76	\$2 87

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	FOREIGN-BORN EVENING SCHOOL TEACHERS. (Receiving State Aid).								
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men. (Per Night).	Minimum—Women. (Per Night).	Maximum—Men. (Per Night).	Maximum—Women. (Per Night).	Average—Men. (Per Night).	Average—Women. (Per Night).	
Atlantic .....	1	3	4	\$192 00	\$308 00	\$3 00	\$2 75	\$3 00	\$3 00	\$3 00	\$3 00	\$2 90
Bergen .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	5	38	43	\$21 00	6,391 00	2 00	2 00	3 98	3 98	2 41	2 50	
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Mercer .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Middlesex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Trenton .....	.....	3	3	.....	887 00	.....	3 03	.....	3 03	.....	3 03	
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Total .....	6	44	50	\$1,013 00	\$7,786 00	\$2 00	\$2 00	\$3 98	\$3 98	\$2 51	\$2 64	

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL TEACHERS—SUB-NORMAL CLASSES. (Those for which an apportionment of \$500 is made).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
				Atlantic .....	1	6	7	\$800 00	\$5,100 00	\$800 00	\$600 00
Bergen .....	2	2	4	.....	2,000 00	.....	800 00	.....	1,100 00	.....	875 00
Burlington .....	4	4	8	.....	2,100 00	.....	800 00	.....	800 00	.....	825 00
Camden .....	10	10	20	.....	7,100 00	.....	600 00	.....	850 00	.....	710 00
Cape May .....	1	1	2	.....	712 50	.....	712 50	.....	712 50	.....	712 50
Cumberland .....	1	1	2	.....	700 00	.....	700 00	.....	700 00	.....	700 00
Essex .....	40	40	80	.....	40,445 00	.....	775 00	.....	1,200 00	.....	1,011 12
Gloucester .....	1	1	2	.....	500 00	.....	500 00	.....	500 00	.....	500 00
Hudson .....	1	23	24	825 00	25,545 00	825 00	750 00	825 00	1,900 00	825 00	1,110 65
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	.....	17	17	.....	15,475 00	.....	650 00	.....	1,100 00	.....	910 29
Middlesex .....	.....	3	3	.....	2,240 00	.....	590 00	.....	850 00	.....	746 66
Monmouth .....	.....	2	2	.....	1,870 00	.....	900 00	.....	970 00	.....	935 00
Morris .....	.....	1	1	.....	850 00	.....	850 00	.....	850 00	.....	850 00
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	.....	9	9	.....	8,600 00	.....	850 00	.....	1,050 00	.....	955 55
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	2	2	.....	1,550 00	.....	750 00	.....	800 00	.....	775 00
Sussex .....	.....	1	1	.....	800 00	.....	800 00	.....	800 00	.....	800 00
Union .....	1	9	10	900 00	7,750 00	900 00	520 00	900 00	1,100 00	900 00	861 11
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	3	138	141	\$2,525 00	\$128,337 50	\$800 00	\$500 00	\$900 00	\$1,900 00	\$841 66	\$929 98

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL TEACHERS—DEAF CLASSES.								
				(Those for which an apportionment of \$500 is made).								
				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 .....		8	8		\$10,200 00		\$900 00			\$1,600 00		\$1,275 00
Gloucester .....												
Hudson .....		1	1		1,200 00		1,200 00			1,200 00		1,200 00
Hunterdon .....												
Mercer .....												
Middlesex .....												
Monmouth .....												
Morris .....												
Ocean .....												
Passaic .....												
Salem .....												
Somerset .....												
Sussex .....												
Union .....												
Warren .....												
<b>Total</b> .....		9	9		\$11,400 00		\$900 00			\$1,600 00		\$1,266 66

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL TEACHERS—BLIND CLASSES. (Those for which an apportionment of \$500 is made).							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic .....											
Bergen .....											
Burlington .....											
Camden .....											
Cape May .....											
Cumberland .....											
Essex .....		2	2	\$2,030 00			\$630 00		\$1,400 00		\$1,015 00
Gloucester .....											
Hudson .....		1	1	1,100 00			1,100 00		1,100 00		1,100 00
Hunterdon .....											
Mercer .....											
Middlesex .....											
Monmouth .....											
Morris .....											
Ocean .....											
Passaic .....											
Salem .....											
Somerset .....											
Sussex .....											
Union .....											
Warren .....											
Totals .....		3	3	\$2,130 00			\$630 00		\$1,400 00		\$1,043 33

TABLE 15—Continued.  
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	SPECIAL TEACHERS—UNCLASSIFIED.								
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.	
Atlantic .....		6	6		\$4,605 00		\$540 00			\$950 00		\$767 50
Bergen .....												
Burlington .....												
Camden .....	3	12	15	\$2,300 00	8,600 00	\$600 00	650 00	\$900 00	1,300 00	\$766 66		716 66
Cape May .....												
Cumberland .....												
Essex .....	21	16	37	26,300 00	16,890 00	1,000 00	730 00	1,700 00	1,300 00	1,252 38		1,055 62
Gloucester .....												
Hudson .....	1	11	12	1,600 00	9,746 00	1,600 00	500 00	1,600 00	1,200 00	1,600 00		886 00
Hunterdon .....												
Mercer .....	1	11	12	1,300 00	11,250 00	1,300 00	750 00	1,300 00	1,250 00	1,300 00		1,022 73
Middlesex .....		4	4		2,462 50		362 50		750 00			615 62
Monmouth .....		2	2		1,750 00		800 00		950 00			875 00
Morris .....		5	5		3,725 00		650 00		900 00			745 00
Ocean .....												
Passaic .....		6	6		5,100 00		650 00		900 00			850 00
Salem .....	1	2	3	700 00	1,200 00	700 00	550 00	700 00	650 00	700 00		600 00
Somerset .....												
Sussex .....												
Union .....	1	8	9	900 00	5,640 00	900 00	520 00	900 00	900 00	900 00		705 00
Warren .....												
Total.....	28	83	111	\$33,100 00	\$70,968 50	\$600 00	\$362 50	\$1,700 00	\$1,300 00	\$1,182 14		\$855 04

SCHOOL REPORT.

TABLE 16.  
SUMMARY OF TEACHERS EMPLOYED.

DISTRICTS.	Number of Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Special Supervisors, Manual Training, Vocational, Evening School Teachers and Non-Teaching Principals.			Grand Total of all Teachers Employed.		
	Men.	Women.	Total.	Men.	Women.	Total.
	Atlantic .....	48	405	453	95	474
Bergen .....	81	1,001	1,082	160	1,065	1,225
Burlington .....	15	342	357	30	354	384
Camden .....	32	748	780	69	782	851
Cape May .....	30	135	165	38	139	177
Cumberland .....	42	279	321	47	287	334
Essex .....	250	2,522	2,772	639	2,927	3,566
Gloucester .....	17	223	240	26	230	256
Hudson .....	137	2,065	2,202	354	2,321	2,675
Hunterdon .....	28	167	195	32	167	199
Mercer .....	35	612	647	66	686	752
Middlesex .....	32	544	576	74	585	659
Monmouth .....	64	518	582	95	546	641
Morris .....	53	346	399	78	374	452
Ocean .....	30	130	160	38	134	172
Passaic .....	69	1,005	1,074	150	1,088	1,238
Salem .....	19	154	173	24	156	180
Somerset .....	20	232	252	32	244	276
Sussex .....	25	133	158	33	135	168
Union .....	67	696	763	165	796	961
Warren .....	29	196	225	36	198	234
Total .....	1,123	12,453	13,576	2,281	13,688	15,969

TABLE 17.  
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

DISTRICTS.	AMOUNT OF SALARY PAID.																			
	(This table includes everything but evening, vocational, manual training and foreign-born evening school teachers).																			
	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.	\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.	\$1,100 to \$1,199—Men.	\$1,100 to \$1,199—Women.
Atlantic			2		20	5	26	8	116	4	83	6	65	2	50	3	23	1	12	
Bergen	1	3			10	1	189	1	282	2	210	2	173	6	89	13	45	18	10	
Burlington		7			83	2	149	4	51	3	32	2	12	2	3					
Camden	2		1	14	2		67		170	4	119	5	170	2	27	6	16	2	7	
Cape May			1	3	3		34		27	3	24	1	8	1	5	1				
Cumberland			2	22	11	117	6	87	5	29	3	18	5	6	3				1	
Essex	1	4			12	2	135	7	385	5	396	10	386	11	225	17	181	20	472	
Gloucester		2		8	6	58	5	93	2	44	1	16	4	3		1	1	1	1	
Hudson					1	4		56		397	3	244	5	265	6	220	5	55		
Hunterdon			1	9	4	60	6	35	4	45	6	11	3	3	1					
Mercer					10	2	168	1	137		52	2	140	5	55	1	31	4	13	
Middlesex	1				3	1	158		155	3	111	4	46	5	49	7	15	5	11	
Monmouth		2		1	1	24	6	99	13	132	2	113	5	93	33	10	15	6	6	
Morris					10	4	96	3	100	11	69	12	55	2	10	11	6	6	4	
Ocean		1	2	20	11	45	4	23	4	29	3	6	5	4	3					
Passaic					21	4	247	5	198	6	161	2	126	6	163	3	50	3	16	
Salem	2	1	1	14	7	79	2	41	3	4	14		1	1	1					
Somerset					6	7	80	2	72	2	56	2	15	1	6	3	5			
Sussex			2	6	5	37	4	46	3	26	1	10	2	10	4					
Union				1	1	22	6	88	1	123	1	131	4	159	9	90	10	49	9	
Warren			3	43	2	59	3	31	2	23	4	25	5	6	4	2				
Total	7	20	14	150	56	783	70	2,051	75	2,526	71	1,901	78	1,749	77	1,154	109	658	98	625



TABLE 18.  
ENROLLMENT IN DAY SCHOOLS.

DISTRICTS.	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 .....	523	494	1,017	749	672	1,421	547	541	1,088
Bergen .....	366	340	706	335	299	634	1,558	1,616	3,174
Burlington .....	1,166	1,043	2,209	502	433	935	167	186	353
Camden .....	528	473	1,001	363	316	679	413	415	828
Cape May .....	179	139	318	497	472	969	66	53	119
Cumberland .....	663	541	1,204	601	500	1,101	.....	.....	.....
Essex .....	31	38	69	123	126	249	6,871	6,755	13,626
Gloucester .....	602	526	1,128	815	694	1,509	24	17	41
Hudson .....	.....	.....	.....	.....	.....	.....	2,154	2,095	4,249
Hunterdon .....	1,414	1,365	2,779	340	332	672	49	53	102
Mercer .....	476	396	872	291	221	512	1,292	1,338	2,630
Middlesex .....	555	516	1,071	241	221	462	712	786	1,498
Monmouth .....	1,142	987	2,129	618	535	1,153	337	335	672
Morris .....	633	620	1,303	879	792	1,671	176	135	311
Ocean .....	512	488	1,000	357	329	686	61	71	132
Passaic .....	402	374	776	72	65	137	2,278	2,160	4,438
Salem .....	865	751	1,616	258	195	453	23	45	68
Somerset .....	873	749	1,622	323	318	641	324	324	648
Sussex .....	986	925	1,911	101	81	182	93	104	197
Union .....	11	9	20	95	93	188	740	827	1,567
Warren .....	1,095	976	2,071	366	277	643	.....	.....	.....
<b>Total</b> .....	<b>13,072</b>	<b>11,800</b>	<b>24,872</b>	<b>7,926</b>	<b>6,971</b>	<b>14,897</b>	<b>17,885</b>	<b>17,866</b>	<b>35,741</b>

TABLE 18—Continued.

ENROLLMENT IN DAY SCHOOLS.

DISTRICTS.	Number of Pupils Enrolled in Grades I to IV, Inclusive.			Number of Pupils Enrolled in Grades V to VIII, Inclusive.			Number of Pupils Enrolled in Grades IX to XII, Inclusive.			Number of Pupils Enrolled in Sub-Normal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	3,476	3,272	6,748	2,124	2,177	4,301	652	621	1,273	70	26	96
Bergen .....	10,223	9,773	19,996	5,950	5,817	11,767	1,277	1,485	2,762	89	70	159
Burlington .....	3,133	2,892	6,025	1,534	1,650	3,184	390	585	975	34	31	65
Camden .....	8,398	7,975	16,373	3,930	4,134	8,064	681	958	1,639	68	39	107
Cape May .....	1,023	984	2,007	569	622	1,191	246	281	527	6	5	11
Cumberland .....	2,843	2,720	5,563	1,650	1,669	3,319	502	693	1,195	11	6	17
Essex .....	26,409	25,094	51,503	16,084	15,975	32,059	4,248	4,280	8,528	334	204	538
Gloucester .....	1,821	1,757	3,578	954	959	1,913	294	401	695	9	8	17
Hudson .....	26,726	25,262	51,988	15,966	15,699	31,665	3,152	3,755	6,907	233	74	307
Hunterdon .....	699	698	1,397	444	468	912	731	404	1,135	.....	.....	.....
Mercer .....	5,755	5,465	11,220	2,880	2,921	5,801	1,008	1,739	2,747	306	103	409
Middlesex .....	6,627	6,222	12,849	3,088	2,994	6,082	707	771	1,478	23	23	46
Monmouth .....	4,770	4,656	9,426	3,146	3,112	6,258	995	1,186	2,181	20	7	27
Morris .....	3,101	2,846	5,947	1,697	1,682	3,379	708	844	1,552	9	7	16
Ocean .....	726	725	1,451	564	532	1,096	223	296	519	.....	.....	.....
Passaic .....	10,916	10,468	21,384	6,823	6,648	13,471	1,582	1,648	3,230	139	106	245
Salem .....	1,122	1,040	2,162	637	635	1,272	207	284	491	.....	.....	.....
Somerset .....	1,638	1,629	3,267	970	901	1,871	324	400	724	21	7	28
Sussex .....	739	734	1,473	484	463	947	196	272	468	13	3	16
Union .....	7,335	6,777	14,112	4,257	4,187	8,444	1,483	1,672	3,155	115	58	173
Warren .....	1,622	1,582	3,204	735	741	1,476	286	422	708	.....	.....	.....
Total .....	129,102	122,571	251,673	74,486	73,986	148,472	19,147	22,326	41,473	1,500	777	2,277

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TABLE 18—Continued.  
ENROLLMENT IN DAY SCHOOLS.

DISTRICTS.	Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Number of Pupils Enrolled in Training Classes.			Number of Pupils Enrolled in Special Classes.			Number of Pupils Enrolled During Year.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Atlantic .....													8,141	7,803	15,944	
Bergen .....													19,798	19,400	39,198	
Burlington .....													6,926	6,820	13,746	
Camden .....													14,381	14,310	28,691	
Cape May .....													2,586	2,606	5,192	
Cumberland .....													6,270	6,129	12,399	
Essex .....	8	6	14	38	31	69							54,146	52,509	106,655	
Gloucester .....													4,519	4,362	8,881	
Hudson .....	6	1	7	14	8	22		194	194		42	1	43	48,293	47,089	95,382
Hunterdon .....													3,209	3,320	6,529	
Mercer .....								52	52				11,731	11,504	23,235	
Middlesex .....													11,953	11,533	23,486	
Monmouth .....													11,023	10,313	21,336	
Morris .....													7,253	6,926	14,179	
Ocean .....													2,443	2,441	4,884	
Passaic .....				2	1	3							22,214	21,470	43,684	
Salem .....													3,112	2,960	6,062	
Somerset .....													4,473	4,388	8,861	
Sussex .....													2,612	2,582	5,194	
Union .....								71	71				14,036	13,694	27,730	
Warren .....													4,104	3,998	8,102	
Total .....	14	7	21	54	40	94		317	317		42	1	43	263,228	256,652	519,880

TABLE 19.  
REGULAR DAY SCHOOL ATTENDANCE.

DISTRICTS.	Actual Number of Days the Schools were Kept Open.	Number of Legal Holidays Schools were not in Session.	Number of Days Closed on Account of InSTITUTE.	POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.			DAYS ABSENT.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic .....	175	8	.....	1,289,992½	1,235,271½	2,525,264	1,153,690½	1,100,152	2,253,851½	136,293	135,119½	271,412½
Bergen .....	186	8	.....	3,235,950½	3,173,487	6,409,437½	2,969,072	2,880,596½	5,849,668½	268,878½	292,890½	559,769
Burlington .....	175	9	3	1,031,141	1,039,458½	2,070,599½	879,767½	886,273½	1,766,041	113,764	110,058	223,822
Camden .....	181½	9	.....	2,343,943½	2,332,897½	4,679,841	2,009,355	1,999,730½	4,009,085½	337,588½	833,167	670,755½
Cape May .....	172	8	3	369,595½	372,309½	741,905	329,948½	331,914½	661,863	39,647	40,395	80,042
Cumberland .....	175	8	3	976,026	975,634½	1,951,660½	862,262	865,576½	1,727,838½	113,764	110,058	223,822
Essex .....	186	9	.....	9,084,645½	8,807,424	17,892,069½	8,423,796	8,106,425	16,530,221	660,849½	700,999	1,361,848½
Gloucester .....	180	8	.....	677,404	661,493	1,338,897	581,982	574,125	1,156,107	95,422	87,368	182,790
Hudson .....	193	9	.....	8,273,655	8,069,268	16,342,923	7,691,723½	7,359,993	14,961,716½	671,931½	709,275	1,381,206½
Hunterdon .....	184	10	3	493,140½	516,882	1,010,022½	420,092	441,607½	861,699½	73,048½	75,274½	148,323
Mercer .....	187½	7	.....	1,913,817½	1,881,421½	3,795,239	1,709,894½	1,666,370½	3,376,265	203,923	215,051	418,974
Middlesex .....	186	8	.....	1,980,268½	1,902,057	3,882,325½	1,777,635	1,696,138½	3,473,773½	202,633½	205,918½	408,552
Monmouth .....	184	9	.....	1,672,495½	1,671,035	3,343,530½	1,495,478	1,491,674	2,987,152	177,017½	179,361	356,378½
Morris .....	188	9	.....	1,175,885½	1,131,829	2,307,714½	1,072,992	1,026,645½	2,099,637½	102,893½	105,183½	208,077
Ocean .....	171	8	2	349,830½	338,416½	688,247	308,079½	297,370	605,449½	41,751	41,046½	82,797½
Passaic .....	190	8	.....	3,755,870½	3,657,129½	7,413,000	3,496,234½	3,375,203½	6,871,438	269,636	281,926	551,562
Salem .....	174	7	2	449,279	453,692	902,971	392,681	397,311	789,992	56,598	56,291	112,889
Somerset .....	186	8	.....	705,453	697,921½	1,403,374½	627,637	613,463½	1,241,100½	77,816	84,458	162,274
Sussex .....	184	9	.....	405,018½	406,875	811,893½	353,181½	354,822½	708,014	51,337	51,842½	103,679½
Union .....	187	9	.....	2,379,138½	2,320,775½	4,699,914	2,198,789	2,125,121	4,323,910	180,349½	195,654½	376,004
Warren .....	179	9	3	636,766	636,568½	1,273,334½	569,807	568,329½	1,138,136½	66,959	68,239	135,198
Total .....	183	8	2½	43,212,317	42,281,556½	85,493,873½	39,234,107	38,158,853½	77,392,960½	3,978,210	4,122,703	8,100,913

TABLE 19—Continued.  
REGULAR DAY SCHOOL ATTENDANCE.

DISTRICTS.	TIMES TARDY.		The Sum of Number of Teaching Sessions as Reported in all Registers.	Average Number of Cases of Tardiness Per Session. (Divide "Times Tardy" by "Number of Teaching Sessions.")—Total.	Per Cent. of Attendance. (Divide "Number of Days Present" by "Possible Number of Days Attendance.")	Average Daily Attendance.—(To Arrive at the Average Daily Attendance in the County Add the Average Daily Attendance of Each District).	Number of Pupils Not Absent or Tardy During Year.—Total.
	Total.						
Atlantic .....	38,107	155,175	2,4557	.89252	12,024	414	
Bergen .....	49,040	355,388	.3876	.91286	31,129	2,140	
Burlington .....	41,431	317,605	.18925	.85287	21,874	1,730	
Camden .....	21,723	207,684	.23926	.85527	21,874	880	
Camden City .....	13,656	50,684	.27013	.89211	3,809	124	
Cumberland .....	20,216	106,497	.18982	.88531	9,488	387	
Essex .....	70,188	576,504	.08007	.92385	86,870	5,756	
Gloucester .....	14,115	51,538	.17305	.86847	6,423	358	
Hudson .....	62,245	777,630	.08094	.91548	76,877	4,349	
Hunterdon .....	15,451	66,304	.22382	.85314	4,654	338	
Mercer .....	29,085	185,900	.15646	.89224	18,111	890	
Middlesex .....	229,120	1,822,882	.15922	.89476	18,473	938	
Morris .....	37,625	197,733	.19022	.89341	16,178	1,166	
Monmouth .....	12,023	132,831	.09051	.90853	11,132	765	
Morris .....	9,106	70,188	.13144	.87869	3,439	928	
Ocean .....	36,542	419,194	.09257	.87870	35,741	142	
Passaic .....	13,038	54,831	.23815	.87996	4,410	2,088	
Salem .....	22,845	81,831	.28172	.88136	6,089	723	
Somerset .....	22,845	51,946	.14852	.88136	6,089	256	
Sussex .....	2,602	21,246	.14852	.87226	2,707	1,776	
Trenton .....	21,489	21,489	.14852	.87226	2,707	256	
Warren .....	7,902	75,589	.10454	.89382	6,202	522	
<b>Total</b> .....	<b>582,739</b>	<b>4,515,377</b>	<b>.12906</b>	<b>.90524</b>	<b>409,417</b>	<b>23,839</b>	

TABLE 19—Continued.

REGULAR DAY SCHOOL ATTENDANCE.

DISTRICTS.	Number of Sessions Truant—Total.	Total Number of Days Transported.—Total.	Number of Pupils Transported Within the Districts for Whom the Cost of Transportation is Paid.—Total.	Number of Pupils Transported from Other Districts for Whom the Cost of Transportation is Paid.—Total.	Pupils Enrolled who Have Attended Public Schools in Other Districts in the State During the Present School Year.—Total.	Number of Cases of Suspension or Expulsion During the School Year.—Total.
Atlantic .....	487	58,220½	198	239	451	64
Bergen .....	764½	203,148½	743	544	1,452	99
Burlington .....	417	166,875	431	697	534	135
Camden .....	5,784	83,290	162	352	774	391
Cape May .....	68	51,373½	186	159	232	27
Cumberland .....	304	98,760	375	248	540	79
Essex .....	10,957	41,092	408	88	2,588	182
Gloucester .....	229½	52,495½	139	428	493	72
Hudson .....	13,895½	13,207	101	3	2,691	41
Hunterdon .....	12	60,178	357	482	482	39
Mercer .....	2,583½	140,455	627	360	717	92
Middlesex .....	3,509	104,685	717	268	769	164
Monmouth .....	619	184,626½	769	595	1,142	128
Morris .....	512	133,538	493	418	981	80
Ocean .....	121	59,569½	243	192	202	34
Passaic .....	1,746	17,363½	29	270	1,571	68
Salem .....	763	56,057½	140	238	336	36
Somerset .....	112	55,404	143	219	466	38
Sussex .....	63	64,037	128	271	361	36
Union .....	2,236	48,645½	344	113	859	133
Warren .....	117	47,998	71	272	291	56
Total .....	45,210	1,770,959½	6,447	6,331	17,932	1,994

TABLE 20.  
PUPILS FOR WHOM TUITION IS PAID.

DISTRICTS.	Has High School Been Registered, For How Many Years of Course.	Number of Pupils Attending Approved or Registered High Schools in Other Districts for Whom Tuition is Paid by Your District.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District.	Rate of Tuition Paid for High School Pupils.	Rate of Tuition Paid for Pupils Below High School.	Total Amount Paid for Tuition.	Amount Paid for Transportation for Pupils Attending Schools in Other Districts.	Amount Paid for Transportation of Pupils Attending Schools Within the District.	Total Amount Paid for Transportation.	Number of Pupils Attending Approved or Registered High Schools in Your Districts for Whom the Tuition is Paid by Other Districts.	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Rate of Tuition Received in High School.	Rate of Tuition Received Below High School.	Total Amount Received for Tuition.
Atlantic		203	78			\$6,953 15	\$11,743 61	\$6,915 31	\$18,658 92	211	181			\$6,340 65
Bergen	1,132	361	361			59,781 82	18,096 34	5,929 63	24,025 92	1,030	438			56,813 48
Burlington		597	461			23,243 53	17,041 40	8,878 05	25,919 45	437	518			23,998 75
Camden		411	327			22,026 46	10,469 38	3,378 28	13,747 66	403	227			20,506 91
Cape May		124	69			5,190 16	4,345 93	6,117 02	10,462 95	127	61			5,118 16
Cumberland		150	133			6,625 00	7,876 63	10,258 05	18,134 68	235	122			9,836 75
Essex		55	10			2,708 40	3,169 80	8,905 50	12,075 30	106	39			7,156 12
Gloucester		378	402			19,240 50	10,903 66	2,207 20	13,110 86	427	390			18,670 91
Hudson		540	1			25,647 50	1,114 02	1,041 23	2,155 25	395	35			16,589 40
Hunterdon		441	688			23,913 50	21,160 73	54 90	21,215 63	427	646			20,754 00
Mercer		251	187			14,290 65	5,198 71	13,098 35	18,297 06	300	199			17,957 50
Middlesex		493	565			26,990 73	13,022 80	7,889 53	20,912 33	247	523			18,270 58
Monmouth		747	392			32,787 34	18,549 10	12,753 03	31,302 13	653	462			31,993 90
Morris		402	413			20,437 15	15,864 58	17,863 90	33,728 48	459	412			22,017 80
Ocean		186	125			6,129 61	7,515 98	6,235 92	13,751 90	183	187			7,853 75
Passaic		347	45			17,868 27	6,521 23	3,579 81	10,101 04	332	54			23,332 24
Salem		365	208			11,068 25	11,119 57	3,228 00	14,347 57	188	196			10,383 50
Somerset		315	417			17,788 66	11,148 99	4,175 10	15,324 09	285	384			18,311 66
Sussex		319	240			14,302 85	20,058 45	6,287 57	26,346 02	289	231			14,228 00
Union		167	89			7,702 60	1,941 35	3,678 20	5,619 55	402	105			19,749 65
Warren		218	303			11,267 64	11,350 57	1,795 40	13,145 97	253	310			12,826 40
Total		7,615	5,514			\$375,063 97	\$228,212 83	\$134,169 98	\$362,382 81	7,449	5,722			\$382,710 81

TABLE 21.  
EVENING SCHOOLS.

DISTRICTS.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.								
	Number of Male Pupils Between 12 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 20 Years of Age.	Number of Female Pupils Over 20 Years of Age.	Total Number of Female Pupils.	Total Number of Pupils Between 12 and 20 Years of Age.	Total Number of Pupils Over 20 Years of Age.	
Atlantic .....	67	339	379	718	184	519	703	523	898
Bergen .....	85	495	347	842	218	115	333	713	463
Burlington .....	11	6	17	6	1	7	17	7	7
Camden .....	85	178	100	278	54	30	84	232	130
Cape May .....	64	22	23	45	15	3	18	37	26
Cumberland .....	89	7,650	4,194	11,844	4,949	2,811	7,760	12,599	7,005
Essex .....	69	3,899	3,314	7,213	2,224	1,235	3,459	6,123	4,549
Gloucester .....	79	722	400	1,122	314	146	460	1,036	546
Hudson .....	68	227	197	424	146	61	207	373	258
Hunterdon .....	43	134	112	246	16	20	36	150	132
Mercer .....	65	171	270	441	98	104	202	269	374
Middlesex .....	73	1,102	872	1,974	852	307	1,159	1,954	1,179
Monmouth .....	49	34	71	105	9	3	8	39	74
Morris .....	54	8	33	41	7	8	23	15	54
Ocean .....	62	1,083	1,226	2,309	642	635	1,277	1,725	1,861
Passaic .....	49	34	71	105	9	3	8	39	74
Salem .....	54	8	33	41	7	8	23	15	54
Somerset .....	62	1,083	1,226	2,309	642	635	1,277	1,725	1,861
Sussex .....	62	1,083	1,226	2,309	642	635	1,277	1,725	1,861
Union .....	62	1,083	1,226	2,309	642	635	1,277	1,725	1,861
Warren .....	62	1,083	1,226	2,309	642	635	1,277	1,725	1,861
<b>Total</b> .....	<b>67</b>	<b>16,075</b>	<b>11,544</b>	<b>27,619</b>	<b>9,730</b>	<b>6,011</b>	<b>15,741</b>	<b>25,805</b>	<b>17,555</b>

TABLE 21—Continued.  
EVENING SCHOOLS.

DISTRICTS.	Total Number of Pupils Enrolled in Evening Schools.	Number of Men Teachers in Evening Schools.	Number of Women Teachers in Evening Schools.	Total Number of Teachers Employed in Evening Schools.	Total Amount Expended for Men Teachers in Evening Schools.	Total Amount Expended for Women Teachers in Evening Schools.	Total Amount Paid Teachers in Evening Schools.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic .....	1,421	19	32	51	\$4,208 00	\$6,132 00	\$10,340 00	\$2 65	\$2 63	\$580 00
Bergen .....	1,175	18	16	34	2,846 50	2,307 00	5,153 50	2 73	2 36	570 40
Burlington .....	24	1	1	2	80 00	80 00	160 00	1 23	1 23	.....
Camden .....	362	13	1	14	2,408 50	205 00	2,613 50	2 17	2 50	201 50
Cape May .....	63	.....	.....	3	.....	240 00	240 00	.....	1 25	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex .....	19,604	185	251	436	58,643 96	53,413 61	112,057 57	3 56	2 39	6,945 38
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson .....	10,672	88	116	204	22,449 00	24,104 00	46,553 00	3 69	3 01	3,767 00
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer .....	1,582	12	34	46	2,264 00	5,682 50	7,946 50	2 38	2 11	.....
Middlesex .....	631	6	13	19	951 50	1,912 00	2,863 50	2 31	2 10	278 00
Monmouth .....	282	4	.....	4	600 00	.....	600 00	3 48	.....	.....
Morris .....	643	5	14	19	750 00	1,926 50	2,676 50	2 30	2 11	165 00
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	3,133	26	47	73	4,676 50	8,326 50	13,003 00	2 46	2 42	959 00
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	113	1	4	5	84 00	414 00	498 00	1 71	2 11	.....
Sussex .....	69	3	.....	3	421 00	.....	421 00	2 16	.....	.....
Union .....	3,536	55	43	98	9,557 00	6,198 00	15,755 00	2 80	2 32	1,567 96
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	43,360	436	575	1,011	\$109,939 96	\$110,941 11	\$220,881 07	\$3 76	\$2 87	\$14,434 24

TABLE 22.  
COLORED DAY SCHOOLS.

DISTRICTS.	Number of Buildings Used Exclusively for Colored Schools.	Number of Colored Teachers Employed.	Average Annual Salary of Each.	NUMBER OF COLORED PUPILS ENROLLED IN ALL DAY SCHOOLS.		
				Boys.	Girls.	Total.
Atlantic .....	1	33	\$740 00	641	703	1,344
Bergen .....	5	12	555 33	236	242	478
Burlington .....	10	46	676 86	836	892	1,728
Camden .....	4	10	539 24	155	146	301
Cape May .....	2	4	415 00	90	101	191
Cumberland .....	4	7	496 43	139	158	297
Essex .....	4	7	496 43	139	158	297
Gloucester .....	4	7	496 43	139	158	297
Hudson .....	4	7	496 43	139	158	297
Hunterdon .....	4	7	496 43	139	158	297
Mercer .....	3	17	682 35	291	343	634
Middlesex .....	3	17	682 35	291	343	634
Monmouth .....	6	17	270 59	397	444	841
Morris .....	6	17	270 59	397	444	841
Ocean .....	1	1	700 00	29	23	52
Passaic .....	1	1	700 00	29	23	52
Salem .....	8	12	414 89	205	220	425
Somerset .....	2	4	600 00	62	82	144
Sussex .....	2	4	600 00	62	82	144
Union .....	2	4	600 00	62	82	144
Warren .....	2	4	600 00	62	82	144
Total .....	46	163	\$602 00	3,081	3,354	6,435

COMMISSIONER OF EDUCATION.

TABLE 23.  
 APPORTIONMENT OF RESERVE FUND FOR YEAR  
 BEGINNING JULY 1, 1914.

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Received from State School Fund, \$250,000.00.	Amount Received from State Fund, \$100,000.00.	Amount of Railroad Tax.	Ninety Per Cent. of State School Tax.	*Ten Per Cent. Reserve Fund Paid by Each County.
Atlantic .....	457	1,960,648	\$6,951 61	\$4,722 96	\$143,272 07	\$277,025 26	\$30,780 59
Bergen .....	1,020	5,080,663	18,013 84	5,848 48	153,582 13	343,042 31	38,115 81
Burlington .....	351	1,487,630	5,274 49	1,398 64	42,418 10	82,037 25	9,115 25
Camden .....	745	3,441,489	12,202 04	3,689 46	108,143 33	216,404 84	24,044 98
Cape May .....	156	592,224	2,099 77	1,366 39	38,831 41	80,145 41	8,905 05
Cumberland .....	300	1,614,869	5,725 63	1,099 04	32,704 03	64,464 33	7,162 70
Essex .....	3,080	15,514,191	55,006 63	25,204 19	753,203 72	1,478,350 64	164,261 19
Gloucester .....	226	1,022,245	3,624 44	1,057 35	31,169 39	62,019 04	6,891 09
Hudson .....	2,411	14,167,782	50,020 11	21,940 60	651,677 97	1,286,925 21	142,991 69
Hunterdon .....	193	812,530	2,880 88	876 82	27,089 76	51,430 06	5,714 45
Mercer .....	638	3,013,200	10,683 51	4,488 29	132,733 59	263,260 19	29,251 13
Middlesex .....	553	3,033,276	10,754 69	3,086 86	87,969 38	181,059 46	20,117 72
Monmouth .....	587	2,741,100	9,718 76	4,460 17	131,920 10	261,610 87	29,067 88
Morris .....	416	1,879,491	6,663 86	2,195 07	64,558 83	128,751 53	14,305 72
Ocean .....	162	579,835	2,055 85	829 87	24,486 35	48,676 16	5,408 46
Passaic .....	1,113	6,273,204	22,242 08	7,321 89	220,183 95	429,465 06	47,718 34
Salem .....	167	734,504	2,604 23	689 31	21,182 42	40,431 48	4,492 39
Somerset .....	246	1,076,473	3,816 71	1,408 68	41,899 52	82,332 73	9,148 08
Sussex .....	166	671,366	2,380 37	660 28	20,307 18	38,728 76	4,303 20
Union .....	775	3,852,391	13,658 92	6,597 85	194,407 20	386,996 07	42,999 56
Warren .....	221	1,021,439	3,621 58	1,062 80	32,107 21	62,338 55	6,926 50
Total .....	13,983	70,510,551	\$250,000 00	\$100,000 00	\$2,953,847 64	\$5,865,495 21	\$651,721 69

\*Not included in total of State money to be paid to each county.

SCHOOL REPORT.

TABLE 23—Continued.

APPORTIONMENT OF RESERVE FUND FOR YEAR  
BEGINNING JULY 1, 1914.

COUNTIES.	Ten Per Cent. Reserve Fund as Apportioned to Each County.	Total Amount Received.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Amount Per Teacher.
Atlantic .....	\$23,488 57	\$455,460 47	\$7,292 02		23.69%		\$996 63
Bergen .....	38,115 81	558,602 57					547 64
Burlington .....	25,865 25	156,993 73		\$16,750 00		183.75%	447 37
Camden .....	31,444 98	371,884 65		7,400 00		30.77%	499 17
Cape May .....	7,308 64	129,751 62	1,596 41		17.92%		831 74
Cumberland .....	23,912 70	127,905 73		16,750 00		233.85%	426 35
Essex .....	137,362 88	2,449,128 06	26,898 81		16.37%		795 17
Gloucester .....	10,691 00	108,561 22		3,800 00		55.14%	480 35
Hudson .....	114,661 56	2,125,225 45	28,330 13		19.81%		881 47
Hunterdon .....	10,314 45	92,591 97		4,600 00		80.49%	479 75
Mercer .....	29,251 13	440,416 71					690 30
Middlesex .....	20,117 72	302,988 11					547 89
Monmouth .....	29,067 88	436,777 78					744 08
Morris .....	16,205 72	218,375 01		1,900 00		13.28%	524 93
Ocean .....	7,008 46	83,056 69		1,600 00		29.58%	512 69
Passaic .....	47,718 34	726,331 32					653 12
Salem .....	12,032 39	77,539 83		8,200 00		182.53%	464 66
Somerset .....	9,148 08	138,800 72					563 41
Sussex .....	12,192 59	74,269 18		7,889 39		183.33%	447 40
Union .....	35,427 04	637,087 08	7,572 52		17.61%		822 04
Warren .....	9,726 50	108,856 64		2,800 00		40.42%	492 56
Total.....	\$651,721 69	\$9,821,064 54	\$71,689 39	\$71,689 39			

TABLE 24.

APPORTIONMENT OF SCHOOL MONEYS FOR YEAR BEGINNING JULY 1, 1914.

Amount of State School Tax .....	\$6,517,216 90
Amount of State Appropriation .....	100,000 00
Amount of State School Fund Appropriation .....	250,000 00
Amount of Railroad Tax .....	2,770,473 98

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000 State School Fund Appropriation.	Amount Apportioned from \$100,000 State Fund Appropriation.	Amount Allotted from Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned Out of 10% Reserve Fund by the State Board of Education.	Total Amount Apportioned by the State.
Atlantic .....	457	1,960,648	\$6,951 61	\$4,722 96	\$130,848 51	\$277,025 26	\$23,488 57	\$443,036 91
Bergen .....	1,020	5,080,663	18,013 84	5,848 48	162,030 61	343,042 31	38,115 81	567,051 05
Burlington .....	351	1,487,630	5,274 49	1,398 64	38,749 00	82,037 25	25,865 25	153,324 63
Camden .....	745	3,441,489	12,202 04	3,689 46	102,215 41	216,404 84	31,444 98	365,956 73
Cape May .....	156	592,224	2,099 77	1,366 29	37,855 42	80,145 41	7,308 64	125,775 63
Cumberland .....	300	1,614,869	5,725 63	1,099 04	30,448 70	64,464 33	23,912 70	125,650 40
Essex .....	3,080	15,514,191	55,006 63	25,204 19	698,275 57	1,478,350 64	137,362 88	2,394,199 91
Gloucester .....	226	1,022,245	3,624 44	1,057 35	29,293 71	62,019 04	10,691 00	106,685 54
Hudson .....	2,411	14,107,783	50,020 11	21,940 60	607,858 78	1,286,925 21	114,661 06	2,081,406 26
Hunterdon .....	193	812,530	2,880 88	876 82	24,292 17	51,430 06	10,314 45	89,794 38
Mercer .....	638	3,013,200	10,683 51	4,488 29	124,346 79	263,260 19	29,251 13	432,029 91
Middlesex .....	553	3,033,276	10,754 69	3,086 86	85,520 58	181,059 46	20,117 72	300,539 31
Monmouth .....	587	2,741,100	9,718 76	4,460 17	123,567 77	261,610 87	29,067 88	428,425 45
Morris .....	416	1,879,491	6,663 86	2,195 07	60,813 75	128,751 53	16,205 72	214,629 93
Ocean .....	162	579,835	2,055 85	829 87	22,991 41	48,676 16	7,008 46	81,561 75
Passaic .....	1,113	6,273,204	22,242 08	7,321 89	202,851 04	429,465 06	47,718 34	709,598 41
Salem .....	167	734,504	2,604 23	689 31	19,097 17	40,431 48	12,692 39	75,514 58
Somerset .....	246	1,076,473	3,816 71	1,403 63	38,888 56	82,332 73	9,148 08	135,589 76
Sussex .....	166	671,366	2,380 37	660 28	18,292 92	38,728 76	12,192 59	72,254 92
Union .....	775	3,852,391	13,658 92	6,597 85	182,791 48	386,996 07	35,427 04	625,471 36
Warren .....	221	1,021,439	3,621 58	1,062 80	29,444 63	62,338 55	9,726 50	106,194 06
Total .....	13,983	70,510,551	\$250,000 00	\$100,000 00	\$2,770,473 98	\$5,865,495 21	\$651,721 69	\$9,637,690 88

COMMISSIONER OF EDUCATION.

### COUNTY SUPERINTENDENTS.

<i>County.</i>	<i>Name.</i>	<i>P. O. Address.</i>
Atlantic .....	HENRY M. CRESSMAN....	Egg Harbor City (Residence)
Bergen .....	B. C. WOOSTER.....	Hackensack (Court House)
Burlington .....	HERMAN A. STEES.....	Mount Holly (Court House)
Camden .....	CHARLES S. ALBERTSON.	Camden (Court House)
Cape May .....	AARON W. HAND.....	Cape May (Court House)
Cumberland .....	J. J. UNGER.....	Bridgeton (Court House)
Essex .....	OLIVER J. MORELOCK....	Newark (Court House, Room 323)
Gloucester .....	DANIEL T. STEELMAN....	Woodbury (Court House)
Hudson .....	CHAS. C. STIMETS.....	Jersey City (Court House)
Hunterdon .....	JASON S. HOFFMAN.....	Flemington (Bloom Building)
Mercer .....	JOSEPH M. ARNOLD.....	Trenton (Court House)
Middlesex .....	H. BREWSTER WILLIS....	New Brunswick (County Office Bldg.)
Monmouth .....	JOHN ENRIGHT.....	Freehold (Court House)
Morris .....	J. HOWARD HULSART....	Morristown (Court House)
Ocean .....	CHARLES A. MORRIS.....	Toms River
Passaic .....	EDWARD W. GARRISON....	Paterson (Court House)
Salem .....	H. C. DIXON.....	Salem (Court House)
Somerset .....	HENRY C. KREBS.....	Somerville (Court House)
Sussex .....	RALPH DECKER.....	Newton (Court House)
Union .....	A. L. JOHNSON.....	Elizabeth (Court House)
Warren .....	FRANKLIN T. ATWOOD....	Belvidere (Residence)

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### CITY SUPERINTENDENTS.

<i>City.</i>	<i>Name.</i>	<i>City.</i>	<i>Name.</i>
Asbury Park.....	ZENOS E. SCOTT	Millville.....	WARREN N. DRUM
Atlantic City.....	C. B. BOYER	Montclair.....	DON C. BLISS
Bayonne.....	JOHN W. CARR	New Brunswick.	GEORGE H. ECKELS
Bloomfield.....	GEORGE MORRIS	Newark.....	A. B. POLAND
Bordentown.....	H. V. HOLLOWAY	North Bergen.....	M. F. HUSTED
Bridgeton.....	H. J. NEAL	Orange.....	JAMES N. MUIR
Camden.....	JAMES E. BRYAN	Passaic.....	FRED S. SHEPHERD
East Orange.....	E. C. BROOME	Paterson.....	J. R. WILSON
Elizabeth.....	RICHARD E. CLEMENT	Perth Amboy.....	S. E. SHULL
Englewood.....	ELMER C. SHERMAN	Phillipsburg.....	LEWIS O. BEERS
Gloucester City.....	WILMER F. BURNS	Plainfield.....	HENRY M. MAXSON
Hoboken.....	A. J. DEMAREST	Rahway.....	W. J. BICKETT
Livington.....	FRANK H. MORRELL	South Amboy.....	O. O. BARR
Jersey City.....	HENRY SNYDER	Summit.....	CLINTON S. MARSH
Kearny.....	HERMAN DRESSEL	Town of Union.....	N. C. BILLINGS
Long Branch	CHRISTOPHER GREGORY	Trenton.....	EBENEZER MACKEY
		West Hoboken.....	M. H. KINSLEY

SECTION B.

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1915.

TOTAL ATTENDANCE FOR STATE.

COUNTIES.	Total Attendance.	Loss.	Gain.
Atlantic .....	2,291,264		194,495
Bergen .....	5,890,143		411,798
Burlington .....	1,785,207		117,595
Camden .....	4,019,915		330,070
Cape May .....	664,613		31,277
Cumberland .....	1,730,760		55,401
Essex .....	17,187,701		1,060,298
Gloucester .....	1,101,555		71,220
Hudson .....	15,560,183		578,110
Hunterdon .....	863,971		33,217
Mercer .....	3,456,500		246,434
Middlesex .....	3,483,753		237,874
Monmouth .....	3,023,505		136,298
Morris .....	2,110,829		141,010
Ocean .....	643,166		49,106
Passaic .....	6,948,607		377,681
Salem .....	785,494		63,914
Somerset .....	1,241,259		70,300
Sussex .....	705,078		20,984
Union .....	4,404,819		324,489
Warren .....	1,138,635		80,177
Total .....	79,096,957		4,631,748

ATLANTIC COUNTY.

TOWNSHIP OF	Total Attendance.	Loss.	Gain
Absecon .....	21,175½	1,203	
Atlantic City .....	1,357,132½		125,830½
Brigantine .....	1,020½	412½	
Buena Vista Township .....	149,474		19,972
Egg Harbor City .....	79,947½		6,453½
Egg Harbor Township .....	36,391½		898½
Folsom .....	10,237½		35½
Galloway Township .....	49,936		9,654
Hamilton Township .....	72,893		584
Hammonton .....	220,069		19,606

SCHOOL REPORT.

ATLANTIC COUNTY—Continued.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Linwood .....	8,367½	560½	
*Longport .....			
Margate City .....	4,315	254	
Mullica Township .....	22,549		221½
Northfield .....	19,173½		2,623½
Pleasantville .....	168,926½		12,163
Port Republic .....	10,259½	132	
Somer's Point .....	14,252½	681½	
Ventnor .....	28,218		4,171
Weymouth Township .....	16,925½	4,474½	
Total .....	2,291,264	7,718	202,213

\*No attendance.

BERGEN COUNTY.

Allendale .....	27,935		1,308
Alpine .....	8,299	2,023	
Bergenfield .....	97,659½		6,026½
Bogota .....	81,305		12,393½
Carlstadt .....	146,352½	3,104½	
Cliffside .....	173,956		13,510½
Closter .....	60,253		1,002
Cresskill .....	22,802		4,535
Delford .....	31,511	1,648½	
Demarest .....	16,085	861	
Dumont .....	100,851		6,528
East Rutherford .....	175,269½		3,125
Edgewater .....	89,719½		2,991½
Emerson .....	33,571½		6,189½
Englewood .....	339,355½		2,155½
Englewood Cliffs .....	6,234		219
Fairview .....	154,743½		18,451
Fort Lee .....	155,183		16,343½
Franklin Township .....	35,137½		782½
Garfield .....	547,992		57,674
Glen Rock .....	48,668½		9,230½
Harrington Park .....	13,179		2,244
Harrington Township .....	23,843	521	
Hasbrouck Heights .....	93,852½		5,155½
Haworth .....	17,735	236½	
Hillsdale Township .....	39,433½		3,612½
Hohokus Borough .....	15,635		283
Hohokus Township .....	50,330		5,085
Leonia .....	96,028		16,133
Little Ferry .....	99,090½		5,715½
Lodi Borough .....	241,160½		24,412
Lodi Township .....	19,903½	645½	
Maywood .....	33,811	195½	
Midland Township .....	39,315		2,173½
Midland Park .....	79,206½		2,441
Moonachie .....	35,885		12,851

COMMISSIONER OF EDUCATION.

BERGEN COUNTY—Continued.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Montvale .....	18,049	.....	1,547½
New Barbadoes Township ..	550,993	.....	34,457
North Arlington .....	23,657½	.....	5,280½
Norwood .....	25,798	.....	1,985
Oakland .....	17,272	915	.....
Old Tappan .....	7,038½	283½	.....
Orvil Township .....	32,679½	.....	3,113
Overpeck Township .....	260,593	.....	17,886
Palisades Park .....	75,644½	.....	6,387½
Palisades Township .....	45,372½	.....	8,131½
Park Ridge .....	74,097	.....	3,332
Ramsey .....	71,627	.....	720
Ridgefield .....	31,986	.....	2,338
Ridgewood .....	247,578	.....	19,210½
Riverside .....	24,891½	2,948	.....
River Vale Township .....	12,501	.....	512½
Rutherford .....	285,305½	.....	2,111½
Saddle River Borough .....	10,229½	.....	1,476½
Saddle River Township .....	115,181½	.....	10,397
Teaneck Township .....	82,805	.....	8,612½
Tenafly .....	68,447½	.....	443½
Union Township .....	253,792½	.....	36,875½
Upper Saddle River .....	4,283	.....	323
Wallington .....	152,216	.....	8,604
Washington Township .....	3,598	.....	477
Westwood .....	79,386	.....	9,813
Woodcliff Lakes .....	9,128	405	.....
Wood Ridge .....	54,611	1,021	.....
Total .....	5,890,143	14,808	426,606

BURLINGTON COUNTY.

Bass River .....	14,445	.....	1,904½
Beverly City .....	52,688	.....	5,370½
Beverly Township .....	52,345	.....	10,729
Bordentown City .....	104,036	.....	5,579
*Bordentown Township .....	.....	.....	.....
Burlington City .....	191,704	.....	23,287½
Burlington Township .....	28,830½	.....	2,595½
Chester Township .....	179,875	.....	25,215
Chesterfield Township .....	34,426½	.....	2,824
Cinnaminson Township .....	37,310	.....	2,481
Delran .....	31,089	.....	3,580½
Easthampton Township .....	11,816½	207	.....
Evesham Township .....	32,978½	.....	2,297
Fieldsboro Borough .....	15,962½	.....	1,363
Florence .....	147,799	25,442	.....
Lumberton .....	38,468½	.....	3,107
Mansfield .....	29,667½	.....	1,514½
Medford .....	48,303	962	.....

\*No attendance.

SCHOOL REPORT.

BURLINGTON COUNTY—Continued.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Mt. Laurel .....	32,749	.....	3,938
New Hanover Township....	23,983	.....	1,534½
Northampton Township....	177,440	.....	4,930½
North Hanover Township..	9,767½	.....	2,751
Palmyra .....	125,817½	.....	6,332
Pemberton Borough .....	38,722½	.....	3,107½
Pemberton Township .....	33,778	.....	4,151
Riverside .....	128,408½	.....	11,921½
Riverton Borough .....	42,266	.....	1,776½
Shamong Township .....	7,489½	.....	711
Southampton Township .....	40,219½	.....	3,979½
Springfield Township .....	26,616½	.....	1,664
Tabernacle .....	8,730½	.....	122
Washington Township .....	10,897	.....	2,056½
*Westhampton Township....	.....	.....	.....
Willingboro .....	12,490½	.....	1,388½
Woodland .....	13,487	.....	1,994
Total .....	1,785,207	26,611	144,206

\*No attendance.

CAMDEN COUNTY.

Audubon .....	81,395	.....	12,104
Berlin .....	54,159	.....	7,263½
Camden City .....	2,407,339½	.....	163,475½
Centre Township .....	116,093½	.....	11,611½
Chesilhurst Borough .....	7,194	.....	2,025
Clementon Township .....	89,148	.....	7,663
Collingswood Borough .....	203,791½	.....	31,884½
Delaware Township .....	30,709½	.....	2,638
Gloucester City .....	228,257	.....	19,609
Gloucester Township .....	57,943½	.....	3,046½
Haddon Township .....	44,065½	1,749½	.....
Haddonfield Borough .....	168,252	.....	16,433½
Haddon Heights .....	80,101	.....	13,975
Laurel Springs Borough....	25,619½	.....	2,222
Merchantville Borough .....	50,074½	.....	1,295½
Oaklyn Borough .....	19,866	387	.....
Pensauken Township .....	160,033	.....	8,061
Voorhees Township .....	31,337	.....	2,344
Waterford Township .....	52,957	.....	11,497½
Winslow Township .....	84,999½	.....	11,934
Woodlyne Borough .....	27,479½	.....	3,123½
Total .....	4,019,915	2,136½	332,206½