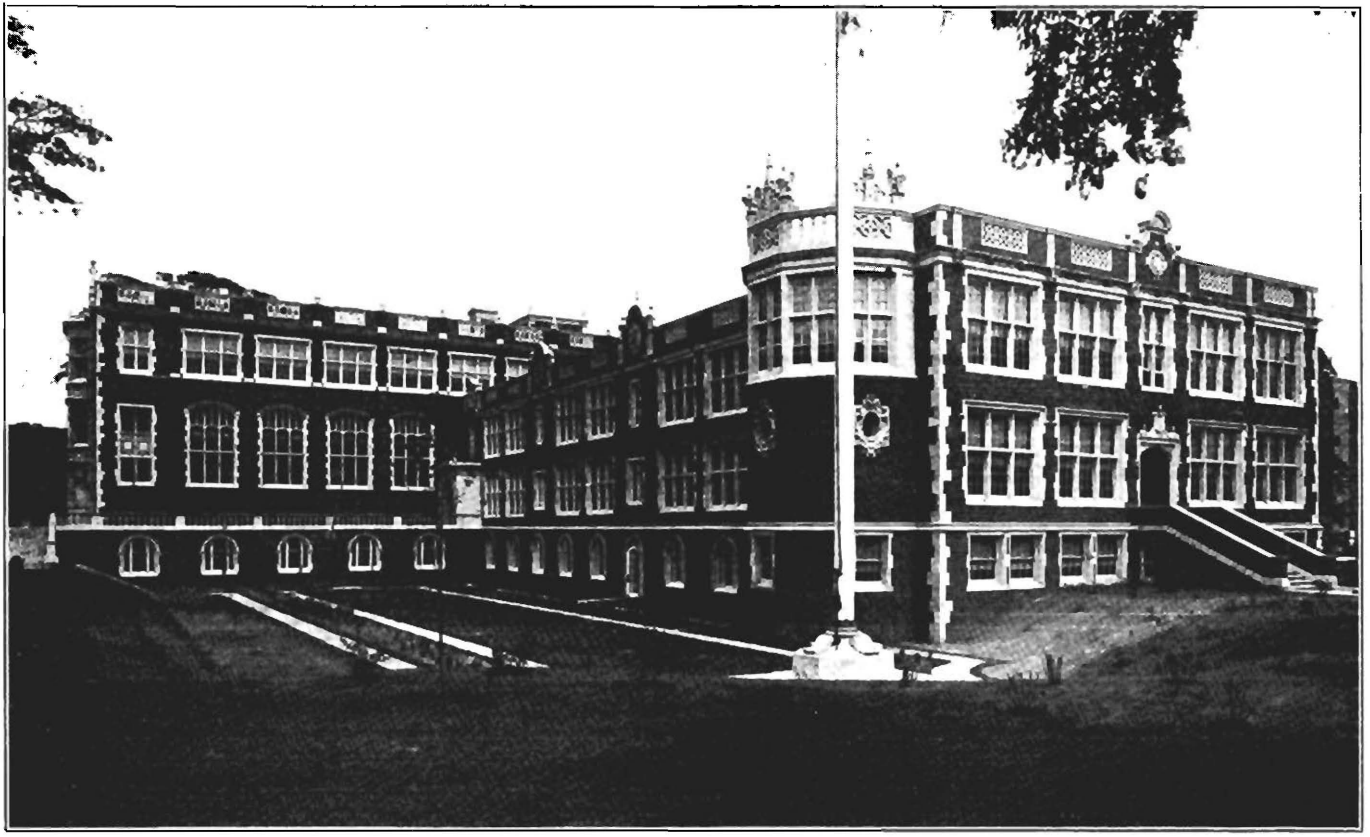
You Are Viewing an Archived Copy from the New Jersey State Library



The State Normal School at Newark.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUAL REPORT

OF THE

State Board of Education

AND OF THE

Commissioner of Education

OF

NEW JERSEY

WITH ACCOMPANYING DOCUMENTS

For the School Year Ending June 30th

1913

PATERSON, N. J.
News Printing Co., State Printers,
1914

You Are Viewing an Archived Copy from the New Jersey State Library

CONTENTS

VOLUME I

Members and officers of State Board of Education 3
Committees of State Board of Education 4
Report of President of Board of Education 7
State Superintendents of New Jersey 11
Report of Commissioner of Education 13
Letter of transmittal 15
Organization of Department of Public Instruction 17
General survey of work under Commissioner of Education 19
Business division report 20
Statistical report 29
School expenses 64
School buildings 66
Organization of schools 74
High schools 97
School attendance 100
Health and safety of school children 104
Supervision of schools 116
Industrial and manual training 119
Salaries of teachers 124
New teachers and their preparation 130
Summer schools 135
Teachers' institutes 140
Subnormal children 141
Examination of pupils in highest grade of elementary schools 143
School libraries 146
Appointment of County Superintendents 147
Community use of schoolhouses 148
Publications of the Department 151
State Board of Examiners 154
Bureau of Credentials 160
Some educational needs of the State 165

Report of Assistant Commissioners
- Elementary Education 173
- Secondary Education 179
- Industrial Education, including Agriculture 197
- Controversies and Disputes 213
- Digest of Decisions 219
- Report of Inspector of Buildings 257
- Report of Inspector of Accounts 267

Statistical Tables
- I Financial report 271
- II Bonded debt 292
- III Cost of education per pupil 293
- IV Buildings owned and rented 295
- V Teachers and average salaries 296

You Are Viewing an Archived Copy from the New Jersey State Library

CONTENTS.

VI	Teachers and different salaries	316
VII	Term of service of teachers	318
VIII	Teachers' certificates	319
IX	Enrollment	320
X	Ages of pupils	322
XI	Attendance	326
XII	Yearly table of distribution and attendance	329
XIII	High school graduates	331
XIV	Pupils for whom tuition is paid	333
XV	Evening Schools	334
XVI	Distribution of attendance for evening schools	336
XVII	Colored schools	337
XVIII	Private schools	338
XIX	Public lectures	339
XX	Medical inspection	340
XXI	Apportionment of reserve fund, 1913-14	342
XXII	Apportionment of school moneys, 1912-13	344
XXIII	Apportionment of school moneys, 1913-14	345
XXIV	Total attendance for State	346
XXV	County Superintendents	360
XXVI	City Superintendents	361
Reports of County Superintendents		363
Reports of Institutions		
State Normal School at Trenton		437
State Normal School at Montclair		443
School for Deaf		449
Manual Training and Industrial School for Colored Youth		455
School of Industrial Arts of Trenton		463
Hoboken Industrial School		467
Newark Technical School		474
Report of Teachers' Retirement Fund		481

You Are Viewing an Archived Copy from the New Jersey State Library

Members and Officers State Board of Education

ENDING JUNE 30, 1913

Members

WILLIAM G. SCHAUFFLER, President ..... LAKEWOOD
JOSEPH S. FRELINGHUYSEN, Vice-President ..... RARITAN
MELVIN A. RICE ..... ATLANTIC HIGHLANDS
JOHN P. MURRAY ..... JERSEY CITY
D. STEWART CRAVEN ..... SALEM
ROBERT A. SIBBALD ..... PARK RIDGE
EDMUND B. OSBORNE ..... MONTCLAIR
JOHN C. VAN DYKE ..... NEW BRUNSWICK

Officers

President ..... WILLIAM G. SCHAUFFLER
Vice-President ..... JOSEPH S. FRELINGHUYSEN
Commissioner of Education (ex officio) Secretary.. CALVIN N. KENDALL
Assistant Commissioner of Education ..... J. BROGNARD BETTS
Treasurer of the State Normal School at Trenton,
J. BINGHAM WOODWARD
Treasurer of the State Normal School at Montclair,
J. BINGHAM WOODWARD
Treasurer of the State Normal School at Newark,
MRS. ISABEL VANDER BURGH
Treasurer of the School for the Deaf ..... EDWARD I. EDWARDS

You Are Viewing an Archived Copy from the New Jersey State Library

Committees
State Board of Education

1912-1913

ADVISORY.

WILLIAM G. SCHAUFFLER, JOHN P. MURRAY,
MELVIN A. RICE.

NORMAL SCHOOLS.

MELVIN A. RICE, EDMUND B. OSBORNE,
JOHN C. VAN DYKE.

INDUSTRIAL EDUCATION AND THE BORDENTOWN SCHOOL.

D. STEWART CRAVEN, JOHN C. VAN DYKE,
ROBERT A. SIBBALD.

SCHOOL FOR THE DEAF AND EXCEPTIONAL CHILDREN.

JOHN P. MURRAY, D. STEWART CRAVEN,
JOSEPH S. FRELINGHUYSEN.

LEGISLATIVE.

JOSEPH S. FRELINGHUYSEN, EDMUND B. OSBORNE,
ROBERT A. SIBBALD.

You Are Viewing an Archived Copy from the New Jersey State Library

Committees
State Board of Education

1913-1914.

ADVISORY.

WILLIAM G. SCHAUFFLER, JOHN P. MURRAY,
MELVIN A. RICE.

NORMAL SCHOOLS.

MELVIN A. RICE, EDMUND B. OSBORNE,
JOHN C. VAN DYKE.

INDUSTRIAL EDUCATION AND THE BORDENTOWN SCHOOL.

D. STEWART CRAVEN, JOHN C. VAN DYKE,
ROBERT A. SIBBALD.

SCHOOL FOR THE DEAF AND EXCEPTIONAL CHILDREN.

JOHN P. MURRAY, D. STEWART CRAVEN,
JOSEPH S. FRELINGHUYSEN.

LEGISLATIVE.

MELVIN A. RICE, EDMUND B. OSBORNE,
JOHN C. VAN DYKE.

You Are Viewing an Archived Copy from the New Jersey State Library

New Jersey State Board of Education

PRESIDENT'S REPORT

To the Senate and General Assembly of the State of New Jersey:

As required by law, I herewith submit the Annual Report of the State Board of Education, and accompanying documents, covering the period from July, 1912 to June 30, 1913.

During this period the Board held a regular meeting every month in the State House at Trenton, besides holding other informal meetings at various places in the State. It also held, through its committees, several conferences with city and county superintendents, with the idea of thus getting into closer touch with local affairs.

The work of this Board is greatly hampered by the fact that it has no quarters assigned to it in the State House, where it can meet regularly and where its records can be kept in such shape as to be accessible for use. The quarters assigned to the Department of Public Instruction in the State House and in the adjacent Green Building are so small as to be entirely inadequate for the needs of the Department itself, and afford no room at all for the activities of this Board. The law specifies that the State Board of Education shall be furnished with suitable quarters in the State House. So far this provision has not been carried out, although frequent appeals have been made to the State House Commission.

The various institutions under the care of this Board have made decided progress. The appropriations made by the last Legislature for the Trenton Normal School, the School for the Deaf at Trenton, and the Manual Training and Industrial School for Colored Youth at Bordentown have resulted in great benefit to these schools. The new buildings have been completed and are in use, adding greatly to the usefulness and safety of the schools.

The Newark Normal School, built by the city of Newark and taken over by the State during the Spring of 1913, has already proved its value. There is, however, imperative need of still another Normal

You Are Viewing an Archived Copy from the New Jersey State Library

School in South Jersey, and it is earnestly hoped that your honorable body will see fit to make the necessary appropriations to establish the same during this year.

The Manual Training and Industrial School for Colored Youth at Bordentown has extended its course to include practical work in agriculture and domestic economy during the summer months, and the school year now extends till September, instead of ending in June.

During the year additional property was secured in the city of Trenton to provide the Normal School there with room to expand, and also to provide playground facilities, which were much needed.

The uniform system of school accounting, provided for by the Legislature of 1911, has been devised and put into practice, under the supervision of the Inspector of Accounts, and is satisfactory. The Inspector of Accounts has visited a great many of the school districts of the State and has, by his reports, been able to point out many needed reforms, thus saving to the State already a sum of money many times that of his salary.

Industrial Education has made great advances, and the appropriation of $80,000.00 for vocational schools, authorized by the last Legislature, has added enormously to the success of the movement. New Jersey stands in this respect in line with the best thought and action of the country.

The vexed question of the prompt disbursement of the State school moneys, was satisfactorily settled at the last session of the Legislature, and the relief experienced by the school districts throughout the State has been widespread.

The appropriation made for enlarging the work of the summer schools for teachers enabled this Board to provide facilities for about 1000 during the past summer. The extension of this work by providing for additional schools during the coming summer, is earnestly recommended. When the teachers themselves are interested enough to give up a large part of their summer vacations, and pay most of their own expenses, in the endeavor to better fit themselves for their work, it would seem but fair that the State should give them encouragement by providing a sufficient number of schools.

During the year a number of important monographs have been prepared and issued on the teaching of various subjects. Other monographs are in course of preparation and await only the necessary funds to print and distribute them.

You Are Viewing an Archived Copy from the New Jersey State Library

The generous legacy made by the late Edward Russ for the benefit of the Normal School at Upper Montclair, has become available, and plans are in progress for the erection of a suitable dormitory at Upper Montclair, which will add to the usefulness of the school and will be a fitting memorial to a friend and benefactor of the Public School System of this State.

Detailed information concerning the work of the schools throughout the State, and covering each phase of this work is herewith respectfully submitted.

W. G. SCHAUFFLER,

President State Board of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

State Superintendents

OF NEW JERSEY.

The following is a list of the State Superintendents of Schools, with the length of their respective terms, from 1846 to the present time:

T. F. King.....1846-1850
S. S. Randall.....1850-1851
T. F. King.....1851-1852
John H. Philips.....1852-1860
F. W. Ricord.....1860-1864
Chas. M. Harrison.....1864-1866
Ellis A. Apgar 1866-1885
E. O. Chapman.....1885-1888
C. W. Fuller.....1888-1889
E. O. Chapman.....1889-1892
Addison B. Poland.....1892-1896
Charles J. Baxter.....1896-1911
Calvin N. Kendall (Commiss'n'r of Ed'n)..1911-

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUAL REPORT

OF THE

Commissioner of Education

OF

NEW JERSEY

WITH ACCOMPANYING DOCUMENTS

For the School Year Ending June 30th

1913

You Are Viewing an Archived Copy from the New Jersey State Library

STATE OF NEW JERSEY,
DEPARTMENT OF PUBLIC INSTRUCTION,
TRENTON, December 20, 1913.

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, the same being for the school year ending June 30, 1913.

CALVIN N. KENDALL,
Commissioner of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

State of New Jersey
Department of Public Instruction
June 30, 1913

COMMISSIONER OF EDUCATION

CALVIN N. KENDALL

Department Office Hours, 9 A. M. to 5 P. M. Saturdays, 9 A. M. to 12 M.

(a)—Educational Division.

Calvin N. Kendall,
Commissioner of Education,
Secretary State Board of Education,
Chairman State Board of Examiners,
President State Museum Commission,
Member of Public Library Commission,
Trustee of School Fund.

Miss Augusta Gilhuly, Stenographer and Clerk to the Commissioner of Education.

Albert B. Meredith,
Assistant Commissioner acting as Supervisor of Secondary Education.

George A. Mirick,
Assistant Commissioner of Education acting as Supervisor of Elementary Education.

Lewis H. Carris,
Assistant Commissioner acting as Supervisor of Industrial Education, including Agriculture.

Miss Gertrude Burgner, Stenographer and Clerk to the Assistant Commissioners in charge of the Supervision of Secondary, Elementary and Industrial Education.

You Are Viewing an Archived Copy from the New Jersey State Library

Thomas D. Sensor,
Secretary State Board of Examiners,
In Charge of Certificates and Examinations,
Academic Credentials,
Library Orders and Approval of Library Purchases.

Miss Louise Precht, Certificates and Examinations.
Miss Hattie Crisp, Credentials and Library Orders.
Miss Mildred Naar, Stenographer and Filing Clerk.
Miss Ella S. Ashton, Stenographer.

(b)—Law Division.

J. Brognard Betts,
Deputy Commissioner of Education,
In Charge of Law Decisions,
Construction of the Law,
Appeals,
Hearings,
Bonding Proceedings.

Miss Grace A. Yates, Stenographer to the Deputy Commissioner and Mail Clerk.

Mr. E. F. Lamson, Stenographer and Clerk designated to act as Secretary of the State Board of Education.

(c)—Business Division.

Herbert N. Morse,
Chief Clerk of the Department in charge of Business Division.

Miss Margaretta B. Howell, Assistant Chief Clerk.
Miss Edith S. Charles, Stenographer and Clerk.
Miss Irene E. Mullen, Stenographer and Clerk.
Miss Ethel M. Mullen, Stenographer and Clerk.
Miss Anna Jones, Accountant (Special).

School Register Examiners.

Miss Dorothy B. Nevius,
Miss Stella Burchell,
Miss Anna Charles,
Miss Mabel Potts,
Miss Mary Finger,
Miss Helen B. Goldy,
Miss Susan O. Scott.

William C. Hopkins, Inspector of Accounts.
Charles McDermott, Inspector of Buildings.

H. K. Stevenson, Shipping Clerk.

You Are Viewing an Archived Copy from the New Jersey State Library

General Survey of the Work under the Charge of the Commissioner of Education

The Commissioner of Education is by law given supervision of all the schools of the State receiving any part of the State Appropriation. In the school service of the State are

21	County Superintendents
32	City Superintendents
472	Boards of Education (2340 members)
472	District Clerks
472	Custodians of School Moneys
500	Medical Inspectors
472	Attendance Officers
526	Supervising Principals (Approved and Unapproved)
13,717	Teachers.

In the year ending June 30, 1913, there were enrolled 516,256 children in the schools of the State. There was expended in 1913 for all educational purposes $23,400,880.41.

In the supervision and direction of the large amount of work necessary to carry out the requirements of the school law and the rules and regulations of the State Board of Education, for the management and operation of the schools, it is necessary to divide the working force of the Department of Public Instruction into three general divisions, viz.:

(*a*) Educational Division
(*b*) Law Division
(*c*) Business Division

with the Commissioner of Education at the head of the three divisions.

(A) The work of the Educational Division is described in the report of the Commissioner and in the reports of the Assistant Commissioners.

(B) The work of the Law Division, or of the Deputy Commissioner in charge of controversies and disputes, is reported upon by the Assistant Commissioner in charge of that department.

You Are Viewing an Archived Copy from the New Jersey State Library

(C) All of the work of the Business Division is in charge of Mr. Herbert N. Morse, Chief Clerk of the Department. The work supervised and directed from this Division of the Department follows the direction of the law and the policy of the Commissioner and comprises the following activities.

SCHOOL REGISTERS.—14,500 registers containing 70,510,551 days (including allowances) attendance of 516,256 enrolled pupils in 1912-13, arrive in this office during the months of May and June and are examined and returned to the district from which they came before the opening of schools in September. The law requires that certain school moneys be distributed to the Counties and among the school districts on the basis of attendance in the schools. The law also requires that "every teacher in the public schools shall keep a school register in the manner prescribed therefor, and no salary shall be paid to such teacher until the district clerk or other officer or person authorized to deliver the check, order or warrant for such salary shall ascertain that such register has been properly kept for the time for which salary is demanded and shall enter upon said register a certificate to that effect." Each school register contains an attendance record card on which, at the end of the school year, the teacher places the enrollment in the school, the total days attendance and other information necessary for the making up of the total days attendance for each school district in the State. Each teacher certifies to the correctness of the information given on the card. When the registers arrive in this office they are examined for accuracy in the marking of attendance and checked with the total figures contained on the attendance cards. As soon as the registers are examined they are returned to the sending districts and the attendance cards are kept on file in this office. The law requires that allowances shall be made to school districts for lost attendance caused by contagious diseases, quarantined pupils not ill, or other good cause; therefore, all claims made for lost attendance are received and the loss is calculated in this office and credited to the school district making said claim. The attendance as recorded and found correct on each teacher's attendance card is compiled by the Assistant Chief Clerk into totals for schools, districts, counties and finally to a State total.

SCHOOL BUILDINGS.—2,111 buildings with 12,078 class rooms of a total value of $53,044,978.95 are by law under the supervision of the Commissioner of Education. ("The Commissioner of Education shall

You Are Viewing an Archived Copy from the New Jersey State Library

have supervision of all the schools of the State receiving any part of the State appropriation.") A record of each building, containing its location, number of rooms, stairways, and full data with the reports on the physical and hygienic condition made by the County Superintendents and Building Inspector are on file in this office. The County Superintendents are required by law "to note the condition of school houses, sites, buildings, etc." and report on their findings each year. The Building Inspector is required by law "to devote his entire time to inspecting school houses and making a thorough report regarding each." The Building Inspector receives his assignments and his work is directed from this office. His duties are: first, to advise the Commissioner that all new work is constructed according to the Rules and Regulations passed by the State Board of Education, which Rules the Commissioner is by law directed to enforce; second, to locate all dangerous and unhygienic conditions in school buildings now in use, and make a thorough report in regard to each building; third, when so assigned, to assist local Boards of Education in determining matters pertaining to the construction of new buildings; and fourth, to inspect plans for new buildings and new work in buildings now in use. The Inspector, with the exception of the fourth class of his duties, makes his report to the Commissioner of Education for his information, as he (the Commissioner) has the power to "direct the entire or partial abandonment of any school building used for school purposes and may direct the making of changes therein as to him may seem proper." Differences of opinion between citizens, local school officers, County Superintendents and the Inspector regarding the physical condition, safety and hygienic conditions of school buildings are personally investigated by the Chief Clerk of the Department as are also the conditions of those buildings reported by the County Superintendents for condemnation. All correspondence regarding school buildings now in use and under construction is addressed to the Commissioner of Education and filed in the Business Division of the Department of Public Instruction.

Blanks and Forms.—Many forms are issued each year for use by citizens, school officers, teachers, etc., throughout the State, to assist in performing the duties specified in the law and in the Rules and Regulations of the State Board of Education in an orderly and systematic manner. The law reads as follows: "The Commissioner of Education shall prepare and cause to be printed forms for making all reports and

You Are Viewing an Archived Copy from the New Jersey State Library

conduct all proceedings under the school laws of the State." All school officers throughout the State are required by law to make annual reports in the manner and form prescribed by the Commissioner of Education. These forms are prepared and revised from time to time with the assistance and co-operation of a committee of County and City Superintendents. All important legal forms are edited by Deputy Commissioner Betts before going to the printer.

Apportionment of School Moneys.—The $250,000 State School Fund Appropriation is secured from the income of the State School Fund, the principal of which is derived almost entirely from the sale and rental of land under water belonging to the State. The principal cannot be used for any purpose, and the income can be used only for the support of public schools. The $250,000 was apportioned to the several Counties of the State on the basis of school attendance for use during the school year of 1913-14. $100,000 was appropriated by the Legislature from moneys in the State Treasury not otherwise appropriated to reduce the amount of the State School Tax as paid by the taxpayers. This money is apportioned among the several Counties in proportion to the amount of taxable real and personal property in each County. The $6,196,868.27 State School Tax is the amount which when added to the $100,000 appropriation to reduce the State School Tax, will make a sum equal to 2¾ mills on each dollar of the taxable property of the State. When the State School Tax is paid into the State Treasury, 90% of the amount paid by the County is immediately returned to said County, 10% being held in the office of the Treasury as a State Reserve Fund to be apportioned among the several Counties as the State Board of Education may deem advisable. The Reserve Fund apportioned among the various Counties of the State for use during the school year of 1913-14 amounted to $619,686.82, and is apportioned on the basis of the amount of State Money received per teacher in each County. The Railroad Fund of $3,238,098.29 is paid to the Counties by the State Treasurer on a basis of the amount of taxable real and personal estate in each County. All State School Moneys are paid by the State Treasurer on orders issued to the Comptroller by the Commissioner of Education. The twenty-one County Superintendents apportion the money paid to their respective Counties among all of the districts within the County on the basis of teachers, tuition and transportation paid, and attendance in the schools.

You Are Viewing an Archived Copy from the New Jersey State Library

BOOKKEEPING AND ACCOUNTS.—The 472 Boards of Education and the 472 Custodians of School Moneys have been supplied with a "uniform and simple system of bookkeeping" by the State Board of Education, as authorized by law. Forms for Custodians and District Clerks or Secretaries to use in making their monthly reports to the Boards of Education have been supplied by the Commissioner of Education. The Commissioner also, as required by law, furnishes the forms on which these officers make their annual reports to the County Superintendents of schools on or before August 1st of each year. The law provides an Inspector of Accounts, appointed by the State Board of Education, "who shall devote his time during the entire twelve months in the year to the examination of the accounts of the several school districts." The annual statistical reports of the County Superintendents and the entire system of reports required by law is supervised, with the correspondence thereto, from the Business Division of the Department. The accounts kept by school officers in the State during the school year of 1912-13 aggregated the total receipts including balances of $28,786,940.05, and expenditures of $23,682,144.98, including duplications.

DISTRIBUTION OF EDUCATIONAL PAMPHLETS.—During the past year 10,000 Arbor Day, 23,000 Spelling, 7,500 Elementary Agriculture, 2,000 Corn Growing, 25,000 Penmanship, 25,000 Elementary Arithmetic, 25,000 Making of School Programs, 5,000 Trees and Forests, 3,500 Vocational, 25,000 Elementary Composition and Grammar, and 4,500 High School Manuals were received from the printer and distributed for the use of teachers and school officers throughout the State. A reserve stock of these pamphlets must be kept in the State House to meet the constant demand from teachers and school officers.

STATISTICAL AND ANNUAL REPORT.—All official reports are required to be submitted in the manner and form prescribed by the Commissioner of Education. The 500 Medical Inspectors and the 472 Attendance Officers report to the Boards of Education employing them. The 472 Custodians of School Moneys, 472 District Clerks or Secretaries, 13,717 School Teachers and 526 Approved and Unapproved Supervising Principals report directly or indirectly to the County Superintendents of Schools. The County Superintendents also receive the educational and financial statistical reports from the City Superintendents, so that the County Reports may be complete in detail. The County Reports are sent to the Commissioner of Education on or before Septem-

You Are Viewing an Archived Copy from the New Jersey State Library

ber 1st of each year to be combined into a State Report as provided by law, i. e., "such report shall contain full statistical tables of all items connected with the cause of education that may be of interest to school officers or the people of the State." Every County Report is audited in the office of the Business Division, and this work consumes the time of three clerks for three months each year (September, October and November).

TRANSPORTATION OF PUPILS.—$287,448.28 was expended for transportation in 1912-13. Transportation is a matter between the parents or guardians of pupils and the local boards of education with the approval of the contract by the County Superintendent. The general supervision rests with the Commissioner of Education and differences of opinion as to the need for transportation, costs, etc., are investigated (on request) by the Chief Clerk before an appeal is made to the Commissioner of Education. The law gives the power to boards of education to expend money for the transportation of pupils whenever in any district there shall be children living remote from the school house in which such pupils are entitled to attend school. The law also requires that all school buildings shall be convenient of access to all pupils desiring to attend the public schools.

TUITION.—$281,264.57 was expended for tuition of pupils attending schools in other districts from those in which they reside during 1912-13. The rate of tuition and the necessity of paying tuition are supervised by the Commissioner. Where two districts fail to agree on a rate, the case is investigated and the facts are laid before the State Board of Education, who determine the proper rate to be charged.

COUNTY SUPERINTENDENTS' EXPENSE ACCOUNTS AND ORDERS.—Each County provides $350.00 to be used by the County Superintendent in meeting the actual expenses in performing his duties and each County Superintendent is required by law to submit his expense account for each quarter of the year to the Commissioner of Education, to be certified as correct to the State Board of Education. The orders on the County Collector for the payment of each quarterly expense account are issued by the Commissioner.

PURCHASING DEPARTMENT.—All orders for stationery, blanks and forms, printed pamphlets, educational books and magazines, office sup-

You Are Viewing an Archived Copy from the New Jersey State Library

plies and labor saving devices to be paid for by State Appropriation, are issued by the Chief Clerk and signed by the Commissioner of Education. Copies of orders, receipts, bills and correspondence are filed in this office. All articles purchased are received and distributed by the Chief Clerk. The annual requisition for blanks and forms and stationery sent to the Comptroller on May 1st, is made out by the Chief Clerk and approved by the Commissioner.

DEPARTMENT BOOKKEEPING SYSTEM.—Accounts of all moneys appropriated by the Legislature to be paid out on the order of the Commissioner are kept by the Business Division of the Department and proper records with correspondence files are maintained. All expense accounts, bills and claims against the various appropriations are inspected, checked and certified by the Chief Clerk to the Commissioner for his signature.

EIGHTH GRADE EFFICIENCY TESTS.—14,996 pupils took these examinations during 1913. The printed questions, envelopes, record forms, etc., were distributed to the various examination centers throughout the State on the dates set for examination. The records of these examinations are received from the County Superintendents of Schools and totalled in this office before going to the Commissioner.

STATE MANUAL TRAINING AID PAYMENTS.—$190,000 was paid to school districts during the school year of 1912-13 as State Aid to assist in the introduction and continuance of Manual Training in the schools of the State. The law provides that "Wherever in any school district there has been raised either by special tax or subscription or both, a sum not less than $250.00, the State will duplicate the amount, provided not more than $5,000.00 shall be issued to any one district in one year." Courses of study must be approved by the State Board of Education and special reports must be made each year by the districts receiving State Aid before additional payments can be made.

STATE AID FOR EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS —All orders for State Aid for Evening Schools for Foreign-born Residents are certified by the Chief Clerk to the Commissioner for his signature in the same manner as State Aid Orders for Manual Training, with the exception that the amount of money to be paid to a school district must be approved by the State Board of Education.

BUSINESS EFFICIENCY AND OFFICE SYSTEM.—The employees' hours of work, the business systems, correspondence files, and the number of

You Are Viewing an Archived Copy from the New Jersey State Library

clerical assistants for the entire Department are provided and supervised by the Chief Clerk. The office hours are from 9.00 A. M. to 5.00 P. M.; Saturdays from 9.00 A. M. to 12.00 M. One hour and fifteen minutes is allowed for noon recess. The large amount of correspondence carried on by the Department is filed systematically and within easy and quick access. The labor saving devices used and all matters pertaining to the quick and accurate handling of the work, come within the direction of the Chief Clerk, acting under the orders of the Commissioner of Education.

SCHOOL LIBRARIES.

An appropriation of $7,000 for school libraries was made by the Legislature.

This appropriation is distributed among the school districts on the basis of $10.00 to each school building in the State. The law grants this aid only when a district has raised in some way an equal amount. Before a warrant can be drawn a list of proposed purchases must be submitted, examined, checked and approved by this Department. This list must be accompanied by a requisition from the district clerk approved by the County Superintendent.

Often several letters must be written in connection with each case. A careful card index is kept as no district can receive aid more than once a year. In spending the money the local district clerk must account to this Department for all the money raised for library purposes. In addition to the above a detailed report of the library work must be made each year to this Department. Questions of the consolidation of districts sometimes arise which require much time to adjust.

Each year approximately seven hundred warrants must be drawn in accordance with the requirements of the law. In addition, a carefully graded list of approved books for use in libraries has been prepared which must be revised and kept up to date. There is also a heavy correspondence with superintendents, principals and teachers asking for advice along library lines. This is made much heavier because of the constant change in teachers.

THE NEED OF ADEQUATE OFFICE ROOMS.—The office space available for the Business Division of the Department on the second and third floors of the building at 127 W. State Street is inadequate, un-

You Are Viewing an Archived Copy from the New Jersey State Library

healthful and unsuitable for a Division of an important Department of the government of the State of New Jersey. The work of the Department is as important as the work of any other Department under the jurisdiction of the State and the law specifically states that sufficient office room shall be assigned to the Department. This has not been done. A private office is needed for the Chief Clerk who has been assigned the duties of carrying out the work of the Commissioner as included in the Business Division. Another room is needed for the Assistant Chief Clerk and the Mail Clerk. A third room is needed for the clerk in charge of statistics and accounting matters, which room might be used by two stenographers. A fourth room is needed for two stenographers, eight short term register examiners and three extra short term accountants. A fifth room is needed for the Inspector of Buildings, the Inspector of Accounts and a stenographer. These rooms must be secured before the work of this branch of the Department can be satisfactorily cared for. A sixth room is needed for the filing of the office stock of the blanks and forms which must be within easy access of the shipping clerk and all the employees of the Department. This room need not be within the suite occupied by the Department, but should be immediately adjacent. Adequate vault room is also necessary for the filing of important papers and records which the Department is obliged to keep, following the demands of the law. At the present time insufficient vault space has been provided, and hallways, corridors, and every available space in the rooms are used for filing and storage purposes.

You Are Viewing an Archived Copy from the New Jersey State Library

Statistical Report

For the School Year
Beginning July 1, 1912, and ending June 30, 1913

For the information of those not familiar with the working detail of the public school system of the State of New Jersey, the grouping of the receipts, showing the sources from which the money was derived, and of the disbursements, showing the purposes for which the money was expended, is given for the school year beginning July 1, 1912, and ending June 30, 1913, with explanatory notes in regard to the sources of income.

SOURCES OF INCOME.

Moneys for the support of the public schools are derived from the following sources:

1. Income of State School Fund. ($200,000.00)
2. Appropriation from State Fund. ($315,300.48)
3. Appropriation from State Railroad Tax. ($3,620,415.27)
4. State School Tax. ($5,858,522.72)
5. Interest on Surplus Revenue Fund. ($28,598.50)
6. Local Appropriations. ($8,738,414.30)
7. Other Sources. ($645,874.58)

STATE SCHOOL FUND.—This Fund is derived principally from the sale and lease of lands "belonging to this State and now or formerly lying under water." The Constitution provides that this Fund shall be kept securely invested and the income used only for the support of public schools. The Trustees of the School Fund are the Governor, Attorney General, Secretary of State, State Comptroller, State Treasurer, and Commissioner of Education. The principal of the Fund is $5,699,950.45. The income is apportioned among the several counties "on the basis of the aggregate number of days' attendance of all pupils attending the public schools during the year preceding that for which the appropriation shall be made." The amount paid to the public schools for the school year 1912-1913 was $200,000.

You Are Viewing an Archived Copy from the New Jersey State Library

STATE FUND.—This Fund is available for general State purposes and the amount available for school purposes is determined by the appropriation bills passed by the Legislature each year. The following table shows the purposes for which the appropriation from this fund was available, and the amount expended for each purpose:

Expenses State Board of Education	$2,330.60
Expenses State Board of Examiners	10,300.01
Manual Training courses in public schools	176,437.09
Free School Libraries	4,939.58
Teachers' Libraries	200.00
Teachers' Institutes	4,000.00
Summer School for Teachers at Cape May	2,000.00
Practice Teaching for pupils in State Normal Schools	10,991.37
Expenses Teachers' Retirement Fund	9,251.05
Expenses State School Fund	3,190.05
Reduction of State School Tax	100,000.00
	$323,639.75

The amount of State moneys expended for Manual Training, Free School Libraries and Teachers' Libraries is determined by the amount raised in the districts for such purposes. The State pays to each district a sum equal to that raised in the district for Manual Training, provided the amount paid by the State to any district shall not be more than $5,000, nor less than $250 in any year. The amount of State aid to a school for the maintenance of its free school library is $20 for the first payment and $10 for each subsequent payment. Not more than one payment can be made in any year, and the payment is conditional upon the raising of a like amount in the district in which the school is situate.

The conditions for the payment of the State aid for Teachers' Libraries are the same as for Free School Libraries, except that only one library may be established in a county and that the first payment is $100 and each subsequent payment $5.

STATE RAILROAD TAX.—What is known as "Main stem" or "first class" railroad property is taxed by the State for State purposes, the rate of tax being the average of all the local tax rates in the State. Of the total amount of this tax the State retains for general expenses a sum equal to one-half of one per cent. of the total value of the "main stem" property. The balance is appropriated for public school purposes. The amount received for school purposes from this source for the year 1912-1913 was $3,620,415.27.

You Are Viewing an Archived Copy from the New Jersey State Library

After deducting the amounts appropriated by the Legislature for certain purposes the balance is distributed among the several counties on the basis of their respective ratables.

The following is a detailed statement of the expenditures from this fund for the year 1912-1913:

Expenses Department of Public Instruction	$64,785.91
Salaries of County Superintendents	53,172.10
Expenses State Normal Schools	137,698.22
Expenses School for the Deaf	63,323.57
Expenses Manual Training and Industrial School for Colored Youth	28,346.19 30,169.22
Evening Schools for Foreign-born residents	2,000.00
Revision of school house plans	321.77
Legislative Manuals distributed among schools	2,500.00
Current expenses of the public schools	3,238,098.29
	$3,620,415.27

The moneys received by the school districts from this source are available for any of the current expenses of the schools, but cannot be used for the purchase of land or for building or repairing school houses.

STATE SCHOOL TAX.—The rate of the State School Tax, as fixed by law, is two and three-fourths mills, but this rate is decreased by the appropriation of $100,000 from the State Fund, and the amount of tax collected was $5,858,522.72. Ninety per cent. of the tax paid by a county to the State is returned to it, and ten per cent. of the total tax constitutes the Reserve Fund which is apportioned among the several counties in the discretion of the State Board of Education.

INTEREST OF SURPLUS REVENUE.—The Surplus Revenue is the amount received by the State from the United States. In 1836 when there was a surplus in the United States Treasury, which was divided among the States, New Jersey received $764,670.44, and the Legislature divided said amount among the then existing counties. Union County was set off from Essex County in 1857, and did not receive any portion of this money. The law dividing this money among the counties provided that the principal should be kept securely invested. Each county gave its bond to the State promising to return the amount it received whenever the State was called upon to return to the United States the amount received by it. These bonds are still in the custody of the

You Are Viewing an Archived Copy from the New Jersey State Library

State. In six counties the principal has disappeared and it is impossible to discover what use was made of it. In the other fifteen counties the interest is apportioned among the school districts on the basis of the aggregate days' attendance in the public schools. The amount of interest is $28,598.50.

LOCAL APPROPRIATIONS

(a) County appropriation.
(b) District appropriation for current expenses.
(c) District appropriation for purchase of land and erection and repair of school buildings.
(d) District tax for special purposes.
(e) Sale of bonds for purchase of land and erection of school houses.

The County appropriation is available for expenses incurred by the County Superintendent in visiting schools and for his clerical and other office expenses. The amount expended for these purposes was $7,242.80.

In township, town and borough school districts the amount of local appropriations is fixed by direct vote of the people. In a city district the Board of Education submits its budget to the Board of School Estimate which is composed of two members of the Board of Education, two members of the Common Council or other body having the power to make appropriations for municipal purposes, and the chief executive officer of the municipality. The Common Council or other body having the power to make appropriations must raise for school purposes the amount fixed by the Board of School Estimate.

The following table gives in detail the amounts raised by local appropriations:

Current Expenses	$5,867,035.57
Special purposes, including Manual Training and School Libraries	284,327.77
Purchase of land and erection and repair of school houses	1,138,033.86
Payment of bonds and interest on bonds	1,441,372.74
Sale of bonds	4,886,625.70
	$13,617,395.64

OTHER SOURCES.—This includes tuition fees, subscriptions for Manual Training, Teachers' Libraries and School Libraries, rent, in-

You Are Viewing an Archived Copy from the New Jersey State Library

terest, etc. The amount received from these items was $646,276.14. The following is a summary of the receipts:

Balance		$4,493,188.50
Received from	State School Fund	200,000.00
"	State Fund	315,300.48
"	Railroad Tax	3,620,415.27
"	State School Tax	5,858,522.72
"	Surplus Revenue	28,598.50
"	County Appropriations	7,242.80
"	District Appropriations for current expenses	5,867,035.57
"	District Appropriations for Manual Training, School Library	284,327.77
"	District appropriations for land and buildings	1,138,033.86
"	District appropriations for bonds and interest	1,441,372.74
"	sale of bonds	4,886,625.70
"	other sources	646,276.14
Total amount available		$28,786,940.05

The total amount apportioned to a county from the income of the State School Fund, the State Fund, the State School Tax, the Railroad Tax and the interest of the Surplus Revenue, is apportioned among the several districts as follows:

First: $600 for the city superintendent or supervising principal.

Second: $500 for each teacher employed in a special class for blind or deaf children, or for children who are mentally three years or more below the normal.

Third: $400 for each assistant superintendent or supervisor and for each permanent teacher in a high school having a four years' course of study.

Fourth: $300 for each permanent teacher in a high school having a three years' course of study.

Fifth: $200 for each permanent teacher in any school except those above described.

Sixth: $80 for each temporary teacher and for each teacher in an evening school; provided, such teacher has been employed not less than four months.

Seventh: $25 for each pupil attending a high school in a district other than the one in which he resides and for whom a tuition fee is paid by the district in which he resides, and $5 for each pupil below the high school grade on like conditions.

Eighth: Seventy-five per cent of the amount paid by a district for the transportation of pupils to and from school.

You Are Viewing an Archived Copy from the New Jersey State Library

(Teachers in manual training classes, supported in part by a special appropriation by the State, are not included in the apportionment.)

Ninth: The amount remaining of the total sum apportioned to a county is divided among the several districts on the basis of the total days' attendance of all pupils enrolled in the public schools.

The apportionment by the County Superintendent is based on the number of teachers employed, the total days' attendance and the sums paid for tuition and transportation of pupils during the year preceding that for which the apportionment is made.

The moneys received from the above sources cannot be used for the purchase of land, the erection or repair of school buildings, or the purchase of furniture or other equipment. The sums needed for these purposes must be raised by local appropriations. The districts may also make local appropriations for current expenses.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
RECEIPTS—FINANCIAL.					
Balance on hand July 1, 1912 (Money in the hands of the district custodians of school moneys at the beginning of the school year)		$4,493,188.50	$5,514,869.78	$1,021,681.28 D	.18 D
Amounts appropriated by the Legislature and received from the State for School purposes:					
Expenses of State Board of Education	$2,330.60				
Department of Public Instruction:					
Salary, Commissioner	10,000.00				
" Four Assistants	17,141.13				
" Inspector of Buildings	2,000.00				
" Inspector of Accounts	2,000.00				
Clerical Services	14,647.34				
Blanks and Stationery	11,000.00				
Incidental Expenses	7,997.44				
Legislative Manuals	2,500.00				
Revision of Plans	321.77				
County Superintendents' Salaries	53,172.10				
State Board of Examiners	10,300.01				
Manual Training, State Aid	168,218.08				
Free School Libraries, State Aid	4,819.32				
Teachers' Libraries, State Aid	200.00				
Evening Schools for Foreign-born residents, State Aid	2,000.00				

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
Teachers' Institutes	4,000.00				
Summer Courses in Agriculture, Cape May	2,000.00				
State Normal School at Trenton:					
Maintenance	67,999.85				
Repairs	7,999.08				
Practice Teaching	5,000.00				
State Normal School at Montclair:					
Maintenance	61,699.29				
Practice Teaching	5,991.37				
New Jersey School for the Deaf:					
Maintenance	60,249.00				
New dormitory	28,346.19				
Furnishing new dormitory	3,074.57				
Manual Training and Industrial School for colored Youth:					
Maintenance	29,919.22				
Addition to carpenter shop	250.00				
School Fund Expenses	3,190.05				
Teachers' Retirement Fund:					
Clerical Services	2,600.00				
Blanks and Stationery	500.00				
Expenses	6,151.05				
Reduction of State School Tax	100,000.00				
		$697,617.46	$791.046.35	*$93,428.89 D	.11 D
Amount appropriated from State School Fund		200,000.00	200,000.00		

*In 1911-12 the actual appropriations were used as receipts instead of the actual amount received from the Treasurer.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
Amount of State School Tax		5,858,522.72	5,526,220.09	332,302.63 I	.06 I
Railroad Fund		3,238,098.29	2,543,984.39	694,113.90 I	.27 I
Amount of District Tax:					
Current expenses	$5,867,035.57				
Manual Training	281,442.02				
Purchase-improvement of grounds	47,636.25				
School libraries	2,885.75				
School buildings	965,018.78				
Toilets	14,490.58				
Temporary loans (authorized by vote of people)	110,888.25				
For payment of bonds due and to sinking fund	506,379.21				
For payment of interest on bonds	934,993.53				
		8,730,769.94	7,860,436.49	870,333.45 I	.11 I
Other Sources:					
Subscriptions for Manual Training	$6,363.63				
Subscriptions for School Libraries	4,806.17				
**Received from tuition fees	295,861.66				
Interest on Deposits	42,761.42				
All other Sources	178,656.59				
Rent of auditorium	8,455.09				
Sale of school books	1,864.71				
Defacement of property	9,548.14				
		548,317.41	461,654.55	86,662.86 I	.18 I

**Tuition fees as reported show a duplication of receipts as between districts as the money is raised and paid by one district to another district whose books also show its receipts and expenditures.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Interest on Surplus Revenue	$28,598.50	$28,729.87	$131.37 D	.004D
Re-apportioned balances (By Co. Supts.)	201.56			
Amount raised in districts for Teachers' Libraries	200.00	150.00	50.00 I	.33 I
Appropriated by counties for expenses of County Superintendents	7,242.80	7,350.00	107.20 D	.01 D
Farnum School		3,065.48		
Trenton Normal School-board and tuition	***97,557.17			
	$23,900,314.35	$22,937,507.00	$962,807.35 I	.04 I
Received from sale of bonds for new buildings	4,886,625.70	3,498,498.55	1,388,127.15 I	.39 I
Total money available	$28,786,940.05	$26,436,005.55	$2,350,934.50 I	.08 I
Less balance on hand July 1, 1912 $4,493,188.50				
Less amount received from sale of bonds for sites and new buildings 4,886,625.70				
Less tuition duplication 147,930.83	9,527,745.03			
Actual amount of money received from the State and Tax payers during the school year of 1912-13	$19,259,195.02			
DISBURSEMENTS.				
From State Appropriation:				
Expenses State Board of Education	2,330.60	1,444.36	886.24 I	.61 I
Expenses Department of Public Instruction:				
Commissioner of Education $10,000.00				

***This amount includes what the students paid for board.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
Four assistants	17,141.13				
Inspector of Buildings	2,000.00				
Inspector of Accounts	2,000.00				
Blanks and Stationery	11,000.00				
Clerical Services	14,647.34				
Incidental expenses:					
Express	$968.73				
Office supplies	1,027.94				
Postage	1,485.44				
Publications	46.19				
Telegraph	78.47				
Telephone	397.55				
Traveling expenses	3,465.83				
Extra help, phamphlets, etc.	527.29				
	$7,997.44				
		$64,785.91	$55,707.17	$9,078.74 I	.16 I
Salaries of County Superintendents		53,172.10	42,000.00	11,172.10 I	.26 I
Expenses of County Superintendents		7,242.80	7,093.69	149.11 I	.02 I
Expenses of State School Fund		3,190.05	4,067.28	877.23 D	.21 D
Expenses of State Board of Examiners		10,300.01	5,934.62	4,365.39 I	.73 I
Teachers' Institutes		4,000.00	2,500.00	1,500.00 I	.60 I
Legislative Manuals, for use in schools		2,500.00	2,500.00		
Teachers' Retirement Fund:					
Clerical Services	$2.600.00				
Blanks and stationery	500.00				
Expenses	6,151.05				
		9,251.05	7,296.45	1,954.60 I	.26 I
Revision of plans of school buildings		321.77		321.77 I	

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
State Normal School at Trenton:				
Current expenses	$173,556.10	$175,721.35	$2,165.25 D	.01 D
Practice Teaching	5,000.00	4,350.00	650.00 I	.14 I
State Normal School at Montclair:				
Current Expenses	61,699.29	52,524.01	9,175.28 I	.17 I
Practice Teaching	5,991.37	4,991.97	999.40 I	.20 I
New Jersey School for the Deaf:				
Maintenance	60,249.00	63,560.02	3,311.02 D	.05 D
New dormitory	28,346.19		28,346.19 I	
Furnishing new dormitory	3,074.57		3,074.57 I	
Industrial School for Colored Youth:				
Maintenance	29,919.22	25,212.14	4,707.08 I	.18 I
Addition to carpenter shop	250.00		250.00 I	
Summer Schools for Training Teachers in Agriculture and Home Economics	2,000.00	2,000.00		
Evening Schools for Foreign-born Residents	2,000.00	4,000.00	2,000.00 D	.50 D
ADMINISTRATION—SCHOOL DISTRICTS.				
Boards of Education expenses	122,943.35			
Salaries of District Clerks $103,899.48				
Expenses 21,445.09				
	125,344.57	156,795.17	31,450.60 D	.20 D
Attendance officers, salary $73,992.81				
Expenses 2,087.42				
	76,080.23	66,403.01	9,677.22 I	.14 I
Medical Inspectors, salary $170,858.92				
Expenses 13,047.61				
	183,906.53	156,155.06	27,751.47 I	.17 I

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
INSTRUCTION—SCHOOL DISTRICTS.					
Teachers' Salaries (not including Manual Training teachers)		10,935,315.75	10,087,509.14	847,806.61 I	.08 I
Textbooks		405,855.18	408,046.19	2,191.01 D	.005D
Supplies consumed in instruction		392,010.63	395.123.73	3,113.10 D	.007D
Incidental expenses		363,398.25			
Other school expenses		316,575.83	968,993.03	289,018.95 D	.29 D
Teachers' Libraries (including $200 from State)		400.00	300.00	100.00 I	.33 I
School Libraries (including $4,939.58 from State)		25,433.89	35,218.53	9,784.64 D	.27 D
Manual Training:					
Salaries	$312,497.85				
Supplies	89,613.62				
Repairs—replacements	13,956.33				
New equipment	36,213.65				
From subscriptions	6,946.14				
		459,227.59	366,119.10	93,108.49 I	.25 I
OPERATION OF SCHOOL PLANT—SCHOOL DISTRICTS.					
Janitors, engineers and helpers wages	$938,546.82				
Supplies	97,893.01				
		1,036,439.83	849,907.99	186,531.84 I	.21 I
Fuel		509,073.27	466,365.49	42,707.78 I	.09 I
Water and Light		128,027.37			
Insurance		103,806.86	97,096.80	6,710.06 I	.06 I
TRANSPORTATION OF PUPILS—SCHOOL DISTRICTS.					
Within the district	$100,845.93				
To other districts	186,602.35				
		287,448.28	222,083.32	65,364.96 I	.29 I

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
TUITION OF PUPILS—SCHOOL DISTRICTS.				
In other districts	281,264.57	233,385.84	47,878.73 I	.20 I
LAND AND BUILDINGS—SCHOOL DISTRICTS.				
Land purchases	632,875.68			
Building, enlarging school houses	3,944,411.03	4,435,810.15	141,476.56 I	.03 I
Ordinary repairs to school houses	441,756.41	439,968.70	1,787.71 I	.004I
Extraordinary repairs to school houses	520,992.21	195,399.53	325,592.68 I	1.66 I
Furnishing school houses	155,391.92	264,174.24	108,782.32 D	.41 D
Toilets	14,265.79	5,191.82	9,073.97 I	1.74 I
Interest on bonds outstanding	1,001,849.19	1,097,479.10	95,629.91 D	.08 D
Payment of bonds due	459,926.08	368,567.88	91,358.20 I	.24 I
Leasing school buildings	16,784.45	15,986.41	798.04 I	.04 I
OTHER CHARGES—SCHOOL DISTRICTS.				
Interest on temporary loans	212,160.21	42,024.96	170,135.25 I	4.04 I
Farnum school		5,565.48		
Total Expenditures	$23,682,144.98	$21,840,573.73	$1,841,571.25 I	.08 I
Less amount expended from proceeds of sale of bonds $4,672,538.77				
Less tuition duplication 281,264.57	4,953,803.34			
Actual cost of the schools to State and tax payers for the year 1912-13	$18,728,341.64			
Balance reported remaining with custodians of school moneys on June 30, 1913	5,104,795.07			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

		1912-1913	1911-1912	Increase or Decrease	Percent.
COST OF EDUCATION.					
Based on expenses of maintaining the public schools.					
Teachers' Salaries	$10,935,315.75				
Fuel	509,073.27				
Janitors, engineers wages	938,546.82				
Janitors, engineers supplies	97,893.01				
Water and light	128,027.37				
Text books	405,855.18				
Supplies consumed in instruction	392,010.63				
Transportation of pupils	287,448.28				
Medical Inspection	183,906.53				
Attendance Officers	76,080.23				
Insurance	103,806.86				
District Clerks' salaries	103,899.48				
District Clerks' expenses	21,445.09				
Incidental Expenses	363,398.25				
Expenses of local boards of education	122,943.35				
Ordinary repairs to school houses	441,756.41				
Other school expenses	316,575.83				
Current expenses		$15,427,982.34	$14,314,447.63	$1,113,534.71 I	.07 I
Average yearly cost per pupil based on total enrollment in day schools		32.21	31.17	1.04 I	.03 I
Average yearly cost per pupil based on attendance in day schools		40.81	39.83	.98 I	.02 I

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
ENROLLMENT AND ATTENDANCE—DAY SCHOOLS ONLY.				
Number of boys enrolled in day schools	241,459	231,218	10,241 I	.04 I
Number of girls enrolled in day schools	237,476	227,971	9,505 I	.04 I
Total enrollment in day schools	478,935	459,189	19,746 I	.04 I
*Total number of days present—day schools	69,177,064	65,396,211	3,780,853 I	.05 I
Average daily attendance—day schools	378,017	359,319	18,698 I	.05 I
Average attendance of each pupil	144 days	142 days	2 days I	.01 I
Possible number of days attendance	77,668,046	74,078,597	3,589,449 I	.04 I
Total number of days absent	8,490,982	8,682,386	191,404 D	.02 D
Average absence of each pupil	18 days	19 days	1 day D	.05 D
Percent of attendance	.89	.882	.008 I	
ENROLLMENT AND ATTENDANCE.				
Total attendance in day and evening schools including all allowances as per law (not actual attendance)	70,510,551	66,420,395	4,090,156 I	.06 I
Total number of times tardy	576,568	584,487½	7,919½D	.01 D
The sum of the number of teaching sessions as reported in all registers	4,073,257	3,709,367	363,890 I	.09 I
Average number of cases of tardiness per session	.14154	.15757		
Number of pupils neither absent nor tardy	16,368	15,902	466 I	.02 I

*Corrected figures. Uncorrected figures given in State Table of Attendance as reported in County Superintendents' reports.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Number of sessions truant	43,635½	65,599½	21,964 D	.33 D
Total number of days transported	1,253,322½	981,109½	272,213 I	.27 I
Number of pupils transported from other districts for whom the cost of transportation is paid	5,397	4,349	1,048 I	.24 I
Pupils enrolled who have attended public schools in other districts in State during present school year	15,485	13,790	1,695 I	.12 I
Number of cases of suspension or expulsion during the school year	1,923	2,065	142 D	.06 D
Total number of pupils enrolled in kindergarten	33,626	31,945	1,681 I	.05 I
Total number of pupils enrolled in grades I-IV	239,642			
Total number of pupils enrolled in grades V-VIII	128,775			
Total number of pupils enrolled in grades IX-XII	33,142			
Total number of pupils enrolled in rural schools, one room	*26,836			
Total number of pupils enrolled in rural schools, two rooms	*15,238			
Total number of pupils enrolled in subnormal classes	*1,426			
Total number of pupils enrolled in classes for the blind	*18			
Total number of pupils enrolled in training classes	*158			
Total number of pupils enrolled in classes for the deaf	*74			
Number of children the public schools will seat	474,951	468,410	6,541 I	.01 I
EVENING SCHOOLS.				
Number of evenings the schools were maintained including legal holidays and institute days	73			
Total number of male pupils enrolled	22,909	21,701	1,208 I	.05 I

*Reported in grades I-XII in 1911-1912.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Total number of female pupils enrolled	14,412	12,616	1,796 I	.14 I
Total number of pupils enrolled in evening schools	37,321	34,317	3,004 I	.08 I
Total attendance (1 night—½ day)	560,259	487,852	72,407 I	.14 I
Total number of male teachers	397	329	68 I	.20 I
Total number of female teachers	576	525	51 I	.09 I
Total number of teachers employed in evening schools	**973	854	119 I	.13 I
Average salary per week (4 nights) paid to male teachers	10.48	10.15	.33 I	
Average salary per week (4 nights) paid to female teachers	8.92	9.52	.60 D	
Amount expended for salaries of janitors	$14,749.59	$12,984.97	$1,764.62 I	.13 I
COLORED SCHOOLS.				
Number of buildings used exclusively for colored pupils	45	41	4 I	.09 I
Number of colored teachers employed	150	113	37 I	.32 I
Average annual salary of each	605.59	547.11	58.48 I	.10 I
Total number of pupils enrolled in above	*6,810			
PRIVATE SCHOOLS.				
Total number of pupils enrolled	62,145	43,563	18,582 I	.42 I
Average daily attendance	54,434	17,524	36,910 I	2.10 I
Number of Sectarian schools	*161			
Number of non-sectarian schools	*104			

*Reported in Grades I-XII in 1911-1912.

**Includes 10 teachers for foreign-born evening schools.

***Not reported last year.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
NUMBER OF TEACHERS.				
Male	1,928	1,753	175 I	.09 I
Female	12,347	11,753	594 I	.05 I
Total	**14,275	13,506	769 I	.05 I
SUPERINTENDENTS.				
Male	34	34		
ASSISTANT SUPERINTENDENTS.				
(An assistant superintendent is one who stands in very intimate relation to Superintendent whose duties are mainly connected with supervision of instruction and general oversight of system under direction of Co. Superintendent.)				
Male	4	4		
Female	2	5	3 D	
Total	6			

*Not reported last year.

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

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
SUPERVISING PRINCIPALS.				
(Approved)				
Male	82			
Female	3			
Total	*85			
(Unapproved Supervising Principals.)				
(Those who devote their time to administration and supervision of instruction of a school or group of schools.)				
Male	280			
Female	161			
Total	*441			
SUPERVISORS.				
(Those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals.)				

*Not reported last year.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Male	6	43	37 D	
Female	18	104	86 D	
Total	24			
SPECIAL SUPERVISORS.				
(Those who assist teachers in matters pertaining to instruction in special subjects.)				
Male	35	13	22 I	
Female	146	54	92 I	
Total	181			
TEACHERS RURAL SCHOOLS.				
(One Room.)				
(A rural school is one located either in open country or village. Majority of whose pupils are children of farmers.)				
Male	130	138	8 D	
Female	670	688	18 D	
Total	800			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
TEACHERS RURAL SCHOOLS.				
(Two Room.)				
(Teachers considered in one and two room school totals not considered in grade teachers totals.)				
Male	71	67	4 I	
Female	377	310	67 I	
Total	448			
KINDERGARTEN TEACHERS.				
Female	570	555	15 I	
ELEMENTARY TEACHERS—GRADES I-IV.				
Male	13	11	2 I	
Female	5,268	5,046	222 I	
Total	5,281			
ELEMENTARY TEACHERS—GRADES V-VIII.				
Male	240	241	1 D	
Female	3,158	3,093	65 I	
Total	3,398			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
HIGH SCHOOL TEACHERS—GRADES IX-XII.				
Male	493	425	68 I	
Female	867	805	62 I	
Total	1,360			
SHORT TERM TEACHERS.				
(A teacher teaching not less than 4 months but not for the full term.)				
Male	9	5	4 I	
Female	22	22		
Total	31			
SPECIAL TEACHERS—SUBSTITUTE.				
(A teacher teaching less than 4 months to be classed as a substitute teacher.)				
Male	1		1 I	
Female	38	69	31 D	
Total	39			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
SPECIAL TEACHERS—UNGRADED AND BACKWARD CLASSES.				
Male	3			
Female	65			
Total	*68			
SPECIAL TEACHERS—TEACHER CLERKS.				
(A regularly certified teacher used as temporary substitute and general assistant to the principal.)				
Male	21	19	2 I	
Female	131	110	21 I	
Total	152			
MANUAL TRAINING TEACHERS.				
(Include Supervisors and Teachers.)				
Male	107	74	33 I	
Female	185	133	52 I	
Total	292			

*Not reported last year.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
EVENING SCHOOL TEACHERS.				
(Teachers considered in day school totals and teaching in evening schools.)				
Male	397	329	68 I	
Female	566	525	41 I	
Total	963			
SPECIAL TEACHERS—DEFECTIVE CLASSES.				
Male	2	7	5 D	
Female	100	73	27 I	
Total	102			
Trained teachers, male and female	10,470	9,436	1,034 I	
Untrained teachers, male and female	3,805	4,070	265 D	
SALARIES OF TEACHERS.				
Average salary per year paid to all teachers	$816.38	$760.83	$55.55 I	.07 I
Average salary per month paid to all teachers	90.71	83.17	7.54 I	.09 I
Average salary per year paid to Superintendents	3,429.42	3,270.58	158.84 I	.04 I
Average salary per year paid to Assistant Superintendents: Male	4,000.00	3,400.00	600.00 I	.17 I

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Female	$1,375.00	$1,360.00	$15.00 I	.01 I
Average salary per year paid to Approved Supervising Principals:				
Male	*1,577.47			
Female	*1,633.33			
Average salary per year paid to Unapproved Supervising Principals:				
Male	*2,228.57			
Female	*1,459.34			
Average salary per year paid to Supervisors:				
Male	1,041.67	1,266.46	224.79 D	.17 D
Female	1,472.22	997.16	475.06 I	.47 I
Average salary per year paid to Special Supervisors:				
Male	1,317.55	1,200.76	116.79 I	.09 I
Female	963.13	957.40	5.73 I	.005I
Average salary per year paid to rural school teachers—one room:				
Male	519.87	500.25	19.62 I	.03 I
Female	455.56	442.88	12.68 I	.02 I
Average salary per year paid to rural school teachers—two room:				
Male	645.58	615.19	30.39 I	.04 I
Female	505.95	492.57	13.38 I	.02 I
Average salary per year paid to Kindergarten teachers:				
Female	735.75	716.07	19.68 I	.02 I

*Not reported in 1911-1912 report.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Average salary per year paid to Elementary teachers—Grades I-IV:				
Male	$677.23	$650.68	$26.55 I	.04 I
Female	719.18	670.65	48.53 I	.07 I
Average salary per year paid to Elementary teachers—Grades V-VIII:				
Male	913.82	889.10	24.72 I	.02 I
Female	817.10	781.69	35.41 I	.04 I
Average salary per year paid to High School teachers—Grades IX-XII:				
Male	1,492.99	1,436.41	56.58 I	.03 I
Female	960.43	944.39	16.04 I	.01 I
Average salary per year paid to Short term teachers:				
Male	571.11	211.00	360.11 I	1.70 I
Female	374.85	339.09	35.76 I	.10 I
Average salary per year paid to Special teachers—substitute:				
Male	*720.00			
Female	619.95	498.22	121.73 I	.24 I
Average salary per year paid to Special teachers—ungraded and backward classes:				
Male	*1,033.33			
Female	*748.92			
Average salary per year paid to Special teachers—teacher clerks:				
Male	1,376.19	1,123.68	252.51 I	.22 I
Female	831.23	812.94	18.29 I	.02 I

*Not reported in 1911-1912 report.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Average salary per year paid to Manual Training teachers:				
Male	$1,208.69	$1,255.49	$46.80 D	.03 D
Female	906.30	895.69	10.61 I	.01 I
Average salary per year paid to Evening school teachers:				
Male	269.17	286.45	17.28 D	.06 D
Female	208.21	202.31	5.90 I	.02 I
Average salary per year paid to teachers for defective classes:				
Male	912.50	864.28	48.22 I	.05 I
Female	880.53	862.04	18.49 I	.02 I
TEACHERS CERTIFICATES.				
State certificates:				
Elementary:				
Limited	1,685			
Permanent	229			
Secondary:				
Limited	451			
Permanent	38			
Supervisors:				
Limited	17			
Permanent	24			
Limited Special	321			
First Grade	382			
Second Grade	3,048			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
Third Grade	534			
Special	200			
County Certificates:				
First Grade	694			
Second Grade	692			
Third Grade	516			
Special	154			
City Certificates:				
First Grade	2,148			
Second Grade	1,776			
Third Grade	239			
Special	164			
Number of certificates not including Evening School Teachers	13,312			
EXPERIENCE AND TERM OF SERVICE OF TEACHERS.				
One year or less	1,418			
Between 1 and 5 years	4,246			
Between 5 and 10 years	3,014			
Between 10 and 15 years	1,706			
Between 15 and 20 years	1,167			
Between 20 and 25 years	704			
Between 25 and 30 years	489			
Between 30 and 35 years	321			
Between 35 and 40 years and over	247			
Total number of teachers not including evening school teachers	13,312			

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
SCHOOL TERM.				
Average time the schools were maintained	9 mos. 3 days	9 mos. 2 days	1 day I	
(A school month is 20 days.)	183 days	182 days	1 day I	
SCHOOL DISTRICTS, HOUSES, ETC.				
Number of school districts	472	462	10 I	.02 I
Number of school buildings	2,111	2,157	46 D	.02 D
Number of buildings owned	2,031	2,076	45 D	.02 D
Number of buildings rented	80	81	1 D	.01 D
Number of class rooms	12,078	11,524	554 I	.04 I
Number of buildings completed during year	41	98	57 D	.58 D
Number of buildings enlarged or remodelled during current year	62	68	6 D	.08 D
Number of one room buildings	869	869		
Number of two room buildings	300	295	5 I	.01 I
Number of three room buildings	94	61	33 I	.54 I
Number of four room buildings	170	155	15 I	.09 I
Number of five or more room buildings	*678			
Number of plans approved	250	128	122 I	.95 I
VALUATION OF SCHOOL PROPERTY.				
Total value of school property	$53,044,978.95	$52,806,161.51	$238,817.44 I	.004I
Average value of New Jersey school buildings	25,127.89	24,481.29	646.60 I	.02 I

*Not reported in 1911-1912 report.

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED:

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
MEDICAL INSPECTION.				
Number of Inspectors employed	549	524	25 I	.04 I
Average annual salary	234.47	220.84	13.63 I	.06 I
Per cent of pupils examined	.88	.89		
Visits made	52,910	34,587	18,323 I	.52 I
GRADUATES FROM FULL FOUR-YEAR HIGH SCHOOL COURSE.				
Fourteen years of age.				
Male	3	1	2 I	
Female	2	1	1 I	
Fifteen years of age.				
Male	31	27	4 I	
Female	37	40	3 D	
Sixteen years of age.				
Male	204	172	32 I	
Female	319	217	102 I	
Seventeen years of age.				
Male	475	339	136 I	
Female	751	602	149 I	
Eighteen years of age and over.				
Male	844	641	203 I	
Female	1,041	1,080	39 D	

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1912-1913	1911-1912	Increase or Decrease	Percent.
NUMBER OF GRADUATES WHO PROPOSE TO ENTER IN ANY OF THE FOLLOWING INSTITUTIONS.				
College of Technical schools.				
Male	628	548	80 I	
Female	271	203	68 I	
Law Schools.				
Male	46	32	14 I	
Female	2		2 I	
Medical Schools.				
Male	36	48	12 D	
Female	2	19	17 D	
Dental Schools.				
Male	46	20	26 I	
Female	1		1 I	
Training classes or training schools.				
Male	1	20	19 D	
Female	142	126	16 I	
Normal schools.				
Male	15	9	6 I	
Female	739	614	125 I	
Other Institutions.				
Male	37	55	18 D	
Female	99	232	133 D	
Graduates from Normal School at Trenton	251	101	150 I	
Graduates from Normal School at Montclair	132	111	21 I	

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1913-1914	1912-1913	Increase or Decrease	Percent.
APPROPRIATIONS.				
State School Tax	$6,196,868.27	$5,858,522.72	$338,345.55 I	.05 I
State appropriation to reduce State School Tax	100,000.00	100,000.00		
Total amount of 2¾ mill tax	6,296,868.27	5,958,522.72	338,345.55 I	.05 I
State School Fund appropriation	250,000.00	200,000.00	50,000.00 I	.25 I
Railroad Fund	2,953,847.64	2,759,844.27	194,003.37 I	.07 I
Interest on Surplus Revenue	26,524.10	28,729.87	2,205.77 D	.07 D
District School Tax	8,673,963.17	7,860,436.39	813,526.78 I	.10 I
State Normal School at Trenton:				
Current expenses	82,000.00	76,000.00	6,000.00 I	.07 I
Practice teaching	5,000.00	5,000.00		
State Normal School at Montclair:				
Current expenses	59,289.00	62,600.00	3,311.00 D	.05 D
Practice teaching	6,000.00	6,000.00		
New Jersey School for the Deaf:				
Current expenses	65,000.00	75,325.00	10,325.00 D	.13 D
Industrial School for Colored Youth:				
Current expenses	21,000.00	44,500.00	23,500.00 D	.52 D
State Board of Education	3,000.00	3,500.00	500.00 D	.14 D
Department of Public Instruction	65,000.00	65,000.00		
School Fund expenses	4,000.00	5,000.00	1,000.00 D	.20 D
Industrial Training	30,000.00	30,000.00		
Manual Training	150,000.00	190,000.00	40,000.00 D	.21 D
Evening School for Foreign-born residents	6,500.00	5,000.00	1,500.00 I	.30 I

You Are Viewing an Archived Copy from the New Jersey State Library

SUMMARY OF STATISTICS—CONTINUED.

For the School Year Beginning July 1, 1912 and Ending June 30, 1913.

	1913-1914	1912-1913	Increase or Decrease	Percent.
Summer Schools for training teachers in Agriculture and Home Economies	$8,000.00	$2,000.00	$6,000.00 I	3.00 I
County Superintendents' Salaries	63,000.00	42,000.00	21,000.00 I	.50 I
Free School Libraries	7,000.00	7,000.00		
Teachers' Libraries	200.00	200.00		
Teachers' Institute	4,000.00	4,000.00		
State Board of Examiners	10,500.00	10,500.00		
Legislative Manuals	2,500.00	2,500.00		
Expenses Teachers' Retirement Fund	8,600.00	8,300.00	300.00 I	.03 I
State Normal School at Newark	43,600.00		43,600.00 I	

You Are Viewing an Archived Copy from the New Jersey State Library

COMPARISON OF NUMBER OF TEACHERS FOR LAST TEN YEARS.

	Male		Female		Total		
1903-04	1052	24 I	7642	376 I	8694	400 I	.04 I
1904-05	1119	67 I	8038	396 I	9157	463 I	.05 I
1905-06	1107	12 D	8327	289 I	9434	277 I	.03 I
1906-07	1148	41 I	8863	536 I	10011	577 I	.06 I
1907-08	1106	42 D	9173	310 I	10279	268 I	.02 I
1908-09	1250	144 I	9985	812 I	11235	956 I	.09 I
1909-10	1483	233 I	10604	619 I	12087	852 I	.07 I
1910-11	1581	98 I	11159	555 I	12740	653 I	.05 I
1911-12	1753	172 I	11753	594 I	13506	766 I	.06 I
1912-13	1928	175 I	12347	594 I	14275	769 I	.05 I

FOR MONEY PAID IN SALARIES TO TEACHERS.

1903-04	$4,896,882.83	$322,033.50 I	.07 I
1904-05	5,208,838.19	311,955.36 I	.06 I
1905-06	5,601,049.14	392,210.95 I	.07 I
1906-07	6,181,475.13	580,425.99 I	.09 I
1907-08	7,165,068.04	983,592.91 I	.13 I
1908-09	8,071,177.45	906,109.41 I	.11 I
1909-10	8,647,804.14	576,626.69 I	.07 I
1910-11	9,266,169.58	618,365.44 I	.07 I
1911-12	10,087,509.14	821,339.56 I	.08 I
1912-13	10,941,274.00	853,764.86 I	.08 I

ENROLLMENT OF PUPILS.

1903-04	352,203	7,746 I	.02 I
1904-05	369,409	17,206 I	.04 I
1905-06	381,194	11,785 I	.03 I
1906-07	394,060	12,866 I	.03 I
1907-08	402,866	8,806 I	.02 I
1908-09	424,534	21,668 I	.05 I
1909-10	429,797	5,263 I	.01 I
1910-11	442,958	13,161 I	.03 I
1911-12	459,189	16,231 I	.03 I
1912-13	516,256	57,067 I	.11 I

AVERAGE DAILY ATTENDANCE.

1903-04	239,505	10,261 I	.04 I
1904-05	254,045	14,540 I	.06 I
1905-06	266,917	12,872 I	.05 I
1906-07	300,399	33,482 I	.11 I
1907-08	289.167	11,232 D	.03 D
1908-09	309,661	20,494 I	.07 I
1909-10	324,239	14,578 I	.04 I
1910-11	339,353	15,114 I	.04 I
1911-12	348,238	8,885 I	.02 I
1912-13	377,366	29,128 I	.08 I

TOTAL ATTENDANCE.

1903-04	45,209,005	1,384,353½ I	.03 I
1904-05	48,397,285	3,188,280 I	.07 I
1905-06	50,951,663	2,554,378 I	.05 I
1906-07	52,047,367	1,095,704 I	.02 I
1907-08	55,405,244½	3,357,877½ I	.06 I
1908-09	58,253,445	2,848,200½ I	.05 I
1909-10	60,433,310½	2,179,865½ I	.03 I
1910-11	62,912,554	2,479,243½ I	.04 I
1911-12	66,420,395	3,507,841 I	.05 I
1912-13	70,510,551	4,090,156 I	.06 I

You Are Viewing an Archived Copy from the New Jersey State Library

SCHOOL EXPENSES.

The average yearly cost per pupil for current expenses for the year ending June 30, 1913, based upon school attendance in day schools, was $40.81; the year previous it was $39.83. This shows an increase of 98 cents. The average yearly cost per pupil for the year ending June 30, 1913, based upon the total enrollment in day schools, was $32.21; the year previous it was $31.17. This shows an increase of $1.04.

The increased cost of schools for a period of say ten years is due to five main causes:

1. The increased cost of living has made it necessary to pay teachers and janitors and other school employes larger salaries. Of the total school expenses for operating the schools last year, practically $11,000,000 was paid out in salaries to teachers.

The average salary of teachers, including principals and superintendents, in the State was $816.38. Is this too much in view of the requirements made upon the teacher and in view of the cost of food supplies, of clothing and other necessities? In some counties of the State, however, more than one-half of the teachers received less than $500 a year. In these counties not 10 per cent. of the teachers received as much as $800 a year. The New Jersey Bureau of Labor Statistics is authority for the statement that the cost of food supplies has increased 25.5 per cent. in the past ten years.

2. The school enrollment is constantly increasing. Ten years ago the total enrollment was 362,913. Last year it was 478,935 in day schools.

3. A school house and equipment of the same kind precisely as one built ten years ago costs much more in 1913 than in 1903. The increased cost of building of all kinds is well known by everybody who has had experience in building construction.

4. Increased cost of school supplies together with some increase in the cost of fuel.

5. The range of school activities has increased chiefly because of public demands. The school touches life at more points now than ever before, but not a single new subject has been added to the curriculum of the elementary schools in the past ten years, unless the teaching of agriculture in the rural schools is excepted, and unfortunately this teaching has not gone far.

You Are Viewing an Archived Copy from the New Jersey State Library

The following is an enumeration of some of these increased activities:

1. Medical inspection, including school nurses, in cities, to safeguard the lives and health of children is compulsory by statute. This costs something.

2. Manual, industrial and vocational training,—cooking and sewing for girls, woodworking, machine shop work and agriculture for boys are becoming common (with the possible exception of agriculture) in New Jersey schools as they are elsewhere throughout this country and in progressive European countries, notably in Germany. These activities in the aggregate cost a great deal of money. The public should understand that industrial education in cities and agricultural education in the country is not inexpensive, but it is worth both to the individual and to the State far more than it costs.

3. Sanitary and decent outhouses fit for the use of a girl or boy cost something.

4. A larger proportion of pupils attending the high schools now than ten years ago has increased the cost of schools. The high school costs more per pupil than an elementary school and necessarily so. Ten years ago one pupil in 29 pupils in New Jersey was in a high school; now one pupil in 14 pupils is in a high school.

5. More pupils are in Kindergartens now than ten years ago. Now there are 33,126 pupils in the Kindergarten; ten years ago there were 20,129. This increase indicates increased expense.

6. More pupils attend night schools now than ten years ago. At that time there were 18,456 pupils in the night schools; now there are 37,321.

7. Last summer there were approximately 30,257 children in summer schools and playgrounds. Figures are not available as to the number of such children ten years ago but the number at that time was very small. The opening of summer schools and playgrounds in our congested cities to children who otherwise would be morally contaminated on the streets and in the alleys costs something.

8. Schools for mentally defective children, as required by the statutes of the State, cost something. There were 104 of these schools last year. Ten years ago there were practically none.

9. The opening of school buildings as community centers or the wider use of school houses costs something. This is a comparatively new movement.

10. More opportunities for the training of teachers cost something. Ten years ago there was but one State Normal School. Last year there were two. The State should have at least five if teachers are to be properly equipped. Normal Schools cost something.

Massachusetts with a school enrollment but slightly in excess of our own has ten Normal Schools outside of Boston. Connecticut with one-third of our population has four State Normal Schools.

Figures which seem to be reliable indicate that the tobacco bill in this country is almost as great as the bill for public education; that the bill for candy is one-fourth as great; that the bill for automobiles is one-half as great. How much is spent in the aggregate for amusements—moving picture shows, vaudeville, the theatre, baseball—no one knows. But how far would the bill for these amusements fall short of the bill for education? Would it? It costs the National Government more than $2000.00 a day to maintain the battleship New Jersey.

You Are Viewing an Archived Copy from the New Jersey State Library

The schools of the State enrolled last year more than half a million pupils in day and evening schools; this is in excess of one-sixth of the population of the State. This great number of pupils, equal to the total population of New Jersey in 1852, are not only supplied with books and apparatus for doing their work, but the pupils are housed, in the main, in safe, comfortable and convenient school buildings. They are taught by a fine body of men and women, nearly 14,000 in number. The expenses in the aggregate must be large for the school is by far the greatest enterprise in mere magnitude in which the State is engaged, to say nothing of other and substantial reasons why it is the greatest enterprise in the State.

SCHOOL BUILDINGS.

In the 472 school districts of the 21 counties of the State there are 2,111 buildings, (2,031 owned by the districts and 80 rented) used for public school purposes, carrying an appraised valuation of $53,044,978.95. Of these 869 have one class room, 300 have two class rooms, 94 have three class rooms, 170 have four class rooms, and 678 have five or more class rooms.

Eight hundred of the one room buildings are located in either the open country or the small villages and are known as "one room rural schools." In many of these the conditions have been neither suitable nor hygienic for the large number of pupils obliged to attend them from five to six hours each school day. The heat was furnished by a stove located in the middle of the room. There was no ventilation other than that received from open windows and doors. The pupils were often obliged to sit in unadjustable double desks, many of which were too large for the small children. The light was sometimes admitted from the front of the room as well as from the other three sides. The outhouses too often were such in name, with no provision for the protection of the morals or decency of the pupils.

Similar conditions have existed in many of the three and four class room buildings of the older type. Sometimes the narrow wooden stairways were without intermediate landings. Paint and repair were an unknown quantity. Some of the larger buildings in the towns and cities contained dangerous fire hazards which imperiled the lives of the pupils.

You Are Viewing an Archived Copy from the New Jersey State Library

The law of the State compels children to go to school. Pupils attending the public schools are guaranteed "suitable school facilities and accommodations" including "proper school buildings, together with furniture and equipment and convenience of access thereto." The law also provides that the Commissioner of Education "shall have supervision of all the schools of the State receiving any part of the State appropriation, and shall instruct County and City Superintendents as to the best method of constructing schools houses and furnishing the same." To protect fully the health, sight and safety of each pupil the law gives the Commissioner of Education the power to "direct the entire or partial abandonment of any building used for school purposes and he may direct the making of such changes therein as to him may seem proper." The legislature has empowered County Superintendents "to note the conditions of the school houses, sites, buildings and appurtenances," and "to advise with and counsel Boards of Education in relation to their duties, particularly in respect to the construction, heating, ventilating, and lighting of school houses." It has also provided a building inspector who "shall devote his time during the entire twelve months of the year to visiting the schools of the State and to making a thorough report with regard to each."

The laws present one thought—The protection of the 516,256 pupils attending our public schools, with a total actual attendance during the school year of 1912-1913 of 69,058,114 days, in sanitary buildings, safe from fire hazards and comfortable of occupancy. In the buildings lacking in efficiency the policy has been to recommend to Boards of Education:

1. Proper light
2. Adequate ventilation
3. Fire proof stairways or fire escapes
4. Single desks—one-third adjustable
5. Decent outhouses or waterclosets.

During the past year each County Superintendent has made several special reports to the Commissioner pointing out those school buildings under his supervision which had not been brought up to the standard and were not deemed safe from a hygienic or fire hazard and many of these buildings have been brought up to a proper standard.

The Inspector of Buildings has been assigned to make 446 inspections of new work in old buildings, of new buildings under construction, and of

You Are Viewing an Archived Copy from the New Jersey State Library

old buildings, and has reported in each case his findings to the Commissioner of Education. Most of the inspections of old buildings were made at the request of parents of pupils attending school in unsafe buildings, who asked for suitable conditions which had been refused by their local boards. Every school district maintaining dilapidated, unhygienic or unsafe buildings, with indecent outhouses, has a large number of residents who desire good school buildings. They do not hesitate to make their desires known to higher authority after their board of education has failed to provide the kind of school houses which the law contemplates and in which their children must live at least 180 days in the year.

In one school district a parent complained that the percentage of sickness among the school children was very high as compared with neighboring districts and an investigation resulted in finding a four room building with hot air heat and no ventilation other than that secured from windows and doors. The board of education was advised of the conditions and the Commissioner suggested that they provide a ventilating system which would furnish an adequate supply of fresh air to each room, but instead of promptly arranging to remedy the unhealthful condition, they wasted four months time in sending three different committees to Trenton in an endeavor to learn who made the complaint. The board finally put in a ventilating system and the percentage of sickness was reduced to a minimum.

In another school district a request for an inspection of their one room rural buildings resulted in finding them in a deplorable condition, and the board of education was informed of the conditions. The board requested a conference with a representative of the Commissioner, which resulted in passing resolutions to equip each school with ventilating stoves, to change the windows in front of the pupils to the left, to paint the interior of each building in light color and to repair and paint the outside of each building. At first the board was inclined to resent the "advice from State authority," but when conditions and the remedy were explained to them they voted unanimously to bring their buildings and outhouses up to the required standard.

Complainants presented a case where the legal voters had held three meetings and in each case failed to vote money to build a new six room school to replace an old out-of-repair frame two-story firetrap building which had served its usefulness many years ago. On investigation it was found that the board had not ascertained the cost or character of the building they proposed to erect and the largest tax

You Are Viewing an Archived Copy from the New Jersey State Library

payers of the district had defeated the proposition. The complainants asked for a delay in the closing of the school until they could find out in what way their money was to be spent, and promised that the money would be voted after plans and estimates of cost were secured. Three new members were elected to serve on the board, and plans and costs were secured and the voters voted the money to build not only one but three new buildings in the district.

Every opportunity to assist boards of education throughout the State to solve their school building difficulties has been extended, and on the other hand complaints of tax payers concerning unhealthful and unsafe conditions have been investigated, and real causes of complaint have as a rule been satisfactorily remedied.

One school district voted $3,000.00 to erect a new one room school house. Someone had told the board the old building would be condemned. A visit from the representative of the Department revealed the fact that the building would be satisfactory after installing new desks and a ventilating stove. The district saved the $3,000.00.

A school district in the coast section of the State voted $3,500.00 to build a one room school one-half mile from a large graded school in an adjoining district. The board of education was advised to pay tuition and save building, teacher and expense costs. The bonds were not sold and the building was not built.

A board of education in erecting a new high school building had the services of an architect who did not work for the board's interest, and who allowed the contractor to supply inferior material and workmanship. The County Superintendent brought the facts to the Commissioner, who had a personal investigation conducted. The Building Inspector was then assigned to assist the board, and attended several board meetings and spent three days in court. As a result the judge allowed the district about $4,500.00.

Another school district tried to erect a new eight room building for the cost of a good four room building, which resulted in the settling of the foundation so that the flimsy side walls cracked and bulged to the extent of making it necessary for the Commissioner, for the protection of the pupils attending school therein, to take advantage of the law and summarily close the school. The board of education insisted that the building was safe and desired to use it. The Building Inspector and the State Architect suggested strengthening the building with new footings under the foundation walls and placing steel columns and beams to relieve the side walls of the weight of the second floor. This

You Are Viewing an Archived Copy from the New Jersey State Library

was done before the building was again used for school purposes.

Another district held four meetings of the legal voters to vote money for a new four room school on a new site and each time the proposition was defeated. Finally, the board of education selected a lot across the street from the village tavern, a location which was undesirable for school purposes. The voters finally were forced to vote for this lot to get the new school.

A rural board of education was advised that the schools were all in a dilapidated, unsanitary condition, that the main building, located in the principal village of the district, was not worth repairing, and that it should try to secure a new building of sufficient capacity in the village and close three of the one room schools in the adjacent country, so that the pupils attending these schools could attend the village graded school. The members of the board all shook their heads and stated in concert that the largest tax payer would not allow a new building to be built. However, they repaired the one room schools, closed a school which the previous year had an average attendance of three pupils, and are now working for better conditions in their town building with indications of success.

These are only a few of the many problems that were presented, personally investigated, and solved during the past school year.

The attention of many local boards of education erecting new buildings has been called to cases where their contractors were failing to furnish material or construct buildings as contracted for in the plans and specifications. This service has resulted in the saving to school districts of many thousands of dollars and the criticism of the citizens when the defective work and material would have been discussed. As this service to local boards has become generally known to school building architects and contractors, it has resulted in the erection of school buildings in compliance with the plans and specifications in the parts not covered by the law or the rules of the State Board of Education.

During the year stock plans and specifications for a one room, a two room and a four room building, which were approved by the State Board of Education, have been secured for the use of boards of education. Plans and specifications for outhouses as approved by the State Board of Education have also been secured and distributed. While the law requires the Commissioner to procure standard plans and specifications for one, two, four, six, eight, twelve, sixteen, twenty and twenty-four room buildings, money has been secured from the legislature for only the one, two and four room plans.

You Are Viewing an Archived Copy from the New Jersey State Library

At the July and August (1912) meetings the State Board of Education removed the examination and recommendation for approval of plans and specifications from the Commissioner of Education, who is the Secretary of the State Board of Education, and placed the work with the Advisory Committee of said Board. After the plans and specifications have been approved by the State Board, the notices of approval are sent out from this office by the Secretary of the Board. Copies of the approved plans and specifications are placed on file with all correspondence pertaining to the same. During the past year 250 plans and specifications were approved by the State Board of Education, divided as follows: 94 for new schools; 93 for alterations and additions; 21 for heating and ventilating old buildings; 9 revised plans; 4 toilets; 5 fire escapes; and 24 addenda to plans previously approved.

The contracts for all new buildings and new work in buildings now in use are filed with the Secretary of the State Board of Education. After the contract is filed it is the duty by law of the Commissioner of Education to see that the provisions of the building code of the State Board of Education are carried out in the construction of the new buildings and the new work in buildings now in use.

It has been the endeavor in the administration of the work surrounding the entire school building proposition to assist local boards of education rather than to work hardships upon them or the tax payers. Whenever complaint or criticism has reached this office it has been given personal attention, visits to school buildings with the County Superintendent and boards of education being made to get positive first hand information. These personal meetings with the boards of education have proved in nearly every case that misunderstandings existed which were easy of solution.

Credit is due each County Superintendent for the energy displayed in securing better conditions in the school buildings under their supervision and their efforts are being rewarded as is shown in the following table:

COUNTIES	Number of school buildings in use on June 30, 1913.	Number of class rooms in use on June 30, 1913.	Number of new buildings erected during school year 1912-13.	Number of alterations and additions to school buildings during school year 1912-13.	Number of new class rooms provided during school year 1912-13.	Amount of money expended during school year 1912-13 for new buildings, alterations, additions and repairs.	Amount of money expended during school year 1911-12 for same purpose.	Amount of increase over 1911-12.	Amount of decrease under 1911-12.	Number of State inspections of old and new buildings during school year 1912-13.
Atlantic	87	488	1	7	4	$106,566.63	$182,523.53		$75,956.90	27
Bergen	142	939	12	11	150	654,369.79	468,840.34	$185,529.45		38
Burlington	128	339	1	5	9	56,270.50	33,831.93	22,438.57		37
Camden	130	704	2	0	4	118,396.61	163,260.26		44,863.65	10
Cape May	46	155	3	6	12	59,079.21	10,069.18	49,010.03		14
Cumberland	97	302	0	1	5	41,217.16	42,839.20		1,622.04	11
Essex	152	2362	4	11	451	1,715,794.13	1,760,770.99		44,976.86	14
Gloucester	78	232	2	2	11	87,563.57	64,387.97	23,175.60		11
Hudson	108	1908	1	4	43	1,132,122.05	1,258,876.15		126,754.10	20
Hunterdon	106	177	3	4	24	46,431.07	4,177.89	42,253.18		18
Mercer	90	484	2	3	24	213,479.15	286,265.52		72,786.37	13
Middlesex	96	514	3	10	11	157,651.55	100,889.83	56,761.72		22
Monmouth	148	561	3	1	36	301,880.22	192,384.63	109,495.59		17
Morris	128	377	4	4	19	134,400.02	77,499.98	56,900.04		24
Ocean	70	172	2	8	6	61,353.49	51,454.12	9,899.37		27
Passaic	79	961	4	3	40	326,921.11	368,412.43		41,491.32	21
Salem	81	168	2	1	14	62,912.34	13,787.31	49,125.03		28
Somerset	76	226	4	0	16	142,864.06	60,620.06	82,244.00		30
Sussex	97	162	0	0	4	7,516.83	11,838.36		4,321.53	29
Union	75	616	4	4	29	277,354.48	166,344.49	111,009.99		17
Warren	97	231	0	3	6	5,549.07	21,470.27		15,921.20	18
Totals	2111	12078	57	88	918	5,709,693.04	5,340,544.44	369,148.60		446

You Are Viewing an Archived Copy from the New Jersey State Library

You Are Viewing an Archived Copy from the New Jersey State Library

The figures in this table show the amount expended for and on school buildings and sites during 1912-13. The figures show an increase of $365,674.93 as against an increase of $126,795.97 for similar purposes in 1911-12.

In 1911-12 the school districts expended $5,191.82 on outhouses, and in 1912-13, $14,265.79, an increase of $9,073.97 over 1911-12. This increase was due to an extra endeavor to secure clean and wholesome conditions in the outhouses and as this is an exceedingly important subject further efforts toward eliminating bad conditions will be made

School building conditions, nevertheless, are very far from what they should be in some parts of the State, and in some of the richer sections at that. In far too many cases buildings are old, dilapidated, poorly lighted, equipped with antiquated furniture, unclean, and without adequate means of ventilation. Satisfactory as our progress has been in certain sections of the State, we cannot hide our heads in the sand, ostrich-like, and be unmindful of conditions that prevail in other parts of the State.

It is well to remember that excessive demands should not be made. Excessive demands in building construction by the State authorities are liable to retard the erection of needed school houses and improvements in existing buildings. Such demands are liable to divert money which may better be used in securing and retaining competent teachers; moreover, such demands are liable to impair public confidence in the wisdom of school authorities. I am of the opinion that the building code governing the construction of school buildings, adopted by the State Board of Education in December, 1911, needs revision in certain particulars. Two years' experience in the operation of the code, together with the many complaints on the part of local school officials concerning the cost of building, justify an early consideration of amendments which will remove all reasonable objections.

The Commissioner of Education would not be doing his duty to the children of the State if he did not remind the public that pride in good schools should not find its expression so much in costly school houses as in better teachers. It is easier to get the "show" in education than it is to get the substance. Well appointed school houses contribute to school efficiency, but well appointed school houses are not necessarily very expensive ones. Very expensive school buildings have little influence in the making of fine schools—in fact, they may impair real school progress, if the community feels too poor in consequence to furnish other

You Are Viewing an Archived Copy from the New Jersey State Library

necessary means for the promotion of a sound and efficient education not overlooking the teacher as a factor.

What is needed in the average prosperous, growing American city or town is not so much better school houses as better teachers, particularly more men teachers of vigorous personality for the older pupils. Heavy school expenses for fine buildings are not calculated to increase the supply of such teachers under existing economic conditions.

ORGANIZATION OF SCHOOLS.

The public schools are called upon to train all kinds of children. This is particularly true in New Jersey, with our unusually diverse population. Some progress has been made in establishing different types of schools for exceptional or abnormal children. Schools of these different types are as follows:

1. Schools for children three years or more below the normal mentally, as required by statute. One of these schools is typical of 102 other schools in the State. By request Dr. James E. Bryan, Superintendent of Schools at Camden, reports as follows concerning the operation of one of these schools in that city:

The child is brought to the superintendent's attention by means of a report which gives the following information:

(a) School history; grade, class, date and place of birth, date of entering present school, other schools attended, number of years since first started to school, progress made in the several subjects, etc.
(b) Family history; parents' nationality and business, brothers and sisters older and younger and their school history, if any, what has been learned as to the home life, and other pertinent data.
(c) The child's rating according to the Binet tests.
(d) Result of examination by the medical inspector: diseases he has had, injuries sustained, epilepsy, speech defect, circulatory and respiratory reflexes, height, weight, etc., this report to be supplemented by the card giving the result of physical examinations previously made, together with such statement and recommendation as the medical inspector may see fit to make.
(e) The principal's statement and recommendation concerning the child.

The child may then be assigned to a special class by the Superintendent either with or without a personal examination according as the above report presents evidence that is conclusive or not.

CLASS ROUTINE. The class routine can scarcely be the same in two classes because of the differing capabilities of the pupils, nor can it remain the same in the same class as the personnel of the membership changes.

There is no prescribed program nor course of study. This does not imply that the work is not systematic. It is done in accordance with

You Are Viewing an Archived Copy from the New Jersey State Library

plans worked out by the teacher, which are subject to supervision and modification as the need may arise.

The daily or weekly program is made up of two kinds of exercises, viz. those that are relatively constant and those that change with the personnel of the class. The following exercises remain relatively constant: a general class exercise, class exercises in physical training, manual training, and drawing. The exercises that change with the personnel of the class are reading and language, writing, number, and any other subject which a pupil may be able to grasp.

A brief statement concerning each subject will serve to show the character of the work.

A GENERAL CLASS EXERCISE in which all members of the class participate, regardless of ability, is helpful in building up a class spirit that does much toward establishing good will and cheerfulness in the class. In this exercise, the teacher has the opportunity to impress upon them those lessons in hygiene and conduct that are of first importance; to present moral ideals through stories that may be read or told by the teacher and discussed; to teach many homely and useful facts and arts such as telling the time, the days of the week, months of the year, conditions of weather, simple number facts that enter into daily life, modes of speech, etc., etc. Songs form a part of this exercise always. The children cannot take equal parts in this exercise, but what can be done by the brighter children serves to stimulate the others.

PHYSICAL EXERCISES are given much prominence. Stress is laid upon the manner of sitting, walking, holding the shoulders, etc. In individual cases, exercises are given for specific defects. In general, the physical exercises are given as class work, but with an appreciation of the fact that the several members of the class will do them with widely varying degrees of perfection. Considerable time is spent to advantage in games both indoors and outdoors, especially games that involve movement.

MANUAL TRAINING is given much attention. In the case of the smaller children, the work is largely such as can be done at the table where they usually sit. We do not have the usual fixed desks. A large variety of work is provided, graded from kindergarten work up. Some of the larger pupils can work at the bench to advantage. A kind of handwork that seems to be a never ending source of interest and pleasure to the more capable of this class of children is found in chair-caning. In several instances children have been able to earn considerable sums by doing this work for people in the neighborhood. It should be said concerning manual training work for this class of children that it is far from being a kind of training that is equally applicable to the needs of all cases. Some children can scarcely be taught to do anything worth while. It is a class exercise in the sense that all members of the class are doing manual work at the same time, but it may be that no two individuals are working on the same kind of work.

DRAWING. Drawing is given as a class exercise in much the same way as manual training. The whole class has a drawing lesson. Their subject and accomplishments vary widely. We regard this subject as

You Are Viewing an Archived Copy from the New Jersey State Library

worth while, however, for this class of children.

READING AND LANGUAGE. We try to teach all of the children to read. It is needless to say that we do not succeed in doing so. The percentage of children in these classes whom we cannot teach to read varies from 20 to 50 per cent. We continue to try, however, largely in deference to the desire of parents that their children shall be able to read, and with the appreciation of the fact that it would be almost impossible to convince any parent that his child cannot be taught to read. The majority of the children usually can be taught to read a little and some can be advanced to second or even third grade reading.

The language instruction is not of a formal character in the case of most of the children. It has to do largely with the simple modes of speech. In a few cases, formal work can be accomplished.

WRITING. We try to teach all of the children to write, but the result is much the same as in reading. Probably the percentage of children who can be taught to write independently is smaller than that of those who can be taught to read. We persist, however, in our efforts for much the same reason that we try to teach all to read.

NUMBER FACTS are used constantly in the class and the effort is made to have all of the children acquire some familiarity with them. In some cases almost nothing is accomplished and in other cases much. There is probably no subject in which work is done in these classes in which the results with different pupils are in sharper contrast.

Other subjects of the school curriculum are taught in the case of pupils who are found to have the capacity for them. The proportion of such pupils is small.

MEDICAL EXAMINATION AND TREATMENT. The part of the work that we regard as of greatest importance is what may be called clinical. It is a work that requires the greatest care and tact on the part of the teacher. She must get into touch with the parents of the children and through her sympathetic interest in the children win their confidence, so that she may acquaint them with the real problems that confront them in caring for these unfortunate children. They will gradually learn in most cases that these children are not to be dealt with as most children may, but that they must be regarded as patients under treatment. The teacher secures the especial attention of the medical inspector, and oftentimes further examination by specialists in the hospitals. The mother is induced to take the child for such treatment, and if necessary to accomplish the result, the teacher goes along. If the time at which such examination can be made or such treatment given conflicts with school time, the teacher is given permission to leave her school in order to secure the result.

Our teachers are doing this work right along. We take the view that the teacher has no more important work to do than that of bringing the parent into a proper understanding of the conditions and needs of the pupil, and there is no better way of doing this than through the co-operation of the hospitals and helpful physicians of the community which can usually be secured by the medical inspector and teacher.

You Are Viewing an Archived Copy from the New Jersey State Library

RECORDS. A record must be made twice a year of each pupil. This record gives a statement of the pupil's progress in the several kinds of instruction that have been given and also a detailed clinical statement of his personal and family characteristics, the efforts that have been made to correct such physical defects as may have been found, and such additional data as may give an intelligent idea of the present status of the child.

BRINGING PUPILS UP TO GRADE. Probably this question should be spoken of briefly. In many classes for deficient pupils are two kinds of cases, unfortunate as this may be. There are those who are mentally deficient and those who are badly below grade for other reasons. In the case of children of this latter class, it is possible in many instances to force them along so that they may be put into a higher class or grade. But in the case of mentally deficient children, such a plan is not tenable. These children do not catch up. In the large majority of cases they get further behind. And finally, my convinction is that if the teacher does not accomplish something in the direction of securing the results spoken of above as clinical treatment, I very much fear she will accomplish very little indeed for a large proportion of these children.

2. Schools for children who are not "up to grade." These are schools for children who are normal mentally, but whose school opportunities have been limited for various reasons, and who need special instruction in such fundamental subjects as reading, arithmetic and penmanship. There are in the State thirty such schools. No special State aid is given for such schools, and none should be. They are praiseworthy attempts on the part of local school officials to establish small classes of such children who need special help. This special help cannot well be given in the regular classes, because the attention of the teacher would be withdrawn from the instruction of the children whose school abilities are normal. A type of this kind of school is found in Trenton. Superintendent E. Mackey, by request, furnishes the following brief statement concerning such a school:

In the Trenton schools the merely backward children are not, as a rule, segregated. A beginning has been made in segregating the mentally subnormal, and also in organizing classes for those who are unable to adjust themselves to the group,—the socially unfit, otherwise known as "bad" or "incorrigible." It has been proved that, with fresh environment and teaching, children who gave clear evidence of being subnormal or incorrigible could, in a year or less, be returned to the group of normal children, and that they were able to measure up to the standards set for other children of their age. This being so, it is not strange that the child who is merely slow, dull, or backward may soon recover himself by aid of some special attention on the part of his teacher by change to another school district in which he has a new environment and new companions, or by a short term in a special

You Are Viewing an Archived Copy from the New Jersey State Library

class where that is possible. The special class organization is administratively the simplest if there is any considerable number of pupils needing special and individual help, the limited number of pupils in the class making it possible for the teacher to do the best individual work and enlist the cooperation of the home.

It is this element of individual care which seems to be the most significant factor in developing backward children, for their needs are various. Greater application and mental activity may be stimulated through manual work, play, music, or a fresh point of contact with the regular subjects of the curriculum. A compelling admiration, love, or ideal, coupled with a feeling of ability to attain, will carry on any human being. With some children, the interest is lacking. With some the sense of incapacity, and defeat, resulting from various causes, have deadened effort.

The lines of attack upon such a problem are, then, to find new stimuli and so to plan the tasks that the pupil gains a feeling of success. The latter is usually the more effective measure. To this end, one teacher, in reporting upon her work, lays emphasis upon 'adapting the work to the capabilities of the pupils' while 'the actual teaching differs in no way from that given to normal pupils in regular classes." In this school outdoor athletic work is given as a reward for the faithful performance of academic tasks, and the monotony of the necessary repetition of these tasks is relieved by as much variety and as many interesting features as possible.

In one school the backward pupils are retained in their respective classes, but, during class exercises in subjects which are not required for promotion, they are sent to a special teacher for coaching and drill in the subjects in which they are conditioned, especially arithmetic, language and reading. In many instances it is found that inability to understand and use language is the real handicap even among English speaking children.

In another school, the backward pupils are grouped in a special class where the work conforms as nearly as possible to the regular course of study for the grades. The pupils, although slow, make good progress here because relieved from competition with quicker classmates and because the small class makes possible much individual help and many opportunities to recite and to work at the blackboard. They are usually able to return to their respective grades.

In yet another school, a special class is formed of backward pupils who for various reasons cannot be expected to advance far in the grades before leaving school or to attain a grade with their equals in age. With the question of possible return to regular classes eliminated, there is no hesitancy in greatly increasing the amount of manual work and thus insuring a usable knowledge of the elements of the academic branches, a measure of dexterity with the hands which will have vocational value, and improvement in character and conduct.

Manual work has been introduced with even greater freedom in another class. In this class, although the possibility of return to the

You Are Viewing an Archived Copy from the New Jersey State Library

grades is always kept in view, half the time is given to manual work and half to academic work and recreation combined. Yet so skillfully has this teaching been done that even with this greatly reduced amount of academic work pupils who were backward and even showing indications of subnormality were able to return to the grades with others of their age.

As the method used in this class is distinctive, a description of a typical lesson may be of interest.

The class was taken to a wood. The janitor of the school building, who accompanied the class on this occasion, felled a white oak tree which the teacher had purchased, the pupils watching him as long as they were interested. A few remained to see the work completed to be able to "tell the others about it." Those who wandered away organized themselves spontaneously to dramatize the mythological stories which had been read to them. "Hercules" killed a snake. Frogs, persimmons, and other treasures were gathered to take back to the school. When the tree had been felled, it was quartered. The rings were counted and the age estimated and verified by the ascertained history of the tree. A section of the tree was stripped and woven into a basket. All the treasures having been placed in the basket, the party started on the return trip, and, as they went calculated that twenty baskets could be made from the tree and estimated the cost of the basket as 5c. One youngster was not satisfied with this calculation, however, as each pupil had paid ten cents car fare and he thought the baskets should be estimated as costing 15c each. During the next two weeks a cooperative story of the trip was written, every child contributing some details. The teacher was always careful to give credit for the ideas presented and then help the pupils to improve their expression of them. In this way a class vocabulary was built up from which words were selected for spelling lessons. The pupils are so delighted with these cooperative stories that they have decided to make a book of them.

In the class room the teacher reads much to her pupils. General discussion takes the place of question and answer recitations at all times. A wish to know leads to greater power and a real desire to perform the formal school tasks which are very gradually introduced. In all the work an effort is made to conform as closely as possible to the course of study for the regular grades so that the child will find it possible to take his right place at the end of the year.

By these various methods, the teachers of Trenton are trying to solve the question of the backward child, and, if possible, to contribute something to the theory of education for normal children.

3. The differentiated grammar school. There is a growing opinion among school administrators that parents of children should be offered an opportunity in graded schools in large towns and cities, beginning with the seventh year of school, to choose different types of schools.

This opinion is based in part upon the theory that children during the first six years of their school life acquire, or at least should acquire

You Are Viewing an Archived Copy from the New Jersey State Library

if properly taught, facility in reading, arithmetic, penmanship and English as the tools of knowledge, and that beginning with the seventh year they should be offered courses which appear to be suited to their varying kinds of ability. If children are efficiently taught during the first six years, there seems to be no substantial reason why this theory is not well founded.

For example, there might be three courses of instruction offered to such pupils:

(a) The conventional existing course, or a modification of it, made up of mathematics, English, history, geography, music, drawing and two hours a week of shop work for boys and two hours a week of household arts work for girls. A modification of this course would consist of instruction in community civics, a modern language, and the elements of science. This course, modified or unmodified, would fit the needs of the pupil whose education is not likely to end with the grammar school. It would furnish the traditional cultural or bookish course.

Such a course, well taught, is not without practical value, because any subject which is well taught and in which children are trained to use their minds, possesses practical value.

(b) Another course that might be offered would be one in which the so-called industrial activities would be emphasized, specifically, cooking, sewing, free-hand drawing, design and gardening for girls; mechanical drawing, printing, shop work and gardening for boys. These activities might occupy one-third of the time of the pupils.

It has already been demonstrated that where this plan is followed mathematics and English subjects do not suffer, provided they are taught in relation to the industrial activities. Music, the cultivation of a taste for good reading, and the civics of the neighborhood, should also be included in such a course.

Such a course as this is deemed advisable in order that the school may make an appeal to that considerable number of thirteen and fourteen-year-old boys and girls who begin to ask questions about the value of the purely bookish course of study, and who ask these questions to such an extent that they leave school the day the law allows them to, in many cases not because they must, but because they want to. The life at home and the community itself offer very little opportunity to such pupils to employ themselves in profitable work with their hands. If the school offers little or restricted opportunity for such work, they acquire a distaste for both books and schools, and join at fourteen, after they have completed the fifth grade, the great army of girls and boys who drift from one chance occupation to another

You Are Viewing an Archived Copy from the New Jersey State Library

and are not prepared for any. Such boys are not bad boys, and such girls are not worthless girls. They need a school of a different type from the conventional school.

To be sure, they may be, and indeed are kept in school, whatever the organization of the course of study. It is one thing, however, to have the body of the boy in school, and quite another thing to have his spirit in the school. Some adults forget this.

(c) The third course of school activities might be built up by means of a combination of book studies strong in English and mathematics, some manual training, together with commercial subjects such as stenography and typewriting, business arithmetic, and training in the keeping of simple accounts. In some private schools boys and girls of thirteen and fourteen receive instruction in stenography and typewriting. There appears to be no valid reason why such opportunity should not be offered to pupils of similar age in the public schools.

In this course, as well as in the so-called Industrial Course, music, civics, history and good reading should of course remain as a part of the course of study.

The organization of upper grades in this manner recognizes the differing abilities of children. Such an organization, with its specialized activities, would be more attractive to teachers of a high order of scholarship and training, graduates of normal schools and colleges, who feel themselves unfitted to teach all the subjects, including drawing and music, which they are required to teach where the work of the higher grades is not organized on the departmental plan. Departmental organization has a tendency to make teaching more attractive to such men and women, and in the competition between teaching as a profession and other fields of work open to both men and women, teaching must be made as attractive as possible, not only by means of good salaries, but by means of a kind of work which such men and women would like better.

It is believed that each of these types of schools, with modifications of course, may be so organized that pupils may be admitted to high schools, if they decide at the end of the eighth year that they wish to enter the high school.

The seventh and eighth grades at Hackensack have been organized upon this plan. Supervising Principal W. E. Stark has furnished, upon request, a statement of the working of a school of this character.

Until 1912, each of the four elementary schools of Hackensack had seventh and eighth grade classes. In September of that year all these classes, aggregating about 350 pupils, were transferred to a new

You Are Viewing an Archived Copy from the New Jersey State Library

building near the center of the town, where one entire floor with fourteen class-rooms was assigned to what was designated the Intermediate Department.

The assignment of teachers is arranged on a modified departmental plan. Each teacher has a limited number of subjects,—in most cases two. Each group of, say, thirty pupils has its own class-room headquarters and is in charge of a class teacher who is especially responsible for the records, discipline, and general welfare of the members of her group. The class teacher teaches her own class in at least one subject, and in most cases, about one-third of the work of the class is done with this one teacher.

The concentration of so many pupils of the same grade in one department makes it possible to provide economically a differentiation of courses aimed to satisfy different interests, abilities, and vocational intentions of the pupils. On entering the seventh grade, a pupil is enrolled in one of the three courses: the Academic Course, designed to prepare for academic courses in the high school; a Commercial Course planned in the interest of pupils who intend to seek a commercial position on leaving the grammar school or after more or less study in the Commercial Course of the High School; and a Manual Arts Course for those who show special aptitude for occupations requiring manual skill and constructive ability.

In choosing the Course, the parents, the pupil, the teacher, and the principal are all expected to assist. The problem is explained a month or two before the pupil completes the sixth grade, so that there may be ample time for consideration. Whenever experience indicates that an unwise choice has been made, the pupil is permitted to change Courses.

The subjects and weekly time allotments in minutes in the three Courses are as follows:

ACADEMIC COURSE

VII A AND VII B.

Opening Exercises	50
Assemblies	40
Study	210
Physical Training	50
English	360
Mathematics	200
History	150
Music	60
Drawing and Manual Training	160
Geography	160
Physiology	60
Penmanship: special class for those who need it.	
	1500

You Are Viewing an Archived Copy from the New Jersey State Library

VIII A AND VIII B.

Opening Exercises	50
Assemblies	40
Study	220
Physical Training	50
English	400
Mathematics	200
History and Civics	200
Music	60
Science	60
Drawing or *Manual Work	160
Penmanship: special class for those who need it.	
	1500

COMMERCIAL COURSE

VII A AND VII B.

Opening Exercises	50
Assemblies	40
Study	190
Physical Training	50
English	300
Mathematics	200
History	150
Music	60
Drawing	80
Penmanship and Typewriting	160
Geography	160
Physiology	60
(Manual Training optional)	80
	1500

VIII A AND VIII B.

Opening Exercises	50
Assemblies	40
Study	200
Physical Training	50
English	340
Mathematics	200
History and Civics	200
Music	60
Science	120
Penmanship and Typewriting	240
(Drawing or Manual Work optional)	80
	1500

*Both Drawing and Manual Work may be taken by pupils in good standing.

You Are Viewing an Archived Copy from the New Jersey State Library

MANUAL ARTS COURSE

VII A AND VII B.

Opening Exercises	50
Assemblies	40
Study	190
Physical Training	50
English	300
Mathematics	200
History	150
Music	60
Manual Arts (boys and girls in separate classes)	240
Geography	160
Physiology	60
Penmanship: special class for those who need it.	
	1500

VIII A AND VIII B.

Opening Exercises	50
Assemblies	40
Study	200
Physical Training	50
English	340
Mathematics	200
History and Civics	200
Music	60
Science	120
Manual Arts (boys and girls in separate classes)	240
Penmanship for those who need it.	
	1500

It will be noted that the list of subjects is practically the same in all of the courses. The difference is chiefly one of emphasis. For example, the Mathematics Course for academic students lays relatively strong emphasis upon the scientific and logical aspects of the subject; the Commercial Course emphasizes the development of habits of minute accuracy and rapidity in computation, and deals with a variety of typical business problems; while the Manual Arts Course lays especial stress upon the application of the fundamental principles of geometry in construction problems.

The chief difficulties encountered thus far in working out the new plan are first, a tendency on the part of parents and pupils to regard the manual arts course as inferior in dignity to the others, and second, our difficulty, as teachers, of abandoning traditional subject matter and method and devising courses which will best meet the needs of the different groups of pupils. Both of these difficulties are, I think, being

You Are Viewing an Archived Copy from the New Jersey State Library

gradually overcome. We shall succeed, in time, in convincing people that the skillful craftsman employs ability of at least as high order as that of the clerk in a commercial house. Our teachers are working earnestly to prepare themselves for the new work, and the courses are gradually showing evidences of effective differentiation. As detailed courses of study are formulated and textbooks for the different courses become available, the second difficulty will be much diminished.

Certain advantages of the plan are already apparent. First, it is more economical than the old arrangement, because the upper grades in the ward schools were often smaller than necessary. When brought together in a single department the pupils of these grades are grouped in fewer sections. In the new department we are able to have specially trained teachers in such subjects as elementary science, music, and manual arts, which would be quite out of the question in separate elementary schools of moderate size.

Although data is not at hand to demonstrate such points conclusively, it seems to be clear already that the new plan is holding some pupils longer in school, that the efficiency of the teaching has been increased, and that considerable progress has been made in adapting school work to individual needs.

Mr. George A. Mirick, Assistant Commissioner in charge of Elementary Education, discusses in his report the relation of the kindergarten and the first grade, and also makes some pertinent observations upon the work of the higher grades of the elementary school.

Mr. A. B. Meredith, Assistant Commissioner of Education in charge of Secondary Education, presents with much force and clearness the arguments in favor of organization of schools upon the basis of six years for the elementary school and six years for the high school. These arguments, in my judgment, are so convincing as to justify the prediction that many schools will eventually, and in the not distant future, be organized upon this plan. Such is the opinion of many administrators of public school education who have given serious and unprejudiced thought to the matter.

Mr. George A. Mirick, Assistant Commissioner in charge of Elementary Education, endorses the views of Mr. Meredith, as pointed out in the report of the latter.

Such an organization would involve no radical departure from current educational practice. The use of the seventh and eighth years of the pupil's school life for instruction in mathematics, not excluding arithmetic; for instruction in English composition, not excluding spelling

You Are Viewing an Archived Copy from the New Jersey State Library

and grammar; for instruction in history, not excluding the history of the United States, would certainly not be a wide departure from what is now going on. Such organization would make it practicable to begin the study of Latin, French or German in the seventh year, for those pupils who desire to study one or more of these languages. The postponement of the study of a foreign language until a boy or girl is fourteen or fifteen years old, is unfortunate. In the best foreign school systems the study of a modern language is begun early.

Work in science, in the field or laboratory, may appropriately begin in these years. Commercial work, industrial training, mechanical and free-hand drawing, should also be found in the junior high school, which is another name for the work of the seventh, eighth and ninth years.

Suitable encouragement should be extended to those New Jersey municipalities in which it is proposed to organize the schools on this basis.

Open Air Schools. Schools have been established in the State, called open air schools, for those children whose parents and physicans feel that the health of the children might be impaired by the confinement of the ordinary indoor school, and who if they go to school at all need a school in the open air. There are now seven open air schools in the State. Among these schools is one established at Montclair, a brief description of which has been furnished by Superintendent Don C. Bliss, upon request:

In every school system are to be found children who, because of listlessness and inertia—the effect of their anæmic condition—are unable to respond effectively to mental instruction. These children are distinctly not tubercular: they are merely of the type which, by means of proper food regularly administered and plenty of fresh air, can be changed into normally healthy and alert pupils. Coming from homes in which the laws of health are unknown or disregarded, they are made to breathe, eat, and sleep as growing children ought to do, and, these conditions being complied with, nature cares for the results.

Six things are necessary for an open air school: (1) plenty of light, sun, and air; (2) protection from the wind; (3) sufficient clothing to insure warmth; (4) a chance for quiet sleep; (5) abundance of nourishing food; (6) relief from the nervous tension of a crowded room. These conditions in Montclair are met as follows. A skeleton frame covered with canvas makes a tent closed at the north, open at the south, and having at the sides flaps which can be lowered in stormy weather. This is large enough to seat twenty pupils, and is placed close to a school building in which are a kitchen, dining room, and rest room, the windows of the latter being kept open to the sun and air. For use in the tent sitting-bags, sweaters, caps and felt boots are furnished.

You Are Viewing an Archived Copy from the New Jersey State Library

The rest room has steamer chairs and woolen blankets, and here the children rest in absolute quiet for an hour after the midday meal.

The daily program speaks for itself:

8:50— 9:00	Wraps
9:00— 9:40	School Work
9:40— 9:55	Breakfast
9:55—10:10	School Work
10:10—10:25	Recess
10:25—11:40	School Work
11:40—11:50	Recess
11:50—12:10	Washing Hands
12:10—12:40	Dinner
12:40— 1:00	Brushing Teeth
1:00— 2:00	Rest Period
2:00— 3:10	School Work
3:10— 3:15	Dismissal
3:15— 3:25	Recess
3:25— 3:35	Supper

That the food may be properly selected, the menu is approved by the medical inspector. Besides the skimmed milk used for cooking cereals, twenty pupils consume daily twelve quarts of unskimmed milk. The following are typical menus:

MONDAY

BREAKFAST

Cream of Wheat (cooked in milk)—Milk

DINNER

Lamb Stew—Boiled Rice—Stewed Prunes

SUPPER

Milk—Brown Bread

FRIDAY

BREAKFAST

Corn Meal Mush (cooked in milk)—Milk

DINNER

Fish Chowder—Creamed Carrots—Tapioca Pudding

SUPPER

Egg Nog—Bread and Jelly

Bread and butter are furnished with every meal.

The community garden cultivated by the class is a valuable feature on the educational side, and incidentally provides a variety of vegetables for daily use and for canning for the winter.

The school nurse keeps a careful record of the weight of the individual pupils. The results show a uniformly rapid gain the first half year, little or no gain the second half,—since, presumably, the children have reached their normal weight,—and an actual loss during the vacation, when they are at home. So many need the help afforded by the open air class that as soon as the condition of any child warrants it he is returned to his regular room and his place is given to another, selected by the medical inspectors.

SUMMER SCHOOLS. Some of the cities in the State are beginning to

You Are Viewing an Archived Copy from the New Jersey State Library

establish schools open during the long summer vacation. The opinion is growing that there is a large source of educational waste in depriving children in congested cities of the advantages of school instruction during the summer months. There are several cities in the State where these schools are operated. For example, the city of Newark maintains two schools which are called all year schools. By request, Dr. A. B. Poland, Superintendent of Schools in that city, has furnished the following description of these schools.

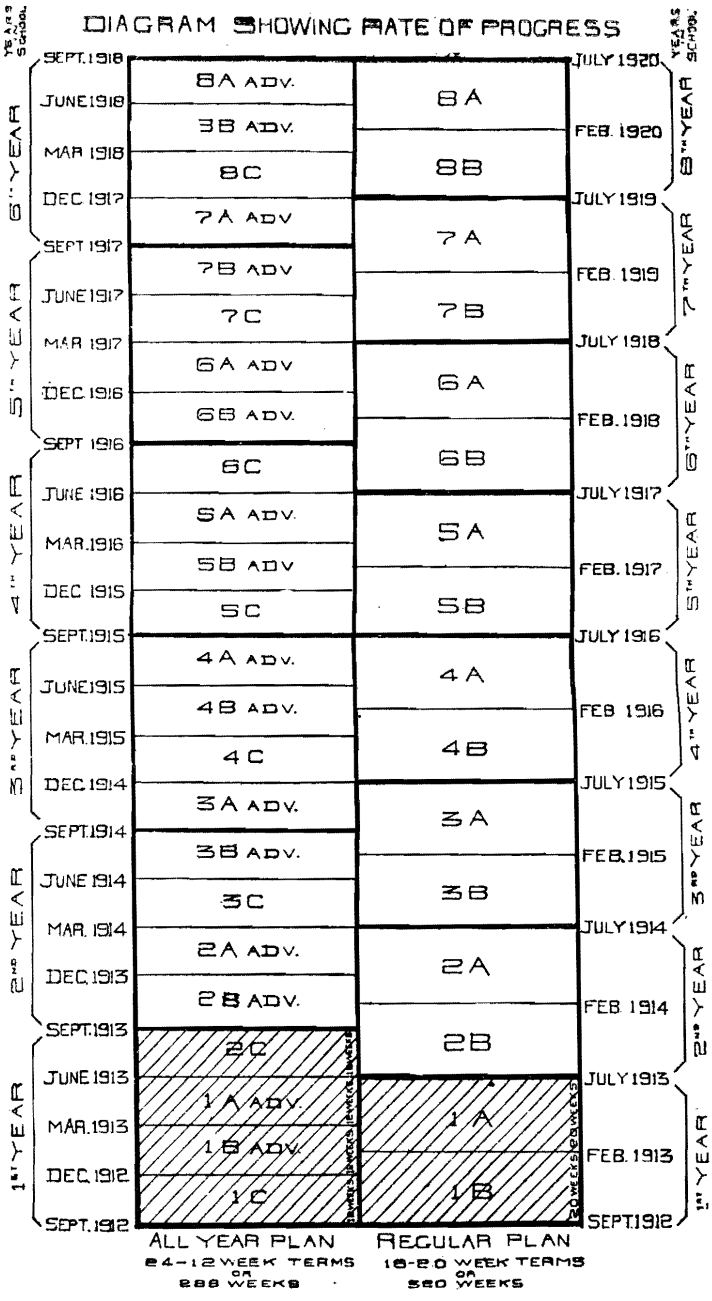
The all year plan, that is, a prolonged school year, is a matter of paramount importance to all communities; and especially to large cities where so great a proportion of the school population must go to work at as early age as possible. This plan enables a pupil to cover in six years the elementary school course which requires eight years under the regular plan. In fact, the continuous session through July and the greater part of August saves an enormous loss of time and energy. Evidence is accumulating that at least half of June is ordinarly wasted under the regular plan, owing to studies coming to a standstill pending examinations and summer vacation. What might be expected if business were similarly organized, that is, if production were to cease while an inventory is taken during the middle or latter part of June, and the plant be permitted to lie idle until toward the middle of September? In the great majority of schools under our present system, time is wasted in this manner We exhaust too much of our capital and energy in "getting ready to stop" and in "getting ready to begin."

In the spring of 1911 a recommendation was made by the city superintendent to the Board of Education that two all year schools be established in Newark. The budget for 1912 provided necessary funds for the establishment of these schools during the summer of 1912. Almost the first, if not the first, of their kind in the country, their success has been watched with considerable interest by educators elsewhere as well as at home.

The two schools selected—Belmont Avenue and Seventh Avenue—are located in thickly congested districts where a large percentage of the children have been accustomed to attend the summer schools maintained in these buildings. Both are large schools, each enrolling regularly about 2000 pupils—a number large enough to afford a satisfactory and economical trial of the plan. The principals of both schools were good organizers and well equipped professionally for such an experiment.

The coordination of the all year plan with the regular plan so that the administration of both types of school—the old and the new—could be readily carried on in the same school building was, of course, the chief difficulty. This was accomplished: (a) by dividing each regular yearly grade into three divisions called C, B Advanced, and A Advanced; (b) by dividing the course of study for each year into three equal parts of twelve weeks each. The following diagram will show how the two plans may be operated side by side in the same school; and the comparative progress of pupils by the two plans:

You Are Viewing an Archived Copy from the New Jersey State Library



You Are Viewing an Archived Copy from the New Jersey State Library

It will be seen that each year's work under the regular plan is divided into two terms of twenty weeks each; while each year's (or grade's) work under the all year plan is divided into three terms of twelve weeks each. Thus the C class in each grade will do the first two-thirds of the work of the corresponding B class of the same grade under the regular plan. The B Advanced class in each grade will do the last one-third of the work of the corresponding B class and the first one-third of the work of the corresponding A class. The A Advanced class will do the last two-thirds of the work of the corresponding A class. This division makes it comparatively easy to assign a pupil transferred from another school to the proper grade with little or no loss of time, or grade, to the pupil so transferred. It also makes it possible for a student to attend a summer term when he may desire and thus gain one-third of a yearly grade, but having once elected to take this work he is not necessarily bound to do so year after year.

It is essential also in order that the regular plan and the all year plan may be carried on side by side and without friction, that the dates for the beginning and ending of vacations should be, as nearly as practicable, the same. This is easily effected because of the fact that the eight added weeks of the year are all in July and August when the regular pupils are having their vacation. Instead of the usual ten weeks vacation in the summer, the all year pupils get but two weeks. At all other times of the year pupils under both plans have vacations of the same length and at the same time.

In order to enable pupils of the all year schools to be admitted to high school without loss of time, it may be found desirable to make one of our four high schools an all year school, eventually; or to provide for the admission into the high schools of irregular classes, as is done in the case of promotions from the evening elementary schools to the evening high schools which have a longer term and whose graduations are not synchronous.

Our statistics show that upwards of 2800 pupils—practically 75 per cent. of all pupils enrolled in the Belmont Avenue and Seventh Avenue Schools during the remainder of the school year—were enrolled for the summer term.

It was originally planned to admit to the summer term of the all year schools pupils from the regular classes of schools in the neighborhood. So many applied in 1912, however, that it was thought best in 1913 to admit no children from other schools except to classes that had not reached their full quota by the registration of pupils residing in the districts in which the all year schools were located. As a matter of fact, the whole number of such pupils was insignificant.

The promotion records at the close of each summer term showed that 1962 children in the summer of 1912, and 1830 in 1913 had moved three months— or one-third of a school grade—nearer to the completion of their elementary school course.

Under the new Attendance Law, which exempts children of fourteen years of age from school attendance if they have finished the fifth

You Are Viewing an Archived Copy from the New Jersey State Library

grade, there is likely to be a falling off in the sixth and seventh grades. With the all year plan it will be possible to build up a grammar department below the age of exemption, thus carrying these future citizens considerably further in their education than they would otherwise be.

The principals of both these schools report that the health of pupils and teachers did not suffer as a result of attendance during the warm weather; that the per cent. of attendance, which is entirely voluntary—91.7 in 1912 and 92.5 in 1913—was higher than during the regular terms; that the children came back in September cleaner and freer from infectious sores than is usual after the long vacation, because habits of personal hygiene had been kept up in school which would have been neglected if the children had stayed at home. They were under the daily inspection of the nurse and the school doctor. The attendance officers, also, called at the school daily and in cases of absentees called on the parents to explain the necessity of regular attendance if their children were to make progress. On the other hand, children who wished to leave to go to the country, or who wished to take a day now and then were encouraged to do so.

In order that the course of study might be carried out with the same degree of thoroughness as in the winter term, the special supervisors left outlines for the summer term, in which emphasis was laid on those features which make a special appeal to the children. Thus, the song was emphasized in music, nature in drawing, games in physical training, etc. Raffia basketry, and other forms of hand work were largely substituted for written seat work in the primary department. This did not, however, interfere in the least with the completion of the work. In fact, the work of pupils was in many ways superior to the regular work. This was probably because those who did not wish to learn had almost entirely absented themselves, leaving classes somewhat above the average in interest and ability.

After the experience of two summers, or rather, five consecutive terms, it is safe to say that organization and operation of these schools has been highly satisfactory and warrants their increase in number as soon as practicable.

The city of Bayonne also operates such schools. Superintendent John W. Carr reports upon their operation by request.

Summer schools of this city were organized in July 1912; length of term 6 weeks. Schools were opened in three buildings the first year with an enrollment of 1705 and average daily attendance 1501. The second year schools were conducted in 5 buildings with an enrollment of 2977 and average attendance 2525. Eighty-two teachers were employed.

The plan of our school is somewhat different from some others. Academic work has been all that has been attempted. We have followed the regular course of study so far as practicable, with special emphasis on reading, spelling, arithmetic, language-grammar and geography. Pupils who have failed of promotion have been placed in

You Are Viewing an Archived Copy from the New Jersey State Library

special groups—classes limited to from 15 to 20—and the best teachers available have been placed in charge of these children. These pupils have been required to study only subjects in which they were deficient. The ones doing satisfactory work were recommended for promotion. The first year 317 pupils were recommended, which was 80 per cent. of those belonging to this group. The second year, 603 pupils, which was 70 per cent. A great majority of these pupils have been able to sustain themselves in regular classes.

No other pupils are recommended for promotion, but a statement of the work actually done by each child is submitted to the elementary school principal. He then takes into consideration the ability of the different children and in some instances he has given pupils who have attended summer school two years, an opportunity to enter a higher grade. In this way the organization of the different elementary schools has not been interfered with and yet pupils who are able to do so can complete the elementary course in less than eight years.

Last year two classes were organized for the benefit of high school pupils. It was demonstrated that by concentrating on one subject, a high school pupil may complete a term's work in six weeks. About 50 pupils attended last year. Doubtlessly a much larger number will attend in the future.

INDUSTRIAL OR PRE-VOCATIONAL SCHOOLS. Schools of this type may be described by the ones in existence at Atlantic City and at Passaic, statements concerning which have been furnished by Superintendents C. B. Boyer and U. G. Wheeler, respectively.

ATLANTIC CITY.

To reach a certain class of boys not otherwise interested in the regular school work, it was thought expedient in the fall of 1912 to open several class rooms exclusively for boys and to give them work along vocational lines. Some thirty-odd boys from all parts of the city applied for admission to this particular class. Three teachers were assigned to the work—one for regular academic work, one for carpentry work, and one for printing.

The work during the school year 1912-1913 was so successful with this particular class of boys, that in the spring of 1913 the Board of Education, in making up their annual appropriations for current expenses, included an item for vocational work. Later in the spring the Board took advantage of the provisions made by the State for vocational schools and organized the work in accordance with the rules and regulations prescribed by the State Board of Education and governing State-Aided Vocational Schools.

The first difficulty that confronted us in the organization and development of the system was the lack of school rooms, centrally located, for boys and girls interested in vocational work. No school building could be set aside exclusively for this purpose. It was finally thought best to organize classes in different parts of the city, and to appoint someone as director for all classes thus organized. With this in view a part of our Illinois Avenue School was set aside as a vocational school for boys, and the necessary rooms at Indiana Avenue School and Texas Avenue School for classes in household arts for girls, the Indiana Avenue School being

You Are Viewing an Archived Copy from the New Jersey State Library

used exclusively for colored girls, the Texas Avenue School for Italian and American girls.

In the vocational class for boys we are giving instruction in printing, carpentry work and electric wiring. Each boy, for the first year, selects two of the three subjects above specified and must give three hours per day to the two subjects, besides three hours per day to regular academic work. The school day for our vocational classes is six hours. At the present time we have an enrollment of fifty-five boys in this school, in charge of four teachers.

The two classes organized for girls in the 'household arts' department are in charge of four teachers. Three hours per day are given to sewing, cooking, laundering, sanitation, hygiene, and household decoration, while the remaining three hours are given exclusively to the regular academic work; which work is closely related to the subjects taught in the household arts department.

This, in brief, is a summary of the work we are now doing. The organization has been rather slow, but every movement for advancement has been carefully studied.

There is every evidence of a general endorsement within the city of the vocational work now being done, also by those officially connected with the Labor Union movement. The Advisory Boards have been appointed, and on each Board we have one or two Union men. A recent visit to the vocational class by members of the Advisory Boards brought forth a statement by the members that they were much impressed with what they saw and gave an unqualified approval of the work as conducted in the various departments.

The organization of vocational work for this city has passed its experimental stage, and with increased school facilities, better equipped shops, and a still better understanding of the nature and scope of the work, we are confident that the vocational school of this city will solve a needed problem, and thus give every boy and every girl who so desires the opportunity of doing work along those lines for which he or she is best fitted. The time is not far distant when we shall use one building exclusively for vocational work.

PASSAIC.

What to do with or for the boy who has lost interest in regular school work, who is fourteen years old, who has not completed the grades but who is anxious to leave school is a question difficult to answer. A possible partial solution to this question may be found in industrial classes. Such a class was opened in connection with one of the Passaic schools last September.

One-half of each day is devoted to shop work and the other half to academic work, both being correlated wherever possible. The shop work will, as soon as a little skill is acquired, be put on a practical commercial basis. The school work will be selected, emphasis being placed upon the most vital parts of the different subjects.

Pupils in grades seven and eight may elect to enter these classes or continue in regular grade work. Pupils in the sixth grade who are fourteen years old may, at the discretion of the teacher and superintendent, be allowed to elect the industrial work. All these pupils must fill out an application and have it signed by the parent or guardian. In addition to the above, certain pupils from various grades who, for certain reasons, have become troublesome and are getting little or nothing from the regular grade work, may be arbitrarily transferred to the industrial classes. It is hoped that this arrangement will do away with the special incorrigible class.

You Are Viewing an Archived Copy from the New Jersey State Library

When schools opened in September, no pupils were in sight for the industrial classes, but when the opportunity was offered more applied than could be accommodated, and several were put on a waiting list.

This is in no sense a trade school, but a two-year course of practical industrial work will be offered which will serve as a broad foundation for any manual vocation. It is so planned that those who complete the course may enter the vocational course in the high school and, under the cooperative plan described above, perfect themselves in a chosen trade.

Dr. Elmer C. Sherman of Englewood, reports, by invitation, upon the operation of similar pre-vocational schools in that city.

We have evolved here a special type of industrial class which seems to meet our particular conditions rather successfully. Thus far two classes have been established—one for boys and one for girls. Each class consists of twenty pupils selected from the fifth and sixth grades. The pupils assigned to these classes are from 13 to 15 years old. They are backward, not much interested in books, often inclined to be troublesome in classes of the ordinary kind. The probability is strong that they will drop out of school in one or two years at the most and that they will not complete the grammar school course. Doubtless all must earn a livelihood by manual work of some kind. Each class is divided into two groups. The morning session of each day is spent in the class-room. Our aim is to give as thorough drill as possible on the essentials of arithmetic; or oral English and the writing of a good letter; on the spelling of the commonest and most used words; and on securing a legible and easy handwriting. Instruction in geography is confined to a comparatively small number of the most important facts. Civics is confined largely to local government. The course of study for these classes is still in process of development. We do not yet feel that we have reached a final or satisfactory conclusion as to what we should teach and what omit. The above statements will, however, indicate the direction of our efforts.

The afternoon session of each day is devoted to industrial work. Wood working, mechanical drawing, and printing were the lines followed by the boys' class during the first year. The instruction in mechanical drawing kept in mind the needs of workers in the mechanical trades. Good progress was made in printing, in which the boys were much interested. The only new equipment required for the class was a modest printing outfit which will be enlarged as occasion demands. At the beginning of the second year bookbinding has been taken up. The girls' industrial work comprised cooking, laundering, sewing and design. This class took entire charge of the school lunch room—ordering food, keeping accounts, cooking and serving the lunch.

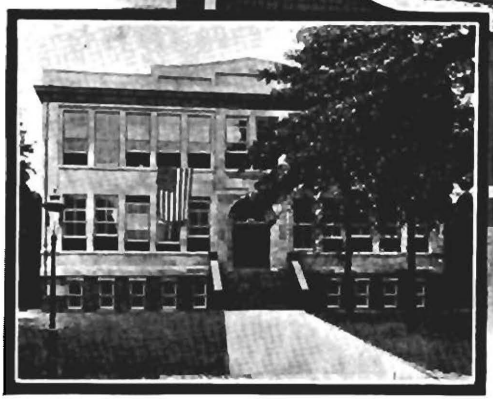
The results as we see them are these: Forty children have been removed from classes where they were misfits; school work has taken on a new interest for them; several have become ambitious to learn a skilled trade rather than drift into the first occupation that presented. Pupils will not as a rule be kept in these classes longer than two years. Those remaining in school after that period will have a renewed interest in

You Are Viewing an Archived Copy from the New Jersey State Library







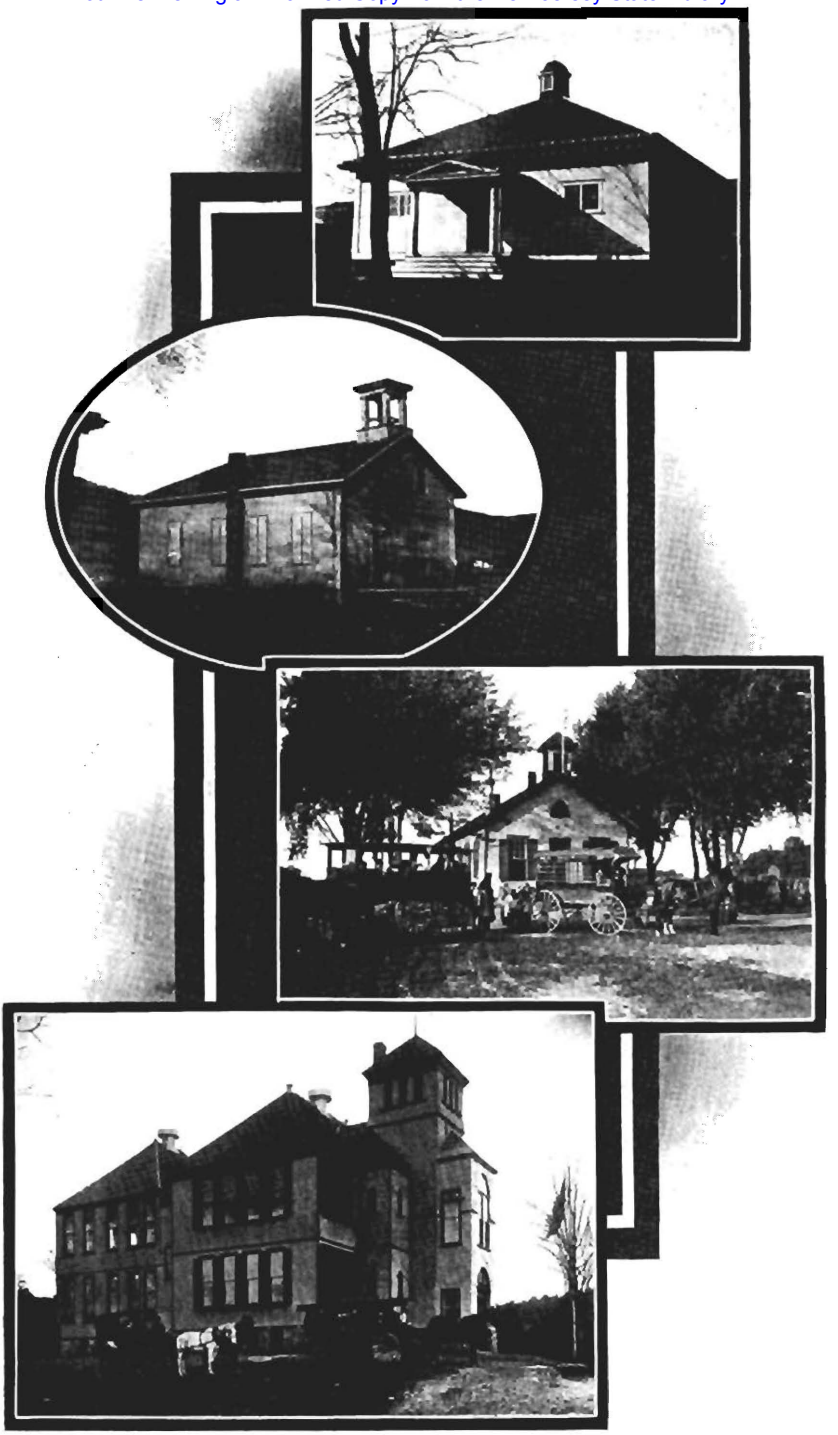


No. 1—Locust Grove, No. 5, Woodbridge Township. Abandoned in 1911. A one-room frame building, heated by stove. Children from this section now transported to the new School No. 4 at Avenel.

No. 2—School 4a. Abandoned 1913. Replaced by new No. 4, Avenel. Known also as Old Six Roads School. A one-room frame building.

No. 3—Fire house at Avenel (known as No. 4b). Abandoned 1912. The upper room of this building was used as a school, being rented from the local fire company. Now replaced

You Are Viewing an Archived Copy from the New Jersey State Library



No. 1—New Two-Room School, Broadway, Warren County. Replacing school shown below.
No. 3—Transportation of Pupils, Dutch Neck School, Mercer County.
No. 4—Rural High School, Blairstown. Pupils transported to this school from Hope, Hardwick

You Are Viewing an Archived Copy from the New Jersey State Library

school work that will make them successful in regular classes. Pupils leaving school after spending two years in one of these classes will receive a certificate testifying to that fact. Most of them are thoroughly happy and contented where they are and would not go back into a regular class if they were given the choice. At the end of one year of trial all who have been concerned in it believe that the experiment has thoroughly justified itself.

It will be seen from the foregoing that in various sections of the State commendable efforts are being made to establish different types of schools for children of varying ability.

To these types described might be added night schools of various sorts, schools for the incorrigible, and schools for the blind and deaf.

These are movements in the right direction, and local communities should be encouraged in the establishment of such schools. There must of course be a certain degree of uniformity in public school administration, but there is likely to be too much uniformity.

In this connection attention is called to the advantages of the consolidated school in rural districts. Among these are the following:

If affords an opportunity to the children to work in classes that are best suited to their respective degrees of ability—in other words, in a graded school. It makes possible effective instruction in music, drawing, and industrial training. The consolidated school is more attractive to strong teachers than the one room school. The problem of securing competent teachers for one room schools is an exceedingly serious one. In one rural county of the State there are sixty-nine one room schools. The number of teachers who are new to their schools this year is forty-four. This goes on year after year. This spells educational waste, and spells it with capital letters.

One of the problems of school administrators is to make teaching attractive. Strong teachers prefer to teach in a consolidated school rather than in a small school.

On the other hand, it must be admitted that public sentiment in many sections of the State is strongly opposed to the consolidation of schools. Some of this opposition is based upon the sentimental feeling attached to the one room district school. There is also the opposition of parents to the public transportation of children, particularly young children, to a distant school.

To meet this opposition great care should be exercised in the selection of drivers for the transportation wagons. It is believed that these objections may in time be overcome by greater care in means of transportation, in the increasing use of the automobile for such purposes,

You Are Viewing an Archived Copy from the New Jersey State Library

and in safeguarding the health and morals of children on the way to school. Obviously distances should not be too great.

These objections cannot be overcome at once, and there is no intention on the part of the State Department to force consolidation independent of public sentiment. In the long run we must depend for the efficiency of our schools upon the cooperation of parents and the public.

Consolidation is going on slowly in New Jersey, but some progress is being made year by year.

A concrete illustration of the advantages of the consolidated school and of what has been done in one township, is furnished by the organization of the schools in Woodbridge Township, Middlesex County, as reported by County Superintendent Willis.

The Township of Woodbridge embraces a large territory with a school enrollment of 1730 pupils.

During the past five years four one-room school buildings have been closed and the pupils who formerly attended said schools are now transported by stages, trolleys and railroads to the five primary graded school buildings, the central grammar school building and the township high school building.

We claim that the following are some of the advantages flowing from such consolidation of schools:—

Better school buildings, larger recreation grounds, fully equipped recitation rooms, good sanitary conditions, frequent medical attention, improved health of pupils, better school attendance, more qualified teachers, stronger and wider instruction, closer and more helpful supervision and increased interest in school work by reason of a richer course of study and a broader vision of life.

We are also of the opinion that under the present provisions of law, the small increase in current expenses (if any) under consolidation, is not to be compared with the larger results obtained.

In this connection I wish to point out that there were in the State during the year ending June 30th, 457 rooms with an average enrollment of more than 50 pupils. These large schools were chiefly in cities.

It is unfortunate that these conditions exist. Sufficient attention has not been directed to the relation between school efficiency and the number of children to the teacher. In the rapidly growing cities, however, it is not always practicable to keep the number of children to the teacher within reasonable limits. Practically every city in the State is building new school houses as fast as circumstances warrant.

The attention of the public, however, and particularly that part of the public which is criticising the results of the schools, should be directed to the number of children to each teacher, as a factor bearing upon school efficiency.

On the other hand, there were in the State one hundred schools with an enrollment of less than twelve pupils during the year ending June

You Are Viewing an Archived Copy from the New Jersey State Library







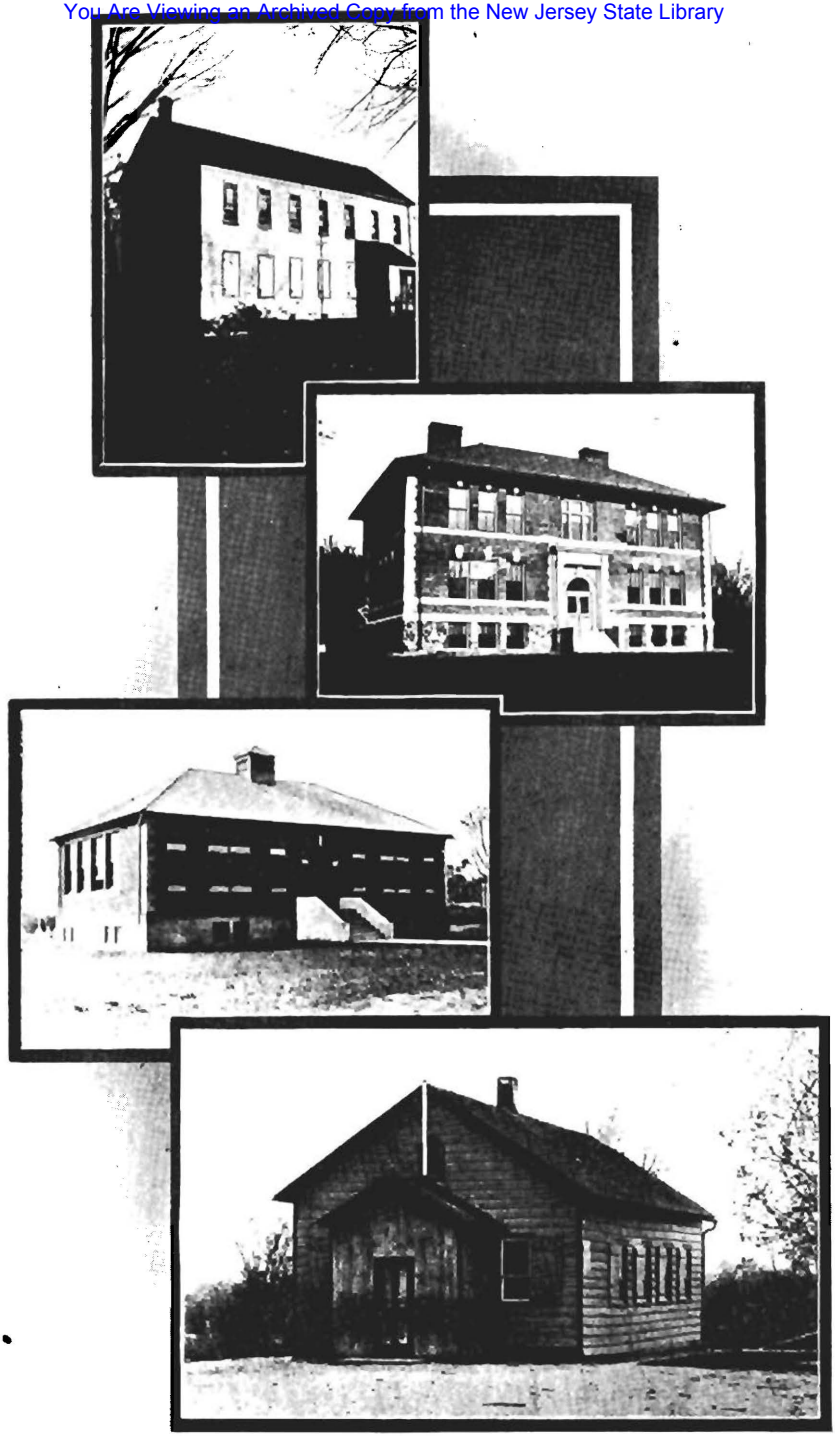


No. 1—Brayton School, Summit, Union County. (Elementary School).

No. 2—Old School No. 13, Hillsborough Township, Somerset County. Located at South Somerville.

No. 3—School No. 13, Hillsborough Township, Somerset County. This building replaces the

You Are Viewing an Archived Copy from the New Jersey State Library



No. 1—Old School, Whippany, Hanover Township, Morris County.
No. 2—New School, Whippany, Hanover Township, Morris County.
No. 3—New School, Montville Township, Morris County, replacing old school shown immediately

You Are Viewing an Archived Copy from the New Jersey State Library

30th. These schools were in the rural parts of the State. Some of them have only five or six pupils.

I believe that a law should be enacted making the closing of such schools obligatory. Exceptions, however, should be made in those cases where it would not be practicable or reasonable to close such schools owing to certain local conditions.

HIGH SCHOOLS.

The recent growth of the high schools has been rapid, almost phenomenal.

Ten years ago the number of approved high schools in the State was fifty-nine. Now there are one hundred and fifty-four such schools.

The number of pupils enrolled in the high schools in 1903 was 14,803. The number in 1913 was 33,142, an increase over the preceding year of 3,663. It is estimated that one in every eighty-one persons in the State is a high school pupil. Ten years ago one person in every one hundred and thirty persons in the State was a high school pupil.

The State appropriates to each local community a considerable proportion of the salary of each high school teacher, provided the high school meets certain standards.

These facts indicate the importance of the high school in the educational system of the State. They also point to the necessity of State and local authorities using intelligence and effort to make the high school a more useful institution.

To make it more useful, the range of studies or activities should be diversified enough to meet the varying needs of the youth of the State who have completed the work of the elementary grades. These needs are so general that they include social, civic and industrial aims.

In a word, the high school should be attractive to an increasing number of boys and girls, and to their parents, because it offers not merely preparation for higher institutions but because it offers also preparation for more successful living.

The improvement of the high school involves a consideration of teachers, courses of study and organization. It also involves clearness of ideals and resoluteness in attempting to reach those ideals. It is not to be forgotten that whatever is taught in the high school should be so taught as to quicken and stimulate the intellectual life of the pupil.

The surprising growth of high schools indicates that they meet popular demand; at least, it indicates that there is no widespread dissatisfaction with them. The best of the high schools, with their well equipped

You Are Viewing an Archived Copy from the New Jersey State Library

laboratories, libraries, gymnasiums, well appointed classrooms, assembly halls, pictures, apparatus for teaching commercial subjects, etc., are equipped as few colleges were two generations ago. The teaching staffs, made up of college and university graduates, are bodies of capable, painstaking men and women who are earnestly striving to make the high school serve its purpose better.

The problems that perplex the high school teacher do not lessen with the increasing number of pupils; nor does the complexity of our modern city and town life render it any easier to train boys and girls of the high school age. There can be no doubt that the high school is a great means of creating ideals, of setting standards, of making a more abundant life for its pupils.

With all these excellences, and the enumeration is far from complete, there is some reason to believe that the high school, both in the character of its teaching and in its courses of study, is influenced too much by college ideals and practices.

Many of our New Jersey high school teachers are drawn from colleges and universities in which there is little or no attempt to afford adequate training for teaching. As a consequence, many high school teachers enter the school service with no preparation for skillful teaching. Teaching is an art. It requires, as a rule, if successful, more than academic scholarship.

There is a too general neglect to provide in this country adequate pedagogical training for teachers in our secondary schools, as Germany, for example, has done.

There is, however, in our high schools much teaching of high order, but there is not enough of such teaching. It should be common.

The worth of high school courses of study is not measured solely by their adequacy in fitting boys for college, because relatively few go to college. There is danger that fitting some for college may result in misfitting others for the life they will lead, if the high school is a small high school. The public high school should prepare for college. Failure to do so might deprive some talented boy or girl of a college education. College requirements, however, should not be so rigid or inelastic as to dominate the course of study in a village or town high school. Some adjustment should be made, and not all the adjusting should be done by the high school.

That high school will be a more useful institution in whose English courses there is virile, careful, patient and effective teaching of English composition, written and spoken; in which there is teaching of English grammar and spelling; in which there is reading of those English

You Are Viewing an Archived Copy from the New Jersey State Library

classics which are within the range of the interests of the pupils who are not men and women but boys and girls; in which there is taught some discrimination between the worth of writers of the present time, and in which there is an attempt as a laboratory exercise to teach the difference in worth between current periodicals.

Some high schools are doing all this and more. If possible in some schools, it is possible in all high schools.

Science work in the well equipped laboratories should be of such a practical character in relation to the life of the community as to attract large numbers of pupils. There is reason to believe that too much mathematics in the past has been in the way of large net results in some of our science teaching.

Mr. Meredith, Assistant Commissioner in charge of Secondary Education, in his report shows that of the 33,142 high school pupils last year,

3,644 were studying physics,
3,088 were studying chemistry,
2,406 were studying botany,
1,371 were studying zoology.

The study of agriculture, already begun here and there, is an indication that the country high school may become a direct asset in a field closely related to our social and economic welfare, as domestic science or household courses for girls are so related.

Commercial courses, giving pupils dependable skill in technical subjects, should be reinforced by English composition courses and industrial geography courses, and broadened by courses in civics and by reading things worth while. This is not true of all existing commercial courses in high school, but it is becoming increasingly true.

In another field to which I wish to call special attention, the high school can increase its usefulness.

The high school presents a singular and unusual opportunity for teaching the elements of civil government and of economics, together with enlarged courses in the history of the United States.

Within three years from the time of graduation the boys become voters, and there are those who believe the time is not far distant when a like civic responsibility will rest upon the girls. There seem to be no visible signs that there will be less interest or participation in the affairs of government on the part of the people in the future than at present.

The high school, with its large and increasing number of pupils, and

You Are Viewing an Archived Copy from the New Jersey State Library

comprising many of the brightest and best of our youth, presents a great, indeed, an unparalled opportunity to interest young people in some of the questions or movements which are of concern and with which they will be confronted soon after leaving school.

This is said, not with the belief that in high school classrooms great governmental or economic questions can be settled, but it is said confident in the belief that by means of such instruction, given not to a few but to all, a civic consciousness might be built up which would result in more active and constructive public spirit.

In the tabular list of pupils studying the various subjects as presented in Mr. Meredith's report, it will be seen that the high schools are making gratifying progress in giving instruction in subjects closely related to the every-day life these pupils will be likely to lead. It is also gratifying to note that such large numbers of pupils are studying Latin, German and History. There is no doubt that the broadening of curricula in high schools accounts in a very large measure for the increase in high school enrollment.

SCHOOL ATTENDANCE.

The percentage of attendance, based upon the number of pupils enrolled, was .889. The percentage the previous year was .882. This increase, small as it is, is encouraging.

The average daily attendance in day and evening schools was 377,366, an increase of 29,128 over the preceding year; but this is partly offset by the increase in the total enrollment, which was 22,750.

The total number of days of absence was 67,627 less than the preceding year, although the total number of children in school increased as stated above.

The reported number of cases of tardiness showed a decrease.

These figures show that the educational situation as regards attendance is somewhat better than a year ago.

But the fact remains that the loss in educational efficiency due to poor attendance is large, far larger than it should be.

The cost of operating the schools, for teachers' salaries, fuel, etc., is no larger when the children are present than when they are absent.

The school year at best is short, if the school is to accomplish, and accomplish well, all that the public demands of it. The school year actually consists of 183 days of five hours each, generally speaking. This is a total of 915 hours. The total number of hours in a year of 365 days is 8,760. Deduct nine hours of the twenty-four for sleep, which

You Are Viewing an Archived Copy from the New Jersey State Library

amounts to 3,285 in a year, and we have left 5,470 hours when the children are awake. Of these hours the school year of 183 days demands or uses only 915.

In other words, only one-sixth of the time, or one hour out of six that children are awake, taking the year as a whole, is demanded or used by the school.

In view of this fact, the time available for training children by means of school is brief, both absolutely and relatively. Now, when children attend school only one-half the time, two-thirds of the time, or even nine-tenths of the time, the brief school year is further seriously encroached upon. This absence, some of it necessary, more of it unnecessary, tremendously handicaps the efficiency of the schools. It is consequently one of the most serious sources of waste. Critics of the schools forget this. Schools cannot do their work when the children are not there.

Superintendent Richard E. Clement, of Elizabeth, in his annual report makes the following interesting statement in regard to school attendance:

At the opening of the school year I asked each teacher in the city to keep a careful record of the causes of absence. The percentage of attendance in our city schools during the past three years has been 91, 92, and during the year just closed 92½. In order that it might be possible to diminish loss due to absence, a study of causes of absence is being made. With the exception of the high school and the normal school the record follows:

Personal sickness of the absent child	67,497
Quarantine—absence due to sickness of others	744
Religious duty—church holidays, etc.	5,822
To receive special training, music, dancing, etc.	167.5
Removals	635
Action of parent	21,746
Truancy	526.5
Stormy weather	7,727.5
Death in family	1,388.5
Insufficient clothing, no shoes	2,483.5
Misconduct	457
No good reason	2,917
	112,111.5

It will be noted that personal sickness of the absent child is responsible for more than one-half the time lost. In this connection it would seem, first, that we ought to redouble our efforts in the department in charge of the medical inspectors and school nurses, and second, that we should again appeal to the parents to still further assist the children by having them in school.

Mr. Clement's observation upon the large number of absences due to

You Are Viewing an Archived Copy from the New Jersey State Library

personal sickness of the absent child is pertinent.

There is reason to believe that in many cases children remain out of school, when sent home by the medical inspector, much longer than is necessary because of insufficient attention at home. In such cases and in other cases of illness, the school nurse is more effective in promoting attendance than the attendance officer.

County Superintendent Charles A. Morris, of Ocean County, has recorded the causes of absence in that county. Summarized, these causes are as follows:

Sickness and quarantine	29,302.5
Bad weather and bad roads	2,794.5
At work without exemption certificate	13,285.5
Unfit clothing	516
Truancy	420
Suspension	143
Pleasure	5,811.5
Other reasons	12,835.5
	65,108.5

It is seen from these figures that a large proportion of these absences is unnecessary.

In some counties in the State, and in some cities, the attendance is excellent, which is another way of saying that the compulsory education laws are well enforced.

The Legislature of 1913 amended the compulsory education law. One of the provisions of this law is that the employment of compulsory attendance officers is required; hitherto, the employment of such officers has been optional. This provision should result in better attendance in many districts of the State. I have asked Mr. J. B. Betts, Assistant Commissioner of Education, to report upon the principal features of the new compulsory education law.

In some cities of the State the attendance officers are really of the type of social workers, men and women who work sympathetically, constructively and intelligently with parents, who try to discover the underlying causes of absence, truancy and tardiness, and to suggest appropriate remedies. Officers of this type also seek to bring about a better understanding on the part of the principal and teachers of the home conditions of pupils.

The ideal attendance officer is a high grade man or woman who brings both intelligence and sympathy to his work.

There are two definite remedies for the great waste, and consequent inefficiency in the schools, due to poor attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

1. A better school. Children as a rule will not stay out of school if the school makes an appeal to their interests. This does not mean a "play" school, or a disorderly school, or one where the child can do as he pleases. It does mean, however, a school where he feels that he is accomplishing something worth while. Here are some reasons why children, the older ones particularly, remain away from school:

(a) A school taught by a low salaried teacher, weak in personality, imperfectly educated, poorly trained or not trained at all, without definite aim in teaching, and working without supervision.

(b) A school house with old-fashioned, outworn double desks, with apologies for alleged black-boards, with untidy, undecorated walls, with slight equipment of books or maps, with indecent outhouses and slovenly school grounds.

(c) A course of study made up exclusively of books, without manual training or industrial training of any sort. This deficiency alone accounts for much absence on the part of older pupils.

"It has been demonstrated in schools over and over again, and is a matter of the most common observation, that a very large proportion of children learn with much difficulty from books, especially when they advance beyond the simplest concrete ideas; that a large majority of all of these same children are naturally intelligent, and as capable of improvement through education adapted to them as are children who learn more readily from books."

This is a dark picture, but it is a true one of too many New Jersey schools.

2. The State should have district agents, under the direction of the Department of Public Instruction, who would co-operate with local officers in securing school attendance. So long as the enforcement of State compulsory education laws is in the hands of local officials, the law in many districts will be poorly enforced or not enforced at all. A man who calls his neighbors by their first names is unlikely to proceed with diligence in making sure that the neighbor's children are in school when the neighbor wants to keep them at home.

Add to this situation a poor, unattractive school, and a combination exists which spells enormous waste.

Such agents would cost something, for they should be high grade men, possessing tact and good judgment, understanding of schools, and ability to bring the school and the home into close sympathetic relationship.

If the State is to solve this great problem, it must provide means for solving it. The amount of waste due to poor attendance which could be prevented cannot be estimated with accuracy. It is probably not less

You Are Viewing an Archived Copy from the New Jersey State Library

than three quarters of a million dollars, considering the cost of operating the schools.

HEALTH AND SAFETY OF SCHOOL CHILDREN.

The Legislature of 1913 enacted two statutes, each of which was entitled "An Act to provide for instruction in preventing accidents." One statute provided that not less than thirty minutes during each month be devoted to instructing pupils in public schools as to ways and means of preventing accidents. The other provided that not less than thirty minutes in each two weeks in public, private and parochial schools be devoted to similar instruction. One statute provided that the Commissioner of Education, in conjunction with the Commissioner of Labor, prepare and publish at the expense of the State a text-book for the purpose of giving such instruction. The other statute provided that the Commissioner of Education, in conjunction with the members of the Employers' Liability Commission and the Director of the American Museum of Safety, prepare and publish such a handbook.

The Legislature, however, made no appropriation for defraying the expense of the publication of such a handbook. The Attorney General rendered a decision that the Commissioner of Education would not be warranted in the preparation of this handbook, inasmuch as no funds were available for its preparation.

The legislation enacted represented a considerable public sentiment in the State in favor of giving instruction to the children in schools in regard to the best ways of avoiding or preventing accidents. The provision prescribing the exact amount of time to be given to this instruction was, however, believed by the school people of the State to be unfortunate.

The Department has, however, been engaged in the preparation of a pamphlet upon the broad subject, "What Can the New Jersey Schools do for the Health and Safety of School Children?" It is hoped that this pamphlet may be ready for distribution to all the schools of the State during the coming January.

In this pamphlet will be presented for the use of teachers, suggestions or directions for the promotion of the health and safety of children, along each of the following lines:

1. Instruction in safety, and ways and means of preventing accidents.

Information and directions will be given for the guidance of teachers in giving instruction in the avoidance of accidents on the streets, in factories, about railroads, relating to fire-hazards, and in the homes, and

You Are Viewing an Archived Copy from the New Jersey State Library

what to do in emergencies. It is believed that enough information and directions can be given to teachers so that they will be able to comply with the spirit of the statute of 1913.

In the preparation of this part of the pamphlet the Department has received the active cooperation of railroad officials, of the Public Service Corporation, of fire chiefs in cities of the State, of the Commissioner of Labor and his assistants.

It may be necessary to point out that more than precept is needed in order to train children to avoid accidents. Conduct must also be affected, and the schools cannot be responsible for conduct, but they can influence it by giving information and by admonition. The use of pictures in this instruction will help to vitalize it.

In a State with the congested population of New Jersey, such instruction may be of great value in safeguarding lives.

2. The hygienic conditions under which children and teachers do their work.

Involved here are the lighting, ventilating, seating and cleaning of school houses. The condition of the toilet accommodations is another factor, especially if these accommodations are outside the building.

Sufficient air space, and ready, convenient and speedy means of getting out of a building are also important factors. Ample playgrounds for each of the two sexes are a vital necessity.

The importance of these conditions is steadily making its way into the public mind. Much progress has been made in parts of the State in the betterment of school hygienic conditions. This is encouraging. It would indeed be almost criminal short-sightedness to compel children to go to school, and by this process of compulsion to place them under conditions which might impair their physical efficiency. The efficiency of schools is in part measured by what we do for the health of the children.

School buildings in cities and towns should not be located on noisy streets, or in proximity to railroads, coal yards, etc. Some boards of education fail to recognize the importance of the "quiet zone" for schools.

Owing to concentrated attention to out-houses, their condition has been greatly improved during the past year. There is abundant testimony that more has been accomplished for health and decency and morals in this important direction than in any previous year in the history of the State. The County Superintendents carried on a vigorous campaign for improved outbuildings. Such a campaign was needed.

The following circular was issued by the Commissioner in July:

You Are Viewing an Archived Copy from the New Jersey State Library

STATE OF NEW JERSEY.
DEPARTMENT OF PUBLIC INSTRUCTION.

CIRCULAR RELATIVE TO OUTHOUSES AND WATERCLOSETS

To Members of School Boards, to Superintendents, to Principals, and to Head Teachers in Charge of Schools, including Teachers of One-room Schools:

Your attention is called to the laws of the State concerning outhouses—Article 10, Section 143, P. L. 1903.

> Each Board of Education shall provide at least two suitable and convenient outhouses or waterclosets for each of the school houses under its control. Said outhouses or waterclosets shall be entirely separated each from the other and shall have separate means of access. Said outhouses and said waterclosets, if detached from the schoolhouse, shall be separated by a substantial close fence not less than seven feet in height. The Board of Education shall have said outhouses and waterclosets kept in a clean and wholesome condition. The question of raising the amount needed to carry into effect the provisions of this section shall not be submitted to the legal voters of the school district, but the Board of Education shall notify the assessor or assessors and collector, by notice signed by the president and district clerk or secretary, of the amount needed for such purpose, and such amount shall be assessed, levied and collected at the same time and in the same manner as other special school taxes are assessed, levied and collected.

The fact that there is a statute upon this subject indicates its importance in the estimation of the lawmakers of the State. Apart from the provisions of the statute, the condition of the outhouses is important for moral and sanitary reasons.

The responsibility for the care of outhouses is placed, by law, squarely upon the local Board of Education.

The condition of outhouses in many sections of the State is, nevertheless, deplorable and disgraceful. Little or no attention is, apparently, given to their care. For month after month children are forced to go into indecent, unsanitary and uncared-for outhouses. Obscene writings or cuttings are too often found on the walls. It is criminal to allow innocent children to see such vulgarity. The whole atmosphere of a school should be moral and wholesome; no one will dispute this, but it is not "clean and wholesome" (to quote the law), if these innocent children find conditions in the outbuildings which would not be tolerated for a single hour in similar buildings at home.

In far too many cases, the outbuildings are in a dilapidated condition.

A Board of Education is not doing its duty to the children where conditions, as briefly described above, are allowed to exist. It is fully as much a part of the business of those in charge of the care of children in school to look after these buildings as it is their business to look after the ordinary rooms of the schools.

Beginning with September first next, every school district in the State should be equipped with outhouses which meet the standards of present civilization. I therefore urge, in behalf of the children, that during this summer a special effort be made to supply the schools with outhouses that are suitable. In numerous instances new outbuildings should be erected. In many districts the present buildings are in such a condition that it would be a waste of money to attempt to repair them. Such buildings should be torn down and new outhouses erected.

You Are Viewing an Archived Copy from the New Jersey State Library

A Board of Education is only obeying the law when it demolishes a slovenly, dilapidated, out-worn school outbuilding and replaces it with a new one.

Each County Superintendent will be directed to report, during the fall, upon the condition of the outbuildings in each district under his jurisdiction. The outhouses, at that time, should be in a clean and wholesome condition, as the statute requires.

The following suggestions, chiefly in application to outside closets, are made:

The vaults should be cleaned out at least three times a year. Between these intervals chloride of lime should be freely used in the vaults, if necessary. A box of chloride of lime can be placed, for this purpose, in each outbuilding. The cost therefor is only a few cents. The interior of the outbuildings should be cleaned or scrubbed at regular intervals. Where a janitor is not employed, the Board should employ a reliable person to clean the interior of the buildings; after a person is employed, the members of the Board should see that the work has been properly done.

The buildings should be kept in the best of repair. It is a waste of public money not to do this.

The seats should be provided with covers, and the vaults kept dark. If the vault is kept dark, flies will not breed in it. This is important in preventing the spread of flies.

Outhouses for boys should be provided with a urinal trough, which should be placed outside.

The outbuildings should be inspected daily by the principal, by the janitor, if there is one, or by the teacher. This is done in some schools of the State, both city and rural, and if it is done in some schools, it is possible to have this inspection made in all schools. Inspection by the janitor, however, unless he is a trustworthy one, is not enough. The principal or teacher in charge of the schools should not neglect such inspection. No vulgar or obscene marks or cuttings should be permitted to exist. In fact, they do not exist in many well-ordered and well-kept schools, both city and rural, in New Jersey.

In order to prevent markings and cuttings, it is strongly recommended that the paint used on the buildings, outside and inside, except the seats, be sanded. This can be done by sprinkling sand on the last coat of fresh paint. When the painted surface is sanded, marking and cutting is made difficult.

The grouping of shrubbery or the arranging of a trellis of vines in front or opposite the entrance of outhouses would not only serve the purpose of giving privacy to the entrances, but would add to the attractiveness of the school grounds.

Some Boards of Education in the State have posted notices on their property regarding trespassers, and, in some instances, have offered a small reward for information that would lead to the conviction of any person who, in any way, mars or destroys the property.

Members of Boards of Education also have a duty to perform in the inspection of these buildings.

Each of the outbuildings should be provided with a lock and key, and kept locked when the schools are not in session.

Members of Boards of Education, principals and teachers, are reminded that "clean and wholesome conditions," as prescribed by the statute, are more likely to prevail if those conditions exist from the beginning of the term, and are maintained by the *vigilance of those in charge of the school.* This vigilance can be secured only by constant inspection. This inspection is part of the moral and sanitary instruction of the school.

Members of Boards of Education are reminded that the statute pro-

You Are Viewing an Archived Copy from the New Jersey State Library

vides that the question of procuring the money needed to supply clean and wholesome outhouses shall not, necessarily, be submitted to the voters of the school district. The Board of Education has the power to procure the money without such a vote.

No member of a Board of Education should disregard the care of outbuildings, because "they are no worse than were similar conditions when I went to school." This is not an excuse. Standards of civilization have changed in the past thirty years. The telephone, the rural mail delivery, the automobile, fine State roads, State inspection of dairies, the electric light, are examples.

This Department does not care to ask anything unreasonable of school officials. It must insist, however, upon the compliance with the plain directions of the statute, namely: "The Board of Education shall have said outhouses and waterclosets kept in a clean and wholesome condition."

Respectfully,

June, 1913. CALVIN N. KENDALL,
Commissioner of Education.

3. The character of the health instruction.

Good teachers are of course necessary; so is a rational course of study or series of exercises relating to health. More information here is of less importance than the creation of habits. Anatomical facts in text-books are less important than the conduct of pupils. The proper care of the teeth relates to life as the enumeration of the bones in the fore-arm does not. The mechanics of the digestive apparatus should yield to some understanding of food values.

Hygienic instruction should affect the action of pupils. It should affect their habits and their conduct both in school and in the home. Physiology should be so subordinated as to give children enough, and only enough of it to make them intelligent in leading hygienic and sanitary lives today, tomorrow, in school and out.

But to translate hygienic information into conduct is by no means easy, whatever the course of instruction may be. Hygienic precept is one thing; hygienic action is another. To make the ideal the actual is the problem of the teacher. To solve it the cooperation of parents is necessary. Teachers and parents must realize that in the teaching of hygiene particularly, "conduct is three-fourths of life."

4. Emphasizing the importance of plays, games, and various forms of recreation for the promotion of physical strength and bodily vitality.

It is encouraging to note that swimming pools are being placed in some of the new high and grammar schools of the State. This will make it possible for all pupils to learn swimming, which is at least excellent as physical exercise.

Many children must be taught how to play, not because play is the great end of life, but because the disposition to play, the habit of exercise, is necessary to fit the individual to work hard and to work effectively, and to work late in life. Play or recreation in moderate amount, and

You Are Viewing an Archived Copy from the New Jersey State Library

subordinated to more important purposes in life, is a positive means of human improvement, and in any plan for better health instruction in schools this should be recognized.

This is in no sense a new doctrine. It is a doctrine whose acceptance is evidenced by the numerous municipal playgrounds in the various cities of the State, by the equipment of school grounds, by the establishing of school swimming pools in certain cities, and by more of the play spirit in primary schools.

At my request, Superintendent John Wilson, of Paterson, reports upon the playground now maintained by the Board of Education in that city.

In reply to your request I submit the following on the progress of the playground movement in this city:

Paterson's first playground was established in 1904 by a small group of interested people, under the leadership of Dr. Elias J. Marsh, and Dr. Jesse D. Burks, who was then Principal of the Paterson Normal School. These people raised several hundred dollars by popular subscription, purchased some simple apparatus, and engaged a playground director. A number of young ladies, students at the Paterson Normal School, volunteered to serve as playground assistants in charge of the smaller children. With this staff and equipment a playground was opened near the center of the city and was conducted during July and August.

Playground work was continued in this way for several years, but in 1907 a playground association was organized and the necessary funds were raised by membership dues and by popular subscription. In addition to the central playground several school yards were opened for the smaller children. This association conducted the playgrounds during the summers of 1907, 1908 and 1909, and although its operations were rather limited, hundreds of children enjoyed the privilege of supervised play during the summer vacations. In 1910 and 1911 lack of funds caused the suspension of the playground work.

In 1912 the Board of Education decided to open one or two playgrounds and the Board of School Estimate granted an appropriation of $500 for this purpose. The Department of Public Parks granted the use of a splendid tract of twenty-nine and a half acres on the river front. One playground was opened at that place and another was established in the yard at School No. 10. A competent man was engaged as director and two young ladies were employed as assistants. The two school attendance officers were also detailed to assist at the playground during July and August. The average daily attendance for the season was 284. A beach along the river provided ample opportunity for bathing and many of the children enjoyed themselves in the water every afternoon. We hope to add an instructor of swimming to the staff of assistants at this playground next year.

In 1913 the playground appropriation was increased to $1000. The playgrounds were made much more attractive and the attendance was doubled. A branch of the Free Public Library was established at the playground for the larger boys and girls. Small gardens were cultivated by the children and one of the school medical inspectors gave a series of Wednesday afternoon talks to mothers, on the care of children.

Another large park in the center of the city will be opened as a playground next summer. Several of the public schools in Paterson have large out-door playgrounds and these may be used whenever our funds are sufficient to secure the services of competent directors.

You Are Viewing an Archived Copy from the New Jersey State Library

5. Medical Inspection.

The law of the State requires medical inspection of all the children in the public schools of the State. This law was passed in 1911. It provides:

(a) A medical inspector shall examine every pupil to ascertain whether any physical defects exist.

(b) The medical inspector shall keep a record from year to year of the physical growth and development of each pupil, on a card prepared and furnished by the Commissioner of Education.

(c) The medical inspector shall lecture before the teachers upon health matters.

The rules of the State Board of Education provide that in rural districts there shall be medical inspection of schools once a month; in villages and small towns, twice a month; in towns and cities not less than once a week. The rules provide further that at the beginning of each school year there shall be an examination of each school child as to eyes, ears, throat, deformities and skin, and also an examination of the heart and lungs.

The rules further provide that the medical inspector shall examine the sanitary condition of all school houses.

The law is unpopular in some rural districts, and is enforced in only a perfunctory way; in fact, in thirty districts there was no medical inspector last year.

The cost of medical inspection for the year was reported as $183,906.53. The total cost by counties, and for each pupil enrolled in the several counties, was as follows:

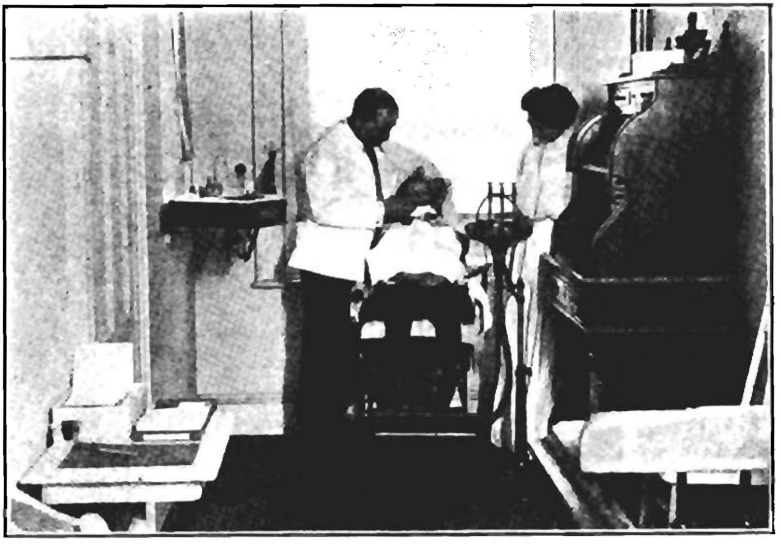
COUNTIES	Medical Inspectors Salaries.	Expenses.	Total.	Cost per Pupil.
Atlantic	$6,890.97	$686.20	$7,577.17	$.51
Bergen	14,194.75	419.07	14,613.82	.42
Burlington	3,041.89	146.68	3,188.57	.25
Camden	9,036.00	252.60	9,288.60	.36
Cape May	2,595.07	70.86	2,665.93	.55
Cumberland	2,800.00	99.72	2,899.72	.24
Essex	39,210.00	4,755.44	43,965.44	.44
Gloucester	4,320.10	44.10	4,364.20	.52
Hudson	27,713.78	2,136.00	29,849.78	.33
Hunterdon	3,008.25	23.75	3,032.00	.46
Mercer	7,996.95	978.15	8,975.10	.43
Middlesex	4,305.00	403.60	4,708.60	.22
Monmouth	7,747.20	295.65	8,042.85	.37
Morris	8,846.25	59.00	8,905.25	.65
Ocean	2,189.50	17.65	2,207.15	.46
Passaic	6,591.30	490.75	7,082.05	.17
Salem	2,684.40		2,684.40	.46
Somerset	3,584.00	289.84	3,873.84	.46
Sussex	2,113.55	18.50	2,132.05	.39
Union	8,918.63	1,820.70	10,739.33	.43
Warren	3,071.33	39.35	3,110.68	.41
	$170,858.92	$13,047.61	$183,906.53	*$.38

*Average cost per pupil.

You Are Viewing an Archived Copy from the New Jersey State Library

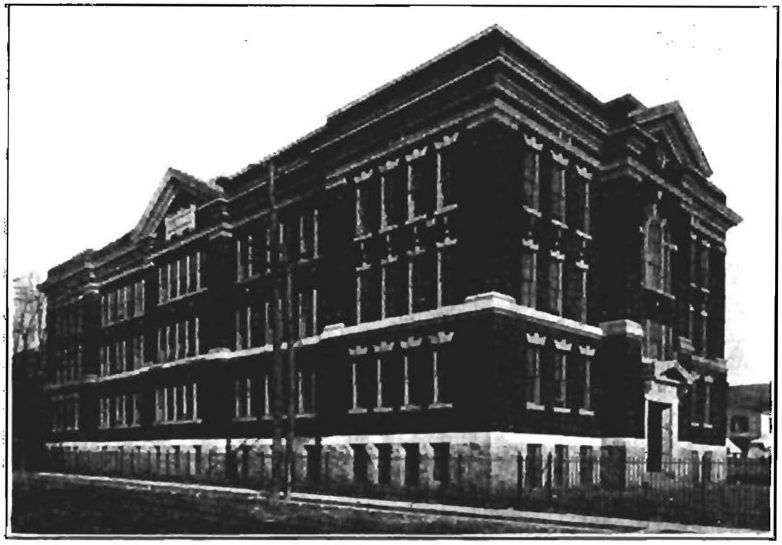


Medical Inspection, Hawthorne Public Schools, Passaic County.



Free Dental Clinic, Public Schools, Englewood, Bergen County.

You Are Viewing an Archived Copy from the New Jersey State Library



New Franklin School, Trenton. (Elementary School).



Public School No. 32, Jersey City. (Elementary School).

The sources of opposition to the law appear to be as follows:

(a) The expense. In some poor and sparsely settled districts the cost is felt to be a burden.

(b) The reluctance or refusal of the local physician or physicians to undertake it for the small compensation offered. In one district, for example, there are but two physicians. One did not want to be appointed medical inspector at any price. The other, knowing this, asked the school board what the board considered an exorbitant amount for doing the work. The school officials had no alternative but to employ him or to violate the law, inasmuch at it was impracticable to combine with another district, as the law allows.

(c) The belief that such inspection is unnecessary where all the children are certain to be known to the local physicians, so that any physical defects or ill health are looked after outside of the school.

(d) The difficulty in making inspections where schools are widely separated, as is the case in some sections of the State.

The seriousness of these objections lies in the fact that they nullify the value of the law in numerous communities; nor can they easily be overcome.

Taking the State as a whole, there can be no reasonable doubt as to the value of medical inspection. The average cost per pupil, taking the State as a whole, was $.38. This does not appear to be a large amount, in view of the supreme importance of safeguarding the health and the lives of children.

Health matters are a State concern, for reasons which need not be given here. The medical inspection law was passed, if my information is correct, through the efforts of the State Sanitary Association. I believe that this Association, representing in its membership as it does the leaders of the State in sanitary matters, should investigate the reasons why the law appears to be ineffective in some portions of the State, and make recommendations as to how the objections of local communities can best be met, to the end that there may be a satisfactory enforcement of the law. This investigation could be carried on by a committee, which should by all means visit two or three typical rural districts of the State for the purpose of conferring, reasonably and sympathetically, with representative people in those districts. By this means, and by this means only, can information be obtained which would be of value in formulating recommendations.

In some rural districts of the State, however, the law is carried out satisfactorily, because public opinion in those districts sustains it.

You Are Viewing an Archived Copy from the New Jersey State Library

You Are Viewing an Archived Copy from the New Jersey State Library

In numerous cities of the State, also, medical inspection is highly effective. School nurses are employed, who are an invaluable and almost necessary auxiliary to the work of the medical inspectors. The school nurse visits the homes of the children after they are sent home by the medical inspector, and attempts, often with great success, to influence parents to give the children the medical attention that is needed. Without the school nurse, the children are frequently sent home with the advice that a physician be consulted, and that appears to be the end of the matter. In fact, so highly do the school officials in the city of Newark value the work of the school nurse that the number of medical inspectors in that city is being correspondingly increased.

Among the cities that have satisfactory medical inspection are Hoboken and Plainfield. I have asked Superintendent Maxson, in Plainfield, and Superintendent Demarest, in Hoboken, to make a brief report of the methods employed in each of those cities. These reports follow:

PLAINFIELD.

In Plainfield Medical Inspection properly covers the work of four agencies: the Medical Inspector, the Dental Inspectors, the School Nurse and the Physical Supervisor.

The Medical Inspector examines every pupil in school in the early Fall, noting conditions of vision, hearing, tonsils, nose and throat, defects in heart and lungs, enlarged glands, anæmia, goiter, mal-nutrition, inflamed eyelids, parasitic diseases, etc. The results are recorded in permanent form and note is made of cases needing special attention. Notices are sent home to the parents and the cases are turned over to the School Nurse, to be followed up. The Medical Inspector also examines all candidates for the athletic teams, who can not take part in any school events without a certificate from him.

In case of contagious disease, the school room is at once disinfected by the Board of Health, and the Medical Inspector makes daily inspections of the other members of the class until danger from the disease is over. The Inspector's office is in telephone connection with each school, and as the teacher looks over her class each morning, or as the Nurse makes her regular inspection, if any suspicious symptoms are noticed in any child, he is set aside and the Inspector summoned by telephone to view the case. We note an increased desire on the part of the parents that their children should have their defects corrected, and they frequently voluntarily consult the Inspector as to their children's physical good.

A list has been prepared of all the children in the city that are three years or more behind their grade, and after removing names of those whose retardation can be explained by absence or similar cause, the list is put in charge of the Inspector, who has had a course at Vineland. Pupils are examined with unusual care for physical defects, by the Medical Inspector and also by the Dental Inspectors, and are also specially tested by the Binet tests. After these examinations, the Inspector, after consultation with teachers, makes assignments to the special classes for retarded pupils.

The Inspector also makes it his business to look after the general hygienic conditions of all the appointments of the schools and of the school regulations and management, making recommendations as needed.

You Are Viewing an Archived Copy from the New Jersey State Library

The Dental Inspectors examine the mouth of every pupil each fall, recording results and sending notices to parents, in the same manner as the Medical Inspectors.

The Nurse follows up the work of the Inspectors by taking the cards of pupils that need attention, following up the notices, where necessary, by personal visits, to explain the conditions to the parents and to persuade them to have the work attended to. If the parents can not afford to employ a physician, the Nurse takes the child to the hospital clinic, and secures treatment there. If glasses are needed, which the parents cannot furnish, she finds a source from which they can be obtained.

In addition to this, the Nurse visits each school building twice a week and personally inspects each child below the sixth grade, as to skin, eyes, throat, and hair. On the second visit, she sees those that need to be followed up. In the sixth, seventh, and eighth grades, each pupil is examined twice a month. On these inspections by the Nurse, children who are found to be in unsatisfactory condition meet the Nurse in the office of the Principal and are then sent home with a note to the parent explaining the trouble and the need of attention.

In the afternoon and between sessions, the Nurse visits various homes, gives instruction to the parents how to meet the mild ailments, and in a general way does what she may to elevate the hygienic conditions of the home and to educate the parents to better hygienic customs. The Nurse also takes charge of the cases of children that are excluded for contagious disease, or in quarantine, and sees that they are speedily returned to school at the expiration of the period of exclusion.

The Supervisor of Physical Training gives a physical examination to all pupils from the fifth grade to the High School, and to all High School pupils doing gymnasium work. The result of this examination and the measurements are recorded on cards. Where a physical defect is found like curvature of the spine, incorrect carriage of the body, uneven hips, or uneven shoulders, projecting shoulder blades, etc., a prescription of corrective exercise is given the child. All these defective cases in the class are examined a second time, in the spring, to note the progress of the cure.

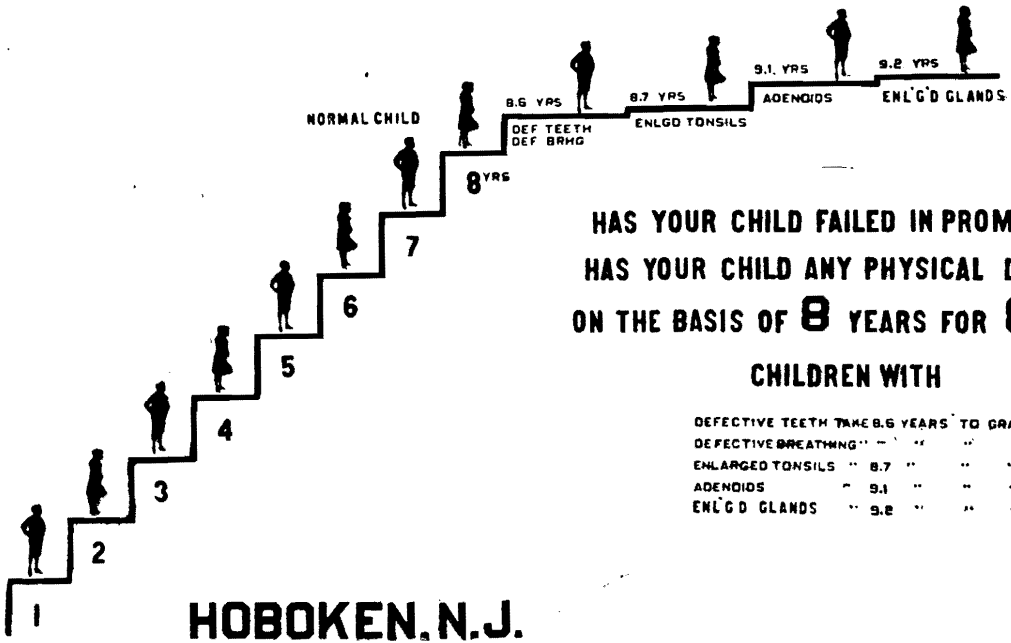
In the High School, the pupils are examined twice a year. At the fall examination, the pupil is given a record showing the result of the examination, and side by side with this on the card is given the normal standard for a child of his age, in order that he may note the difference and may follow the physical exercises that will bring him to the standard. At the second measurement, in the spring, he is again given the record for comparison with the fall record, that he may note his advancement.

When this work was begun in the High School, seven years ago, 92% of the pupils were found to have defects of various kinds that needed corrective work. The examinations in 1912 show only 18½% defective. The value of this work is shown strongly when these figures, 18½%, are placed side by side with the fact that the girls entering one of the large women's colleges in New England were found by the examiner to show 52% with physical defect from uneven shoulders alone.

Hoboken believes that medical inspection is an absolute necessity for the physical well being of its pupils. It is a well known fact that physical disabilities often retard and even defeat the mental development of pupils. There are times when it becomes necessary for the well being of the community that boards of education assume the rights and privileges of the home. Statistics have proven that defective eyes, throats, ears, enlarged tonsils and adenoids defeat the work of the schools. These physical defects which retard the progress of pupils have been worked out by Superintendent Demarest in the following graphic form:

You Are Viewing an Archived Copy from the New Jersey State Library

THE HANDICAP RACE TOWARD GRADUATION



HAS YOUR CHILD FAILED IN PROMOTION?
HAS YOUR CHILD ANY PHYSICAL DEFECTS?
ON THE BASIS OF 8 YEARS FOR 8 GRADES
CHILDREN WITH

DEFECTIVE TEETH	TAKE	8.6	YEARS	TO GRADUATE
DEFECTIVE BREATHING	"	"	"	"
ENLARGED TONSILS	"	8.7	"	"
ADENOIDS	"	9.1	"	"
ENL'G'D GLANDS	"	9.2	"	"

You Are Viewing an Archived Copy from the New Jersey State Library

The City is divided into four zones, each being in charge of a medical inspector. It is the duty of the medical inspectors to make at the beginning of each school year a thorough physical examination of each pupil to detect any defect of eye, ear, nose, throat, heart and lungs. The results of these examinations are recorded on individual health progress cards, thereby making it easier to follow up each case. All cases requiring medical attention are reported to the parents of the pupils. In addition to this physical examination of pupils, the medical inspectors are required to make daily calls at each school to pass upon all cases of suspected contagion or disease. All cases found in the daily visits are reported to the parent.

Following the school physicians comes the school nurse. No system of medical inspection would be complete without the services of trained nurses. Our school nurse plays an important part in following most of the cases by visits to the homes. The duties of the school nurse are summarized as follows: she is expected to visit the homes of excluded children to see whether parents know how to seek and obtain for their children such medical attention as is required; to give advice when necessary in the treatment of contagious diseases; to show parents who are too poor to pay for medical treatment how they may use the free school clinic; to assist indifferent mothers in caring for the health of their children; to follow cases of children that need to have eye glasses; that need the services of the dentist; to determine whether the cases of absent children are contagious and thus prevent the spread of disease; to assist mothers in the proper treatment of sore eyes, sore hands, how to clean the heads; in a word the school nurse through her good offices enters the home and does everything within her power to improve the physical condition of it.

Medical inspection is an excellent thing in caring for the physical well being of the school children but as a rule it has its limitations. The medical inspector examines the children, excludes certain ones on account of contagious diseases, sends the proper notices to the parents and there his usefulness ends. As a rule he does not know until the child returns to school whether parents pay any attention to his notices or not and in a great many instances there is an unnecessary absence with no real results. There are many cases such as the growth of adenoids, enlarged tonsils and defective teeth that cannot be remedied or cured by the trained nurse. These special cases can only be treated by a physician or dentist. To remedy this serious defect in our medical inspection, the board of education has opened a free medical clinic for the treatment of deserving cases. The free medical clinic has been in operation since November 15, 1912. It is well equipped for performing minor operations. This clinic is open for school patients three afternoons each week. The four school physicians and the nurse are in attendance each day. After each operation, the nurse visits the home of the patient and instructs the mother as to the care and nourishment of the child until such time as he is able to return to school.

To make the work of medical inspection still more effective, a dental clinic was established in one of the school buildings. This kind of work is reducing medical inspection to a practical basis. All children of the public schools who desire, have the privilege of availing themselves of but includes the proper repair of the teeth where such services are needed. During the last year the average cost for dental treatment per child was $0.74.

Superintendent Demarest summarizes the benefits derived from medical inspection as follows:

1. It has remedied many physical defects, thus bringing the physically defective child to the normal.

You Are Viewing an Archived Copy from the New Jersey State Library

2. It has improved the hygienic conditions of the children at home, in the school and on the street.
3. It has improved the general health of the children.
4. It has insured more rapid advancement to the pupils in their work, giving them a more even chance in their school and their life work.
5. As one-seventh of our population is in school each day, it has decreased the spread of contagion in the homes of our city.

The establishment of dental clinics in connection with some school systems is worthy of commendation. There are several cities in the State that maintain these clinics.

SUPERVISION OF SCHOOLS.

The Legislature of 1900 enacted the following:

"A board of education may under such rules and regulations as shall be prescribed by the State Board of Education, appoint a suitable person as Supervising Principal of Schools, define his duties and fix his salary; provided, that no person shall be appointed Supervising Principal unless he or she shall hold either a State or first-grade county certificate (and provided further that), nor until the necessity for the appointment of a supervising principal shall have been authorized in writing by the County Superintendent of Schools, and approved by the Commissioner of Education and the State Board of Education. The County Superintendent of Schools in making his annual apportionment of school moneys shall not apportion the amount allowed by law for a Supervising Principal unless the salary paid to such Supervising Principal shall amount, at least, to the sum of one thousand dollars per annum. The boards of education of two or more districts may unite in employing a Supervising Principal."

Under the provisions of this statute a supervising principal was appointed during the year in only one district. Stowe Creek, Hopewell and Greenwich townships, in Cumberland County, united in employing a supervising principal.

There were in the State on June 30th, 1913, 85 supervising principals under the approval of the State, besides the superintendents of schools in cities.

Adequate, sympathetic, helpful, constructive supervision of instruction is one of the most important needs of the State. The efficiency of the schools depends in the last analysis upon the quality of the instruction given by each of the 14,000 teachers in the State. There is a vast difference in the quality of this instruction. There is a far greater difference in the worth of the schools to the children than many persons, even educated and discriminating ones, realize. No school can be better than the teacher in charge of it.

Educational advance means a smaller number of weak or mediocre teachers. It also means the making of poor teachers good teachers, and of good teachers excellent teachers. Supervising is for this purpose.

You Are Viewing an Archived Copy from the New Jersey State Library

No teacher, whoever she may be, is so efficient that she cannot be helped by constructive supervision. Thoughtful teachers welcome such constructive supervision.

It is not too much to say that much of the inefficiency of schools is due to the lack of vitality in the instruction, whatever the course of study may be. One way of securing this vitality is to help teachers in service, the problem of the supervisory officer.

During the year 1,818 new teachers entered the service of the schools of the State. This is approximately 13% of the total number of teachers. For reasons which need not be presented here, the changes in the teaching staff are very numerous—far too numerous for the welfare of the children and for school efficiency. The fact is that there are hundreds of young women teaching in the schools of the State who are without professional attitude. Little is to be gained by finding fault with this conditions of affairs; much is to be gained by looking the problem squarely in the face and giving these teachers constructive help in the way of supervision.

Adequate supervision is not gained by a visit of, say thirty minutes a year to a school on the part of a supervisory officer. Good teaching is a matter of growth on the part of all teachers, and particularly on the part of some teachers. Many teachers in the State need a supervisory officer who can come into the school and spend an entire session watching carefully the teacher's aim, observing her methods, and taking account of results. With weak teachers this is a process which should be repeated from time to time during the term, and it is not to be forgotten that we have many weak teachers in New Jersey schools.

It is impossible for the County Superintendent to find time, with his numerous varying administrative duties, to give the requisite amount of time to helpful supervision. Much of his time must be employed in working with school boards, many of whom are without a realization of the duties and responsibilities of their office. In a given county, where there are 250 teachers scattered over large areas of territory, it is manifestly impossible for the County Superintendent of Schools to make even a satisfactory beginning in giving these teachers adequate help in the supervision of instruction. This is particularly true where the number of new teachers in the schools equals twenty-five or sometimes forty per cent. of the total number of teachers employed in the county. Resulting from all this is the fact that in many districts where supervising principals have not been appointed, the teachers, many of whom are wholly untrained, are without supervision of their instruction. The consequent waste is enormous.

You Are Viewing an Archived Copy from the New Jersey State Library

The rules of the State Board of Education require that the County Superintendent of Schools shall visit each school at least once during the year. These visits, particularly in the more populous counties, are necessarily largely perfunctory in character, and often have little influence upon the character of the instruction.

NEEDS OF THE SCHOOLS IN RESPECT TO SUPERVISION.

1. The teachers in every district in the State should have the help of a competent supervising principal, man or woman. The law provides for a combination among districts.

2. Under the present law State aid of $600 is extended to the district or districts employing a supervising principal. This being the case, the Commissioner of Education and the State Board of Education, representing the State at large, should have power to approve or disapprove of the selection of these officials.

3. The supervising principal should be active, energetic, and intelligent in his work. He should hold teachers' meetings. He should be a helper of teachers, and not a mere inspector of schools. He should be alive educationally. If he is not all this, he is of little account.

4. The number of schools under the care of a supervising principal should be large enough so that the district or districts could offer to pay at least $1,500 for the services of such an official. This could be done by extending the area of the district supervised or increasing the number of teachers supervised. There is no reason why the number of such teachers in an ordinary territory should not be as many as forty.

The State has been divided into nine districts for meetings between the Assistant Commissioners of Education and the supervising principals and superintendents of schools in each of the respective districts. The purpose of these meetings has been to discuss problems of supervision, standards of school accomplishment, and the monographs issued by the State Department. These meetings are of one day's duration, and have been held in the following districts at the time this report is made:

Camden and Gloucester counties, October 17, 1913, at Camden.
Atlantic, Cape May and Cumberland counties, October 29, 1913, at Atlantic City.
Mercer, Hunterdon and Burlington counties, November 3, 1913, at Trenton.
Somerset and Middlesex counties, November 14, 1913, at New Brunswick.
Morris and Warren counties, November 19, 1913, at Dover.
Monmouth and Ocean counties, November 25, 1913, at Freehold.

You Are Viewing an Archived Copy from the New Jersey State Library

There has been much interest in these meetings on the part of supervisory officers, and it may be the policy of the Department to hold two meetings a year in each of these districts.

INDUSTRIAL AND MANUAL TRAINING.

The necessity for industrial education is widely recognized. This necessity is both economic and educational; economic because there is needed in this country a larger number of men and women who can work productively and intelligently with their hands, in manufacturing pursuits, on the farm and in homes; educational because this kind of training, with related academic work, makes an appeal to large numbers of youth who are not interested in the hitherto conventional educational processes, and because efficiency in hand work is related to intellectual efficiency. The public schools must recognize these conditions, which are related not only to industrial welfare, but to our social welfare as well.

This is the statement of a theory. To translate this theory into action, certain traditional administrative practices in the operation of schools must be modified, and new types or kinds of schools established.

Of course, difficulties present themselves. Among these difficulties are the indifference of some to the value of industrial training, the conservatism of school officials in establishing the necessary administrative machinery, the lack of wide experience in this country in this form of education, the scarcity of competent teachers, and, what is most pertinent of all, the expense involved.

These difficulties, however, will be overcome, not at once, not without embarrassment, and probably not without some partial failures.

In a word, industrial education in this country is in a formative state.

The Legislature of 1913 enacted a statute which provides for State aid for vocational schools in industrial, agricultural and household activities. Under the provisions of this law the State under certain conditions will contribute an amount not to exceed $10,000 to any one school district for the support of such a school or schools.

As stated elsewhere, a pamphlet interpreting the law and the rules and regulations adopted by the State Board of Education governing such State-aided vocational schools was prepared and distributed. This pamphlet is a document of substantial value to all persons interested in industrial education.

While the law passed last winter is defective in some minor particulars, yet on the whole it is believed by those most competent to judge to be one of the most comprehensive and satisfactory statutes that has

You Are Viewing an Archived Copy from the New Jersey State Library

been enacted in any American state for the promotion of industrial education.

Under the provisions of the statute of 1913 the Legislature authorized the expenditure of an amount not to exceed $80,000 annually to promote this form of industrial training. The district itself must raise by taxation an amount at least equal to that given by the State, the State aid to a district, however, being limited to $10,000. Indications are not wanting that several communities in the State will take advantage of one or more of the various provisions of the law. It will give a needed stimulus to the training of young men and women for the industries and trades.

The Assistant Commissioner of Education in charge of Industrial Education, including Agriculture, Mr. Lewis H. Carris, presents in his accompanying report a summary of the main features of this statute.

As far back as 1881 the Legislature of New Jersey enacted a law which provides as follows:

"Whenever in any school district there shall have been raised by special tax or by subscription or both, a sum not less than two hundred and fifty dollars for the establishment in such district of a school or schools for industrial education or manual training, or for the purpose of adding industrial education or manual training to the course of study then pursued in the school or schools of such district, there shall be paid for such purpose to the custodian of the school moneys of said district, on the order of the Commissioner of Education, an amount equal to that raised therein as aforesaid, which amount shall be paid by the State Treasurer on the warrant of the State Comptroller. Whenever such school or schools shall have been established in any district, or said industrial education or manual training shall have been added to the course of study in the school or schools in any district, there shall be paid to such district in like manner for the maintenance and support thereof a sum equal to that raised each year in the district for such purpose; provided that the course of study in industrial education or manual training established under the provisions of this section shall be approved by the State Board of Education; and provided further, that the moneys appropriated by the State as aforesaid to any school district shall not exceed in any one year the sum of five thousand dollars."

This was perhaps the first statute of the kind enacted in this country. It was a praiseworthy attempt to foster manual training when the subject was not as well thought of as now.

No other state expends from its general state funds so much money for this particular kind of training as does New Jersey.

Other states, however, by means of a general state school tax or otherwise, have made more generous provisions than has New Jersey for industrial schools of the kind provided for in the act of 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

Under the provisions of the manual training act the total amounts granted by the State to the districts for each of the past ten years have been as follows:

1903-04	$50,000.00
1904-05	55,000.00
1905-06	50,000.00
1906-07	70,000.00
1907-08	70,000.00
1908-09	77,500.00
1909-10	125,000.00
1910-11	110,000.00
1911-12	125,000.00
1912-13	190,000.00

The total amount expended when the amount received from district taxes is included is much greater, as the following figures show:

1903-04	$112,755.68
1904-05	109,890.41
1905-06	126,147.63
1906-07	166,136.46
1907-08	215,051.04
1908-09	260,299.75
1909-10	309,959.03
1910-11	340,471.44
1911-12	366,119.10
1912-13	459,227.59

This increase is indicative of the public interest and demand for this kind of training in the practical arts.

The following is a statement by districts of the number of pupils in elementary and high schools taking the three manual training subjects—sewing, or domestic art, cooking or domestic science, and woodworking:

District	Sewing (Domestic Art)	Cooking (Domestic Science)	Wood-working	Total
Asbury Park	298	163	290	751
Atlantic City	645	695	1,505	2,845
Atlantic Highlands	59	0	106	165
Bayonne	1,953	718	736	3,407
Belmar*				
Belleville	0	0	718	718
Bergenfield	107	0	146	253
Bernardsville**	51	0	98	149
Bloomfield	756	104	816	1,676
Boonton	140	0	110	250

*Received State Aid but have not filed Statistical Report for 1912-13.
**Received State Aid but did not report receiving it.

You Are Viewing an Archived Copy from the New Jersey State Library

District	Sewing (Domestic Art)	Cooking (Domestic Science)	Wood-working	Total
Bound Brook	0	0	213	213
Butler	75	0	93	168
Caldwell	0	0	109	109
Camden	4,013	391	1,383	5,787
Cape May City	80	0	25	105
Carlstadt	212	0	82	294
Cedar Grove	40	0	100	140
Cliffside Park	0	0	101	101
Collingswood	377	0	243	620
Cranford	128	0	148	276
Dunellen	98	0	74	172
East Orange	934	414	1,437	2,785
East Rutherford	201	0	175	376
Elizabeth	1,441	0	1,348	2,789
Englewood	184	143	338	665
Fairview	127	0	108	235
Freehold	254	0	172	426
Garfield	591	0	248	839
Glen Ridge	230	90	475	795
Haddonfield	160	101	199	460
Hammonton	110	0	258	368
Hasbrouck Heights	75	50	123	248
Highland Park	73	0	68	141
Hoboken	787	395	572	1,754
Holly Beach**	0	185	439	624
Jersey City	2,616	1,880	1,720	6,216
Kearny	700	168	425	1,293
Lakewood	119	0	135	254
Landis	1,222	0	2,709	3,931
Little Falls	103	41	97	241
Long Branch	905	185	0	1,090
Madison	124	0	185	309
Merchantville	158	0	110	268
Metuchen	119	0	92	211
Millburn	51	0	42	93
Millville*				
Montclair	108	338	519	965
New Brunswick	553	57	421	1,031
Newark	7,238	1,729	8,991	17,958
North Plainfield	139	94	237	470
New Barbadoes	536	36	489	1,061
Nutley	88	72	144	304
Ocean City	125	70	111	306
Orange	1,084	207	531	1,822
Overpeck	90	0	90	180
Park Ridge	50	0	259	309
Passaic	902	410	828	2,140
Paterson*				
Pensauken	195	0	176	371
Perth Amboy	1,197	125	509	1,831
Phillipsburg	0	0	141	141
Pittsgrove	45	45	50	140
Plainfield*				

*Received State Aid but have not filed Statistical Report for 1912-13.
**Received State Aid but did not report receiving it.

You Are Viewing an Archived Copy from the New Jersey State Library

District	Sewing (Domestic Art)	Cooking (Domestic Science)	Wood-working	Total
Pompton	26	0	0	26
Point Pleasant	87	0	85	172
Princeton	109	63	97	269
Rahway	250	300	500	1,050
Ramsey	70	0	80	150
Raritan	57	0	38	95
Red Bank	140	225	195	560
Ridgewood	496	518	525	1,539
Roselle	65	0	118	183
Roselle Park	0	0	105	105
Rutherford	299	0	258	557
Sea Bright	36	36	60	132
Somerville	90	0	177	267
South River	60	0	0	60
South Orange	99	80	156	335
Summit	266	0	289	555
Tenafly	112	32	157	301
Town of Union	167	167	175	509
Trenton	850	809	2,186	3,845
Union Township	182	0	166	348
Verona	60	0	60	120
Washington	144	0	60	204
Weehawken	84	0	76	160
Westfield	130	176	143	449
West Hoboken*				
West Orange	322	0	243	565
Woodbridge*				
Woodbury	184	0	100	284
Total	37,051	11,312	38,116	86,479

It is my conviction that owing to the large amount of State funds being expended for this kind of training, and to the importance of manual, industrial and vocational training, the interests of the State demand that there should be at least two additional agents or supervisors of industrial training, including agriculture, working under the auspices of this Department.

The State is in partnership in the expenditure of money in this field with 91 districts, to say nothing of the additional expense, amounting to at least $80,000, which will be involved when the appropriations are available for State-Aided Vocational Schools. It is imperative that if the State's finances are to be properly safeguarded, and if this form of education is to be properly carried on in the respective districts of the State under this statutory partnership arrangement, there should be frequent inspection of the work in the various districts and schools. Not only should there be frequent inspection, but it has come to be widely recognized that this form of education should be promoted and fostered.

*Received State Aid but have not filed Statistical Report for 1912-13.

You Are Viewing an Archived Copy from the New Jersey State Library

The possibilities of education in agriculture are only very imperfectly realized in this State. We have just made a beginning in this form of education.

New Jersey, owing to its superior location with reference to the best markets in the country, offers unexcelled opportunity for this kind of instruction. Considerable progress has already been made, as Mr. Carris points out in his report, but with all the encouraging features—and they are many—the fact remains that what has been accomplished is only a beginning.

The problem of vocational education in our cities is equally important; and here, too, only the beginning has been made.

As the case now stands, there is only one person employed for four purposes:

1. In pursuance of the act of 1881, inspecting the work of schools to which State aid has already been granted, and of schools without State aid which are asking for it.
2. Aiding school officials in promoting State-Aided Vocational Schools of the industrial type in cities.
3. Aiding school officials in promoting State-Aided agricultural education in the rural districts.
4. Inspecting State-Aided Vocational Schools after they are established.

These duties are more numerous than any one person can satisfactorily perform. If on the one hand the large amount of money contributed by the State is to be properly expended, and if on the other hand the promotion of industrial education, including agriculture, is to be satisfactorily carried on, we need two additional assistants in this Department.

The State of Massachusetts, which expended last year $143,435.36 for industrial education—far less than New Jersey expended—has seven people working in this field, and with a school population only slightly in excess of our own.

SALARIES OF TEACHERS.

The total amount of salaries paid all the teachers in the State, including the amount paid to the Teachers' Retirement Fund, was $10,935,315.75, which was an increase of $847,806.61 over the preceding year. The average salary paid to teachers in the State was $816.38. The year preceding the average salary was $760.83. This is an increase of $55.55.

You Are Viewing an Archived Copy from the New Jersey State Library

The average salary paid to teachers in one-room rural schools was as follows:

Men—$519.87, which was an increase of $19.62 over the preceding year.
Women—$455.56, which was an increase of $12.68 over the preceding year.

The average salary paid to teachers in two-room rural schools was as follows:

Men—$645.58, which was an increase of $30.39 over the preceding year.
Women—$505.95, which was an increase of $13.38 over the preceding year.

The following is a classification of teachers in day schools by salaries. Comparison with the year ending June 30, 1912, is made.

	1912	1913
Those receiving less than $300—		
Male	4	4
Female	37	24
	41	28
$300 to $399—		
Male	20	16
Female	310	250
	330	266
$400 to $499—		
Male	64	54
Female	1060	1031
	1124	1085
$500 to $599—		
Male	91	82
Female	1912	1984
	2003	2066
$600 to $699—		
Male	93	86
Female	2152	2165
	2243	2251
$700 to $799—		
Male	76	81
Female	1949	1857
	2025	1938
$800 to $899—		
Male	72	74
Female	1412	1705
	1484	1779

You Are Viewing an Archived Copy from the New Jersey State Library

		1912	1913
$900 to $999—			
	Male	81	81
	Female	664	809
		745	890
$1000 to $1099—			
	Male	114	122
	Female	390	404
		504	525
$1100 to $1199—			
	Male	66	72
	Female	512	617
		578	689
$1200 to $1299—			
	Male	105	106
	Female	392	463
		497	569
$1300 to $1399—			
	Male	46	60
	Female	154	181
		200	241
$1400 to $1499—			
	Male	84	72
	Female	94	87
		178	159
$1500 to $1599—			
	Male	65	96
	Female	28	52
		93	148
$1600 to $1699—			
	Male	52	71
	Female	54	51
		106	122
$1700 to $1799—			
	Male	29	36
	Female	13	24
		42	60
$1800 to $1899—			
	Male	55	45
	Female	44	37
		99	82
$1900 to $1999—			
	Male	20	25
	Female	10	14
		30	39

You Are Viewing an Archived Copy from the New Jersey State Library

	1912	1913
$2000 to $2499—		
Male	143	161
Female	42	49
	185	210
$2500 to $2999—		
Male	59	70
Female	4	3
	63	73
$3000 and over—		
Male	79	91
Female	1	..
	80	91

These figures indicate that we are at least moving in the right direction with reference to teachers' salaries, and to that extent the facts are encouraging. The figures show that 10% of the total number of teachers were receiving less than $500 during the year ending June 30, 1913, as compared with 12% for the year ending June 30, 1912. The number receiving less than $400 a year has been reduced from 371 to 294.

These figures are the more significant in view of the fact that the total number of teachers in the state increased from 13,506 to 14,275.

By examining the foregoing table it will be seen that beginning with the class of teachers receiving from $900 to $999, there was an increased number in each class of the better paid teachers, with two exceptions.

The following table shows the counties in which low salaries predominate. It also shows the total number of teachers in the county, and in the last column the percentage of teachers in 1912 and 1913 respectively, who received less than $500.

You Are Viewing an Archived Copy from the New Jersey State Library

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

COUNTY	Number receiving less than $300		Number receiving from $300 to $399		Number receiving from $400 to $499		Number receiving less than $500		Total number of teachers in the county		Percentage receiving less than $500	
	1912	1913	1912	1913	1912	1913	1912	1913	1912	1913	1912	1913
Atlantic	2	4	5	2	26	24	33	30	411	438	.080	.068
Bergen	2	4	3	2	15	10	20	16	932	1021	.021	.015
Burlington	13	8	33	31	123	111	169	150	337	353	.50	.42
Camden	3	1	19	16	80	90	102	107	718	750	.14	.14
Cape May	1	0	3	3	51	50	55	53	159	157	.34	.34
Cumberland	1	0	53	49	111	114	165	163	296	305	.56	.54
Essex	2	1	1	4	25	12	28	17	2540	2696	.011	.006
Gloucester	1	1	18	10	85	75	104	86	217	227	.48	.38
Hudson	0	0	1	1	6	6	7	7	2122	2224	.003	.003
Hunterdon	0	0	15	13	82	76	97	89	183	193	.53	.46
Mercer	0	0	10	7	79	76	89	83	591	625	.15	.133
Middlesex	0	0	1	0	20	6	21	6	526	543	.04	.011
Monmouth	1	0	2	3	49	35	52	38	580	600	.09	.063
Morris	0	0	0	0	44	33	44	33	387	408	.114	.08
Ocean	2	1	39	29	41	47	82	77	164	164	.50	.47
Passaic	0	1	0	0	46	66	46	67	1003	1053	.046	.063
Salem	5	4	48	22	64	85	117	111	169	169	.70	.65
Somerset	0	0	1	4	34	26	35	30	237	251	.15	.12
Sussex	1	0	18	12	54	55	73	67	170	168	.43	.40
Union	2	0	1	2	43	40	46	42	683	743	.067	.056
Warren	5	3	59	56	46	48	110	107	227	224	.48	.48

You Are Viewing an Archived Copy from the New Jersey State Library

That the higher salaries, $800 and upward, are paid in the urban or semi-urban counties, is revealed in the following table:

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

COUNTY	Number of teachers receiving $800 or more.		Total number of teachers in the county.		Percentage receiving $800 or more.	
	1912	1913	1912	1913	1912	1913
Atlantic	134	165	411	438	.326	.376
Bergen	271	355	932	1021	.291	.347
Burlington	28	25	337	353	.083	.071
Camden	225	244	718	750	.313	.325
Cape May	21	24	159	157	.132	.152
Cumberland	16	22	296	305	.054	.072
Essex	1602	1769	2540	2696	.631	.656
Gloucester	10	11	217	227	.046	.048
Hudson	1183	1478	2122	2224	.557	.664
Hunterdon	11	13	183	193	.060	.067
Mercer	227	254	591	625	.384	.406
Middlesex	124	142	526	543	.235	.261
Monmouth	150	178	580	600	.258	.296
Morris	66	90	387	408	.171	.220
Ocean	16	21	164	164	.097	.128
Passaic	413	443	1003	1053	.411	.421
Salem	8	6	169	169	.047	.035
Somerset	37	39	237	251	.156	.155
Sussex	20	20	170	168	.117	.119
Union	296	351	683	743	.433	.472
Warren	26	28	227	224	.114	.125

It is not to be overlooked that the cost of living has affected teachers as well as other classes of people.

Salary schedules, however, while improving, are very far from what they should be in some sections of the State, if efficient instruction is to be given to the children. For example, in Salem county, where 169 teachers are employed, 111 were receiving less than $500 a year, and 26 were receiving less than $400. Where such low salaries prevail there is much inefficiency in the work of the schools. In consequence, changes in teachers are too numerous, the standards of the schools are low, and the children consequently suffer. It should be said, however, that in this particular county conditions have somewhat improved in the last year, as the figures show, but they have improved very little.

You Are Viewing an Archived Copy from the New Jersey State Library

NEW TEACHERS AND THEIR PREPARATION.

Table showing the preparation and training of teachers who entered the schools of the State during the year ending June 30, 1913, with corresponding figures for the year ending June 30, 1912.

	1912	1913
Total number of new teachers entering the schools,		
In rural schools	1,006	1,055
In city schools	721	763
Total	1,727	1,818
This number was divided as follows:		
High Schools (rural)	126	181
High Schools (city)	91	119
Total	217	300
Elementary Schools (rural)	880	874
Elementary Schools (city)	630	644
Total	1,510	1,518
Of this total, teachers of vocational subjects, such as manual training, domestic science, etc., and of special subjects, such as music, drawing, etc., were as follows:		
Teachers of Vocational Subjects,		
In rural schools	14	24
In city schools	46	51
Total	60	75
Teachers of Special Subjects,		
In rural schools	23	55
In city schools	42	18
Total	65	73

PREPARATION OF THESE TEACHERS.

Graduates of New Jersey State Normal Schools,		
In rural schools	209	211
In city schools	84	112
Total	293	323
Graduates of City Training Schools in New Jersey,		
In rural schools	30	22
In city schools	232	228
Total	262	250

You Are Viewing an Archived Copy from the New Jersey State Library

	1912	1913	
Graduates of Colleges, Universities and Technical Institutes,			
In rural schools	194	256	
In city schools	161	174	
Total	355	430	
Graduates of Normal Schools without the State,			
In rural schools	367	384	
In city schools	208	214	
Total	575	598	
Graduates of 4 and 3 year High Schools, but not Normal Schools or Colleges,			
In rural schools	163	158	
In city schools	27	33	
Total	190	191	
Number with Grammar School Education only,			
In rural schools	43		(In 1913 the law required that all teachers must have had one year of high school or its equivalent.)
In city schools	9		
Total	52		
Number with only one year High School education or its equivalent,			
In rural schools		24	
In city schools		2	
Total		26	

From the foregoing figures, it is seen that the State is training in its normal schools, city and State, fewer teachers than are trained in normal schools outside the State. This is certainly an anomalous condition. While some normal school graduates who have come to us from outside schools are among the best teachers in the State, on the other hand, numerous graduates of normal schools outside the State are not equal in teaching ability to the graduates of our own normal schools and of the best normal schools elsewhere.

Large numbers of these poorly trained teachers find their way into the rural schools of the State. Because nearly 600 teachers were employed last year who were graduates of normal schools without the State it does not mean that such teachers are well trained teachers. Standards of normal schools differ. School officials on account of low salaries and because of the lack of sufficient normal schools within the

You Are Viewing an Archived Copy from the New Jersey State Library

State, have been forced to seek large numbers of teachers outside the State whose normal training in too many instances is inferior.

New Jersey needs at least two additional normal schools. These normal schools have been authorized by the Legislature, but no appropriation has been made.

The fact that the State has assumed the normal school formerly maintained by the city of Newark helps only in a small degree in solving the problem of providing additional trained teachers for the schools of the State. The city of Newark alone will absorb the majority of graduates of the Newark Normal School.

The most pressing need for a new normal school is found in the southern part of the State, but an additional school in the northern part of the State is also necessary. Considering the State geographically, beginning with Trenton there are at present three State normal schools in the northern half of the State. The southern half of the State is probably the largest area in the entire eastern or north-eastern section of the country without a state normal school. Even the state of Maine maintains a normal school in the northern part of its territory. Massachusetts has ten schools. New York outside of Greater New York, has twelve. Connecticut has four.

There are hundreds of young women in the southern part of New Jersey who would avail themselves of the privileges of a normal school if one were established in that section. It is true of all educational institutions, normal schools and colleges, that they draw the bulk of their students from the immediate neighborhood, relatively speaking.

No one need fear that if a school were established in south Jersey, it would not be filled with graduates of south Jersey high schools who wished to enter teaching in that part of the State. Many parts of south Jersey are suffering from a lack of well equipped teachers. The fact is that the State has not done its duty to the children in that section, because it has failed to provide adequate facilities for the training of teachers.

Bearing upon the question as to why many young women teaching in the southern part of the State, graduates of high schools, have not attended normal schools, the following extracts from letters received from such teachers are illuminating:

> "I would have attended if the school had been nearer home."
>
> "I do think if there had been a normal school nearer, so I could have gone with less expense attached, I would have been a normal graduate today."
>
> "The reason I did not attend was because of the cost and incon-

You Are Viewing an Archived Copy from the New Jersey State Library

venience. Had there been a normal school nearer home, no doubt I should have attended such."

"I did not go to normal school because my support was needed in the home. If we had such a school near home I could have attended. It is my deepest regret that I have not a normal school training."

"The only reason why I did not enter a normal school was because of the overcrowded conditions at the State Normal School at Trenton, and I could not enter until the following term after sending in my application."

"The only reason for my not attending the normal school was the expense on account of the normal school being too far from my home."

"If there had been a normal school in my own county or somewhere nearer home I would have attended. I have often wished that I might have had a normal school training."

"I would have been only too glad of the opportunity to attend a normal school, had there been one near at hand. Furthermore, this fall I tried to have my sister enrolled as a student at the Trenton Normal School, but there was no room for her. The same condition prevailed at Montclair. I was disappointed, for I wanted her to attend a New Jersey Normal School."

"At the time I was ready to take up normal school work there was no normal school near enough to allow me to pursue such a course without having to board away from home. At that time it was not convenient for me to do so."

"I did not attend the Normal School because it was so far from my home."

"At the time I finished high school finances would not allow me to attend a Normal School, it being too far away to be considered."

"I should have probably attended Normal School if it had been nearer home and less expensive."

"Had there been a normal school in our vicinity when I graduated from high school, I should have been glad to take advantage of the opportunity."

New normal schools alone will not solve the problem of supplying competent teachers for rural schools. Graduates of normal schools are in such demand that they will be attracted to the towns and cities, where more reasonable salaries prevail.

The large number of failures by applicants for teachers' certificates in the State examinations for such certificates reveals the meager scholarship of many of these would-be teachers.

In arithmetic 348 passed the examination and 479 failed; in penmanship 479 passed but 195 failed; in reading nearly 200 failed, out of about 700 who attempted the examinations.

These figures from the accompanying report of the State Board of Examiners reveal in a startling way the need of better teaching, for many of these teachers are themselves the victims of poor teaching. The figures are eloquent in testifying to the inefficiency of some of the teaching in the common schools. The situation will not be much better in some parts of the State, until salaries are made more attractive to trained

You Are Viewing an Archived Copy from the New Jersey State Library

teachers and otherwise competent women, and until there is adequate supervision of instruction by competent principals.

The problem of supplying the schools of the State with good teachers is more serious than most persons realize. High school graduates in this State are attracted to the neighboring great cities in large numbers, where they find office employment in which the pay is better than in the schools. This one fact, due in part to the peculiar location of the State, makes inroads upon the supply of teachers and bears heavily upon the efficiency of schools.

Our statistics show that there were 739 graduates of high schools in June, 1913, who proposed to become teachers. This was an increase of 125. Inasmuch as the total enrollment of the schools of the State increased by upwards of 19,000 during the year, it will be seen that the supply of high school graduates who propose to enter teaching is not keeping up with the increased number of pupils; and this does not take into account the large numbers of teachers who resign every year.

As shown in the tables, 1818 new teachers entered the schools of the State last year. 1418 of the 13,506 teachers in the State were teachers with less than one year's experience, and nearly 6,000 of the 13,506 had been in the schools of the State less than five years.

The State should utilize its normal schools for the special training of teachers for various kinds of special activities. The Normal School at Montclair, for example, could train teachers for mentally defective children. The State Board of Education and the Principal of this school are maturing plans for this purpose.

The State Normal School at Newark might be utilized for the training of teachers for State-aided Vocational Schools, and also for the training of teachers for manual training. The training of the former class of teachers should perhaps be mainly carried on in evening classes for men and women engaged during the day in the industries. Upon such men and women we must depend for teachers in these State-aided Vocational Schools.

The Normal School at Trenton is already training teachers for domestic science and commercial branches, and the school which it is hoped will be established in the southern part of the State should have a course for the adequate training of teachers in agricultural activities.

The above is not so much the statement of a definite program as related to each particular school, as it is the declaration of two principles: first, that the State by means of its normal schools should train, and train adequately, for the special activities in which the State needs teachers; and second, that there should not be a duplication of training in two

You Are Viewing an Archived Copy from the New Jersey State Library

or more schools. Such duplication is not only wasteful, but liable to inpair the quality of the instruction. Moreover, so many teachers might be trained in a given field that the demand for such teachers would be exceeded.

SUMMER SCHOOLS.

The Legislature of 1913 made an appropriation of $6,000 for summer schools for the training of teachers. This was in addition to the $2,000 previously appropriated for the summer school for teachers at Cape May, and in addition also to $6,000 appropriated for a summer school under the auspices of Rutgers College, at New Brunswick.

The administration of these schools, other than the one at Rutgers College, was placed in the hands of the State Board of Examiners, subject to the approval of the State Board of Education.

Schools were established at Phillipsburg, Warren County, and at Collingswood, Camden County.

Mr. Howard G. Dibble, Supervising Principal at Lambertville, was made principal of the Phillipsburg school, and Mr. Amos H. Flake, Supervising Principal at Collingswood, principal of the summer school at Collingswood.

These schools opened Monday, July 7th, and closed Friday, August 15th, after a session of six weeks.

131 teachers and intending teachers (125 women and 6 men) attended the Collingswood school, and 142 teachers and intending teachers (129 women and 13 men) attended the school at Phillipsburg.

The subjects offered at Phillipsburg and Collingswood were selected from those required for the limited and permanent certificates in the State system of licensing teachers. Credit on licenses was given under certain restrictions, for the successful completion of the summer's work. Methods of teaching each of the several subjects, particularly methods in the common school subjects, formed an important part of the instruction.

The faculty of each school was chosen from teachers in the normal schools of the State, and from the teaching corps in several of the important school systems of the State.

53 New Jersey teachers attended the Summer School at Vineland maintained in connection with the State Normal School for Feeble Minded at that place. These teachers are preparing to teach classes for mental defectives.

You Are Viewing an Archived Copy from the New Jersey State Library

It is estimated that 400 New Jersey teachers attended summer schools outside the State, chiefly those in New York and Philadelphia.

It can be asserted with the highest degree of confidence that the money expended for summer school training of teachers brings great returns in the form of more efficient instruction of the pupils of those teachers.

There is no dissent from this opinion among those best qualified to judge.

Teachers who attended these schools are positive in their praise of the value of the courses offered. The following quotations are from letters received from such teachers in various parts of the State:

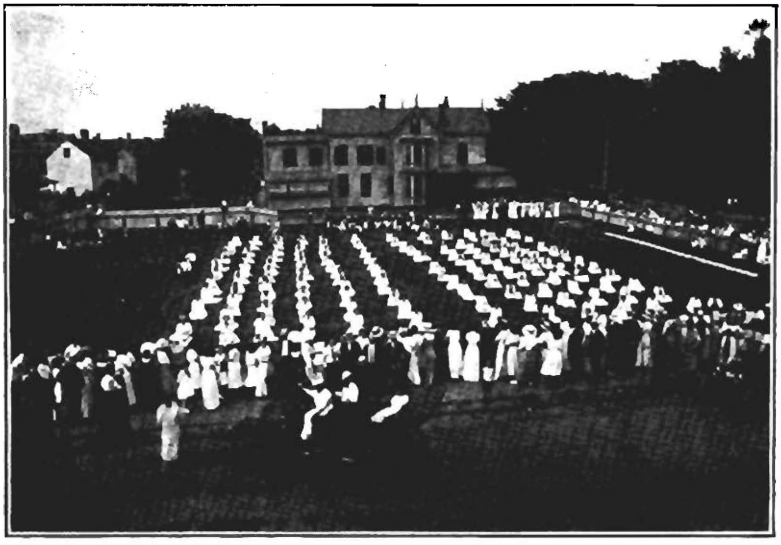
> "The summer school was the means of my gaining much more knowledge and enthusiasm for teaching than I had anticipated."
>
> "I went back to my own school room in September with such enthusiasm as I had never felt before during my fourteen years of teaching, as the work was along such practical lines as to stimulate one to do better in every way. I feel that it was one of the pleasantest and by far the most profitable summer I ever spent, and am looking forward to the continuance of my studies there next summer."
>
> "Not only did I get information, and social and professional benefit from Summer School, but I discovered several weaknesses in my knowledge and training. Next year I shall take all the mathematics I can get."
>
> "Summer School makes the student-teacher, and the student-teacher is progressive."
>
> "While the help received in preparing for the State examinations was of great value to me, the inspiration for my work in teaching was of equal value, and I trust it has made me a more efficient teacher."
>
> "One thing of value impressed me at the Summer School, and that was 'managing with small resources.'"
>
> "The inspiration and enthusiasm one gains from being with wide-awake, progressive teachers in the summer school cannot be overestimated. The work is hard, but it is the kind that counts; it is practicable and applicable."
>
> "The summer school opened up to me a wealth of new ideas, new methods and higher ideals of teaching; was a source of inspiration and enthusiasm which I hope to carry with me through this entire term. It was a means of lifting me out of the rut of routine into which one so easily falls."
>
> "The course has proved so helpful to me in my work that I am planning to attend again next summer."

The coming Legislature will be asked to increase appropriations for these schools—not primarily for the benefit of teachers, but principally for the benefit of the children of the State.

At least one additional school should be established during the summer of 1914, in a section of the State remote from the schools before established.

Mr. T. D. Sensor, who has been the Dean of the Cape May Summer

You Are Viewing an Archived Copy from the New Jersey State Library

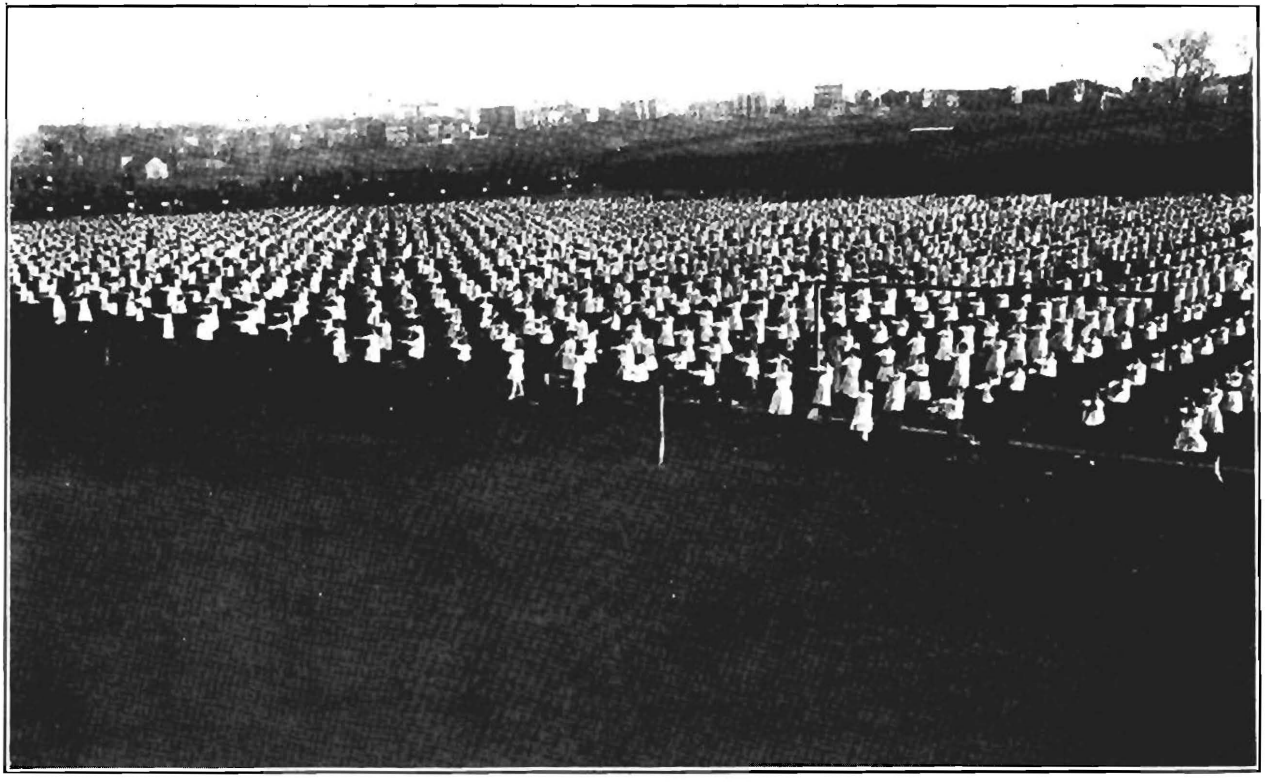


Field Day at the Cape May Summer School.



May Day Festival, Westfield, Union County.
One thousand pupils participated. The pupils of each of four Grade Schools gathering around the May Pole.

You Are Viewing an Archived Copy from the New Jersey State Library



Ten thousand children of the public schools in Athletic Carnival, Jersey City.

You Are Viewing an Archived Copy from the New Jersey State Library

School since its beginning, and who has consequently been closely identified with it, was asked to make a report upon the work of this school. Mr. Sensor's report follows:

This school was established in 1907. The State Superintendent of Schools, Hon. C. J. Baxter, realized that a large number of the teachers of the State were without professional training other than that which they had obtained in the actual work of teaching. They had obtained their licenses to teach through examination, and their educational preparation had been secured mainly from the local schools in which they expected to teach. The general educational movement toward more practical work in the public schools required that this class of teachers should have an opportunity for further training. It was impossible for them to discontinue the work of teaching and attend the normal schools, mainly because their living depended upon the salaries which they earned. Another reason was that the normal schools of the State were full and with long waiting lists.

The Department of Public Instruction obtained the cooperation of the Grange in securing legislation to support summer schools for the assistance of this class of teachers. Only ten teachers presented themselves for work in this school during the session of 1907, but, as its purpose became better known, the teachers began to avail themselves of this opportunity for improvement and the school has shown a steady increase in its enrollment.

During the session of 1913, three hundred and five teachers were enrolled in this school and the faculty was composed of twenty-three members, offering about thirty different courses, covering almost the entire range of industrial, professional and special education.

About one thousand teachers altogether have been enrolled in this school, many of them attending four successive terms. The school board of Cape May City has generously donated the use of buildings and apparatus, and because of this generosity on the part of the local school board the school has been able to carry on this work with the limited appropriation granted by the Legislature.

Students have been in attendance from every county in the State, and upon returning to their schools have brought to the communities in which they teach the spirit of interest and enthusiasm gained by contact with the personnel of the faculty of the school, and association with people interested in the same lines of work.

During the 1913 session the school was visited by nearly every member of the State Board of Education, and by the Commissioner of Education. They all expressed themselves as well pleased with the work being done in the school. With this official endorsement the school naturally has before it a great future. With the endorsement of the course of study offered in the school, and its work, when satisfactorily completed, accepted in lieu of examination, for subjects required for a teacher's certificate, teachers will avail themselves of this opportunity to improve the class of certificate which they hold.

You Are Viewing an Archived Copy from the New Jersey State Library

The State Teachers' Association has placed itself on record as endorsing the work done in the Cape May Summer School.

In the Appropriation Bill of 1912, $2,000 had been appropriated for summer school work as carried on under the Act of 1908. The school at Cape May entered upon its work with no assurance that it would have any additional help. Its faculty had been engaged and must be paid. To meet this demand the school was conducted under the Act of 1908 for the first two weeks of the 1913 session, and after that time, or from July 21, it was taken over by the State Board of Examiners under the Act of 1913, which made a portion of the $6,000 appropriated for summer schools under that act available for expenses of the Cape May school. No charges were made for tuition during the time it was conducted by the State Board of Examiners.

It was thought that the opening of the school at Rutgers and the two under the State Board of Examiners might greatly affect the attendance at Cape May, but such was not the case. The attendance was greatly increased over the year 1912, three hundred and five students being enrolled.

No appropriation was made by the Legislature of 1913 under the 1908 act to continue the work in schools like the one at Cape May. The school has outgrown the accommodations that Cape May has had to offer. The income from matriculation and laboratory fees would never be sufficient to pay the expenses of the school unless these fees were greatly increased, and this I fear would not help, as increased cost would decrease attendance to the extent that available means to run the school would remain the same.

The salaries of the faculty and assistants amounted to $4,000 in 1913. The incidental expenses were $2,000 to $3,000 more. With the school working under the 1913 Act it would require at least $6,000 to do the work in the way it was done last year.

The location of the school is in the hands of the State Board of Examiners subject to approval by the State Board of Education. Other cities than Cape May have asked to be considered in selecting a site for 1914. I am at a loss to know what to recommend. Under the 1913 Act it is impossible to interest any one in the school in order to raise money by contributions to carry on the work. The school as conducted under the Act of 1908 had to depend upon outside aid as the State appropriations only partially covered the cost, as can be seen by referring to the financial statements which accompany this report. With ample appropriation and adequate quarters a summer school at the seashore could be made a powerful factor in improving the professional standing of the teachers of New Jersey.

Such a school should have quarters in which to carry on the five distinct departments of its work:

Academic and Professional Training,
Industrial and Art Training,
Domestic Science,
Physical Training,
Agriculture and Nature Study.

You Are Viewing an Archived Copy from the New Jersey State Library

Dr. Alexander Inglis, head of the Department of Pedagogy of Rutgers College, reports upon the Rutgers Summer School as follows:

The Summer Session held at Rutgers College, for which the State made an appropriation of six thousand dollars to the college, was held for thirty days of instruction extending from June thirtieth to August eighth. In addition to the appropriation of six thousand dollars made by the State to the college there was available a fund amounting to approximately one thousand eight hundred dollars which permitted an extension of the work originally intended.

During the session three hundred students were in attendance of whom two hundred twenty-two were teachers already in service. Of these forty-three were principals, eight high school teachers, sixty-eight grammar school teachers, seventy primary teachers, forty-three rural school teachers, and one college instructor. Thirteen students were college graduates and forty-eight graduates of normal schools. According to counties the students were distributed as follows: Atlantic, 2; Bergen, 2; Burlington, 3; Camden, 1; Cape May, 4; Cumberland, 2; Essex, 14; Gloucester, 2; Hudson, 16; Hunterdon; Mercer, 18; Middlesex, 154; Monmouth, 20; Morris, 13; Ocean, 6; Passaic, 4; Salem, 2; Somerset, 12; Sussex, 4; Union, 14; Warren, 7. Twelve students came from without the state.

Thirty-three courses were given as follows: Agriculture, Poultry Husbandry, School Gardening, Nature Study, Soils and Fertilizers, Chemistry, History of Education, Secondary Education, School Management, English Composition, Reading, Geography, Domestic Science, Domestic Art, Arithmetic, Plane Geometry, Music, Physics, Zoology, Botany, Drawing, Educational Psychology, School Organization, English Grammar, English Literature, United States History, General History, Industrial Arts, Woodwork, Algebra, Solid Geometry, Physical Training, Physiology and Hygiene. There were twenty instructors of whom twelve were members of the college teaching corps. In addition daily lectures were given on agricultural and educational subjects at the general assembly.

The following is a financial statement of the summer schools:

APPROPRIATIONS.

Act of 1913	$6,000.00
Cape May, Act of 1908	2,000.00
Total	$8,000.00

DISBURSEMENTS.

	Salaries	Books	Stationery	Janitor	
Collingswood	$1,950.00	$132.11	$133.73	$25.00	
Phillipsburg	1,862.50	227.39	78.62	75.00	
Cape May	3,500.00	.....	.....	.....	7,984.35
Balance					$ 15.65

You Are Viewing an Archived Copy from the New Jersey State Library

TEACHERS' INSTITUTES.

Teachers' Institutes were held in the following counties:

October 11, 1912—Cape May County, at Ocean City.
" 17, 18—Monmouth County, at Ocean Grove.
" 17, 18—Mercer County, at Trenton.
" 19—Gloucester County, at Woodbury.
" 21—Middlesex County, at Perth Amboy.
" 21, 22, 23—Ocean County, at Lakewood.
" 24, 25—Passaic County, at Paterson.
" 30, 31, Nov. 1—Atlantic and Salem (joint) at Atlantic City.
November 6, 7, 8—Warren County, at Phillipsburg.
" 11, 12, 13—Sussex County, at Newton.
" 11, 12—Somerset County, at Somerville.
" 11, 12, 13—Hunterdon County, at Flemington.
" 14, 15—Morris County, at Dover.
" 15—Union County, at Westfield.
" 13, 14, 15—Burlington County, at Mt. Holly.
" 16—Camden County, at Camden.
January 24, 1913—Cape May County, at Ocean City.
March 28, 29—Cumberland County, at Bridgeton.
April 4—Cape May County, at Cape May City.

The Legislature made an appropriation of $4,000 for the conduct of the institutes, which was an increase of $1,500 over the amount appropriated for this purpose for the preceding year. With this additional amount it was possible to carry on the institutes largely upon the sectional plan, which is much more acceptable to teachers.

Practically every institute held was divided for a part of its sessions into high school, grammar school and primary sections, and in certain cases a further division into kindergarten, rural and industrial sections was made. It has seemed desirable to make use of the Assistant Commissioners of Education in the conduct of the institutes. Instructors have also been procured from the faculties of the normal schools of the State, and various teachers in the State have also given instruction.

Nevertheless, it seemed best to bring to the service of the institutes, and therefore to the teachers, some of the leaders in education in the country, outside the State.

The purpose of the institutes has been not to entertain teachers, but to both instruct and inspire them. It is believed that they have been conducted along strictly professional lines. It is imperative that they be conducted in this manner.

The total cost of the institutes for the year ending June 30th, 1913, was $3,337.95. Of this amount $2,929.38 was paid to the instructors, and $408.57 for local expenses.

It is estimated that 7,000 teachers attended the institutes, which was a total cost of 47 cents for each teacher.

You Are Viewing an Archived Copy from the New Jersey State Library

It is a question, however, whether the institute is worth what it costs, at least so far as some sections of the State are concerned. Its cost is measured, not so much by the financial outlay, as by the fact that while the institutes are in session the children are not attending school—at least this is true when the institutes are held on other days than Saturdays.

The institutes were established in New Jersey in 1886, when the qualifications required for teachers were low, when there were few trained teachers, and when young men and women regarded teaching as a temporary occupation even much more than now. The institute was regarded as a means of giving instruction to this mass of temporary, untrained teachers.

The State has largely outgrown this state of affairs. Particularly is this true of urban districts, where none but trained teachers are employed. In such parts of the State the institutes are not well regarded by the public or by the teachers themselves. Institutes are tolerated, but not respected.

In some of the rural districts both the public and the teachers regard the institute with more favor, although even in such sections the necessary closing of schools is not regarded with favor.

Unquestionably, in counties where teachers are still untrained, or poorly trained, where salaries are low, and where large numbers of imperfectly educated young women are attempting to teach school, the institute accomplishes good purposes.

I am of the opinion that the Commissioner of Education should be authorized to extend financial aid to county associations of teachers in rural counties for Saturday meetings of teachers, in order that they may be assisted in securing good speakers or instructors. Two or three such meetings could be held each year. By this plan, with the assistance of the Assistant Commissioners of Education, practically all the good now accomplished by the institutes could be retained. The schools would not be closed, the cost of the institutes would be reduced one-half, and the amount thus saved could be more profitably used in the support of summer schools.

SUBNORMAL CHILDREN.

The General Assembly of 1911 enacted the following:

"Each board of education in this State shall ascertain what children, if any, there are in the public schools who are three years or more below the normal. In each school district in this State in which there are ten or more children, three years or more below the normal, the Board of Education thereof shall establish a special class or classes for their instruction, no class, however, to contain more than fifteen children. In each

You Are Viewing an Archived Copy from the New Jersey State Library

school district in this State where there are ten or more blind or deaf children who are not now cared for or who cannot be cared for in an institution, a special class or classes shall be organized for their education, no such class, however, to contain more than fifteen pupils. Such classes shall be discontinued when proper provision is made for the care and education of such blind and deaf children by the State. The medical examiner of the district shall examine the children in special classes at least once in every three months."

The number of classes that have been formed in the State under the provisions of this statute is 102. The number of such classes reported a year ago was 80. The increase in the number of classes is indicative of the desire of school officials to comply with the law.

The advantages of this law were pointed out in the report of a year ago. These advantages, as set forth in that report, were not merely a statement of a theory, but embodied the opinion of practically all the leaders of education in the State.

Two difficulties have presented themselves in the enforcement of the law. One is the difficulty of securing a supply of competent teachers for these unfortunate children. This difficulty has been met in part by the rules regarding the certification of such teachers. The rule reads as follows:

"For the Mentally Defective Class Certificate, the applicant shall hold the regular teacher's certificate or a kindergarten or manual training 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."

In practice the State Board of Examiners has accepted in lieu of examination the excellent work of the School for Feeble-Minded at Vineland, and has also accepted the work in the schools maintained in connection with universities in New York and Philadelphia. By means of these agencies, however, the supply of teachers is being only partially met.

The State Board of Education contemplates the establishment of a course for such teachers at the Normal School at Montclair.

The other difficulty which presents itself, and for which as yet no solution has been found, is the provision for the adequate training of

You Are Viewing an Archived Copy from the New Jersey State Library

such pupils who live in the rural districts of the State. As said before, how to provide facilities for the education of such children presents a serious problem, and no solution is as yet in sight.

There is apparently little or no criticism of the existence of the law. It was a long step in advance to enact such legislation.

EXAMINATION OF PUPILS IN THE HIGHEST GRADE OF THE ELEMENTARY SCHOOLS.

In compliance with statutory requirements, the examinations of pupils in the highest grade of the elementary schools were held in accordance with the following schedules:

JANUARY, 1913.

Penmanship	January 20
Spelling	January 20
English	January 20
History	January 21
Arithmetic	January 22
Geography	January 23

MAY, 1913.

Schedule A—

Penmanship	May 12
Spelling	May 12
English	May 12
History	May 13
Geography	May 13
Arithmetic	May 14

JUNE, 1913.

Schedule B—

English	June 2
History	June 3
Arithmetic	June 4
Geography	June 5
Penmanship	June 6
Spelling	June 6

Schedule C—

English	June 16
History	June 17
Arithmetic	June 18
Geography	June 19
Penmanship	June 20
Spelling	June 20

You Are Viewing an Archived Copy from the New Jersey State Library

Three schedules were provided for the second set of examinations, in order that they might be given at times to correspond with the different dates of closing schools in various parts of the State.

The results of the May and June examinations were as follows:

ENTIRE STATE.

	Arith.	Writ.	Spel.	Eng.	U. S. Hist.	Geog.
Total number of pupils taking examinations	14951	14863	14447	14996	14290	14777
Total number who could have taken examinations, but did not	339	349	351	332	330	351
Number of pupils receiving 90 points or more	5649	5369	9537	5721	6177	6035
Number of pupils receiving 70-89 points	5508	8648	4061	7920	6095	6609
Number of pupils receiving 50-69 points	2163	651	723	1120	1491	1540
Number of pupils receiving 49 points or less	1632	90	139	245	530	575

CITY DISTRICTS.

	Arith.	Writ.	Spel.	Eng.	U. S. Hist.	Geog.
Total number of pupils taking examinations	7702	7616	7609	7841	7577	7624
Total number who could have taken examinations, but did not	112	122	121	108	111	115
Number of pupils receiving 90 points or more	3158	3462	5689	3632	3866	3763
Number of pupils receiving 70-89 points	2476	3715	1725	3711	2863	2984
Number of pupils receiving 50-69 points	1181	320	269	453	683	701
Number of pupils receiving 49 points or less	616	59	26	45	155	149

COUNTY DISTRICTS.

(That is to say, districts not under the control of city superintendents).

	Arith.	Writ.	Spel.	Eng.	U. S. Hist.	Geog.
Total number of pupils taking examinations	7249	7257	6748	7155	6713	7153
Total number who could have taken examinations, but did not	227	227	230	214	219	236
Number of pupils receiving 90 points or more	2491	1907	3848	2089	2311	2272
Number of pupils receiving 70-89 points	2762	4933	2336	4209	3232	3625
Number of pupils receiving 50-69 points	982	331	454	667	808	839
Number of pupils receiving 49 points or less	1016	31	113	200	375	426

You Are Viewing an Archived Copy from the New Jersey State Library

It may be said that:

(1) These examinations are not to be used as criteria for promotion to the high schools unless local school officials desire to use them as such. It is believed that numerous factors should determine promotion, such as the pupil's daily work, his capacity to do the work of the following grade, his habits of study, his age, his health, etc.

(2) Great care should be exercised in preparing the questions for the tests. The character of the questions is likely to influence the standards of teachers in teaching the respective subjects upon which pupils are examined.

(3) The results of the examinations as reported cannot be absolutely relied upon; this is in no sense a reflection upon teachers. The papers are marked as a rule by the individual teachers who teach the children, or by the principal of the school. The standards of these teachers differ, and naturally so. Moreover, the teacher, knowing the pupils, is likely to be influenced by the personal equation.

In order to secure results and comparisons that might be relied upon, all the papers should be marked by one body of very skillful and competent persons. This would be the work of many weeks or months, if it were properly done. The State has not furnished funds or machinery for such a body of readers. The cost would be great, as there are upwards of 85,000 papers written each year.

Therefore it may be said that the results of the examinations are indicative rather than positive.

(4) With the limitations mentioned above, the examinations reveal the fact that the eighth grade pupils in the city schools obtain higher ratings than eighth grade pupils in rural schools. This is shown by the tables.

There are of course numerous fine teachers in the rural schools, and it is equally true that there are some poor teachers in city schools. The differences in results noted above cannot be accounted for by any difference in the ability of children. Rural school children are in every way as capable as city children.

How can this difference in results in the examinations be accounted for? It is due to the differences in school opportunity that children have. The rural school suffers from (a) poorly equipped teachers and poorly paid teachers, (b) too frequent changes in teachers, (c) too many teachers who do not know how to teach because they are untrained, (d) lack of equipment and apparatus for teaching, (e) comparatively ungraded schools, where the teacher has too many classes to teach.

Of these, the weak, poorly equipped teacher is the principal cause. The results of these tests should bring home clearly to school boards in some rural districts in the State that the children are not getting from their school what other children, no more capable, and no more deserving, are getting.

It should be emphasized that the examinations test only in a remote degree the children's habits of work and application, their ability to use books, their initiative, their self-reliance, their power to think, and their ambition, all of which are tests of the value of the school.

You Are Viewing an Archived Copy from the New Jersey State Library

SCHOOL LIBRARIES.

School libraries in New Jersey are, speaking generally, in an unsatisfactory condition. Many schools are entirely without them; some have small, poorly selected collections; others have remnants of libraries started many years ago that have not been added to in seven or eight years; still others have several hundred volumes that have been bought without regard to their fitness and without any reference to the resources of local public libraries. It is notable that those school libraries which are under the supervision of local public libraries or those which are co-operating very closely with their public libraries, are, as a rule, the ones doing effective work.

School libraries should be selected with particular reference to the educational value—both practical and moral—of the books included. Each classroom should have at its disposal a collection of books for supplementary and related reading. This is particularly essential in those rural schools that are without the services of a public library. When the collection is large enough, the library should be catalogued and arranged according to accepted library standards, and the use of indexes, contents, dictionaries, encyclopedias, etc., taught. Every high school should have its library for reference and reading purposes. The administration of the school library, no matter how large or how small, should teach students how and what to read, should familiarize them with the best types of books on varied subjects, and teach them to judge what is best in the enormous amount of printed matter with which they will come in contact. All this takes expert knowledge of books, methods of selection and administration. Teachers have neither the time nor the training for such work.

There are, however, two hundred and six communities in New Jersey, having public libraries, with librarians and trustees willing to give this service. For those communities with public libraries, the New Jersey Public Library Commission stands ready to give aid. It is evident economy of money and effort, and promises better results for each community, for the State to centralize its library forces. If the New Jersey Library Commission took over the entire supervision of school libraries in the State, much constructive work could be done. Traveling libraries for rural schools, traveling picture collections for visual instruction to aid in the development of daily lessons, traveling art exhibits with accompanying books of an explanatory character, traveling industrial exhibits sent out by manufacturers, expert advice in books and reading, the distribution of selected government and state publications of interest to schools, lists for reading on selected topics, special books to cover

You Are Viewing an Archived Copy from the New Jersey State Library

special subjects, books for debates, themes, theses, essays, etc., are some of the activities in which such a department could engage. This is not theoretical reasoning. It is the recognition of specific demands for these things which have come from teachers and parents in all parts of the State. There is at present no way in which to meet these demands because the Department of Public Instruction and local schools have not the equipment to do this work, and local public libraries and the New Jersey Public Library Commission have neither the appropriations nor the authority.

APPOINTMENT OF COUNTY SUPERINTENDENTS.

The Legislature of 1913 amended the law in regard to the appointment of county superintendents of schools. The law formerly provided that such an official must have been a resident of the county for which he was appointed for at least three years immediately preceding his appointment. The new law provides that he must have been a resident of the State for at least three years immediately preceding his appointment.

This amendment was advisable. The Commissioner of Education should not be confined in his selection of a County Superintendent to the county in which such superintendent is to work.

The two statutory qualifications, namely, holding the highest grade of State certificate (which certainly is wise), and being a resident of the county for three years preceding the appointment, might together be embarrassing in the selection of a competent official for the work devolving upon the County Superintendent of Schools.

It is not to be forgotten that the County Superintendent of Schools is the representative of the State Board of Education and the Department of Public Instruction in a given county. He is essentially a State officer. He is paid out of State funds and not out of county funds. He is appointed by the Commissioner of Education, subject to confirmation by the State Board of Education.

It is believed that as a rule any Commissioner of Education would endeavor to make his selection from residents of the county, but if he were satisfied that the interests of the schools of the county or the State required the selection of a person outside the county, he should be at liberty to choose such a person; in fact, it would be his duty to do so.

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

You Are Viewing an Archived Copy from the New Jersey State Library

Henry M. Cressman, Atlantic County	July 6, 1912
B. C. Wooster, Bergen County	" " "
H. A. Stees, Burlington County	" " "
Charles S. Albertson, Camden County	" " "
L. H. Carris, Essex County	" " "
Joseph M. Arnold, Mercer County	" " "
H. Brewster Willis, Middlesex County	" " "
E. W. Garrison, Passaic County	" " "
H. C. Krebs, Somerset County	" " "
Ralph Decker, Sussex County	" " "
Franklin T. Atwood, Warren County	" " "
O. J. Morelock, Essex County	February 1, 1913
J. J. Unger, Cumberland County	March 1, 1913
D. T. Steelman, Gloucester County	October 18, 1913
Jason S. Hoffman, Hunterdon County	November 8, 1913

COMMUNITY USE OF SCHOOL HOUSES.

The Legislature of 1913 enacted the following:

"1. The board of education of any school district may, subject to reasonable regulations to be adopted by said board, permit the use of any schoolhouse and rooms therein, and the grounds and other property of the district, when not in use for school purposes, for any of the following purposes:

(a) By persons assembling therein for the purpose of giving and receiving instruction in any branch of education, learning or the arts;

(b) For public library purposes or as stations of public libraries;

(c) For holding social, civil and recreational meetings and entertainments and such other purposes as may be approved by the board of education;

(d) For meetings, entertainments, and occasions where admission fees are charged;

(e) For polling places, for holding elections, and for the registration of voters, and for holding political meetings.

2. Any action taken by a board of education under the provisions of this act shall be subject to appeal to the Commissioner of Education, as provided in section ten of the act to which this act is a supplement."

This legislation confirmed what had been the practice in some communities. It was well, however, to have this legislative sanction, because some school boards, while desiring to grant the use of school buildings for general outside purposes, were doubtful of their legal right to do so.

The value of all the school property in the State is upwards of $50,000,000. Public opinion has been slow to recognize that this property may be used outside of school hours for general purposes. Among these purposes may be mentioned lectures, musical entertainments, meetings of parents' associations, women's clubs, debating societies, social parties, dramatic clubs, political meetings, farmers' organizations, etc. In cities, where young people live in congested homes, and naturally seek amusement or entertainment, the schools with their auditoriums

You Are Viewing an Archived Copy from the New Jersey State Library

and gymnasiums have been in the main a great unrecognized asset for meeting the social needs of the people. Some reliable person or persons designated by the Board of Education must be made responsible for the care and safe-keeping of school property, and for the morals or good behavior of those who use the buildings.

Among the New Jersey communities which have translated the foregoing theories into practice is Jersey City. Dr. Henry Snyder, Superintendent of Schools in that city, has by request made the following special report upon the community use of school houses in that city.

In compliance with your request I submit the following statement of the extended use of school buildings in this city.

The Board of Education of Jersey City has always allowed the schools to be used out of school hours in the afternoons and evenings by the principals and teachers of the schools, and school organizations such as alumni associations, for purposes connected with the schools themselves.

It has also always been the practice of the Board to grant the use of school buildings to organizations or groups of citizens for the purpose of discussing municipal, educational, or philanthropic subjects, and public movements in general. The school buildings have, therefore, always been used quite generally for civic purposes. This use has in the past been so frequent that it is needless to specify instances here.

For many years the auditoriums of the schools have been used for evening lectures intended for adults. These lectures have covered a wide range of subjects and have been given at public expense.

For about three years the auditorium of the Wm. L. Dickinson High School has been used by the People's Institute on Sunday afternoons for the purpose of holding discussions and having addresses on legislative, economic, scientific, and educational subjects of local or national importance.

For about five years the Schubert Glee Club of this city and for about three years the College Club of this city have been permitted by the Board to use the William L. Dickinson High School for the purpose of giving concerts of a high class and to charge admission thereto, the proceeds of which have been used for the purpose of aiding by means of scholarships young men and women of this city to secure a college education.

In planning the school building we have for many years kept in mind the use of the school buildings by the public out of school hours so far as it was possible to do so, particularly in providing in the larger schools large assembly halls. A more comprehensive plan was inaugurated in 1907 when School No. 32 was designed. The plans provided for a roof garden, designed to be used by the pupils as a playcourt or gymnasium and by the people at large as a place of entertainment; plunge and shower baths and swimming pool so constructed that they can be isolated from the rest of the building and used out of school hours by the public; a library and reading room available for use as a branch of the public library out of school hours, and a large auditorium. In the summer of 1911, after this building was opened, the Board of Education instituted musical concerts and public dances on the roof garden. The continuance and maintenance of these were afterward assumed by a group of young men and young women who volunteered their services and formed themselves into a School Extension Com-

You Are Viewing an Archived Copy from the New Jersey State Library

mittee. The members of this Committee conducted weekly dances and organized a number of boys' and girls' clubs whose aim was social and educational improvement. Some of the special activities for which these clubs were organized are literary study, dressmaking, embroidery, basketry, debating and study of parliamentary law, vocal music, and physical culture. Occasional Sunday afternoon concerts have been given under the auspices of the Committee. Public dances and clubs similar to those mentioned above as having been organized at School No. 32 were established in School No. 29, (afterwards discontinued), in School No. 11, and in School No. 27. At the present time these activities are still maintained in the three schools mentioned. For some months after the concerts and dances were begun the expenses of maintaining them were paid by voluntary contributions of citizens to the School Extension Committee. In February 1912 the Board of Education officially assumed responsibility therefor and has since paid all expenses. At the same time the Board appointed a Supervisor to direct the activities of the Community Centres. The administration of these activities is therefore officially under the control of the Board of Education, as directed by the Superintendent of Schools and the Supervisor in charge, the actual conduct of the details of operation being in the hands of the members of the School Extension Committee. The Board pays the expenses of heat, light, attendants, printing, and the salary of the Supervisor.

In the spring of 1912 the Board of Education began the practice of allowing recognized political parties, or local divisions of them to use any of the schools, that might be desired, for political meetings. It is very interesting to note that on May 22, 23, 24 and 25, 1912, Senator LaFollette, Ex-President Roosevelt, President Taft, and Governor Wilson, canditates for the presidency of the United States, successively appeared and delivered addresses in the order named in the auditorium of the William L. Dickinson High School. Political meetings were held in the schools in the spring and fall of 1912 and in the spring and fall of 1913.

As has been stated, the Board of Education pays the cost of maintaining Community Centres. For the present school year the Board has also assumed the cost of operation in the case of the People's Institute. In the cases of other activities, however, no provision has been made for defraying the cost of operation out of public funds. The Board has, therefore, required all outside agencies which use the school buildings to pay the actual cost. The Board has carefully avoided considering the amount so paid as rental. It has determined as accurately as possible the actual cost to the Board of opening and operating the schools used for public purposes, and has required those who use them to pay, in each case, the sum fixed. This policy has been followed because the Board did not wish to divert the moneys appropriated for the education of the young in the day schools or other schools to other purposes. At the same time it has been our belief that the public should have as generous use of the school buildings as was consistent with their use by pupils of school age, and that, therefore, the Board could not be justified in charging a "rental" which might be intended as a source of profit, drawn necessarily from the people. While such a profit, if there were one, should of course be devoted to regular school purposes, it would practically be an additional incidental appropriation or contribution made by the people. While the amount might be small the principle involved could hardly be defended. Furthermore it has been our desire not to place obstacles in the way of the use of the school buildings by the public by imposing a charge for such use which might be prohibitive, but on the other hand to encourage such use by fixing the charge at the actual cost to the Board. We believe, moreover, that the Board of Education or the city should provide funds for the use of any

You Are Viewing an Archived Copy from the New Jersey State Library

building which may be granted by the Board of Education to citizens, and hope that specific appropriations may be made for the purpose. It should be assumed that from the public use of the school buildings by the public, authorized or permitted by the Board of Education, there will accrue a recognized public benefit and that the cost of such use should therefore be paid by the public.

The Board of Education has as yet not adopted formal rules regulating and limiting the use of school buildings by the public. It has preferred to act on each application in accordance with a liberal yet careful policy. It does not on the one hand desire to prevent any proper use of the buildings, nor on the other hand does it desire to put itself in a position in which it would be compelled by a technical interpretation of formal rules to allow the use of school buildings for private or personal profit. As experience accumulates it will be possible in time to formulate liberal and yet wise rules which will accomplish both purposes.

I ought to say that the experience that we have had in permitting the general use of the schools to the public has justified the policy of the Board of Education. We find that the public has appreciated the privilege. We have, of course always made ample provision for protecting the buildings against damage and have required those using the buildings to pledge themselves to repair any damage. I am glad to say that those who have used the buildings have been careful of them and have not inflicted any material damage. They have recognized quite willingly the propriety of the prohibition against smoking in the buildings and have complied in general with the requirements, which have been the same as those which govern the usual school gatherings.

PUBLICATIONS OF THE DEPARTMENT.

The Department has issued the following publications:

1. The Teaching of Spelling.
2. The Teaching of Penmanship.
3. The Teaching of Arithmetic.
4. The Teaching of Elementary Grammar and Composition.
5. The Treatment of Subnormal Children.
6. The Making of School Programs.
7. Introduction to the Teaching of Elementary Agriculture.
8. Trees and Forests of New Jersey.
9. Corn Growing.
10. Manual for High Schools.
11. Rules and Regulations for State-Aided Vocational Schools.
12. Arbor Day Manual.

The monographs upon the teaching of Elementary Composition and Grammar and Arithmetic contain minimum courses of study, as authorized by the statutes.

The purpose of these various monographs is to give teachers standards of instruction; to make available for teachers' use a statement of the best theory and practice in each of the subjects treated. In other words, the school-subject monographs are guides to teachers for use in teaching the respective subjects treated.

You Are Viewing an Archived Copy from the New Jersey State Library

For example, the monograph on the teaching of Elementary Arithmetic is a bulletin of 68 pages. It contains a minimum course of study. Practically half of the monograph discusses the methods of teaching arithmetic, and the remaining half is devoted to the course of study. The following is a quotation from the foreword of this monograph:

In the monograph an attempt is made to set forth some of the principles which seem to be widely accepted at present in the teaching of elementary mathematics. Two of the most important of these are, first, that there should be taught in the elementary schools only that kind of mathematics which is useful in common life; second, that in this restricted field of the useful, training be directed to the cultivation of skill in the application or use of mathematical knowledge.

Accordingly, some of the traditional topics are omitted.

The course of study is a minimum course of study. It is not proposed to make the use of it obligatory in the schools of the State; on the contrary, its use is optional.

Those using the course, who feel that other subjects or topics should be included, may of course add them.

It is believed that subject material, at least in the higher grades, should be co-ordinated to a degree and as far as practicable, with the other activities of the school, such as the school shop, the kitchen, the garden or the farm; that the material should also be related to the civic or industrial life of the community. Such co-ordination or relation adds interest to the study and gives motive to pupils to do their best work. If it is not practicable to teach this so-called applied arithmetic in the higher grades, traditional subjects of the text book may, of course, be substituted therefor.

Mathematics is a subject in which pupils are supposed to acquire skill in the application of mathematical knowledge to the problems and exercises most useful in large ranges of human experience, and a subject in which a premium is put upon accuracy and exactness.

The pamphlet will in part serve its purpose, if it furnishes aid to teachers. The main purpose, however, is to bring about, by means of good teaching, more intelligent action on the part of pupils in this particular field of elementary school study.

Courses of study or monographs upon teaching are valueless in proportion as they fail to affect the conduct of pupils in school and out of school.

One of the most useful of the monographs is the one upon the Making of School Programs, for elementary schools, a pamphlet of 45 pages. The following is a quotation from the foreword of this pamphlet, indicating the purpose of the monograph:

Time schedules are presented for the various school activities in different kinds of schools, from the one-room rural school to the large city school.

Such a program of school activities involves, to a certain extent, a study of the educational values of the respective school subjects, about some of which, however, there is no universally accepted opinion. In the monograph, attention is called to important related matters, such

You Are Viewing an Archived Copy from the New Jersey State Library

as suitable hours for children to be in school, home study, training of children properly to use study periods, length of recitation periods, correlation of subjects, consolidation of schools, classification and promotion of pupils, division of school work between two or more teachers, etc.

The purpose of this monograph will fail unless it results in a better use of school time in many of the schools of the State.

In the preparation of the monographs relating to elementary instruction Mr. George A. Mirick, Assistant Commissioner in charge of Elementary Education, has rendered invaluable service.

The Manual for High Schools, prepared by Mr. A. B. Meredith, Assistant Commissioner of Education in charge of Secondary Education, a pamphlet of 48 pages, met a long felt want in the work of the high schools of the State. It is doubtless the most valuable contribution that has yet been made in the State for the promotion of efficiency in the work of the high schools.

The Rules and Regulations for State-Aided Vocational Schools is a pamphlet of 46 pages. Its publication was necessary because of the legislation enacted last winter, which gives State aid to vocational schools, allusion to which is made elsewhere in this report. The preparation of this single monograph required much study and time. To Mr. Lewis H. Carris, Assistant Commissioner in charge of Industrial Education, including Agriculture, is chiefly due the credit for this work. New Jersey is one of the first states in the Union to prepare a statement setting forth in detail the aims and rules and regulations governing the support of such state-aided schools.

In the preparation of these monographs the Department has sought and received the aid of teachers in the State Normal Schools, of supervisors of elementary instruction in some of the cities of the State, of high school principals, and of county and city superintendents. The aim is to secure the cooperation of some of the leading teachers of the State. It is a pleasure to state that these various persons have been very generous in this cooperation. The time required for the preparation of the monographs is great, and the expense for the printing and distribution of the same to the teachers of the State is of course considerable. Nevertheless, it is believed that this work is abundantly worth while. There are numerous evidences that the use of these monographs is increasing the effectiveness of the schools of the State.

The Department has plans under way for issuing during the coming year a monograph on What New Jersey Schools Can Do for the Health and Safety of School Children; another upon the Teaching of English in High Schools; one upon the Teaching of Commercial

You Are Viewing an Archived Copy from the New Jersey State Library

Subjects in High Schools; one upon the Teaching of History in High Schools; one upon the Teaching of Reading in the Elementary Grades; one upon the Teaching of Drawing and Hand Work in the First Six Years of the Elementary Schools. To these will be added monographs upon the teaching of various kinds of agricultural activities.

All of these publications are of value only in proportion as they become embodied in the practice of the teachers in the schools. It can be at least confidently stated that they are acceptable to the teaching body of the State.

STATE BOARD OF EXAMINERS.

Members of State Board of Examiners, December, 1913.*

Calvin N. Kendall, Commissioner of Education,
James M. Green, Principal, Trenton State Normal School,
Charles S. Chapin, Principal, Montclair State Normal School,
W. Spader Willis, Principal, Newark State Normal School,
Henry Snyder, City Superintendent, Jersey City,
H. C. Krebs, County Superintendent, Somerset County,
T. D. Sensor, Secretary.

The law requires that every teacher who is paid from money raised by taxation to maintain schools must hold a legal certificate before he can legally be paid any portion of said money.

In 1911 the system of licensing teachers was changed from the dual state and county systems which had been in vogue since the establishment of the State school system, to a single State system, thereby doing away with twenty-two standards for the certification of teachers and replacing them with a single State standard. This change in the method of certification of teachers has placed a great amount of work upon the State Board of Examiners and its executive officer, a fact which is only imperfectly realized by the general public. The statistics which follow this report demonstrate the truth of this statement.

The change transferred all the county records concerning teachers' certificates to the State Department.

By the law of 1912 city school districts were authorized to re-establish their city boards of examiners. The following cities have taken advantage of this statute:

Bayonne
Bloomfield

*The Legislature of 1913 provided for the appointment of a County Superintendent of Schools upon the Board. To this position Mr. H. C. Krebs, County Superintendent of Somerset County, was appointed by the State Board of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

Camden
Englewood
Jersey City
Montclair
Newark
New Brunswick
Passaic
Paterson
Perth Amboy
Plainfield
Summit

Several cities have not taken advantage of the law of 1912, and their teachers are licensed by the State. Cities having examining boards refer many cases to the State Board of Examiners.

The rules for the certification of teachers provide for four general forms of certificates:

Provisional
Limited
Permanent
Special

There were in 1912-13, 14,275 teachers actually in the service of the State. About 2,000 changes in the teaching force take place each year.

Of the 14,275 teachers more than half were the holders of low grade certificates, most of them being county certificates limited by city or county boundaries.

The teachers holding the lower forms of certificates are endeavoring to secure some kind of higher certificate. Teachers seeking new certificates secure them in three ways:

1. By examination
2. By endorsement
3. By endorsement and examination.

Before a teacher can enter the examinations he must furnish evidence of character and health by submitting testimonials and a health certificate, and, if not the holder of some form of New Jersey certificate, documentary evidence that he has completed two years of study in an approved or registered secondary school, accepted by the State Board of Education, or an equivalency accepted by the Commissioner of Education. Much clerical labor is entailed in securing proof of the above, as the information must be on file before a certificate can be issued or the applicant permitted to enter the examination.

You Are Viewing an Archived Copy from the New Jersey State Library

The Legislature of 1913 passed an act providing for summer schools, and made the State Board of Examiners primarily responsible for their management. Under this act schools were established at Collingswood, with approximately 130 students, and at Phillipsburg with 140 students, and at the Cape May Summer School, which had been established some years before, with 305 students. It was necessary to make provision for opening these schools, to secure teachers, to arrange courses of study, and to determine the amount of credit which students who might complete the several courses in these schools should receive upon their teachers' certificates.

A summer school was also established at Rutgers College in which credits were also given.

About 750 teachers attended the summer schools of the State. An average of three subjects was taken by each teacher. There were, therefore, upwards of 2,000 credits to be recorded. About 500 teachers attended summer schools outside of New Jersey. Records must also be made of their work.

Attention should be called to the crowded conditions of the offices in which the work of the State Board of Examiners is done. The offices are altogether inadequate, and the work is greatly hampered by this lack of space.

The State Board of Examiners holds two regular examinations of teachers in each year, in April and November. The examinations are held in the 21 counties with the county and city superintendents in charge.

The Board must prepare each year at least 130 sets of examination questions.

Provision must be made for applicants seeking academic counts and equivalency of high or secondary school standing.

In safe-guarding the work of the examinations much detail is necessary. The Board handled during the year 14,970 separate papers on the different subjects. The identification, crediting, filing and sending notices of results is done by the State Board of Examiners, with the assistance of a clerical force of three persons. To handle this work promptly and efficiently with the other work of the office there should be at least two more assistants.

The amount of State appropriation for the State Board of Examiners was $10,500. The following is a statement of the expenses of the Board for the year:

You Are Viewing an Archived Copy from the New Jersey State Library

State Appropriations $10,500

EXPENSES

Salaries of assistants	$2,280.00	
Making examination questions	600.00	
Reading and marking examination papers	4,141.00	
Postage	130.00	
Expressage	37.16	
Conducting examinations	136.25	
Office fixtures	387.93	
Engrossing certificates	388.20	
Traveling expenses	161.60	
Expenses of members of State Board of Examiners	365.49	
Supplies, blanks and forms	1,263.75	
Extra clerical services	514.81	
Amount unexpended	93.81	
	$10,500.00	$10,500.00

Of the above amount $826.25 should properly be charged to the Bureau of Credentials, as shown in the report of that Bureau.

The State Board of Examiners held 15 meetings during the year. The rules regulating the granting of certificates were revised and much business of a routine nature transacted. No cases of discipline were considered.

Mr. T. D. Sensor, the Secretary of the Board and its Executive Officer, has submitted the following statistical report of the certificates issued from July 1st, 1912 to June 30th, 1913:

TEACHERS' CERTIFICATES GRANTED DURING THE YEAR 1912-1913.

Provisional Certificates.

All kinds	1,683

First Grade State.

Number granted to males	10
Number granted to females	1

Second Grade State.

Number granted to males	1
Number granted to females	4

Third Grade State.

Number granted to males	10
Number granted to females	39

Permanent Supervisors.

Number granted to males	6
Number grated to females	—

You Are Viewing an Archived Copy from the New Jersey State Library

Limited Supervisors.
Number granted to males 10
Number granted to females 1

Limited Secondary.
(By examination).
Number granted to males 64
Number granted to females 65
(By endorsement).
Number granted to males 14
Number granted to females 53
(Renewals).
Number granted to males 29
Number granted to females 55

Permanent Secondary.
Number granted to males 4
Number granted to females 3

Limited Elementary.
(By examination).
Number granted to males 46
Number granted to females 590
(By endorsement).
Number granted to males 5
Number granted to females 18
(Renewals).
Number granted to males 6
Number granted to females 58

Permanent Elementary.
Number granted to males 3
Number granted to females 14

Normal Life Certificates.
Number granted to males 3
Number granted to females 283

Temporary Endorsement Certificates.
Number granted to males 32
Number granted to females 410

Permanent Endorsement Certificates.
Number granted to males 32
Number granted to females 285

Special State Certificates.
(By examination).
Number granted to males 65
Number granted to females 274
(By endorsement).
Number granted to males 2
Number granted to females 12
(Renewals).
Number granted to males 11
Number granted to females 34

Total number of State Certificates granted to males 354
Total number of State Certificates granted to females 2,199
Total number of State Certificates granted 2,553

You Are Viewing an Archived Copy from the New Jersey State Library

First Grade County.
(Renewals).
Number granted to males 27
Number granted to females 154

Second Grade County.
(Renewals).
Number granted to males 10
Number granted to females 257

Third Grade County.
(Renewals).
Number granted to males 12
Number granted to females 247

Special County Certificates.
(Renewals).
Number granted to males 5
Number granted to females 59

SUMMARY.

Total number of State Certificates granted	2,553
Total number of County Certificates renewed	771
Total number of Provisional Certificates granted	1,683
Total number of State and County Certificates granted	5,007

RESULTS OF EXAMINATIONS.

	November 1912.		April 1913.	
	Succeeded	Failed	Succeeded	Failed
Orthography	370	51	288	33
Reading	206	135	303	61
Grammar	340	90	250	72
Composition	364	140	341	25
Literature for the Grades	190	173	221	121
Arithmetic	238	210	110	269
Penmanship (ele.)	210	139	269	56
Penmanship (sp.)	...	...	10	...
Business Forms	287	235	365	109
Geography	176	207	228	147
United States History	312	49	151	153
General History	395	150	252	225
Physiology and Hygiene	320	148	215	134
Drawing (ele.)	483	143	419	113
Drawing (sp.)	10	16	8	3
Drawing (mechanical)	13	5	7	4
Physical Training (ele.)	60	3	46	21
Physical Training (sp.)	...	...	1	...
Manual Training (ele.)	51	4	62	4
Manual Training (sp.)	20	...	10	3
Physics	10	12	30	7
Algebra (ele.)	1	2	43	23
School Management	94	13	104	11
Civics	21	24	12	10

You Are Viewing an Archived Copy from the New Jersey State Library

	November 1912. Succeeded	Failed	April 1913. Succeeded	Failed
Botany	10	22	38	12
Chemistry	1	8	8	5
Vocal Music (ele.)	13	36	54	16
Vocal Music (sp.)	15	6	9	2
Zoology	7	11	14	15
Agriculture (ele.)	43	5	42	26
Agriculture (sp.)	...	...	2	1
Psychology	53	31	77	31
Psychology (sp.)	...	...	5	...
History of Education	99	85	99	65
Prin. of Sec. Education	75	4	54	4
School Organization	15	...	5	...
Kindergarten	10	36	56	9
Bookkeeping (ele.)	38	45	19	9
Bookkeeping (sp.)	...	...	4	9
Commercial Arithmetic	18	7	9	7
Commercial Law	16	5	13	2
Business Practice	20	3	12	1
Stenography and Typewriting	10	16	13	1
Plane Geometry	5	9	5	16
Trigonometry	...	1	...	...
Cooking	4	...	3	...
Sewing	6	1	6	...
Geology	...	...	2	...
Latin	...	2	1	...
French	1	1	1	...
German	2	...	...	...
Solid Geometry	...	...	...	...
	4704	2274	4294	1835

CHARLES S. CHAPIN,
JAMES M. GREEN,
H. C. KREBS,
HENRY SNYDER,
CALVIN N. KENDALL.
} *Members State Board of Examiners for 1912 and 1913.*

T. D. SENSOR,
Secretary State Board of Examiners.

BUREAU OF CREDENTIALS.

Mr. T. D. Sensor, Chief of the Bureau, presents at my request the following report upon the work of the Bureau:

Since 1898 there have been laws upon the statute books of New Jersey requiring a certain amount of academic education preliminary to the beginning of the study of a profession.

In 1903 the Act regulating the practice of medicine in New Jersey placed upon the Superintendent of Public Instruction the duty of passing upon the preliminary educational qualifications of every applicant for a license to study or practice medicine in the State of New Jersey. Similar Acts were passed making the Commissioner of Education

You Are Viewing an Archived Copy from the New Jersey State Library

responsible for passing upon the preliminary educational qualifications of applicants for Law, Dental and Chiropody certificates.

In 1906 such had become the extent of the work that the Department of Public Instruction was compelled to establish a Bureau of Credentials.

The several laws regulating the practice of medicine, dentistry, law and other professions placed the responsibility for determining what constituted the required amount of preliminary education upon the Department of Public Instruction under the immediate supervision of the Commissioner of Education.

There has never been any appropriation for doing this work. The expenses of the Bureau of Credentials have been paid from the appropriations made to carry on the work of the Department of Public Instruction and from the appropriations made for carrying on the work of the State Board of Examiners.

The expenses for administration that should properly belong to this Bureau are:

Postage	$340.00
Stationery	200.00
Supervision	2,000.00
Clerical services	1,000.00
	$3,540.00

These expenses are paid from appropriations for the Department of Public Instruction.

The expenses for examinations of applicants for Law, Medical and Dental Certificates were as follows:

Preparation of questions	$200.00
Reading examination papers	426.25
Conducting examinations	100.00
Traveling expenses	100.00
	$826.25

The expenses are paid from appropriations made to carry on the work of the State Board of Examiners. The detail work of the Bureau may be divided into three divisions:

Correspondence
Interviews
Passing upon credentials by indorsement and examination.

The routine of issuing academic certificates is the same for all the professions, although the requirements are not the same, as they differ in the amount of work required of applicants who begin study at different dates.

You Are Viewing an Archived Copy from the New Jersey State Library

MEDICINE.

The Bureau must examine and certify to the value of academic or high school credentials for entrance upon the study of medicine in a professional school or the practice of medicine in New Jersey in cases where the physician comes from another State. This work requires, first, the verifying of credentials that have been earned in New Jersey; second, the verifying of work done in schools outside of the State that it may be indorsed in New Jersey.

Under the 1903 law it became the duty of the Bureau to examine the academic record of every New Jersey man or women who wished to enter a Medical College. There are about 3,400 students who graduate from the high schools of the State each year. Any of these wishing to enter a medical school must have his credentials indorsed by the Commissioner of Education before he can secure a medical student's certificate as required by law.

The difficult part of this work is not in passing upon students who are regular graduates of approved schools but in caring for those who must secure the equivalency of four years of high school work. To do this they must be examined in one or all of the subjects of a standard high school course. Examination questions have to be prepared, papers rated, checked, and recorded, and applicants notified of results.

A card index must be kept for ready reference as many cases require several years for completion. Only work from approved schools can be indorsed and this requires a system of inspecting and rating of both public and private schools in the State and outside. Reciprocity must be established and maintained with neighboring states.

In referring to the case of a Mr. D——, an applicant for a medical student's certificate, we find that 78 letters and papers were required for the final adjustment of his case. In addition to the clerical work in carrying on this correspondence the applicant had not less than ten personal interviews with some member of the Department. In settling the case of a Mr. B——, 65 papers and letters were handled and there were nearly a dozen personal interviews and one conference with the authorities of a neighboring state which involved the reciprocity relations established for mutual protection. These two cases are cited as typical of the involved nature of the work of the Bureau.

DENTISTRY.

In 1898 an Act was passed regulating the practice of Dentistry. This law made it the duty of the Commissioner of Education to pass upon the educational requirements for entrance upon the study of Dentistry. Most of these applicants must complete their certificates by taking examinations.

The same work is required in passing upon the qualifications for dental certificates as for medical. The law of 1911 raised the re-

You Are Viewing an Archived Copy from the New Jersey State Library

quirement for dental certificates to four years of high school work or its equivalent. This equivalency must be determined by examination. There have been altogether 383 applicants to whom certificates have been issued, 250 whose certificates are pending. Many individual cases require lengthy correspondence and personal interviews.

LAW.

Since 1906 the Commissioner of Education has been required to issue law students' certificates. The requirements have been the passing of ten subjects selected from a list of sixteen submitted by the State Board of Bar Examiners.

Special questions must be prepared for the examinations and the papers must be read by the same readers who do the work of the State Board of Examiners. In 1914 the standard will be raised to four years of high school work or its equivalency. This will add to the ten subjects the full course of a four-year high school and make it necessary in order to comply with the law to greatly increase the number of subjects offered. These examinations will cover a period of years, making it necessary to keep exact records.

The following is an itemized statement of the work of the Bureau for the school year ending June 30, 1913:

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

	November 1912.		April 1913.	
	Succeeded.	*Failed.*	*Succeeded.*	*Failed.*
U. S. History	62	10	19	39
General History	29	11	16	20
Arithmetic	26	52	23	72
Algebra	—	12	6	14
Physiology	39	20	26	31
Grammar	45	35	24	58
Composition	24	43	38	37
Orthography	57	23	52	53
Geography	12	57	31	71
Civics	33	49	34	41
Physics	—	7	8	8
Bookkeeping	14	27	26	18
Business Practice	28	31	24	26
Plane Geometry	1	8	—	8
Latin	1	1	—	1
French	1	1	—	3
Business Forms	2	2	7	1
Chemistry	—	7	7	8
Commercial Law	—	1	—	1
School Management	—	—	1	1
Botany	—	1	—	6
German	1	2	—	1
Penmanship	2	3	—	1
Zoology	—	1	2	1
Reading	1	1		
Geology	—	1	344	520

You Are Viewing an Archived Copy from the New Jersey State Library

	November 1912.		April 1913.	
	Succeeded.	*Failed.*	*Succeeded.*	*Failed.*
Literature	1	3		
Com. Arithmetic	—	1		
Psychology	—	1		
El. Drawing	1	—		
	380	411		
Total number of applicants	204		Total No. of applicants,	228

Total number of examination papers written in November..... 791
Total number of examination papers written in April..... 864
Papers bearing marks between 60 and 70, re-read..... 50

Total number of examination papers read.....1705

MEDICAL STUDENTS.

Certificates issued	246	
Academic credentials certified	55	301

DENTAL STUDENTS.

Certificates issued	44	
Academic credentials certified	75	119

LAW STUDENTS.

Certificates issued	177	
Academic credentials certified	63	240

PHARMACY STUDENTS.

Certificates issued	00	
Academic credentials certified	31	31

CHIROPODIST STUDENTS.

Certificates issued	15	15

CERTIFIED PUBLIC ACCOUNTANTS.

Academic credentials certified	32	32

MISCELLANEOUS.

Academic credentials certified	29	29
Total		767

You Are Viewing an Archived Copy from the New Jersey State Library

APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF INVESTIGATION.

Medical	1012	
Dental	250	
Law	1028	
Certified Public Acc't	100	
Pharmacy	143	
Chiropody	20	2553
Total number of certificates granted		767
Total number of cases pending		2553
Total number of cases considered during the year		3320
Total number of certificates granted during the school year ending June 30, 1913		767
Total number of certificates granted during the school year ending June 30, 1912		588
Increase over last year		179

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

SUMMARY OF CERTIFICATES ISSUED.

	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	Total
Medical	....	2	62	92	132	164	210	196	179	306	132	246	1721
Law	29	33	43	36	23	36	88	134	157	148	158	177	1062
Dental	36	28	19	39	34	32	28	10	28	26	59	44	383
Pharmacy	....	....	....	11	....	....	....	7	8	8	....	....	23
Chiropodist	....	....	....	....	....	....	....	16	4	11	10	15	56

I am of the opinion legislation should be enacted requiring each applicant to pay a fee for the necessary expenses incurred by the State in granting him a certificate. The work of the Bureau has reached such proportions as to render this advisable.

SOME EDUCATIONAL NEEDS OF THE STATE.

1. Additional normal school facilities for the training of teachers. This would result in better teaching and training of children. Nearly 2,000 new teachers are required each year to supply the demand caused by increased attendance of children and by resignations. The facilities in New Jersey are too meagre for the training of teachers.

2. The development of summer schools for the training and education of teachers. There is overwhelming testimony as to the value of these schools from teachers who have attended them. More teachers

You Are Viewing an Archived Copy from the New Jersey State Library

should attend such schools, and more would do so if additional facilities were provided.

3. Better salaries for teachers in some sections of the State. Salaries are much too low in some parts of the State to secure efficient service. Low salaries for teachers anywhere are deplorable, but low salaries where communities can afford to pay more are more deplorable. This is said not on account of the teachers, but on account of the children, who are the losers.

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

5. Better enforcement of compulsory education laws. The educational waste in the State because children do not go to school when they could go, is enormous. In order to substantially diminish this waste, state attendance officers should be appointed.

6. Provision for the education of mentally defective children in country districts. Great progress has been made in the education of these unfortunate children in the urban districts, but the difficulties of establishing schools in rural districts have not been met.

7. Increased attention to the health and safety of children. The monograph on this subject, soon to be placed in the schools, will help in meeting this need.

8. Better medical inspection, and the employment of additional school nurses in cities. The conservation of the health of children is a State concern. The massing together of children in schools, particularly in cities, makes medical inspection necessary. The school nurse, however, who follows up cases into the homes, is a necessity, considering many homes as they are, not as we should like to have them. It is doubtless true that in some places in the State as well organized systems of medical inspection can be found as anywhere in this country. On the other hand, in some sections of the State no medical inspection exists, laws to the contrary.

9. Better school buildings, and more attractive school grounds, in some parts of the State. Much progress has been made in furnishing children and teachers good conditions in which to do their work, but much remains to be done. School buildings should not be so expensive

You Are Viewing an Archived Copy from the New Jersey State Library

as to restrict funds available for the operating expenses, not overlooking salaries for teachers. A good school depends primarily upon the quality of the teacher; the building is secondary. There is reason to believe that some communities overlook this. Few school grounds in the State are as attractive as they reasonably might become. This is particularly true of rural schools.

10. Adequate, constructive, intelligent, sympathetic supervision of instruction in all the school districts of the State. The duties of the County Superintendent are so numerous that he alone cannot give such supervision. The difference in the efficiency of teachers, city as well as country, working under like conditions, is far greater than the public realizes. If there is a good school under one set of conditions, there can be good schools elsewhere and everywhere under similar conditions. The right kind of supervision would greatly help in making strong schools, not merely in some districts but in all districts.

11. More special types of schools for children of varying degrees of ability, particularly for the large number of boys and girls between fourteen and sixteen years of age who have no interest in the conventional bookish school. Within reasonable limits, we need different types of schools for different types of children organized as classes. Many such schools exist in the cities of the State, and the number is multiplying. The State cannot ignore the fact that the hoodlum, vagabond and street-loafing element is largely recruited from this class of children, from fourteen to sixteen. Educational opportunity of the right type for these young people will in the end save the State money. We must not forget that real educational efficiency is measured in part by having the spirit of the boy in school, as well as his body.

12. More consolidated schools in rural districts. The consolidated school, for reasons presented in this report, offers as a rule greater educational advantages to the children than the small one-room rural school.

13. Summer schools in some of the cities of the State. The summer vacation of two months or more in our cities is a survival of the traditional idea of vacation, when the children were needed to work on the farms at home. It is an anomalous condition of affairs to close the school buildings during the summer months and educate children, particularly in the congested districts, by means of streets and alleys. Substantial beginnings have been made in summer schools and all year schools in some New Jersey cities.

You Are Viewing an Archived Copy from the New Jersey State Library

14. The extension of playground facilities in our cities. If the policy of the State is to conserve the morals of its youth, then public playgrounds in our cities are a necessity. These playgrounds must be properly equipped and supervised. The State cannot afford to shut its eyes to the fact that the morals of the young people in our cities without playground or school facilities in the summer are in serious danger. It is encouraging to note that many of the cities and towns in the State have established these playgrounds, and the number is increasing.

15. The development of agricultural education. Beginnings have already been made, but school people themselves, to say nothing of laymen, only imperfectly realize the enormous possibilities that exist in New Jersey for the development of agricultural education. This development will bring about enhanced interest in rural life—too many young people drift to the cities—and it will also be a factor in reducing the cost of living, so far as the cost of living is affected by the price of foodstuffs.

16. The development of industrial education in cities. This includes part-time schools and short unit courses. Comparatively speaking, this is an unworked field of education. While America is not Germany, we have much to learn from German ideals and practice in industrial education.

17. Additional help in the field of industrial education, including agriculture. The State on its part is expending, or soon will expend, $250,000 a year in the various school districts of the State, for industrial training. Under the law the State is in partnership with the districts in the expenditure of money, the State furnishing part and the district part. There should be at least two additional officials whose business it would be not only to promote sound ideas in industrial education, and to extend industrial education including agriculture, but also to see that the money furnished by the State is well used in all the various school districts.

18. The wider use of school houses as community centers. Public opinion is sustaining this departure from former school practice, and public opinion is right.

19. Multiplicity of school libraries in the State. Every school plant in the State, whether a one-room school or larger, should have available a collection of good books, first as a supplementary aid to the ordinary subjects of the curriculum, and second, for the purposes of general

You Are Viewing an Archived Copy from the New Jersey State Library

culture. With all the current discussion concerning the value of vocational education, the education that comes from a reading study of good and great books is as important as ever.

20. A list of books, or a course in good reading, for young people in each of the grades, including the high school. This should be an annotated list. It would be of great value to parents, to teachers, and to the children. It would create standards in reading, and the creation of standards is becoming increasingly necessary in view of the great mass of printed matter, particularly periodicals, with which people nowadays are surrounded.

21. A monograph, including a course of study, upon the teaching of reading in the elementary schools, similar to the ones already issued upon the teaching of spelling, penmanship and English. Similar monographs upon the teaching of history, geography, and civics. Monographs upon the teaching of various subjects pertaining to agriculture and industrial education, including household arts for girls. Monographs upon the teaching of various high school subjects.

22. The teaching of New Jersey local history. The State is particularly rich in its historical associations. The children in the schools of the State should be made familiar with its interesting history, particularly the history of the neighborhood in which the children live. This is already being done in some schools.

23. High schools with curricula that are better adapted in some respects to present day needs. The high school as an institution has been singularly slow to adapt its instruction to the needs of the great masses of its pupils who are not preparing for college. The High School Manual issued last year sets standards in courses of study which are more modern and useful. At the same time, the high school should enlarge the lives and broaden the sympathies of its young people by means of the so-called cultural courses.

24. An opportunity in the State for the higher education of women. Such an institution of the right sort would react favorably upon both the elementary and high schools of the State. New Jersey is the only great American commonwealth in the northern half of the country, from the Atlantic to the Pacific, without a college or university open to women. One of the very rich men of the State could use his money to no greater advantage than to adequately endow such an institution, either a new one or in connection with an existing institution, and make it free of

You Are Viewing an Archived Copy from the New Jersey State Library

tuition cost to the young women of the State. Such an institution should not merely offer instruction along traditional lines, but it should also offer both instruction and training in those activities which are of special value and interest to women, not overlooking the home. Such an institution should train teachers for secondary schools, and train them adequately, first by means of theoretical study of education, and second, by means of opportunities for practice teaching.

25. The monthly publication during the school year by the Department of Public Instruction, of a bulletin for the use of the teachers and school officials throughout the State. This is needed in order to unify the educational interests of the State, in order to keep school officials and teachers informed concerning educational progress in the State and elsewhere, and in order to prevent possible misunderstanding between the "school authorities at Trenton" and the school officials of the State. There are no funds available for the preparation, printing and distribution of such a bulletin.

26. Better and more adequate accommodations for the Department of Public Instruction in the State House at Trenton. The present quarters are far from creditable to the State, and the efficiency of the constantly growing work of the Department is very seriously handicapped because the office accommodations are both inadequate and inconvenient.

27. Special custodial schools for delinquent and wayward boys and girls, as provided by the permissive act of 1913, should be conducted near some of our great centers of population. Such schools should be located in the country, in order to afford opportunity for industrial activities, including of course those of the farm. Such schools would inevitably reduce the number of criminals whom the State would otherwise be called upon to care for later. The law provides that any district may establish such a school.

28. Fewer children under the care of one teacher in many small municipalities. There were upwards of 400 rooms in the State last year, in each of which the teacher was responsible for the education of more than fifty pupils. Good training for all the children, not some of them, under such circumstances, is doubtful. The relation between educational efficiency and the number of children the teacher is called upon to teach is only imperfectly understood.

29. Greater care in some districts in the choice of members of the board of education. While there are numerous capable, intelligent,

You Are Viewing an Archived Copy from the New Jersey State Library

public spirited men and women on boards of education, there are also in some districts members of boards who cannot be described in such terms. In these districts the necessary supplies, such as books and stationery, are not furnished with anything like promptness, thus severely handicapping the work of the teacher. The school houses and premises are neglected. There is too little interest in securing and retaining competent teachers. A member of a board of education should be constructively and positively interested in the making of good schools. He should not allow any consideration other than fitness to influence the choice of a teacher. There is too much nepotism in evidence in some districts. He should be both honest and courageous in expenditures for schools, realizing that his duty is to see that money is wisely expended, but he should also know that the increased cost of living has made schools more expensive. He should not forget that the efficient and prompt performance of his duties makes demands upon his time and energies. The remedy, where a remedy is needed, lies with the people themselves in the choice of competent, high minded, public spirited school board members.

30. The elimination of politics—that is to say "pull"—and favoritism from the appointment and promotion of teachers and principals. There is no more reason for politics in school affairs than in the affairs of a great mercantile establishment, a well regulated farm, a railroad or a factory. The superintendent of schools should have, at least by custom and preferably by statute, the initiative in the appointment of teachers.

31. A realization on the part of the public that the work of public schools has become increasingly complex of late years; that larger burdens have been thrown upon the schools by reason of the new social and industrial conditions under which we live. Illustrations pointing to the truth of this statement may be found in the fact that 60 per cent. of our school children are in cities or in city environment; that thousands of children are of foreign birth; that the word "chores" has practically disappeared from the vocabulary of the boy; that industrial education, to take the place in a measure of the old-time home activities, out of doors for boys, indoors for girls, is a necessity; that serious care must be given to the health of children; that all the children must be educated, which means, translated into action, schools for defectives and delinquents. There is danger that the school may be called upon to do more work than it can do well. Public confidence in education, fine as it is, should not be the means of causing parents to feel that they are relieved

You Are Viewing an Archived Copy from the New Jersey State Library

from teaching their children the elemental virtues of industry, thrift, obedience, self-reliance—virtues, indeed, for which every good school stands.

The building up of strong, resolute character in children is the combined work of parents and teachers, homes and schools.

Respectfully submitted,

Calvin N. Kendall

Commissioner of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of Geo. A. Mirick

Assistant Commissioner in Charge of Elementary Schools

HON. CALVIN N. KENDALL, *Commissioner of Education.*

Sir:

The following report of the Supervisor of Elementary Education, for the year 1912-13, is respectfully submitted.

The formulation of the courses of study for use in the elementary schools of the State has been continued. With the generous assistance given by those connected with the Normal Schools and with other schools in all parts of the State it is believed that a chart is being plotted by which educational practices will more and more be guided.

The curriculum deals largely with problems of instruction. There are also large and important problems, in the field of the elementary grades, in administration.

Kindergarten Schools

Among these problems are the kindergarten schools. These schools are serving a most useful purpose and are increasing in number. Last year there were 570 kindergarten teachers employed in the State. The year before there were 555 such teachers. This is an increase in one year of 2 7/10 per cent. Last year $419,375.50 were paid in salaries to kindergarten teachers. The year before $397,419.50. This is an increase of $21,756.00 in one year or about 5%. Kindergarten schools have been established in all of the twenty-one counties of the State except three.

These figures indicate that the importance of the kindergarten is generally recognized. It is a comparatively new addition to the school system of the State however and has not everywhere been closely related to it.

To establish this desirable and educationally necessary close relation, wherever there is a kindergarten it should be thought of as *the first year of school,* not as an *introductory or preparatory school.* This does not mean that the name should be changed, but it means that it should be thought of, by the kindergarten and other teachers and by the supervisors and superintendent, in this way and that the administrative policies should apply to the kindergarten as well as to the other grades of school.

To be more definite.—

(*a*) If it is sound educational practice to group children in the first, second and later years according to ability and to modify the work to meet the varying capacities of these groups, it is sound educational practice in the kindergarten.

(*b*) If it is sound educational practice for the first year teacher to study her pupils and advance them to second year work when they are ready for it, it is sound practice for the kindergarten teacher to advance those of her pupils who are ready for it to first year work, whether or not they go to a first year room.

You Are Viewing an Archived Copy from the New Jersey State Library

It is as unjustifiable for the kindergarten teacher to "pigeonhole" herself and her work as a teacher, as it is for a first or second or other grade teacher to do the same. The teacher assigned to any particular "grade" is *primarily* a *teacher* and *secondarily* a *grade* teacher. Each should be able and it should be her ambition to meet the educational need of the pupils assigned to her, whether that need lies below or above the lines of her preconceived field of work.

The kindergarten teacher is the first in a series of teachers whose business it is to provide a *progressive* and unbroken training in successful living for each individual who is assigned to them. Teachers and school administrators are everywhere working to the end that the necessity for moving a child from one room to another, from the care of one teacher to that of another, from one grade to another shall not bring him injury. If these changes, for any reason are delayed or hastened, the child's progress is not allowed to be hastened or delayed. A child's life is not "stratified". His school experiences should not be stratified.

In brief the kindergarten teacher is not a "kindergartner", she is a *teacher* applying herself primarily to the solution of the educational problems for children five years of age and under.

(*c*) If it is educationally sound to expect a first, a second or other grade teacher to be *clear* in mind as to the *end* towards which her work is tending and to have an intelligent judgment as to whether or not the end has been attained, it is educationally sound to expect a kindergarten teacher also to be clear in her conception of "ends" and intelligent in her judgment of results. The kindergarten gifts and occupations are means to the securing of certain results. They are not ends in themselves. They are the tools of the kindergarten teacher.

As therefore the first year teacher is under obligation to ask "Does John know that 2 and 2 are 4?" "Does John need objective teaching to help him understand, or does he need varied and repeated application to help him remember?" so the kindergarten teacher should ask "Has the use of this 'gift' accomplished its educational purpose?" "Has this 'occupation' produced evidences of the results in greater skill, finer thinking, more controlled action, etc. There should be worked out "standards of attainment" applicable to the work of a kindergarten school as definite as those that apply to the schools that follow the kindergarten. These standards should be guides in determining progress and promotion *within* the kindergarten school as well as to other schools that are above it.

In many instances it is impossible to remove from the kindergarten school the pupils who are ready for first grade work. Such pupils should be given simple work in reading and possibly in number and in advanced handwork. When the time comes that these pupils can pass to the first grade they should enter that grade with advanced standing.

The First Grade Two different sets of conditions control the first grade work in the different schools of the State.

(*a*) There are those schools that receive their pupils from kindergarten schools.

(*b*) There are those schools that receive pupils without previous kindergarten training.

There is however but one general method of meeting both sets of conditions, namely, to divide the children into at least three groups. The children who are least mature will be placed together in the lowest group and, if they need it, will be given as much kindergarten training as circumstances permit.

Naturally a larger percentage of children needing kindergarten training will be found in those schools that have no kindergarten school

You Are Viewing an Archived Copy from the New Jersey State Library

preceding. In some such schools a plan has been divised by which the lowest group of children is classified as a "preparatory" grade. They are not rated as first grade until the second year of school. It thus requires two years to complete the first grade. In some cases also the highest of three groups is classified as an "advanced" first grade. A child, in such a school, who enters the "preparatory" class takes three years to complete the first grade.

Here, as in the kindergarten, definite first grade and second grade standards of ability and attainment should be established and progress should be determined by these standards. It should not be true that every child who enters the "preparatory" group should of necessity be compelled to take two or three years to complete the first grade work any more than a pupil should be held to first grade work for an entire year provided that before that time it is for his advantage to take up the work planned for the second grade.

First grade teachers are now very generally sufficiently acquinted with kindergarten work to provide this modified kindergarten training for those of their pupils who need it. It is important that children be not held to this kindergarten work too long.

First Grade for the Length of School Day

Children in the kindergarten attend school two and one half hours. Three hours is as long as children in the first grade should be confined at formal work.

The five hour day is general in the first grade. This length of day was established not for educational reasons, but, without much thought, the uniform length of a day was applied to all elementary grades alike.

It is true that in many communities parents wish to have their children cared for during the five hours. It may be very proper for the schools to give this care but it need not be done in the particular way that it is being done. At least a large body of experience indicates very clearly that a three hour school day gives all the school values that a four or five hour day gives to children of the first grade age.

It would seem that the time had come to encourage communities to adopt for the first grade a length of school day fitted to the immaturity of the children. This would in many instances make it possible for a teacher having a morning and afternoon session to have not more than thirty-five pupils at any one time. She could then fit her work more closely to the kindergarten work, and the "break" in the school life of children at this point could be reduced to a minimum.

However if in some communities, as in industrial sections of large cities and where mothers need the school as a nursery, it is desirable to keep the first grade children in school all day, it should be clearly understood that this all day school does not meet an educational need but an economic one. Where a community wishes to continue it, it should of course be allowed and the formal phases of school life should be reduced to a minimum. There would appear however no reason for compelling a community to force its six and seven year old children to go to school four and five hours a day where there is no economic need and where parents prefer the shorter school day.

The practices here recommended for kindergarten and first grade schools are already operating in many districts and their adoption is increasing. They are considered here by way of endorsement rather than of criticism, as it is believed that these practices will be most likely to bring it to pass that children, in passing through the kindergarten and into and through the first grade, will have a sense of increasing power in the doing of the larger tasks that come to them to do. These practices, it is believed, will lessen the likelihood that children in these years will be held to tasks beneath their capacity, or be "jumped over a gulf" when they pass from kindergarten into first grade.

You Are Viewing an Archived Copy from the New Jersey State Library

The problem here is identically the same in its nature with the problem of each grade in its educational relation to the grade above and below. It is also the problem of the educational relation between the eighth grade and the high school, and of the high school and college.

Seventh and Eighth Years

The unfitness of the plan of school life for the seventh and eighth years, as it is found in most schools, to meet the educational needs of human beings between the ages of thirteen and fifteen is now very generally recognized.

The school whose *main* purpose is to have its pupils "learn books", to memorize detached knowledge, to prepare for examinations, to subordinate mind and body to the dictates of a superior officer, to sit quietly in one place absorbing knowledge for the greater part of five hours a day is not, and cannot be a school in which a child receives much training for his present well being or for his future life work.

Life School Vitalizing

While no changes in purpose, plan or organization is likely to succeed in giving a sound and adequate training to *every* adolescent member of the community, yet the present waste is too great to be long tolerated. Somehow the school life must be vitalized. This does not mean "speeded up" or "enriched". It would seem rather to mean putting into the artificial school life those qualities that dominate successful life outside of school.

To this end, (1) The knowledge content of studies may be made to agree more nearly with the knowledge content of life's interests;

(2) Memorizing and reciting may be subordinated to study and discussion;

(3) More opportunity for action and application, for self-direction and self-control may be provided.

(4) A larger study may be made of real things, and of books more closely related to real things and to compelling purposes.

But when these modifications have been largely accomplished, it is likely to be more evident than it is today that the opportunity for entering upon different courses of study should be opened at the beginning of the seventh year rather than at the beginning of the ninth year.

Much progress is being made by the schools of this State in working out these changes.

There is a general recognition on the part of teachers and supervisors everywhere of the desirability of transferring the school emphasis from learning to learning how to learn. Many teachers are doing conspicuously fine work in this direction. It remains to have texts and supervision recognize and endorse and promote this kind of teaching.

The school at Tenafly has in a most successful way introduced the shop, the printing press and domestic art and science in close relation with the regular school work and with a minimum of special teachers.

The schools at Park Ridge and Middletown Township are successfully moving in this direction.

One of the schools of Bloomfield has done notable work in elementary agriculture in close correlation with regular school studies. Here also the manual training is on a most effective industrial basis.

In the schools of Hammonton the manual activities have been emphasized most effectively.

In Mercer County, in one room buildings the work bench has been given a place in a number of schools as a part of the school equipment. This is a most promising experiment and it is found that the normal school graduates are able at once to use this apparatus in an educational way.

The School Corn, Sewing and Cooking Contests held in various counties are signs of a growing school interest in those activities that are fundamental in life. In Hunterdon County the corn growing has

You Are Viewing an Archived Copy from the New Jersey State Library

been scientific and educational. Arithmetic and composition and reading have had thier recognized place in the working out of the industrial project. The "Contest" is only a sign of what has been done. If the products are the result of manual labor only, they may be of value but are not educationally very valuable. The problems involved in efficient labor should become school problems, studied in books and scientifically worked out. Then these "Contests" will be signs of an educational process in which valuable mental as well as physical training has been secured to the individual and economic advantage to the community.

Some attention has been given to the question of granting school credits for outside work. Even if this policy is applied sparingly, to encourage the extremely practical and non-bookish type of child it cannot but help in such cases to give interest to the school life of the individual. In view of the fact that school credit is now given in some high schools for acceptable work in music done outside of school, there would seem to be no reason in the elementary schools for not recognizing the educational value of work well done outside of school especially in cases where there is deficiency in scholastic aptitudes.

At Hackensack the problem of differentiating the work of the seventh and eighth years has been more courageously attacked than elsewhere in the State. Here all the pupils of the city of these grades are brought together in one building to the number of about 200. Three courses are offered at the beginning of the seventh year,—a Latin,—Algebra Course, a Commercial Course, an Industrial Course. At the end of any year and on entering high school it is possible, for cause and on approval, for a pupil to pass to another course different from the one that he entered.

In Newark, Jersey City, Atlantic City and Bayonne introductory industrial or prevocational classes, have been established for elementary grade boys and girls. Other cities are planning to form similar classes or schools.

Wherever in the State seventh and eighth grades are in the same building, it is the growing policy to "departmentalize" the work of the teachers. This plan, if wisely carried out, increases the value of the school. The teachers however should be harmonious, and no one teacher should have more than one hundred different pupils at one time. No one class should contain more than twenty-five pupils.

In rural schools it is rapidly becoming the custom to send the seventh and eighth grade pupils to nearby graded schools furnishing transportation where this is necessary. A number of districts transport all the seventh and eighth grade pupils to a central school, where "departmental" instruction and manual and household activities are provided. A conspicuous example of this is Middletown Township. Many other districts would be greatly advantaged by adopting this plan.

A complete statistical statement showing the extent to which this vitalizing process has gone in this State would be an inspiration to communities that are studying the local school problem. Such a statement it is not possible to make at the present time, and many interesting and valuable educational experiments or rather successes in this direction cannot be mentioned for lack of space.

"Six and Six Grouping"

As Mr. Meredith, Supervisor of High Schools, has fully discussed this proposed new grouping in his report it need be mentioned here only by way of endorsement. There are many districts in the State where the upper elementary grades and the high school are in the same building or in adjacent buildings. Much advantage would result from a closer relation than is now possible to say nothing of the advantage resulting from joining the seventh and eighth grades with the ninth grade to form a Junior High School unit.

You Are Viewing an Archived Copy from the New Jersey State Library

Eighth Grade Examinations

The State Examinations for pupils in the highest elementary grades have been given three times. The results in a general way have been interesting and suggestive. No definite or reliable conclusions can be drawn from the summaries of ratings because the ratings given in examinations have been proved repeatedly to be misleading indications of the educational work of a teacher of the qualifications of a pupil. The poorest teachers often secure the highest ratings for their pupils and the good memorizer may easily rank higher than a good thinker. It is impossible too to remove the handicap of exceptional nervous stress from the sensitive student.

It would be educationally very unfortunate to magnify the examination as the sole or largest factor in determining school standing. It is now generally used in this State only as a subordinate factor, for this purpose.

It would be equally unwise to make prominent the ratings in these examinations or to draw any but very general conclusions from them. For no greater harm could come to a school or to the schools of this State than to directly or indirectly influence them to work for examination marks.

It may do no harm however to raise one or two questions suggested by the summary of ratings.

1st.—It is noticeable that two thirds of those taking the examinations in spelling received a rating of 90 points or more, and that only five to six per cent received a rating below 70 points. Is this the proportion of failures and successes that we ought to expect in all subjects, provided the examinations are proper in kind and quantity? Or to put the question differently,—ought two thirds of the pupils who take these examinations to have so mastered the elements of knowledge and their application that they would be able to secure a rating of 90 points or more in a proper examination, and ought more than 6% of them to fail?

2nd.—It would appear that the diminishing of the "Special Credits" would lower the ratings, causing a larger proportion to fail. Should then these "credits" be diminished?

It will be the continued effort of the Department in these examinations to lessen the emphasis on pure memory questions and to increase the emphasis on questions that require for their answering or discussion that kind of thinking that can be done only by the mind that has been trained to think with a purpose and systematically.

In conclussion I wish to acknowledge my great obligation to the teachers, supervisors and Superintendents and especially to the County Superintendents for their kind and generous hospitality and assistance.

Respectfully,

GEO. A. MIRICK.
Supervisor of Elementary Schools.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of A. B. Meredith

Assistant Commissioner of Education in Charge of Secondary Education

Honorable Calvin N. Kendall, Commissioner of Education:

Sir: In accordance with your request, I respectfully submit the following report, concerning some of the matters relating to secondary education which have occupied my attention during the year ending June 30th, 1913.

As in a previous report, I include extracts from the statistical tables for the year. Upon these tables some comment is made.

TABLE I.

COMPARATIVE STATISTICS OF TOTALS.

	1912.	1913.	Increase.	Decrease.
No. of approved 4 year High Schools	116	121	5	..
No. of registered 3 year High Schools	21	15	..	6
No. of registered 2 year High Schools	18	17	..	1
No. of registered 1 year High Schools	3	2	..	1
Total enrollment in High Schools	28,479	33,142	4,663	..
Total enrollment of State	459,189	478,935	19,748	..
No. of pupils attending High Schools from adjoining districts	4,909	6,229	1,120	..
No. of High School Teachers—				
Male	425	493	68	..
Female	805	867	62	..
Total	1,230	1,360	130	
Amount expended for High School Teachers' salaries	$1,370,715 97	$1,570,736 88	$200,020 91	
Average salary per year, male teachers	1,436 41	1,492 99	56 58	..
Average salary per year, female teachers	994 39	960 43		33 96

During the year it was found necessary to recommend the withdrawal or withholding of approval from three schools, viz—Vincentown and Columbus, Burlington County, and Raritan, Somerset County.

You Are Viewing an Archived Copy from the New Jersey State Library

The pupils from these schools are now attending neighboring high schools, and enjoying advantages otherwise not obtainable except at a prohibitive cost.

In each of the above districts, it was very evident that the high school department was being maintained largely at the expense of the elementary grades. High school education always cost more per capita than elementary education, for very obvious reasons, but when approved four year schools, offering wider opportunities to pupils, are easily available, and when more money is needed to enrich and expand the activities of the elementary grades, with their greater enrollment, the policy of discontinuing some small high schools and checking the growth of others cannot be seriously questioned. An additional argument for this policy is found in the exceedingly generous allowances made by the Legislature for tuition and transportation rebates. A direct result of these provisions of the law is that some districts provide high school education for their children at an expense of merely 25 per cent of the cost of transportation. Misunderstandings and inequalities have sometimes arisen in the administration of the law, but these are not criticisms of the principles involved. A careful and unbiased investigation has always smoothed out apparent difficulties. That this policy of consolidation and transportation is acceptable to the State at large is seen in the fact that last year 5397 pupils as compared with 4349 pupils of 1912 were transported at public expense to schools in adjoining districts. Of these pupils the greater number were of high school grade.

The increase in the number of tuition pupils attending high schools outside their home districts, without taking into account the matter of transportation, as for some no transportation needed to be provided, was from 4909 to 6229 or 1120 which is an increase of 24.9 per cent.

In addition to the above, there have been changes in the standing of high schools, based upon changes in the length of curricula and because of consolidation, as follows.

Three Year Partial High Schools to Four Year Approved Schools.	Woodbine, Cape May Co. Netcong, Morris Co. Closter, Bergen Co.
Four Year Schools Organized.	Commercial and Man. Tr. High School, Newark, Essex County. East Side Commercial and Man. Training High School, Newark, Essex County. Lincoln High School, Jersey City, Hudson County.
Two Year Registered to Three Year Partial High Schools.	Mendham Borough, Morris County. Westwood, Bergen County.
Two Year Registered School.	Middletown Twp., Monmouth Co.
Schools closed or consolidated.	Alloway—Salem County. West Cape May, Cape May County. Holly Beach, Cape May County.

You Are Viewing an Archived Copy from the New Jersey State Library

The Farnum Preparatory School at Beverly, for a long time closely related to the Trenton State Normal School, ceased its immediate connection with that institution and with its governing body, the State Board of Education. The school is now under the care of a board of trustees, and therefore as a private institution, but authorized by law to receive pupils at public expense, is hereafter to be classed with those private secondary schools which are registered as doing four years of academic work.

At the present time there are 49 schools under boards of trustees or other responsible control, which have been registered as doing four years of secondary or high school academic work, six doing three years, and four doing one year. In order to be thus registered these schools must offer academic subjects as distinguished from commercial industrial and household arts courses, and must conform to the same standards as have been fixed for the public high schools. Such registration, however, comes only after a request has been made by the governing body of the school. This invitation is followed by a personal inspection of the school, its plant and the quality of the class room work, conditions for graduation etc.

There are two advantages which come directly to those pupils who fully meet the conditions imposed upon registered private schools: (1) the graduates of such schools are entitled to admission to the State Normal Schools, on the same terms as apply to graduates of the public high schools; such graduates also fully meet the preliminary conditions for entrance to the professions of law, medicine, dentistry, etc., (2) those who complete partial curricula in registered private schools are given credit by the Commissioner of Education, upon application, for such work as has been satisfactorily completed, just as similar credit is given to the pupils of approved or registered public high schools who are unable to remain until graduation. Many young men who propose to enter the professions of law, medicine, and dentistry and who have not completed four full years of secondary school work, take advantage of the provision for credits mentioned above. The remaining credits are obtained through examinations given by the Commissioner of Education.

By this conformity of the private schools to public secondary school conditions and requirements, there is gradually going on throughout the State a standardization of all agencies for secondary education. To maintain this standard all registered private schools, as well as the public high schools should be visited once a year. The total number of such schools however, greatly exceeds the actual school days in a year. Thus far I have visited only those private schools which have asked for registration.

From Table II it may be seen that there has been an increase of 20 per cent in the total number of graduates over the class of 1912. It also appears that the per cent of girls in the class is 57.3 as compared with 62 per cent. last year. This decrease means, of course, that a larger proportion of boys were in the class of 1913 than were graduated

You Are Viewing an Archived Copy from the New Jersey State Library

in 1912. Comparisons over a longer time will show better how well boys are being held in school, because of more practical curricula and other educational causes.

TABLE II.

A TABLE SHOWING THE DISTRIBUTION OF HIGH SCHOOL GRADUATES BY AGES

	1912.		1913.	
	Boys.	Girls.	Boys.	Girls.
14 years	1	1	3	2
15 "	27	40	31	37
16 "	172	217	204	319
17 "	339	602	475	751
18 " and over	641	1080	884	1041
Total	1180	1940	1597	2150
	3120		3747	

From the data concerning those intending to enter higher institutions, given in Table III no striking difference in comparison with last year appears. The table shows that the number intending to go on is 55 per cent of the graduating class, while last year the number was 57.5 per cent. In 1913 the proportion intending to enter normal or training schools is increased slightly viz., 42.8 per cent to 43.4 per cent.

I am in hope that some year I may present the actual destination of a graduating class to compare it with the intended course indicated in a display similar to that in Table III.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE III.

A TABLE SHOWING THE DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS.

	1912.			1913.			Increase.		Decrease.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.
College or Technical Schools	548	203	751	628	271	899	80	68	....	....
Law Schools	32	....	32	46	2	48	14	2	....	....
Medical Schools	48	19	67	36	2	38	....	....	12	17
Dental Schools	20	....	20	46	1	47	26	1	....	....
Training Classes or Colleges	20	126	146	1	142	143	....	16	19	....
Normal Schools	9	614	623	15	739	754	6	125	....	....
Other Higher Institutions	55	101	156	37	99	136	....	....	18	133
Total	732	1063	1795	809	1256	2065	126	212	49	150

You Are Viewing an Archived Copy from the New Jersey State Library

Tables IV and V are given herewith for comparison with similar data given last year. They serve to show changes in relative enrollment and teaching body of the high schools.

TABLE IV.

A TABLE SHOWING THE DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO THE NUMBER OF PUPILS ENROLLED.

Number of Pupils between			Number of Schools	
			1912	1913
0	and	50	28	7
50	"	100	32	35
100	"	150	13	24
150	"	200	15	12
200	"	250	6	11
250	"	300	3	6
300	"	350	3	3
350	"	400	3	2
400	"	450	..	2
450	"	500	3	5
500	"	550	4	..
550	"	600	4	1
600	"	650	4	1
650	"	1000	..	7
1000	"	2000	3	4
2000	"	over	2	1

TABLE V.

A TABLE SHOWING THE DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO THE NUMBER OF TEACHERS.

Number of Teachers.	Number of Schools.	
	1912	1913
3	18	16
4	17	17
5	16	14
6	12	14
7	15	10
8	7	8
9	3	8
10	2	3
11	1	3
12	3	1
13	1	0
14	1	1
15	4	3
16	..	1
17	1	3
18	..	1
19	..	..
20	1	..
21	1	..
22	1	..

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V—*Continued.*

A TABLE SHOWING THE DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO THE NUMBER OF TEACHERS.

Number of Teachers.	Number of Schools. 1912	1913
23	..	3
24	1	..
25	1	..
26	1	2
27	..	1
28	1	1
29	1	..
30	..	..
31	1	1
32	1	1
33	..	2
34	1	..
40	..	1
43	1	..
53	..	1
54	1	1
57	..	1
65	1	..
68	1	..
81	..	1

Some indication of the kind of training high school teachers bring to their work as indicated by the following data:

TABLE VI.

TEACHERS.

College Graduates		1023
Normal Graduates		278
(Trenton Normal School		79)
High School graduates only		114
Total		1415

CERTIFICATES.

State Certificates	909	
Normal School	74	983
City Certificates		380
Special and County		219
Total		1582

The above figures do not agree with the number of teachers given in Table I because many are both College and Normal Graduates, and, moreover, many hold several certificates. Then too the figures in Table I refer to those who teach exclusively in the High School. Disregarding the difference in totals, enough is indicated by the tables to show the large proportion of college men and women teaching in high schools.

You Are Viewing an Archived Copy from the New Jersey State Library

The following tables show the distribution of pupils through the high school grades, and also indicate the number of pupils pursuing the different subjects.

TABLE VII.

TOTAL ENROLLMENT.

Grade.	*Pupils.*	*% of Total.*
IX	15121	45.1
X	8421	24.9
XI	5932	17.5
XII	4272	12.5
Total	33746	100.0

The total enrollment for 1912 was 28479. Increase 5267 or 18.8 per cent. The total enrollment given in Table VII differs slightly from that given in Table I, which was made up from the County Superintendent's records. The figures of Table VII and Table VIII are taken from the individual reports from the several high schools.

The percentage of pupils in each grade is practically the same as holds true for the United States as a whole, viz. 43.5 per cent, 26.5 per cent, 18 per cent, 12 per cent, for the four years respectively. In other words, approximately 70 per cent of the high school enrollment is found in the first two years, and further study shows that this percentage has not materially changed in twenty years.

TABLE VIII.

COMPARATIVE STATISTICS SHOWING THE NUMBER OF PUPILS STUDYING EACH SUBJECT.

Subject	*1912.*	*1913.*	*% increase.*	*% decrease.*
English	28,540	31,878		
Latin	15,003	13,147		13
Greek	139	105		
Spanish	66	32		106
German	13,346	13,984	4	
French	3,360	3,771	12.2	
Advanced Arithmetic	937	27		
Algebra	15,521	18,114	16.6	
Plane Geometry	6,815	7,271	6.7	
Solid Geometry	1,158	1,212	4.6	
Plane Trigonometry	754	816	8	
Mathematics Review		86		
Biology	617	520		
Botany	2,543	2,406	6	
Chemistry	2,505	3,088	23	
Physics	3,031	3,644	20	

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE VIII.—Continued.

COMPARATIVE STATISTICS SHOWING THE NUMBER OF PUPILS STUDYING EACH SUBJECT.

Subject	*1912.*	*1913.*	*% increase.*	*% decrease.*
Physiography	3,486	4,058	16.4	
Physiology	1,002	783		
Zoology	1,372	1,371		
General Science	366	2,971	711	
Geology	0	28		
Civics		907		
Ancient History	7,929	8,662	9	
Medieval and Modern History	2,111	2,391	13	
English History	2,701	2,695		
American History and Civics	3,214	3,011		6.6
Economics	441	284		
Business Forms		85		
Inventional Geometry		153		
Shop Mathematics		153		
Leather Work	13	17		
Physical Training		170		
Household Chemistry		44		
Drawing	8,092	10,331	27.6	
Modeling		66		
Woodworking	2,829	3,292	16	
Iron Working	281	533	90	
Sewing	1,389	2,040	46	
Cooking	1,198	1,456	21	
Mechanical Drawing	36	810		
Bookkeeping	5,338	8,264	61.5	
Typewriting	3,243	4,317	33	
Stenography	2,745	4,043	47	
Commercial Arithmetic	3,121	5,275	65	
Commercial Law	681	833	22	
Commercial Geography	928	1,290	39	
Penmanship	638	1,843	188	
History of Commerce		104		
Correspondence		580		
Business Practice	72	105		
Applied Art	90	103		
Millinery	20	60	150	
Agriculture		69		
Copper Work		10		
Elocution	563	625	11	
Music	6,073	6,615		

The following arrangement shows more clearly the relative gains made in certain groupings of subjects.

	Increase.	*Decrease.*
Commercial Subjects	53.9%	
Industrial Arts	55.5%	
Household Arts	38.1%	
Aesthetic Arts (Drawing) (Music)	19.6%	
Languages		2.9%
Mathematics	16.4%	
Science	26.4%	
History	9.4%	

You Are Viewing an Archived Copy from the New Jersey State Library

Since the relative number of pupils in each grade has remained the same, the percentages of increase or decrease in the number of pupils studying the different subjects, if taken alone would be misleading. With these figures we must compare the growth of the schools as a whole. The total enrollment increased by 18.8 per cent, hence the increases and decreases given on Table IV should be taken in relation to that figure. It is only by this comparison that we can get a true notion of the actual changes in the number studying the different subjects. From the table therefore, it appears that among others the following subjects have not held their own, when compared with the data of a year ago: Latin, Greek, Spanish, German, French, Algebra, Plane and Solid Geometry, Ancient, Mediæval and Modern History, English History, United States History and Civics. The subjects that have grown in popularity are the following: Chemistry, Physics, General Science, Drawing, Iron Working, Sewing, Cooking, Mechanical Drawing, all commercial subjects, and Millinery. Among the new subjects should be noted Agriculture, Physical Training, Household Chemistry, Inventional or Concrete Geometry and Shop Mathematics.

Few of the changes particularly in mathematics, may be accounted for by their change of place in the curriculum, E. G. Plane Geometry is being generally transferred from the third year where there is but 17.5 per cent. of the enrollment to the tenth year where the enrollment is approximately 25 per cent of the total. More pupils therefore have an opportunity to study the subject. The Algebra of the second year which has been required in many schools, has in a large number of instances been made an elective, and appears in the third year of the curriculum. This will account in some measure for the actual decrease in the number of pupils taking this subject. In some measure the marked increase in commercial, industrial and household arts subjects is due to the fact that in the largest high schools these subjects have been introduced earlier into the curriculum. The immediately practical subjects have been put into the first two years of these curricula, and in some cases a longer school day is the rule. In former years these subjects came later, as is still the case in the great majority of schools. Pupils completing but two years of work are not graduated, but receive certificates for courses completed. In each case advanced work is offered in the remaining two years.

A closer analysis of the figures and of local conditions would reveal other reasons for the variations in particular subjects, but in general it is safe to assume that the public is feeling that the traditional curricula with their extreme emphasis upon foreign languages, are not what are most needed in meeting the commercial and industrial demands of today. This sentiment is reflected also in the new subjects appearing in the program of studies of the general high school, as well as in the new types of technical, commercial and vocational schools.

One of the most vital matters of this year has been the change made by the State Board of Education, in its rules regarding the approval of High Schools. The previously accepted viewpoint, namely, that the high

You Are Viewing an Archived Copy from the New Jersey State Library

school is the four years or grades following the eight years of the elementary schools, was reaffirmed. Without going into minute details, the chief points of difference between the former and the modified or present rules are as follows:

1. A terminology has been adopted which will give definiteness to the language used in discussing high school organization and administration, viz:

a. *The Program of Studies*, which includes all the subjects offered in a given school.

b. *The Curriculum*, which refers to a group of subjects systematically arranged for any pupil or group of pupils. (Formerly called the "Course of Study.")

c. *The Course of Study*, by which is meant the quantity, quality and method of work, in any given subject of instruction.

d. *The Time Table*, which refers to the daily or weekly arrangement of classes for recitation.

2. Diploma values are given to manual, physical training and laboratory activities.

3. A definite statement has been made regarding the conditions under which the subjects of the program of studies are to be taught, in order to make the work most efficient.

Thus it is made clear that in addition to the quality of the instruction, approval takes into account the adequacy of the building for study, recitation and laboratory work, as well as the completeness and character of the library, the texts, and the apparatus.

4. All diplomas are hereafter to state the subjects taken by a pupil in acquiring the necessary counts for graduation. Pupils will not be graduated merely from a Classical, Latin Scientific, etc. course.

5. The three years "certificate of graduation" was abolished as marking the completion of a partial high school course.

6. The fact is emphasized that a pupil is entitled to a certificate for any work he may have successfully completed in a registered or in an approved high school; e. g., if he were to finish but two years of a four-year commercial curriculum, his certificate would state the number of academic counts earned in each subject and the length of time taken to acquire the counts.

GROUPS OF PUPILS FOUND IN HIGH SCHOOLS.

As a result of visits and from an analysis of the enrollment in many high schools it appears that we are attempting to meet the needs of three distinct groups of pupils.

(1) Those who are seeking a general or liberal education and training. Such pupils constitute nearly 50% of those who graduate and represent, according to recent studies, about 25% of the total enrollment.

(2) Those who are planning to go on to higher institutions, viz., Colleges, Technical, Professional and Normal Schools. These pupils in most high schools nearly make up the remaining 50% of the graduates, and constitute fully 25% of the enrollment.

(3) Those who are making direct preparation for specific employment, particularly in the field of commercial life. Many of these pupils complete the full course but economic pressure too frequently necessitates many others leaving early. To some extent in the larger schools, particularly, some attention has been given to industrial training including home making, Except in a few instances such industrial and domestic arts training has been a part of the general culture courses and not specifically vocational in character.

You Are Viewing an Archived Copy from the New Jersey State Library

POINT OF VIEW REGARDING THE GENERAL HIGH SCHOOL.

Last winter the Legislature enacted laws governing the establishment and maintenance of vocational schools. Recognizing that the aim of the vocational school is to fit persons for remunerative employment, I desire to briefly state a viewpoint regarding the general or academic high school. It is this viewpoint that has influenced my recommendations regarding changes in curricula, and other matters which concern the administration of high schools.

Referring to the three general groups of pupils indicated above the function of the general high school may be stated as follows:

The high school receives a pupil at the end of his elementary school course, preferably at the end of the sixth school year although under present regulations at the end of the eighth year. This is one of the most educable periods in his life. The school aims to assist the youth to find himself, by testing his capacities and interests in a wide field of subject matter and of activities. It is a time of self-discovery and self-realization for the pupil. By a study of literature, language, mathematics, science and history he widens his mental horizon and acquires purposeful ideals. In brief, he is gaining a liberal or general education.

While discovering his own powers, the pupil has an opportunity, in the high school, to get some knowledge of certain practical subjects such as manual training, household arts, bookkeeping, typewriting and elementary agriculture, which while they may be made valuable factors in general education, will also made incidental contributions to vocotional ideals.

It should be strongly asserted however, that it is not the purpose of the general high school to train a pupil in a narrow and specialized field of interest by developing a genuine vocational skill. Its function is rather to give its pupils an insight into the general principals which are at the basis of all vocations. This aim is to be realized, (1) by relating the manual activities of the school to the major interests of the community, which may be either agricultural, commercial, industrial, and which will also include those directly pertaining to the home, and (2) by applying the principles of the different sciences and the mathematics studied by the pupil, to the familiar affairs of everyday life as found in business, in the shop, on the farm and in the household. Trade and occasional training, in which the goal is specialized skill, is the task of the vocational school. The general high school stands primarily for the broadening of a pupil's interest and of his sympathies, and for training him in habits of concentration and thoroughness.

Regarding the high school as a preparatory school for higher institutions, it is true to say that every year the fact is coming to be more generally recognized that the satisfactory completion of four years of well balanced work, chosen with special regard to the needs of the pupil

You Are Viewing an Archived Copy from the New Jersey State Library

who is being trained, is his best preparation for entering upon a course in a higher institution. With a wider recognization of this truth, the high schools will more freely adapt their curricula to a greater variety of pupils. Yet the rights and desires of such pupils as choose to go to normal school, to college or to university life, must be conserved, and for that reason some subjects of apparently of little immediate worth will continue to be found in high school programs. Recent action by many colleges and universaties leads to the conclusion that entrance requirements will not continue to be a deterrent factor in the liberal and semi-vocational education of high school pupils.

In a Manual for High Schools recently published by the Department there has been suggested a tabular basis for the organization of high schools curricula. This basis aims to allow freedom for the adaptation of the school to local needs and at the same time provide for the interests of the various groups of pupils found in high schools, and finally to establish a minimum degree of uniformity throughout the State.

VISITS TO SCHOOLS.

In visiting schools and making suggestions for better organization and higher efficiency in class work, the following are among some of the general recommendations made:

1. That except, in unusual cases, the number of prepared recitations a week per pupil should not exceed twenty.
2. That from three to five of the twenty recitation periods should be spent in study-recitation with the teacher. By this practice pupils will be assisted in acquiring and establishing right habits of study.
3. That pupils should not be permitted to begin more than one foreign language in the same year. When a foreign language has been begun, however, it should be studied at least two years.
4. That the following elements are deemed essential to a well balanced curriculum, and should, to some extent be taken by all pupils: English, Social Science including History, Mathematics, Natural Science.
5. That most subjects of a curriculum should be offered in courses at least one year in length.
6. That in general, in a school with from three to six teachers, economy and ease of administration require that the various curricula shall be so related as to form practically one curriculum consisting of the general elements mentioned in section 4, and such optional subjects as may be necessary for pupils seeking different ends.
7. That in small schools, combinations of classes and alternation of subjects by years be made when one year's work is not too closely dependent upon that of another; e. g. By a combination of third and fourth year classes, Physics and Chemistry may be given alternate years. Similar combination and alternations may be made with classes in History, Algebra and Geometry, and Literature.
8. That in the assignment of subjects, and in the number of recitation periods, due regard should be had for the out-of-school work devolving upon teachers; e. g. Teachers of English have many themes to correct each week, and teachers of laboratory science and manual activities must spend much time in the preparation of apparatus and material.

You Are Viewing an Archived Copy from the New Jersey State Library

9. That in general, the number of daily periods of class-room instruction given by any one teacher per day should be at least one less than the total number of periods per day, and the total number of periods a week per teacher should not exceed 30.

10. That thirty pupils be recognized as a maximum in any recitation division or class in the high schools. The number should be kept to 25 or less if possible. Laboratory divisions should not exceed 20 pupils.

I have been pleased to note a willingness to make any suggested changes, and recent curricula which have been revised for the next school year reflect the above practices.

A STUDY OF THE CONDITIONS UNDER WHICH ENGLISH IS BEING TAUGHT.

English is a subject important enough to be prescribed in all high school curricula. The conditions under which it is taught in most schools, however, are far from being commensurate with the acknowledged importance of the subject. Before the conditions can be bettered it is first desirable to know just what they are. To determine these conditions was a self imposed task of the Association of English Teachers. A careful study of a large number of high schools scattered all over the State was made by a questionnaire and a brief summary is given below. Through an independent study of the annual high school reports to this department from each school the main conclusions drawn by the English Teachers' Association committee were corroborated. To the chairman of the Committee Mr. Paul A. Mertz of the North Plainfield High School I am indebted for the use of the data collected.

Returns were not obtained from all schools, but sufficient material is in hand to suggest general tendencies and to indicate practices which need to be reformed. It is expected that in the near future a complete report of conditions will be published by the Association. Briefly stated, a cross section view of English conditions throughout the State would reveal:

1. That the teachers on the whole are well trained both academically and professionally to teach the subject.

2. That the salaries are practically the same as those given to teachers of other subjects but in general below what they should be considering the importance, the time given to the subject and the high cost of living.

3. That the total number of pupils assigned to each English teacher is far too large. This is especially true in the largest schools. In *some cases* the number reaches to 45 pupils.

4. That little allowance is made in planning daily and weekly time tables for the fact that the actual work of a teacher of English is much greater than that of the teacher of most other subjects except laboratory science.

5. That in the larger schools differentiated courses in English are offered, thus allowing for the use of material directly related to industrial and commercial curricula, particularly in composition.

You Are Viewing an Archived Copy from the New Jersey State Library

6. That English is a prescribed subject in all schools and is usually given more time than any other subject.

7. That, while there is general agreement that all teachers in the school are teachers of English, comparatively few definite plans have been worked out for the combination and correlation of the English department with other departments of the school.

8. That there is a lack of definite plans for closely relating the English of the upper elementary grades with that of the high school, especially where pupils come from elementary schools in other districts.

9. That oral composition is being given an increasing emphasis.

10. That but a few schools arrange in their daily time tables for personal conferences with pupils regarding their work in composition.

11. That in a large number of schools too much written work is being attempted and that much of the writing is prepared with too little careful thought and outlining.

These conclusions indicate their own remedies, and much may be done by the teachers. During the coming year a monograph dealing with the content of the English course with suggestions concerning its administration will be in the hands of the teachers of this subject. The diversity of view held by many English teachers and the wealth of material make constructive suggestions slow of definite formation.

THE SIX YEAR HIGH SCHOOL.

The traditional school organization of the country consists of an elementary school of eight grades, or years of work and a high or secondary school of four years. All signs of educational progress point to the conclusion that the drill work and uniformity of curriculum which has hitherto characterized the seventh and eighth grades must give place to instruction and method better adapted to the new needs of adolescent life.

One practical question has been whether ultimately different curricula or different subjects shall be given in the later elementary years under the direction and within the organization of the elementary school, or whether they shall be given as a part of the secondary school organization. Theoretical considerations and the results of practical experience, indicate that the elementary school should close with the sixth year and that high school organization, and methods should prevail from that time on.

Among the many arguments advanced for this position are the following:

1. Such a plan would prevent the undue prolongation of methods which are essentially elementary in character. The business of the elementary school is to instruct pupils in the school arts (reading, writing and arithmetic) and to drill pupils in these arts. Such drill, however, if prolonged too long, becomes deadening through monotony. The elementary school lays great stress upon form, while to a pupil in the early years of adolescence, content takes on an increasing interest. To give little opportunity for enriching content, for which pupils of the seventh and eighth years are eager, is to force many out of school prematurely. On the other hand the secondary school aims to map out the general and broad field of human knowledge and to teach pupils to utilize this knowledge and ultimately "to go alone". Thus they are to find their dominant interest, which may lead into life work. Pupils come to feel the necessity for this opportunity at least two years earlier than their entrance upon the present high school course, but the traditions and practices of the elementary school are all against them and they quickly lose interest. Were the organization of the higher elementary grades more flexible and more closely related to the first year

You Are Viewing an Archived Copy from the New Jersey State Library

of the present high school, these recognized differences in aptitudes and tastes among pupils, could be more effectively met to their great educational advantage.

2. These suggested changes in the character of instruction in certain subjects, correspond very closely to the physical and mental changes at the beginning of adolescence. The pupil is no longer a child, he is a youth with his new feelings, new interests and new tastes. Briefly, he has developed a marked individuality which means that to compel all children to pursue one and the same course of school training would prove harmful. Hence he should be given a chance to study such subjects and by such methods as will insure growth, and mere drill cannot produce such a result. A uniform curriculum destroys interest, and fails to meet the social and economic needs of the community. The argument that such a curriculum covering eight years, best fits for the present high school is false, and still more so when applied to the great number who never enter the high school. What pupils of the higher elementary grades need are different courses and different methods, and such gradual transition to the special work offered in the years of the high school as is suited to their age and attainments.

3. Such a plan will enable pupils to prepare more effectively, and with less strain, for higher courses in normal school and college. To crowd all this work into four years as is usually done at present, is to impose a severe task upon most pupils and leaves little time for the other activities and out of school interests of youth. The introduction of foreign languages into the earlier years, when memory work is so much demanded in fixing the forms of the language, has proved very successful. The same is true of the elements of algebra and of constructive geometry.

4. Again, since many pupils do not go to the ninth grade it would be entirely practicable to introduce into the last two years of the elementary school industrial and commercial training. For such pupils as continue through the ninth year, and in the present high school organization nearly 50% of the school are in this year, a three year course beginning with the seventh could be planned. Thus more pupils would be induced to remain under instruction, and then go out into industry or business with larger capital.

5. By differentiated courses pupils would be enabled to advance by subjects instead of by classes. The result would be that each pupil would not be unduly advanced or unjustly retarded.

6. The plan has been successful in some of the best private schools, and is generally the practice in foreign schools.

If this plan of the six year high school is adopted generally throughout the state, and I respectfully recommend that its advantages be emphasized and that districts be encouraged to adopt it, there are certain methods of organization and administration which may be followed: Each has its advantages and some are adapted to most school districts.

These plans are as follows:

1. Continue the external form of the schools as they are today, but introduce into the seventh and eighth grades the principles now obtaining in the administration of the high schools, viz. departmental teaching. This plan is economical and especially adapted to small districts or communities where the school population is homogeneous. If there are several schools not far apart each school may emphasize a particular kind of work, e. g. commercial, industrial or academic, and between the schools there could be some interchange of pupils of the two highest grades. The plan would involve close articulation with the present four

You Are Viewing an Archived Copy from the New Jersey State Library

year high school. It is probable that this plan or some modification of it would be advisable in initiating the movement toward a more complete six year organization, involving the three year Junior and three year Senior High School.

2. A second method proposes to bring the seventh and eighth grades into the high school building and organize and administer the six years as a unit preserving the external forms and internal organization of the high school. Under this scheme departmental teaching, variations in curricula, freer control, and high school solidarity would obtain. The same industrial and household arts equipment may be used and the same teachers conduct the classes of the six years. Such a plan as is here suggested has been in mind in the erection of several of the new high school buildings of the state. And for the great majority of school districts this plan of organization seems most advisable.

3. Group the pupils of the seventh, eighth and ninth grades together as a Junior High School and the remaining grades as a Senior High School in separate buildings. This plan would be adapted to a large district where there are a number of scattered elementary schools. By grouping these the pupils of different schools at a given centre and there establishing Junior High Schools more pupils would remain in school and better educational results would follow. Furthermore, since the enrollment in our present high schools is so small in the three upper grades, relatively small and less expensive buildings would be required than at present, where provision has to be made for the entering class, which is nearly 50% of the enrollment. In districts where more than one high school is needed at present, the necessity for additional high school accommodation would be postponed. The expense of an addition of a few rooms, to an elementary building, would be less compared with the expense of an additional high school. Then too the educational efficiency of the instruction, which is after all the main consideration, would be greatly enhanced by the three and three division. In several cities notably Columbus, Ohio, and Berkerly, California, and Grand Rapids, Michigan, this plan has met with unqualified success. At the latter city in two years time the Junior High School has grown from a school of 430 pupils with 15 teachers to one of 851 pupils and 36 teachers. More boys and girls have stayed in school under the new plan.

The difficulties in the way of realizing the proposed reorganization of the high school are chiefly of three kinds: (1) administrative, (2) traditional, (3) legal. As to the first, experience will bring new light and modified administrative methods. Enough instances of this type of the six year high school are available for study and thus the new may avoid the mistakes of the old.

In overcoming tradition the best argument is that the plan works whenever thoughtfully and judiciously carried out. Modern psychology and pedagogy, if worth anything in the science of education, will in time win their way against prejudice and indifference.

Regarding the legal difficulties it should be affirmed as a principle that whatever procedure is educationally desirable should be quickly made legal. With the present law, $400 per teacher is allowed by the County Superintendent, in making his apportionment for four year high school teachers, and $200 for each elementary teacher. To allow the same $400 to a teacher on an approved six year plan would seem feasible. As to certification, the rules could be so modified as to make graduates of three year normal courses, following four years of high school, eligible to teach in the Junior High School, while the present secondary certificates would be valid for their respective subjects in the Senior High School. In some parts of the country it is being felt that the usual two year normal course is at present not extended enough to fit a person for all of the eight years of the elementary school, and pro-

You Are Viewing an Archived Copy from the New Jersey State Library

positions are being advanced which look toward three years of normal school training for the work of the seventh and eighth years. On this basis an additional year to include the last of the Junior High School would seem to present no serious difficulty. It is more likely, however, that in time teachers with four years of training would be found in these grades.

The chief grounds then of my recommendation that the "six and six" plan be encouraged throughout the state and that legal obstacles in the way of its realization be removed as rapidly as conditions warrant, are that

1. A study of the nature of the child who is being trained demands that he shall be given the largest possible opportunity for rational growth. This reason is psychological.

2. By this plan more pupils have been kept in school and at school work has been so organized that the several courses have served to send pupils from school with broader and more practical training at whatever stage in school they stopped. This is a sociological reason.

3. Pupils being grouped in Junior High Schools in elementary school buildings would make the erection of large high schools unnecessary in many districts.

Again, some districts would find it advantageous to maintain a ninth year in the district and then send to a neighboring high school only those pupils who proposed to enter the Senior High School. This arrangement would obviate some of the objection now made to sending young people out of town. When at the end of the third year in the Junior High Schools pupils did go to the Senior High School they would be older and more mature in their attitude toward life. Moreover, a decided economy would be effected because now the greatest dropping out of school of transported pupils is among those of the ninth year, and for such pupils transportation and tuition contracts have usually been made for the entire year. By having these young people at home, money would be saved. All these considerations would mean less expense for high school instruction. These reasons are practical.

Again some districts would find it advantageous to maintain a ninth year in the district and then send to a neighboring high school only those pupils who proposed to enter the senior high school. Both considerations would mean less expense for high school instruction. This reason is practical.

In the foregoing discussion I have not attempted to treat this subject exhaustively or to go into details regarding desirable curricula. Enough may have been said however, to indicate my present attitude toward this question of reorganization, and to furnish a starting point for further study and experimentation.

In surveying the field of secondary education throughout the state I am pleased to note marked tendencies toward making the high school meet more fully the requirements of the people who support it. School officers have in all cases been cordial toward suggestions for the betterment of school conditions and results, and an excellent and hopeful spirit of earnest endeavor is apparent.

Respectfully,

A. B. MEREDITH,

Assistant Commissioner of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of Lewis H. Carris

Assistant Commissioner of Education in Charge of Industrial Education including Agriculture.

Hon. Calvin N. Kendall, Commissioner of Education:

Sir:

I have the honor to submit herewith a report of my work as Assistant Commissioner in charge of Industrial work including Agriculture from my appointment in January until December 1, 1913.

SURVEY OF THE FIELD.

The industrial work in the public schools which has been assigned to my department may be considered under the following heads. A—Manual Training, including such activities as primary manual training, shop work for elementary and high school grades, sewing and cooking for elementary and high school grades, and agricultural activities in certain schools receiving grants from the manual training fund for this purpose. B—Agriculture for elementary schools. C—Vocational or industrial schools organized under the provisions of Chapter 294 of the laws of 1913.

A—MANUAL TRAINING.

1. *New districts establishing Manual Training.*

During the school year ending June 30th, 1913 manual training courses were approved by the State Board of Education for the following districts:

Elizabeth, Union County.....November 7, 1912.
South Amboy, Middlesex County.....September 9, 1912.
Union Township, Bergen County.....August 3, 1912.
Verona, Essex County.....July 6, 1912.
Little Falls, Passaic County.....November 2, 1912.
Hardyston Twp. (Hamburg) Sussex Co.....June 14, 1913.
Franklin Furnace, Sussex County.....June 14, 1913.
Roselle Park, Bergen County.....June 14, 1913.
Mendham Township, Morris County.....May 3, 1913.
Hamburg, Sussex County.....June 14, 1913.

From June 30th to December 1 the following courses were approved:

Newton, Sussex County.....August 11, 1913.
Morris Township, Morris County.....August 11, 1913.
Riverton, Burlington County.....September 6, 1913.
Springfield, Union County.....September 6, 1913.
Delford, (Oradell).....October 18, 1913.

In the approval of courses recommendation to the State Board is made only after a careful consideration of the work proposed to be carried on, through personal conference with the superintendent, supervising principal or Board of Education. In several cases more than one visit is necessary.

There has been an attempt made to follow a method of "Approval in advance" similar to that used in approving the organization of vocational schools, and in every case the local boards of education have been ready to meet any suggestions made by the Department.

In the consideration of new work in manual training the following points have been kept in mind.

You Are Viewing an Archived Copy from the New Jersey State Library

(a) *Teachers*—What kind of teachers? This usually resolves itself into a question of the amount of money available. Manual Training loses much of its value in the hands of an inefficient teacher. Districts are advised not to begin the work until they are certain that they can secure good teachers.

(b) *Facilities*—New work has not been approved until it is certain that the rooms assigned are suitable.

In determining the suitability the Inspector of Buildings, Mr. Charles McDermott, has been of great service. While rooms of less light area will be accepted for manual training rooms than for regular class rooms, a district has not been allowed to place a manual training shop in a damp, poorly lighted basement.

(c) *Equipment*—Districts have been discouraged from buying too expensive an equipment. In other words schools have been encouraged to build as much of the equipment as possible as a part of the regular work. In several cases this has been done with remarkable success.

(d) *Courses of study*—Districts have been advised to make a course of study which bears some relationship to the industrial activities of the community. While manual training cannot be classed as vocational work, it can be given a vocational trend and in certain communities can be made to give some industrial experiences to pupils who will probably leave school at an early age to engage in industrial work.

Districts have been advised not to make too ambitious a course of study but rather to plan for what they can surely accomplish. On the other hand, a larger district having a full four years' high school course was refused approval for a course in manual training which covered only the first four grades.

In general it will be the policy of this department not to approve of work proposed until after conferences and a thorough understanding on the part of all concerned as to what standard will be required.

2. *Preliminary approval.*

In connection with the approval of manual training work in districts introducing it, it would be a good plan if a method could be devised for a probationary period of one or more years, during which there could be a frequent inspection of the work and changes made in the course of study.

3. *Changes in the course.*

According to the practice now in vogue, when a course of study is finally approved by the State Board of Education, the district is entitled to State aid for an indefinite time, and no provisions are made for changes. In the application made annually by the Boards, it is stated that the course of study as approved by the State Board is being carried out, but in actual practice it is often found that radical departures have been made and in many instances entirely new features have been introduced. Usually these changes have been wisely made and have in many cases been spoken of in the written annual report.

Certainly the course of study on file with the Department should be kept up to date. This can best be done by an annual report which will call for more definite information concerning any changes in or additions to the work. Such a blank is being prepared for use at the close of this school year.

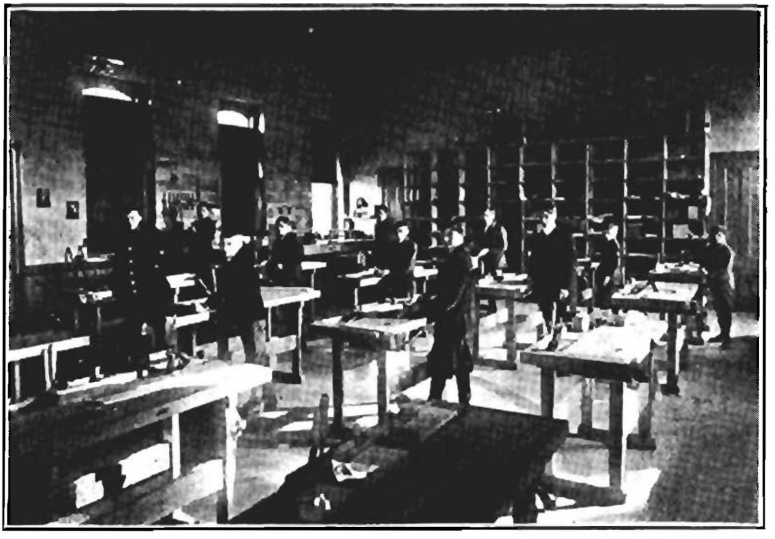
4. *Statistics for 1912-13.*

There are presented herewith statistics covering the receipts and expenditures of the various districts having manual training. This table also includes expenditures in districts which do not received State aid and is made up from statistics reported by the districts to County Superintendents. It is believed that these figures, which do not always agree with those given in the special manual training report, are more accurate than those given in the special report.

You Are Viewing an Archived Copy from the New Jersey State Library



Class in Manual Training, Rahway, Union County.



Class in Manual Training, School No. 1, Little Falls, Passaic County.

You Are Viewing an Archived Copy from the New Jersey State Library



Domestic Science Class, School No. 1, Little Falls, Passaic County.



Corn Growing and Domestic Science Exhibits, Morris County Schools.

You Are Viewing an Archived Copy from the New Jersey State Library

It will be observed that the amount raised by district tax is much larger than that recived from the state, and it is probably true that the total expenditure reported, $281,442.02, does not represent by a good many thousand dollars the total cost of manual training to the State. Atlantic City, Newark, Orange, East Orange, Trenton, Perth Amboy, Paterson, Jersey City, Camden, Montclair, Bayonne and Passaic, all spend more than twice the amount received from the State, and in some cases, as may be seen from the table, spend many times the maximum amount any district can receive.

5. *Household arts work for girls.*

Manual training for girls has usually taken the form of sewing and cooking. The growing tendency to introduce other household arts activities is to be highly commended. Several districts consider the work as household arts work and do not make a formal distinction between cooking and sewing. The general practice has been and still is to introduce sewing in about the fifth grade and carry it through the elementary grades, making it optional in the high school grades. During about one year of this time the girls are excused from sewing and at that time take cooking. In my opinion more satisfactory results would be obtained if both subjects, sewing and cooking, could be carried together and additional work be given in other home activities.

A general household arts course takes the girl at the fifth grade and from that time on teaches her the things she should learn in household arts work. This does not necessarily mean an additional amount of time but rather a redistribution of activities, a judicious selection of the most important of those that are usually given, and the addition of such work as, care of bed rooms, table service, dusting, marketing, etc.

6. *Shop work for boys.*

A commendable movement is on foot to make the work in manual training shops more practical. Very few schools now use the so-called "exercise method" which dealt with material solely for the purpose of perfecting practice. Boys used to make joints for the joint's sake. Now they make joints for the box's sake. There is also a growing tendency to use the manual training shop to develop a community interest. Many shops are being used to turn out articles which are of use to the schools. In a recent visit to one school system the boys in one class were knocking down packing boxes which had held books and supplies shipped to the school, were sorting the lumber into piles, and were getting ready to make bulletin boards from the stock secured in this manner for the various schools of the system. The boys of this same city were also making tables to be used in open air classes.

Every teacher having in charge a manual training shop should attempt to find products which can be made in the shop and which can be used in other parts of the school system.

7. *Time allotment for manual training.*

A great variety of practice prevail as to the amount of time given to manual training activities. This varies even in the seventh and eighth grades from 45 minutes to 5 hours a week. In my opinion the work of no school should be approved which offers less than one and a half hours of shop work a week in the seventh and eighth grades.

8. *Brief description of a few of the unusual manual training activities.*

(a) Hamilton township, Mercer County, conducted an interesting experiment in connection with school garden work during the summer months.

You Are Viewing an Archived Copy from the New Jersey State Library

(b) Mendham Township conducted a very successful manual training school during July and August. Very competent teachers were secured and valuable work was done in various forms of manual training for both boys and girls.

(c) Mendham Borough secured a cottage and during the summer vacation instructed a large class of girls in general household arts work. The interest was maintained throughout the summer and usually good results were secured.

(d) Franklin Borough has adopted in a modified form the Gary plan of organization and this provides for an unusual amount of manual training work for both boys and girls.

(e) Tenafly, Park Ridge, Montclair and Perth Amboy have all introduced printing as a part of the manual training work. These printing departments are in every case proving to be valuable features in school work and it is hoped that many more will be installed.

Among the advantages they offer are:

They appeal strongly to the interest of the average boy,

A close correlation can be made with the work of the print shop and the work in English.

The output can be used to a larger extent in the school system.

The add to the "esprit de corps" of the school by making the publication of a school paper possible.

(f) Freehold conducts several courses in agriculture which receive State aid under the manual training law. This establishes a valuable precedent in providing financial assistance to a very worthy form of education and it is to be hoped that other districts may follow the example.

9. *Drawing and Manual Training.*

Considerable variation of practice exists in many of the smaller districts as to the relation of manual training to drawing and the charges for drawing which can legitimately be placed in the manual training account. The general directions given in the blank form furnished to districts for their annual reports of manual training include the following statement as to drawing:

"This will include free-hand sketches of machinery, cabinet work, etc., when such sketches serve as the basis for exact instrumental drawing; working drawings for objects to be made of paper, cardboard, wax, clay, plaster of paris, wood or metal work; machine and architectural drawings; decoration designs for special purposes."

"1. *Plant*—Rent of room if not owned by the district or city, drawing tables, boards, T-squares, curves, compasses, dividers, brushes, ruling pens, blue print frames, models, charts, books of reference.

"2. *Material*—Architects detail paper, blue print paper, tracing-cloth or paper, cardboard colors, ink, crayons.

"3. *Salaries*—No expenses for instructors shall be charged to the manual training account, except what is actually incurred for the specific kinds of drawings above enumerated *and which must be of an advanced and technical nature.*"

In order to establish a uniform practice three methods are being used. (1) Oral directions to school officials including district clerks at the time of inspections of the work. (2) Correspondence with district clerks with reference to the expenditures. (3) A bulletin is being prepared which will provide for a manual arts course. This bulletin is being prepared with special reference to the work in smaller districts and will be of such a nature that no mistake can be made as to the legitimate expenditures for drawing from the manual training fund.

You Are Viewing an Archived Copy from the New Jersey State Library

From the inspections that have been made, and from a study of the annual reports, it is evident that there is need for a more uniform procedure in reference to manual training practices, and to meet this need a bulletin should be prepared to be issued by this Department which shall contain not only the above information, relative to manual training accounts, but also should include suggestions as to how the work can best be started, qualifications of teachers, including the rules of the State Board of Examiners for licensing manual training teachers; etc. It is not believed that it will be best to advocate great uniformity of practice, or that it will be advisable to issue a course of study which must be followed in various districts.

VOCATIONAL SCHOOLS.

You have mentioned in your report the Vocational School Law, Chapter 294 passed by the 1913 Legislature.

One of the first activities of this Department after the passage of this law was the preparation of a Bulletin which would interpret this law for various districts which had already organized vocational schools and for new districts contemplating their organization. In the preparation of this bulletin information was gathered from various sources as to the practices in other states and several conferences were held with Mr. Chas. A. Prosser, Secretary of the National Society for the Promotion of Industrial Education, and various school officials who had already started the work in this State.

1. THE NEW LAW.

The law provides for the organization of vocational schools in any present district whether city, town, township, or borough, a union of two or more present districts under article II of the general school law, and for the organization of any county as a district for the support of a vocational school. So far there have been schools organized only under the first provision, i. e. present districts. Vocational schools have been established in Atlantic City, Bayonne, Jersey City, Newark, Paterson and Passaic, and quite a number of other districts are preparing to organize such schools during the present year. It has been deemed advisable to proceed rather slowly with the organization of work in this new field, and there has been constantly kept in mind the fact that it would be better to have a few schools doing the work well than to have a broad extension of the work without a clear understanding of the essential features.

The law defines vocational education as any education, the controlling purpose of which is to fit for profitable employment. This definition is so broad as to include practically every kind of educational activity as at present organized, but the law contemplates the organization of schools under its provisions only in three fields:

(a) Industrial Education, (b) Agricultural Education, (c) Household Arts Education. The law also provides that instruction may be given in all day, part time, or evening classes in any one of these activities and still further provides that districts may organize vocational schools in separate buildings, or as departments of schools already maintained. The above will show that a large number of different types of schools may be organized under the New Jersey law. Unfortunately no community has yet organized an agricultural vocational school, but several districts are considering the matter very seriously. The plan proposed will be mentioned a little later in this report. For the present there will be discussed only the vocational activities so far actually in operation.

You Are Viewing an Archived Copy from the New Jersey State Library

(a) All day industrial school for boys—
1—in separate buildings.
2—in departments.
(b) Part time or continuation schools for boys—
(c) Evening schools for apprentices and workmen—
(d) Household arts departments for girls in day schools—
(e) Evening household arts departments for girls—

1. *All day industrial schools for boys.*

Newark and Bayonne have separate buildings for industrial schools for boys. The Newark school, however, is in a part of the Warren Street building, but the industrial school is a separate organization with reference to all school matters.

The Bayonne Vocational school occupies the old high school building. The Newark school provides vocational opportunities in carpentry work, machine shop practices, electric wiring, drafting, printing and drafting.

2. *All day industrial departments.*

Atlantic City has set apart several rooms in one of the city schools as a vocational department. Here the boys have opportunity for vocational training in carpentry work, printing and electric wiring. Jersey City has organized a department which provides for work in carpentry, or cabinet making, and machine shop practices. Passaic has a department devoted to cabinet making.

Al of the schools and departments mentioned above are organized in accordance with the rules and regulations as set forth in Bulletin No. 1 and have the work organized on a six hour a day basis, three hours of which are devoted to practical or shop work and three hours of which are given to related academic work. There is a conscientious effort on the part of all the academic teachers to relate the work as far as possible to the actual shop practices. The pupils are fourteen years of age, or over, and the schools are organized with teachers who have had practical experience in the work which they are teaching.

(b) *Household arts departments.*

Atlantic City and Jersey City have both organized household arts departments in accordance with the provisions of the law. In these departments the work is organized on a six hour a day basis, three hours of which are given to practical work, cooking, sewing, millinery, laundering, household economics; etc.

(c) *Continuation schools.*

Passaic has organized a department in connection with the high school which provides for a week-about plan. Arrangements have been made with two of the important industries of the city for the education in the school of their apprentices. The scheme in practice here is worked out with a great deal of definiteness and while the number of students so far enrolled is not large, there are many possibilities for the work as planned.

(d) *Evening schools for apprentices.*

Atlantic City, Bayonne, Jersey City, Newark, Paterson and Passaic have all organized evening classes for apprentices under the new law. The work in Newark, Jersey City and Bayonne has not been entirely made up of short unit courses, but the classes are composed entirely of apprentices who receive in the evening school instruction supplementary to their day employment. Passaic has organized several short unit courses which will be watched with considerable interest during the winter. A short unit course is an attempt to teach to a group of people engaged in the same employment some particular part of a trade which will enable them, after they have mastered it, to do more successful

You Are Viewing an Archived Copy from the New Jersey State Library

work in that trade. Almost any occupation will lend itself to instruction in short unit courses. Passaic has so far offered two unit courses in textile analysis and several short unit courses for carpenters, beginning December 1st with a series of lessons devoted entirely to the use of the carpenter's square. Atlantic City has also organized a course on the use of the carpenter's square.

The idea of the short unit course was emphasized at the meeting of the National Society for the Promotion of Industrial Education, at the convention held at Grand Rapids, and at that time advanced copies of a report on this subject were circulated. The value of this report was so evident that it was decided to secure a limited number of copies from the Society to be issued as a Bulletin No. 2. By this bulletin it is hoped to offer information as to the kind of work which will be approved in evening vocational schools.

It will be well at this time to call attention to several differences between the evening school as at present usually organized, and a vocational evening school as contemplated under the new law.

1st.—As to age; the law limits attendance in the evening vocational school to pupils over sixteen years of age.

2nd.—An evening vocational class must be made up exclusively of people who are employed during the day in a vocation for which the evening school gives supplementary instruction.

3rd.—The vocational evening school may be organized for a less number of nights than sixty-four, the minimum number provided for the usual evening school.

5th.—The instruction may be given in the evening school in short unit courses described above.

6th.—Advisory Boards consisting of at least two persons interested in the vocation taught are to be appointed for each trade, or vocation, given in the school.

7th.—The evening vocational school cannot attempt to teach a trade from the beginning. The number of hours available are not sufficient to give an insight to any trade worthy of the name.

It will be seen from the foregoing, that the possibilities for State aided vocational work in evening schools are very great. Probably there are organized at the present time classes in many districts which could receive State aid and which will probably apply for such aid during the coming year.

(e) *Evening household arts classes.*

Atlantic City, Bayonne and Passaic have applied for State aid for evening household arts classes. Evening household arts classes are limited to students seventeen years of age, or over, no matter how they are employed during the day. It is not quite clear as yet just what type of work should be approved for evening household arts classes organized under the law. Certainly the law does not contemplate State aid to all kinds of sewing, millinery and cooking classes, which have been organized in connection with the general evening schools. The evening household arts class should be organized—first, in unit courses dealing with particular phases of household arts work—second, the group of persons receiving instruction should have a fairly common experience—third, the teacher must be thoroughly qualified to do effective work—fourth, the equipment should be adequate for the work attempted—fifth, the number of students must not be greater than can be effectively taught by a teacher—sixth, some adequate record of attendance and attainment should be kept.

At the present time there is no provision made for adequate supervision of household arts work. This supervision, or inspection must be provided for if many districts organize this type of work. Household arts work, as well as any other kind of vocational work must be organ-

You Are Viewing an Archived Copy from the New Jersey State Library

ized in classes which accomplish definite results. For example, if a district has organized a household arts short unit course in breadmaking, to be given in a series of ten lesson, at some time during these ten lessons probably, toward the end, some one competent to judge should visit this class and determine, from actual demonstration by the pupils in the class, that the results aimed at in the organization of the work, have been secured. Until some such system of inspection is organized, it will be impossible to measure the effectiveness of evening household arts work and State aid will of necessity be granted upon the presumption of effective work from written plans submitted.

AGRICULTURAL VOCATIONAL SCHOOLS.

Considerable time has been spent during the past few months in attending meetings of teachers, School Boards, County School Boards, County Organizations of School Boards, County Agricultural Societies, Farmers Institutes and Pamona Granges in explaining possibilities of the new law in promoting efficient agricultural education, and also in setting before these interested organizations the work being done by the Department for more effective work in agriculture in the elementary schools and in the high schools as at present organized. Considerable progress has been made in the State in the work in elementary agriculture and also in the introduction of agriculture as a subject of study in high schools. Mention will be made of the work in elementary agriculture in another part of this report and Assistant Commissioner Meredith will discuss the subject of agriculture in high schools in his report. It is believed that there is a field for vocational agricultural instruction, which has not yet been touched in New Jersey, patterned somewhat after the work now being given so successfully in several other states. It will be well at this time to set forth the essential features of the proposed vocational agricultural school.

The Vocational Agricultural School contemplates definite instruction for apprentice farmers and under the provisions of the law these schools may be organized as all-day schools, as part-time schools or continuation schools or as evening schools. The nature of the boys' work on the farm is such that the agricultural school may be considered in part an all-day school and a continuation school for the reason that most of farm activities have to be carried on during the summer months while the winter months are usually "slack" months. The nature of school work as at present organized makes it impossible for the boy who is planning to be a farmer to secure an education except under adverse circumstances. The schools usually begin early in September and do not close until late in June and very few communities make definite provisions for a winter term of school which is organized for the benefit of boys who are of necessity engaged on the home farm from early in April until late in October. Many farmers believe that the art of farming can best be learned on the farm and that reason keep boys out of school as soon as they have reached the age when compulsory school law does not compel their attendance. The Vocational Agricultural School will recognize this handicap and provide instruction during the winter months which shall be based largely upon the science of farming, that is to say, the Vocational Agricultural School will attempt to teach the science of agriculture to boys who are learning the art on the home acres.

The teacher in Agricultural Vocational Schools will be employed for the entire year with a short vacation, provided for in the winter months. During the summer months or as soon as the farm activities begin the teacher supervises the boys in their work at home. The father who

You Are Viewing an Archived Copy from the New Jersey State Library

sends his boy to a Vocational Agricultural School must agree to give to the boy on the home farm a definite project or projects. For example, he may have set aside for him an acre or more of land on which he may grow potatoes or corn or may raise any crops which the teacher and the boy may think worth while. While the school would begin usually in September and close in June the work on the home acres would take precedence whenever the demands there might require.

Nature of the work.

In a Vocational Agricultural School the boys are usually divided into two groups. One group working with the instructor in the morning and the other group in the afternoon. At least three hours work each day will be devoted to the work in agriculture either at school, or at home. The other three hours work will be devoted to academic subjects in connection with the other school activities but the agricultural work must come first and it will be possible for a boy to take only the agricultural work. It is advised however that some academic work be done in connection with the work in agriculture and usually the subject of English should be the first one chosen outside of the vocational work.

A Vocational Agricultural School may be organized as a department in connection with any high school, with this difference however, that the vocational school must open to any students who have reached the age of fourteen provided he has completed at least the fifth grade of school.

There are also great possibilities in the short unit course as applied to the vocation of agriculture. Under the provisions of the vocational law any district may organize a short unit course which will teach to a group of farmers any specific part of their work, for which they feel a distinct need. For example, in a dairy community, short unit courses may be organized in such subjects as the "judging of cattle", "testing of milk", "balanced rations", "breeding", "care of calves", etc. In a fruit growing region short unit courses might be organized in "pruning", "grafting", "budding", "selection of stock", "packing for market", etc. In this connection it is to be observed that the short unit course may be organized at a small expense and that the law provides for no minimum expenditure. The short unit course as applied to agriculture could supplement the effective work now being done in farmers institutes, and the short unit courses now being given at the State Agricultural College.

MANUAL TRAINING AND VOCATIONAL WORK.

As far as can be learned New Jersey has given State aid for industrial work to a greater extent than any other State. Under the industrial school law of 1881 three industrial schools have been organized in the cities of Trenton, Hoboken and Newark, all of which are doing efficient work. Under the manual training law over 100 districts are receiving State aid for various kinds of industrial and household arts work, and the amount of State money appropriated for this work last year was $190,000, and as has been shown in another part of this report a much larger sum was spent by the various districts for manual training. Under the provisions of the manual training law various kinds of industrial work have been instituted, some of which approximate vocational work as organized in many states. It is possible, under the New Jersey law, to organize industrial work which will be effective and in practice many schools have introduced and are carrying on types of work which are in the sense of the ordinarily accepted term, "vocational." During the year I have been called to several communities to explain the terms of the new law and as a result of these conferences industrial work has been introduced which will receive State aid under the manual training law. This provides for New Jersey, State aid for both prevocational

You Are Viewing an Archived Copy from the New Jersey State Library

and vocational work and provides the greatest possible opportunities to every school system for the introduction of effective industrial work.

Specialists in Vocational Education are inclined to draw a sharp line of distinction between vocational and prevocational work. Prevocational work is usually considered as being part of the usual elementary school work and consists in the introduction of various activities in concrete form. Usually the manual training work in New Jersey has been of a prevocational type, and due to the influence of the long continued policy of giving State aid for manual training, there is a practically unanimous demand that the vocational school shall be allowed to include at least one year of prevocational work in their courses. There are several reasons why this concession should be made in New Jersey, but it should be clearly understood that if the age limit for admission to vocational schools is reduced from fourteen to thirteen years that it is with the distinct understanding that the policy of State aid for prevocational work is applied to this one year. In my opinion the prevocational work, in conjunction with vocational schools should be approved for State aid only when a three year course has been established, the first year of which only shall provide for this general prevocational work, and this year conducted in the same way as is the rest of the school, that is, on a six hour day basis with three hours devoted to practical or shop work. The reasons advanced by districts desiring this change in the rules and regulations are:

1st.—Pupils for vocational schools usually enter at the end of the fifth or sixth grade, and at that time they are usually thirteen years of age.

2nd.—A three year course begun at thirteen fits the boy or girl at sixteen for entrance into an apprenticeship.

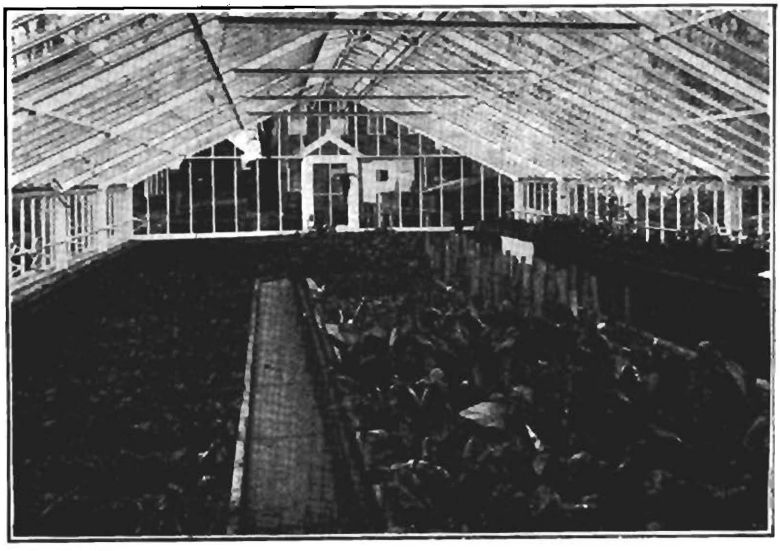
3rd.—If the boy is not admitted until he is fourteen, in many cases the school will not reach him at all, as the temptation to leave school and the entering "blind alley" occupation will be too great.

4th.—This year of prevocational work will allow the pupil to find himself, that is, choose an occupation which he shall "major" for the rest of his industrial school course.

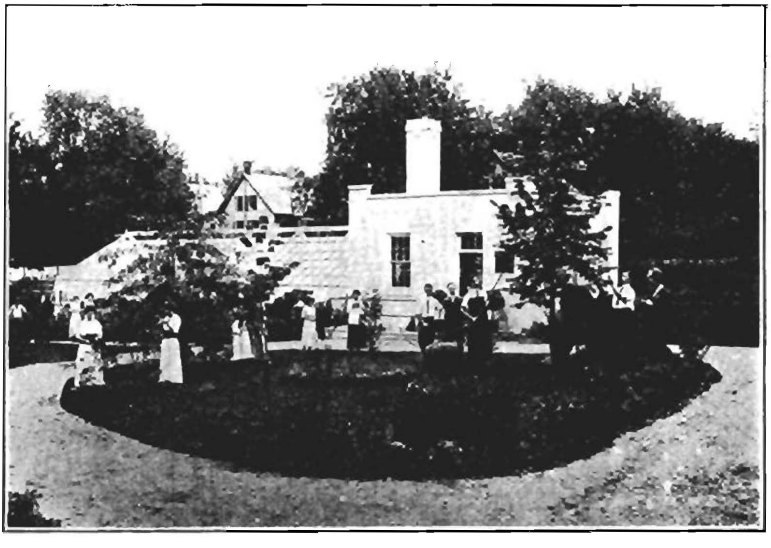
RELATIONS OF THE VOCATIONAL SCHOOL TO THE REGULAR PUBLIC SCHOOL.

The vocational school is essentially a separate organization of pupils, teachers and course organized about a body of subject matter relating to the several vocations taught, each of which vocations is taught by a separate teacher, and every vocational school must provide for an adequate amount of academic work, to be taught by teachers especially assigned for this purpose. As a separate organization it has a program of studies covering, one, two, or three years, which are not known as the sixth, seventh, eighth, or any other number usually assigned to the grades of the elementary school. In theory, and it is hoped that time will come when it will be true in practice, the students from the regular public schools may enter a vocational school at any time after they have passed the fifth grade. Experience has shown in this and other states that pupils taking work in vocational schools secure a mental training equal to that secured in the regular public schools, and communities, maintaining vocational schools have been advised to allow the students one, two, or three years of work in the vocational school, to be substituted for a like number of years work in the grammar school. In other words, a pupil may enter the vocational school and at the end of his completing eight years of elementary work he may receive an elementary school certificate, which will entitle him to admission into

You Are Viewing an Archived Copy from the New Jersey State Library



Interior View of High School Green House, Freehold, Monmouth County.



Exterior view of High School Green House, Freehold, Monmouth County.

You Are Viewing an Archived Copy from the New Jersey State Library



School Garden, Woodbine, Cape May County.



School Garden, Hamilton Township, Mercer County.

You Are Viewing an Archived Copy from the New Jersey State Library

high school. This certificate will bear no relation to the certificate issued to the pupil upon the completion of the industrial school work, but does recognize the fact that the training secured in such a school is the equivalent, as far as mental development is concerned, of the training secured in an elementary school. It is essential for the proper progress of vocational work that it be generally understood that vocational schools are not schools for mentally deficient pupils. If vocational schools are to prosper they have their quota of average boys and girls, care being taken of course to include among this number those who are hand-minded.

CONTINUATION SCHOOLS.

Massachusetts, New York, Ohio, Indiana and Wisconsin have passed continuation school laws which provide for the establishment of continuation schools for pupils fourteen and fifteen years of age, who have left school and gone to work. Usually the law requires that these pupils return to school, either a regular public school, or a special school for instruction for four hours a week until at least 120 hours of work has been done in a given year. In Wisconsin this law is compulsory for the entire State and with the other states, the decision as to whether continuation schools shall be established, rests with local communities.

The demand for continuation schools is rapidly growing and it seems to me the time has come for the introduction of such legislation in this State. This is especially brought to my notice by many City Superintendents, who say that under the new compulsory education law pupils are leaving the schools in large numbers at the age of fourteen, and there is a belief that fourteen is too early an age for the State to lose control of the child, and that until the child is at least sixteen, educational authorities should have some voice in his control.

The continuation school will be in a very limited sense a vocational school. From the discussion of vocational schools given above, it is clear that no vocation can be taught from the beginning, in the limited time which would be available in the continuation school, as at present organized under such a plan as that in Wisconsin. The continuation school does, however, do what its name implies, attempt to continue the elementary education begun in the regular public schools. In addition to this, it acts as an aid in the selection of a permanent vocation. The continuation school cannot supplement the regular employment of its pupils, except in rare cases, for very few fourteen or fifteen year old pupils are engaged in employments which lead to a trade or vocation.

AGRICULTURE FOR ELEMENTARY SCHOOLS.

Assistant Commissioner Mirick, in conjunction with his work for elementary schools, inaugurated a scheme of work for elementary instruction in agriculture, and issued two bulletins of a proposed series. The first bulletin issued was, "Introduction to the Study of Agriculture" outlining methods for the effective introduction of agricultural work in rural schools. The leaflets planned in this bulletin were as follows:

1. *Course in General Experimental and Observation work of a simple character. (In Preparation).*
2. *Alfalfa, Cow-peas and Soy-bean Growing.*
3. *Corn Growing.*
4. *Market Gardening (tomatoes, lettuce, radishes, onions, pease and other vegetables).*

You Are Viewing an Archived Copy from the New Jersey State Library

5. *White Potato Growing.*
6. *Sweet Potato Growing.*
7. *Tomato Growing.*
8. *Poultry Raising.*

Mr. Mirick also prepared Bulletin No. 3 on Corn Growing. During the present year, with the assistance of Mr. Alfred Gaskill, State Forester Bulletin No. 9 has been printed and circulated, entitled "Trees and Forests". Bulletins 4, 5 and 6 were prepared in manuscript form and 200 copies each were circulated among schools for use during the spring and summer, and requests were made for criticisms and suggestions. These criticisms and suggestions have been received and Bulletins No. 4, 5 and 6 will soon be issued. The editions of "The Introduction to the Teaching of Agriculture" and "Corn Growing" have been exhausted and a revised edition is being prepared at the present time. It is unfortunate that the time at my disposal has not permitted me to give enough time to this work to complete the series as originally planned, but it is hoped that all the bulletins will be issued in time for use during the coming spring.

CO-OPERATION OF COUNTY SUPERINTENDENTS.

The scheme as outlined by Mr. Mirick has been put into operation in many of the rural counties through the active co-operation and support of the various county superintendents, and a reading of the annual reports of the county superintendents will reveal how far these activities have gone.

From conferences with county superintendents and from visits to one and two room schools, it is evident to me that the most effective work in agriculture can be done only in the seventh and eighth years when a properly trained teacher has charge of the work. On account of a lack of trained teachers the subject of agriculture can be taught at the present time most effectively from the inspirational standpoint. Attempt is being made to show the teachers that in rural districts, especially, the activities in which children engage outside of school hours. are in a very real sense educational, and that any correlation she can make of school work with home life will be a valuable addition to the child's experience. This point of view is taken by most of the county superintenedents and in the actual working out of the agricultural scheme for rural schools in New Jersey various clubs have been organized by supervising principals, teachers, etc. The corn club idea has spread rapidly for the past few years over the State, and not only corn clubs but also vegetable garden clubs, sweet potato clubs, etc., have been organized. Girls have joined in this work also and the "credit for home work" idea has found its expression in the clubs mentioned above, and in domestic science, sewing, canning and other clubs for girls.

VARIOUS ORGANIZATIONS INTERESTED IN SCHOOL WORK.

Agricultural and household arts work for rural schools have received much encouragement and help from various outside organizations. County Y. M. C. A's in various counties have actively supported the county superintendent in his work, or it may be said the other way around, in various counties the county superintendents have actively supported county Y. M. C. A.'s, in its work for boys. The New Jersey Congress of Mothers through its various local organizations and through

You Are Viewing an Archived Copy from the New Jersey State Library

the effective work of its President, Mrs. Reeve of Moorestown, has organized home contest clubs, which have held exhibitions in various districts and in various counties. In Mercer County Mr. John H. Hankinson, County Expert, has taken an active interest in the agricultural work in the rural schools. In Sussex County Mr. H. W. Gilbertson, County Expert, has done the same work and Mrs. Gilbertson has been active in organizing a girl's tomato club. The county superintendent of Cape May County, Mr. Hand, has issued a series of leaflets for his schools, which give directions as to the teaching of agriculture. Many districts throughout the State have held an annual exhibition, at which has been exhibited the agricultural work of boys and in many cases girls, and the results of the home work of the girls in the way of sewing and baking. It has been my privilege to attend these exhibits in Atlantic, Mercer, Morris, Sussex, Gloucester and Ocean Counties. All of these exhibits were well worth while and I believe indicate the beginning of a wide spread attention to home industrial work. It is my opinion, however, that much of the work now conducted, or inspired by outside activities will be taken over eventually by the regular public school authorities.

COUNTIES IN WHICH THERE HAS BEEN ORGANIZED AGRICULTURAL OR INDUSTRIAL WORK.

The following counties have had work organized by some agency, which has had its expression as above noted:

Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Hunterdon, Mercer, Morris, Ocean, Somerset, Salem, Monmouth, Union and Sussex.

The following extracts from letters, from the county superintendents of some of these counties show something of the extent of the work.

Superintendent Steelman of Gloucester County.

"A Corn Growing Contest has been conducted in this County during the year. The Granges, County Board of Agriculture and the County Y. M. C. A., co-operating with the public schools. One hundred and fifty boys entered the contest and prizes amounting to about $500 were offered. A Girls' Home Making Contest has also been conducted under the auspices of the public schools, County Board of Agriculture, the Granges, New Jersey Congress of Mothers and other local societies. Four hundred girls were enrolled in this contest and prizes amounting to $50 were offered.

The Gloucester County Corn Show, Agricultural Exhibit and the Girls' Home Making Contest was held in Glassboro Saturday, November 29th."

Superintendent Decker of Sussex County.

"Successful Corn Growing and Garden & Canning Contest was held in Sussex County during the past year. This is our first year and we feel it has been a very successful one. About one-half of those who entered each Contest were in at the finish. One boy was successful in growing 91 2/7 bu. of shelled corn on his acre, and others very nearly as much. In the Garden & Canning Contest one girl had 1000 cans of tomatoes besides what had been used by the family, a second girl sold over $60, worth of canned tomatoes besides some corn.

You Are Viewing an Archived Copy from the New Jersey State Library

"The work was carried on under the auspices of the Sussex County Farm Bureau in charge of Mr. H. W. Gilbertson and myself. The Canning Contest was under the direction of Mrs. Gilbertson, and her work among the girls deserves very high praise.

"A very successful Corn Show was held on November 22nd, at which time the prizes were awarded."

SUPT. J. HOWARD HULSART, MORRIS COUNTY.

"A corn-growing and Domestic Science Contest was organized last spring. Local districts were urged to have local contests where practicable, besides a general contest and exhibit arranged for the whole County. Two local exhibits were held, two districts uniting in each exhibit. One of these was held at Mendham and the other at Myersville.

In the general County Exhibit nineteen districts participated. There were nearly one thousand entries and about one hundred and fifty dollars ($150.00) was distributed in prizes and great interest was manifested."

SUPT. O. O. BARR, SALEM COUNTY.

"Last year a corn contest was inaugurated by the Salem County Board of Agriculture and a department was set aside for boys and girls under eighteen years of age. The number of pupils participating was five.

Under the guidance of Mr. Meyer Goldman, the manual training teacher in the Normal School, extension work in agriculture has been carried on. Mr. Goldman has taken several boys whose ages range from fourteen to twenty years and assigned to each boy a problem in agriculture to be carried out on a plot of ground from his father's farm. Mr. Goldman visited regularly from place to place assisting the boys with suggestions as to soil preparation, fertilizers, planting and cultivation."

SUPT. JASON S. HOFFMAN, HUNTERDON COUNTY.

"The corn contest was by far the most general line of work of this description carried on in the County during the past year. We had about sixty-five pupils who started in the contest and twenty-three made exhibits. I have forwarded you records of this contest as given in the County papers during the latter part of October.

"In addition to this, during the present year we carried on in the Ringoes school credits for industrial home work under the plan of Superintendent Alderman of Oregon. The Home and School League of Flemington conduct sewing classes in the Grammar school of this borough two afternoons of each week. A line of General Science has been organized in each one of our high schools and our educational work is taking a general agricultural trend. We have just made the beginning and are anticipating splendid things from future work along this line."

SUPT. HENRY M. CRESSMAN, ATLANTIC COUNTY.

"We have had in operation two active committees in our County, one supervising a Corn Growing Contest, the other a contest in the Household Arts Department.

"In the Corn Growing Contest nine of the nineteen districts in our County participated. Prizes were awarded amounting to more than

You Are Viewing an Archived Copy from the New Jersey State Library

$100 to the successful competitors. More than one hundred boys and girls took part in the competition.

"In the Household Arts Department thirteen of the nineteen districts took part and more than four hundred entries were made. Prizes were awarded in sewing of various kinds, bread and biscuit baking, etc., etc. District exhibitions were held in a number of districts. The work was inaugurated through the County Superintendent of Schools appointing the above mentioned committees to co-operate with him."

SUPT. HENRY C. KREBS, SOMERSET COUNTY.

"An exhibit of handwork was held for all the schools of Somerset County on May 31, 1913, at Somerville.

"The work consisted of woodwork, basketry, needle work, dressmaking, drawing, penmanship and baking. The pupils of the eighth grade of the Bernardville School gave a unique exhibit in that every girl placed on view her graduation dress, made altogether by herself. The cost of material and making were shown in detail. The cost ranged from 70c to $2.50.

"Bread and cakes made by pupils at their homes were also exhibited."

The State Board of Agriculture is planning as a part of its exhibition in December to set apart sufficient space for the different rural schools which have conducted agricultural or household arts work, and from reports so far received the first exhibition will be a creditable one. The New Jersey Congress of Mothers is co-operating with the Agricultural Board to make this first state exhibit a success.

LEWIS H. CARRIS,

Assistant Commissioner of Education in Charge of Industrial Education, including Agriculture.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of J. Brognard Betts

Assistant Commissioner in charge of Controversies and Disputes.

HON. CALVIN N. KENDALL, *Commissioner of Education.*

Sir:—The following report of the work of the Department under my immediate supervision is respectfully submitted:

The School Law Provides that the "Commissioner of Education shall decide, subject to appear to the State Board of Education and without cost to the parties, all controversies and disputes that shall arise under the school laws or under the rules and regulations of the State Board of Education," and it further provides that the Commissioner shall designate one of the Assistant Commissioners to hear such controversies and disputes.

You have designated me as such Assistant Commissioner, and have also appointed me as the Assistant Commissioner to act in your place during your absence. In addition to these duties all requests for interpretations of sections of the school law and the general correspondence not answered by you personally, and which does not relate to matters assigned to other Bureaus in the Department, are referred to me. The work under my supervision is, therefore, so diversified that it is difficult to describe it in a brief statement.

The number of formal hearings in controversies arising in school districts is constantly increasing. During the past year I have held a large number of hearings, some of them requiring the taking of a great amount of testimony. In one case, recently decided, three days were devoted to taking the testimony. On two days the sessions were from 9:30 A. M. to 5:30 P. M., with a recess for lunch of about forty-five minutes. On the third day the session was from 9:30 A. M. to 9:30 P. M., with but one recess of less than one hour. The procedure in a formal appeal is as follows:

When the appeal is filed the Respondent is notified and given a reasonable time in which to file his answer. After the answer is received, if I find it is necessary to take testimony, a time and place is fixed for the hearing. Generally the hearing is held in or near the district from which the appeal is received, in order that the parties may be put to as little expense as possible. All testimony is taken stenographically and after it is transcribed copies are furnished, without cost, to the counsel on each side, and a date fixed on which their briefs must be filed. In addition to their briefs counsel are granted an oral hearing if they desire. In reaching a decision it is necessary in some cases not only to make a careful study of the evidence and the decisions cited by the counsel in their briefs, but also to search the law reports of this and other States for decisions in similar cases.

Deciding controversies by this Department, with appeal to the State Board of Education, provides a speedy and inexpensive method of settlement. It is true that such decisions do not deprive the parties of

You Are Viewing an Archived Copy from the New Jersey State Library

their right of appeal to the courts, but in nearly all cases the decision of the Department is accepted. The decisions of the Department have been, except in a very few cases, sustained by the State Board of Education, and in all the cases which have been taken to the courts during the past eight years the decisions of the Department, except three, have been sustained.

In addition to the formal cases above referred to there is a very large number of minor disputes as to teachers' contracts, the necessity for the transportation of pupils, lack of suitable school accommodations, election of members of Boards of Education, residence of pupils, Custodian of School Moneys, proceedings of Boards of School Estimate, medical inspectors, attendance officers, &c. Many of these cases particularly those respecting school accommodations, in which is included transportation, are referred to Mr. Morse, for investigation, and he has been very successful in securing, in a large number of them, an amicable arrangement, thus rendering unnecessary any formal decision. He reports to me his findings in the cases referred to him, and, where an agreement has not been reached such further action is taken as the case demands.

Notwithstanding the many years the law has been in operation, new questions requiring interpretations of the several sections of the law are constantly arising. It is impossible to state with any degree of accuracy the number submitted to me during the year, but there is scarcely a day that I do not receive four or five, some of them requiring considerable research before an opinion can be rendered.

All proceedings for the issue of school bonds are inspected by me before they are approved by the Attorney General. Great care must, of course be taken to see that these papers are in proper form, and in many cases it is necessary to return them for correction. While the errors are generally of a clerical nature, frequently it is necessary for the districts to begin anew, and careful and detailed instruction must be given as to the method of procedure.

The general correspondence is very large; Miss Yates takes the dictation in this class of work, keeps a record of opinions given and has general charge of the work under my supervision, except formal appeals. Mr. Lamson takes the testimony at hearings, has charge of the docket, and the papers and correspondence connected with the appeals. The work of Miss Yates and Mr. Lamson is done promptly and very satisfactorily.

The following is a summary of the acts relating to the Public School System, passed by the Legislature of 1913:

Chapter 221 is a revision of Article XV relating to Compulsory Education, and is the most important amendment of the year. A national Commission, about three years ago, drafted a uniform Child Labor and Compulsory Attendance Law, which has been adopted in a number of the States. As our Constitution provides that an act shall not contain more than one object, which must be expressed in the title, it was impossible to include all the provisions of the uniform law in one statute. Chapter 221 follows very closely that act relating to compulsory attendance drafted by the Commission, only such changes being made as were necessary to meet our local conditions. The following is a brief summary of the law:

1. All children between the ages of seven and sixteen years must attend school, or receive equivalent instruction elsewhere, unless mentally or physically incompetent.

Exception—A child between fourteen and sixteen years may be excused from attendance, provided it can read intelligently and write legibly simple sentences in the English language, and has completed a course of study equivalent to five yearly grades in reading, writing,

You Are Viewing an Archived Copy from the New Jersey State Library

spelling, English language, geography and arithmetic, including simple fractions, and is physically able to perform the work in which it expects to be employed.

2. Before a child between the ages of fourteen and sixteen years can be excused from school it must secure an "age and schooling certificate," and must present evidence that it is about to be employed in some useful occupation or service. The child must return to school as soon as it ceases to be so employed. A certificate cannot be issued unless the child has attended school at least one hundred and thirty days during the twelve months preceding the date of the application.

3. Age and schooling certificates shall be granted by the superintendent of schools or the supervising principal, if there be one. In a district in which there is no superintendent or supervising principal, the certificates shall be issued by the principal teacher, and if there be no principal teacher, by a person designated for the purpose by the Board of Education.

4. Application for an age and schooling certificate must be made in person by the parent or guardian of the child. The certificate must be signed by the child, in the presence of the person authorized to issue it.

5. The following proofs of age may be accepted, in the order named:

a. *An attested transcript of the birth certificate.*

b. *A passport or attested transcript of the baptismal certificate.*

c. *Such other documentary evidence as shall be satisfactory to the officer issuing the age and schooling certificate.*

d. *Certificate signed by two physicians, stating that they have personally examined the child, and that, in their opinion, it is above the age of fourteen years.*

6. A certificate by the medical inspector, stating that the child is in sufficiently sound health and is physically able to be employed in any occupation in which the child may legally be employed, must be filed with the officer authorized to issue the age and schooling certificate.

7. A parent or guardian who violates any of the provisions of the law may be proceeded against before the Court of Common Pleas of the county of before a police justice or city, town or borough recorder of the municipality in which the school district is situated. A justice of the peace has no jurisdiction in such cases.

8. Any child between the ages of seven and fourteen years, and any child between the ages of fourteen and sixteen years, who is not lawfully employed, who is repeatedly absent from school, whose parent or guardian is unable to cause it to attend school, and any pupil who is incorrigible, vagrant, vicious or immoral, may be proceeded against as a juvenile disorderly person in the court for the trial of juvenile offenders.

9. Every Board of Education must appoint a sufficient number of attendance officers to secure an enforcement of the law.

10. Rules for the government of attendance officers must be adopted by the Board of Education and approved by the Commissioner of Education.

11. A Board of Education may establish special schools or classes for the instruction and restraint of children above the age of seven years who are habitual truants, or who are habitually insubordinate, incorregible or disorderly in school.

12. Blanks necessary for carrying the law into effect will be furnished by the Commissioner of Education.

Chapter 294 provides for the maintenance of Vocational Schools. These schools may be either county or district schools. Two or more districts may unite in maintaining a union vocational school. When a

You Are Viewing an Archived Copy from the New Jersey State Library

union school is established the method of raising moneys for its support, and for the selection of members of the Board of Education are the same as is provided in Article XI for union graded schools. If a county vocational school is established the Board of Education will consist of the County Superintendent and four persons appointed by the judge of the Court of Common Pleas. Funds for the support of a county school are appropriated by a Board of School Estimate composed of two members of the Board of Education, two members of the Board of Chosen Freeholders and the judge of the Court of Common Pleas. The State contributes annually to each school a sum equal to the amount raised locally for the current expenses of the school, provided, the amount of State aid shall not exceed $10,000.

Chapter 310 provides for "Summer Schools for the purpose of training and educating persons in the art of teaching elementary agriculture, manual training, household economics and such other subjects as the State Board of Examiners shall prescribe", to subject to the approval of the State Board of Education. The expenses incurred in maintaining these schools are paid by the State.

Chapter 340 authorizes the establishment and maintenance by a school district of a "special school of instruction for the purpose of restraining, instructing and caring for dependent and delinquent children under sixteen years of age". Children may be committed to such schools by the judge of the court for the trial of juvenile offenders.

Chapter 353 amends section 22 of the School Law. The appointment of the County Superintendents will, hereafter, be made by the Commissioner of Education, subject to confirmation by the State Board of Education.

Chapter 251 amends section 29. Heretofore the State Board of Examiners has been composed of the Commisioner of Education, the principals of the State Normal Schools, ex-officio, and a person appointed by the State Board of Education. Hereafter the Board will consist of the ex-officio members above named, a county superintendent and a city superintendent, appointed by the State Board of Education.

Chapter 252 amends section 76 and permits a city school district to issue bonds for the purchase of land and the erection of school houses to an amount equal to "five per centum of the taxable valuation of the real and personal property of the district" instead of three per centum as heretofore.

Chapter 58 amends section 97 by repealing the provision prohibiting the issue of bonds in excess of three per centum of the ratables in districts acting under the provisions of Article VII of the School Law.

Chapter 341 amends the act appropriating a portion of the railroad tax for the support of public schools. Heretofore the State has been unable to pay to the schools any moneys from this tax if a railroad was granted a writ of certiorari to review the tax assessed against it. The amendment permits the payment of such portion of the tax as is not affected by the suit, and hereafter the tax will be distributed among the counties on September first.

Chapter 145 extends the provisions of the employers' liability law so as to include all employes of a Board of Education who receive an annual salary of $1,200 or less.

Chapter 309 authorizes a Board of Education to permit the use of a school house for entertainments, elections and other purposes, when such use does not interefere with the regular school sessions.

Chapter 253 permits a Board of Education in a city school district to insure school property in a municipal insurance fund established in the city.

Chapter 118 permits the State Board of Education to accept from a school district situate in a county of the first class a building suitable

You Are Viewing an Archived Copy from the New Jersey State Library

for a normal school and to maintain it as a State Normal school.

Chapter 76 authorizes the State Board of Education to establish a State Normal School in one of the counties south of Mercer County.

Chapters 222 and 269 provide that children shall be instructed "as to the was and means of preventing accidents". The provisions of these acts are conflicting, and one of the acts should be repealed.

Appended hereto are the decisions rendered in litigated cases since my last report.

J. BROGNARD BETTS,

You Are Viewing an Archived Copy from the New Jersey State Library

DIGEST OF DECISIONS

rendered by

J. Brognard Betts

Deputy Commissioner of Education

TEACHERS' PENSION.

C. C. PEARCE
Appellant,
v.
BOARD OF EDUCATION OF BRICK TOWNSHIP,
Respondent.

DECISION.
by the Commissioner of Education.

C. C. Pearce, for himself.
Charles V. Hance, for the Respondent.

The Appellant began teaching in the public schools in Brick Township in the Fall of 1877 and ceased teaching in said Township in June, 1912. He was a member of the House of Assembly in 1904 and again in 1905. With exception of the time he was attending the sessions of the Legislature he taught continuously in the schools of Brick Township. It is conceded that if the time he was absent during the sessions of the Legislature is included he has had thirty-five years of service as a teacher, and that if the time he was absent is not included his service as a teacher is less than thirty-five years.

Chapter 58 P. L. 1912 provides that "any teacher, principal, or superintendent who shall have been employed in the public school work not less than thirty-five years shall, upon application to the Board of Education, or other body, or by resolution of the Board of Education, or other body, by which such teacher, principal or superintendent shall be employed, be retired from duty on half the average annual salary during the last five years of service;" provided he shall have been employed at least twenty years by the Board of Education by which he shall be retired.

The testimony shows that Mr. Pearce made application for retirement in the spring of 1912, before the school in which he was teaching closed for the summer vacation. It is also shown that during the sessions of the Legislature in 1904 and 1905 he employed a substitute to teach his classes during his absence, that he was paid the full amount of his salary for each of those years and that he paid the substitute.

The law under which Mr. Pearce seeks to be retired does not require that a teacher shall have actually taught thirty-five years, but that he "shall have been employed in the public school work" for that length of time. It is clear from the evidence that Mr. Pearce has been in the employ of the Board of Education of Brick Township continuously for a period of thirty-five years. The act is mandatory, and a Board of Education is compelled to retire a teacher upon his application; provided he has complied with the requirements of the statute. The Respondent

You Are Viewing an Archived Copy from the New Jersey State Library

erred in refusing to retire the Appellant, and it is ordered that the Board of Education of Brick Township retire the Appellant, the retirement to date from July 1st, 1912.

February 4, 1913.

This decision was affirmed at a meeting of the State Board of Education held May 3, 1913.

TENURE OF SERVICE OF JANITORS.

(Decision of the Commissioner of Education in this case appears in the 1912 Report).

BOARD OF EDUCATION OF MARGATE CITY.
Appellant on Appeal
v.
EDWARD DEISEROTH,
Respondent on Appeal.

DECISION
by the State Board of Education.

Edward Deiseroth, for himself.

William A. McArdle, Clerk of the Board of Education, for the Respondent.

This is an appeal by the Board of Education of Margate City from a decision of the Commissioner adjudging that Mr. Deiseroth is still in its employ as a Janitor.

In October, 1911, the Board of Education of Margate City, appointed Mr. Deiseroth a Janitor of the Margate City School. He entered upon the performance of his duties and served until the 3rd day of September, 1912 on which day the Board passed a resolution appointing another Janitor in his place. No complaint was served upon Mr. Deiseroth and he was not afforded any hearing.

It is provided in Chapter 44 of the Laws of 1911, that no Public School Janitor in any Public School District, "shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased except upon sworn complaint for cause, and upon a hearing had before such Board." Inasmuch as the Statute was in no way complied with, the attempt to discharge Mr. Deiseroth was null and void.

The decision of the Commissioner of Education is affirmed.

Mar. 1, 1913.

JURISDICTION OF COMMISSIONER OF EDUCATION IN DISPUTE BETWEEN BOARD OF EDUCATION AND A CONTRACTOR.

EUGENE CICCARELLI,
Appellant,
v.
BOARD OF EDUCATION OF THE CITY OF HOBOKEN,
Respondent.

DECISION
by the Commissioner of Education.

Merritt Lane, for the Appellant.
John J. Fallon, for the Respondent.

It appears that on July 31, 1911 a contract was entered into by the parties hereto by which the appellant agreed to prepare plans for and supervise the construction of a new school house to be erected in Hoboken; that plans were drawn by the Appellant, and that on December 4, 1911 the Respondent received bids for constructing a part of the work

You Are Viewing an Archived Copy from the New Jersey State Library

called for by said plans and that on December 27, 1911 the Respondent awarded certain contracts for the erection of said schoolhouse, and work was begun under said contracts and continued until stopped by a writ of certiorari allowed November 16, 1912, which writ is still pending. It further appears that on December 9, 1912 the Respondent adopted a preamble and resolutions reciting, among other things, that the Respondent "deemed it impracticable and inadvisable to erect the school building under the aforesaid plans and specifications of Eugene Ciccarelli," and selecting other architects to prepare plans for said building.

The law gives to the Commissioner of Education power to decide controversies and disputes arising under the School Law. The legality of the action of the Respondent on December 9, 1912 is not a controversy or dispute arising under the School Law and the Commissioner has, therefore, no jurisdiction.

The appeal is dismissed.

April 2, 1913.

This decision was affirmed by the State Board of Education, at a meeting held June 14, 1913.

DISCHARGE OF SUPERVISING PRINCIPAL—TENURE OF SERVICE ACT.

IN THE MATTER OF THE APPLICATION OF JARED BARHITE TO BE REINSTATED AS SUPERVISING PRINCIPAL OF THE SCHOOL DISTRICT OF THE TOWN OF WEST NEW YORK.

DECISION.
by the Commissioner of Education.

Tennant & Haight, for the Appellant.
Francis H. McCauley, for the Respondent.

The Petitioner was employed by the Respondent as Supervising Principal of Schools continuously for the four years ending June 30, 1910. He was dismissed from his position as Supervising Principal without charges having been preferred against him or a hearing given him as required, by Chapter 243 P. L. 1909.

If the Petitioner was protected by the provisions of said law the action of the Respondent was illegal and null and void.

In the case of Marsteller v. The Board of Education of Pleasantville, the State Board of Education held that a principal or teacher who rendered services after September 1, 1909, was protected by the provisions of Chapter 243, P. L. 1909, even though he was serving under a contract entered into prior to said date, and which contract did not expire until after said date.

The Petitioner was employed by the Respondent in 1907 and continued to serve without interruption until June 1910. He was, therefore, protected by the law above referred to, and the action of the Respondent in discharging him was null and void.

April 2, 1913.

An appeal was taken to the State Board of Education. The opinion of the Board follows:

JARED BARHITE,
Respondent,
—against—
THE BOARD OF EDUCATION OF THE TOWN OF WEST NEW YORK,
Appellant.

This is an appeal by the Board of Education of the Town of West New York from a decision of the Commissioner to the effect that its act in discharging Mr. Barhite was null and void.

You Are Viewing an Archived Copy from the New Jersey State Library

No evidence was taken in the case. Mr. Barhite was a supervising principal in the public schools of the Town of West New York for four successive years prior to June, 1910. In that or the preceding month a successor was appointed in his place. Mr. Barhite protested against this act and thereafter wrote a letter to the Superintendent of Public Instruction, Mr. Charles J. Baxter. He received in reply a letter setting forth the rulings of the department in regard to the Tenure of Service Act, one of which was contrary to his contention that his discharge was unlawful. Mr. Barhite's application to the Superintendent of Public Instruction was informal. There was, however, nothing in the law which prescribed any particular form in which school controversies should be presented to the Superintendent of Public Instruction. Neither is there anything now in the law which prescribes any particular form in which matters must be presented to the Commissioner of Education for his decision. Mr. Barhite sought the rulings of the Superintendent of Public Instruction with regard to the Tenure of Service Act. He received such rulings and there is no suggestion in the papers, neither was there upon the argument that he did not understand that one of the rulings was contrary to his contentions. He did not appeal to the State Board, but acquiesced in the determination of the Superintendent, and did nothing further until after the ruling of this Board in the Marsteller case.

This Board of Education of the Town of West New York had every reason to believe that Mr. Barhite acquiesced in the rulings of Mr. Baxter. We believe Mr. Barhite has had his day in Court and that the Commissioner erred when he allowed him again to attempt to litigate the matter.

DATED, July 10, 1913.

CONCERNING OPINION OF DR. JOHN C. VAN DYKE IN THE MATTER OF THE APPLICATION OF JARED BARHITE TO BE RE-INSTATED AS SUPERVISING PRINCIPAL OF THE SCHOOL DISTRICT OF THE TOWN OF WEST NEW YORK.

Whether action was begun in this case by Barhite in 1910 and decided by the State Superintendent against him, seems uncertain. The papers do not indicate the exact facts about this. Apparently there was an informal petition made which was answered by the State Superintendent in a letter enclosing certain decisions of the State Superintendent under the Tenure of Service Act. Barhite seems to have accepted these decisions as covering his case, and abandoned any further thought of action. If he did not, what became of his suit? If he started one, why did he not press it? If decided against him, why did he not appeal to the State Board of Education at that time? Action now, before a new tribunal, after the lapse of three years, certainly argues negligence for which the appellee alone should be held responsible. The argument of counsel for appellant on that point seems well grounded. Barhite was guilty of *laches* or negligence in not pressing his cause. It is unreasonable to suppose that the appellant, the Board of Education of West New York, could or should wait three years upon the movement of the appellee.

Again, if the appellee bases his present claim upon the ground that he has not been heard in Court, that his case has never been adjudicated, and that he expressly reserved all his rights in his protest against his dismissal in 1910, the same question arises. Why did he not urge his claim before the State Superintendent in 1910? Actions must be begun within a reasonable time. The Statute of Limitations was established for the very purpose of barring actions not started within a reasonable

You Are Viewing an Archived Copy from the New Jersey State Library

time. Can the appellee contend that three years is a reasonable time to put forth his claim? The appellant had to make new contracts or go on with the old one, and it was not possible for the Board of Education of West New York, the appellant, to wait such a length of time upon the appellee's movements. The matter could have been decided in three months, and the appellee should have pushed his claim to a decision. The consequences of his not doing so should fall upon his own head rather than upon the head of the Board of Education of West New York. Whatever rights he may have had in 1910 under the Tenure of Service Act he has lost by his own negligence, either by failure to start a suit in the first place, or failure to press his right of appeal in the second place.

The decision of the Commissioner is reversed.

An appeal in this case was taken to the Supreme Court. The Supreme Court rendered a decision under date of February 18, 1914, dismissing the appeal. An appeal was then taken to the Court of Errors and Appeals. The Court of Errors and Appeals has as yet rendered no decision.

ELECTION OF MEMBERS OF A BOARD OF EDUCATION.

WILLIAM F. COMLY AND GILES M. ROOME,
Appellants,
vs.
THE BOARD OF EDUCATION OF PEQUANNOCK TOWNSHIP,
Respondent.

DECISION
by the Commissioner of Education.

King & Vogt, for the Appellants.

J. H. Newbury, Pres't, and Lewis F. Stilwell, District Clerk, for the Respondent.

The school law provides that the annual meeting for the election of members of a board of education shall be held on the third Tuesday in March, and that the election shall be by ballot, the polls shall remain open one hour, and as much longer as may be necessary to enable the legal voters present to cast their ballots, and further that if members are to be elected for the full term, and members for the unexpired term the ballots shall designate the persons who are to serve for the full term and the persons who are to serve for the unexpired term. In this election there were, as shown by a recount in the office of the Commissioner of Education, sixty-seven ballots cast which contained no designation of terms. The other ballots stated the terms for which the members were to serve.

An election should not be set aside unless the evidence of fraud or irregularity is such as to cast a doubt upon the result. The fact that the Chairman of the meeting stated that the three persons receiving the highest number of votes would be elected for three years and fourth person would be elected for two years may possibly have influenced some voters, but to declare an election illegal simply on that account would be to place, in my opinion, a very dangerous power in the hands of a Chairman of a meeting. It would enable him, if he so desired, and if he were inclined to defeat the will of the people, to make such statements as would cause such confusion as would result in no election.

A voter is supposed to know the law, and when he casts his ballot he is presumed to know what he is doing.

Further, even had the motion been put and carried by the people it would still have had no force and effect for the reason that the polls

You Are Viewing an Archived Copy from the New Jersey State Library

must remain open one hour at least. A voter is not compelled to be present at the opening of the meeting. He may come in any time during the hour. When he comes he is entitled to cast his ballot. He cannot be deprived of that right by any action of the meeting, prior to the opening of the polls. When a voter comes he may come without any knowledge of any such ruling having been made by the Chair, or having been adopted by the meeting. He would cast his ballot as the law prescribes. He is entitled to have that ballot counted. A person cannot be deprived of his right to vote by any action of the Chairman or of the meeting, provided he is a legal voter.

The school law does not provide any method for holding an election other than that there shall be two tellers appointed, and that the voting shall be by ballot. I think, therefore, that any ballot which clearly expresses the intent of the voter must be counted. The sixty-seven ballots which were cast without any designation of terms did not express the intent of the persons casting them. They must, therefore, be rejected. The remaining ballots which designated the terms must be counted and the will of the people as expressed by those ballots must be respected.

Now as regards the poll list and tally sheet. The law prescribes that the poll list and tally sheet shall be placed in the envelope with the ballots, sealed, and sent to the County Superintendent. The package when received at the Office of the Commissioner of Education, from Superintendent Hulsart, was sealed when it arrived. It was then opened and did not contain the tally sheet and poll list.

If there were in this case any question as to whether there were persons who voted who were not entitled to vote, and if the number of such persons was sufficient to change the result, the tally sheet and poll list would be important. There is, however, no controversy on this point. In fact it is admitted that no question is raised as to the elligibility of any of the voters.

I think that the failure of the Secretary of the meeting to enclose the poll list and tally sheet, under such conditions, should not invalidate the election.

Messrs. Lewis Stilwell, William Warden and Munson Zeliff were each elected for a term of three years, and Mr. Abraham Kayhart was elected for a term of two years, and are entitled to act as members of the Board of Education.

April 7, 1913.

REMOVAL OF A MEMBER OF A BOARD OF EDUCATION FOR NOT ATTENDING MEETINGS.

GEORGE W. MEAD,
Appellant,
vs.
THE BOARD OF EDUCATION OF PEQUANNOCK TOWNSHIP,
Respondent.

DECISION
by the Commissioner of Education.

If a member of a board of education is absent from the district for a long period of time consecutively, and absent from the State, so that it is impossible to notify him, I think that notice would not be necessary. But where a man is living in the district, and can be served with a notice, I think that notice should be given for the reason that the Board must be able to show that the member is removed for cause. It may be that a member of a board of education through indifference fails to attend, but that is not within the official knowledge of the members of the Board.

I think in this case notice should have been given before action was taken.

April 7, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

PERCENTAGE OF SALARY TO BE DEDUCTED FOR TEACHERS', RETIREMENT FUND.

IN THE MATTER OF THE APPEAL OF ELLA M. BAILEY, *vs.* THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND.

DECISION *by the Commissioner of Education.*

The Appellant, at the time she became a member of the Teachers' Retirement Fund, had been teaching in the public schools in this State for a period of three years. Prior to becoming a teacher in this State, she had taught in public schools in other States for a period of about fifteen years.

The law provides that there shall be deducted "three per centum of the contractual monthly salaries of all members of the fund who were or who shall have been teachers, or shall have been employed as is hereinafter provided, fifteen years or more when they became or shall become members of the fund."

Under this provision of the law, three per centum was deducted from the monthly salary of the Appellant. From this action, she appealed, claiming that the fifteen years' service as a teacher should be in the State of New Jersey in order to subject her to a deduction of three per centum of her salary.

The percentage of salary to be deducted for the Teachers' Retirement Fund is based on the total experience of a teacher whether such experience shall have been within or without this State. A teacher, therefore, who has had fifteen years' experience in another State and accepts a position in New Jersey is liable to a deduction of three per centum.

The appeal is dismissed.

April 8, 1913.

An appeal was taken to the State Board of Education. The decision of the Board follows:

IN THE MATTER OF THE APPEAL OF ELLA M. BAILEY, FROM DECISION OF THE COMMISSIONER, RENDERED APRIL 8, 1913.

The Teachers' Retirement Fund is made up of certain percentages reserved or deducted from each warrant or order for salary, given to each member of the Fund. From some warrants 2% is deducted, from others, 2½%, and from others, 3%. The law provides that 3% shall be deducted from those who were or shall have been teachers fifteen (15) years or more, when they become or shall become members of the Fund. The Commissioner has decided that the fifteen (15) years is to be ascertained by computing the time a teacher has taught, whether within or without the State. No good reason has been advanced to show that the Commissioner erred in his conclusions.

A careful examination of the entire act, and more particularly that part which relates to the annuity to be received by a teacher on retirement, coupled with the fact that teachers of experience, whether within or without the State, invariably receive a larger salary than beginners, and are more likely to be retired in a shorter time than beginners, convinces us that his conclusion was correct.

The decision of the Commissioner is affirmed.

DATED, July 11, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

REFUSAL OF COMMON COUNCIL TO RAISE AMOUNT APPROPRIATED FOR SCHOOL PURPOSES BY THE BOARD OF SCHOOL ESTIMATE.

BOARD OF EDUCATION OF THE CITY OF LAMBERTVILLE,
Appellant,
vs.
THE COMMON COUNCIL OF THE CITY OF LAMBERTVILLE,
Respondent.

DECISION
by the Commissioner of Education.

W. Holt Apgar, for the Appellant.
Walter F. Hayhurst, L. H. Sargeant and George H. Large, for the Respondent.

The Appellant, at a meeting, held on August 29, 1912, adopted resolutions requesting the Board of School Estimate to appropriate $75,000 for the purchase of land and the erection of a school house.

The Board of School Estimate, at a meeting held on September 9, 1912, fixed and determined the sum of $75,000 as necessary for the purposes named in the resolutions of the Appellant.

The Respondent has neglected and refused to appropriate the amount fixed and determined by the Board of School Estimate, and pleads in justification the following:

1. That the certificate of the Board of School Estimate was presented to the Common Council of 1912, and was not properly before the Common Council of 1913.

The evidence is that the resolution was presented to the Common Council in September 1912, and that no action for raising the $75,000 certified to it by the Board of School Estimate was taken by the Common Council prior to its reorganization in January 1913. The certificate of the Board of School Estimate is now before the Common Council, and, if the proceedings on which such certificate is based were legal, the Common Council must raise said sum of $75,000 and place it at the disposal of the Board of Education.

2. The second contention is that the Board of Education was not a legally constituted body.

The members of the Board of Education were appointed under the provisions of Chapter 233 P. L. 1911. This law was declared to be unconstitutional in the case of Sheridan vs. Lankering, 83 At. Rep. 641, but no action has been taken to remove said members and until they have been removed by due process of law they continue to act as *de facto* members and their acts are legal.

3. The third point is that Archibald G. Smith, who acted as a member of the Board of School Estimate at the meeting of September 9, 1912 was not a member of said Board.

Smith was appointed a member of said Board on February 7, 1912. The minutes of the meeting of the Board of Education held April 24, 1912 contain the following:

"The President named the following Committee according to the new By-laws—"Board of Estimate, Mr. Malloy and Mr. Bowne."

Section 73 of the School Law provides for the appointment annually of two members of the Board of Education as members of the Board of School Estimate. These appointments are to be made during the month of January. Chapter 233 P. L. 1912 removed from office on January 31, 1912 all members of the Board of Education in office on that date. The appointment of Mr. Smith in February was, therefore, to fill a vacancy.

You Are Viewing an Archived Copy from the New Jersey State Library

Section 73 further provides that "in case of any vacancy occurring in any such Board of Estimate by reason of the resignation, death or removal of any member thereof such vacancy shall be immediately filled by the body which originally appointed such member." There is nothing to show that Mr. Smith resigned and in the absence of such resignation there was no vacancy. Mr. Smith was a member of the Board of School Estimate on September 9, 1912. Even if there had been a vacancy the appointment of Mr. Bowne was null and void. The law prescribes that such vacancies shall be filled by the Board. The power can not be delegated to the President.

There is some question as to whether Mr. Smith was notified of the meeting of the Board of School Estimate called for September 9, 1912. The Secretary of the Board testified that he notified Mr. Bowne. Mr. Smith declined to testify that a notice of the time and place of said meeting was given or sent to him. He testified, however, that he knew of the meeting, and thought he prepared the original resolution. A special meeting of a board is not legal unless all the members have had notice of the time, place and purpose of the meeting, but the law does not state how such notice shall be given. Mr. Smith was present at the meeting of the Board of Education held August 29, 1912 at which the resolution requesting the Board of Estimate to appropriate the $75,000 was adopted and was also present at the meeting of the Board of Estimate on September 9th. Had he not been present at the meeting on September 9th, there might be a question as to the legality of the action taken on that date. The fact that he was present is sufficient proof that he received sufficient notice.

4. The fourth point is that the resolution adopted by the Board of Education on August 29, 1912 was irregular in that it did not state separately the sum needed for each purpose.

Section 76 of the School Law reads in part as follows:

> "Whenever a city board of education shall decide that it is necessary to raise money for the purchase of lands for school purposes, or for erecting, enlarging, repairing or furnishing a school house or school houses, it shall prepare and deliver to each member of the Board of School Estimate of such school district a statement of the amount of money estimated to be necessary for such purpose or purposes."

It is evident from the language used that a statement of the total amount needed for all the purposes named in the statement is sufficient. Had it been the intention of the Legislature that the amount named for each item should be stated separately, the same language would have been used as is in section 74 which provides the method of making appropriations for the current expenses of the schools. In that section it is expressly provided that the statement shall be itemized.

5. The fifth point is that the Common Council was unable to raise the money for the reason that the amount fixed and determined by the Board of Schools Estimate was in excess of the amount which the Common Council was authorized to raise by the issue of bonds for school purposes. The law prohibited the Common Council from issuing bonds for school purposes in excess of a sum equal to three per centum of the taxable property in the district, but the law gives to said council the option of raising the amount fixed and determined by the Board of School Estimate, by the issue of bonds, by direct tax or both. The evidence shows that the borrowing capacity was about $67,000. Bonds could be issued for that amount and the balance of $8,000 raised by direct tax. The Supreme Court in the case of Montclair vs. State Superintendent, 48 Vr. 68 held that it was "mandatory upon the body having the power

You Are Viewing an Archived Copy from the New Jersey State Library

to make appropriations raised by taxes to cause the amount to be raised by tax or to borrow the same and secure its re-payment by the issue of bonds."

The Common Council further attempts to justify its refusal to act on the ground that the plot selected by the Board of Education was unsuitable, and was unsatisfactory to the people of the district. Whether the plot is or is not suitable is not to be determined by the Common Council. The law gives this power solely to the Board of Education. The Common Council has no discretion in such cases, its sole duty being to provide the amount of money fixed and determined by the Board of School Estimate.

It is ordered that the Common Council immediately take such action as will place at the disposal of the Board of Education the $75,000 fixed and determined to be necessary by the Board of School Estimate at its meeting held September 9, 1912.

April 8, 1913.

An appeal was taken to the State Board of Education. The decision of the Board herewith follows:

BOARD OF EDUCATION OF THE CITY OF LAMBERTVILLE

—AGAINST—

THE COMMON COUNCIL OF THE CITY OF LAMBERTVILLE.

In August, 1912, the Board of Education of the city of Lambertville adopted resolutions requesting the Board of School Estimate to appropriate $75,000 for the purchase of a certain tract of land "and for constructing thereon a new school building and furnishing same and for repairs to existing school buildings."

In September, 1912, the Board of School Estimate certified to the Common Council of the City of Lambertville that it had appropriated the sum of $75,000 for the purpose of purchasing a certain site and for the purpose of erecting a school building thereon and that such sum of money was requested for such purposes, for furnishing the building and for repairs to existing school buildings.

The Common Council was requested to take proper measures to raise said sum of money for such purposes.

Section 74 of the School Law makes it the duty of the Board of Education of each City School District on or before the 15th day of May of each year to prepare for the Board of School Estimate an itemized statement of the amount of money necessary for current expenses of and for repairing and furnishing the public schools of the District for the following year.

Section 75 makes it the duty of the Board of School Estimate between the 15th of May and the first of June to fix and determine the amount of money necessary for the use of the public schools for the following year and to certify the same to the Common Council, Board of Finance or other body in the City having power to make the appropriations.

By the same Section it is provided that the Common Council or other body "shall upon receipt of said notice, appropriate, in the same manner as other appropriations are made by it, the amount so certified as aforesaid."

Section 76 provides that when a City Board of Education decides that it is necessary to raise money for the purchase of land for school

You Are Viewing an Archived Copy from the New Jersey State Library

purposes or for erecting, enlarging and repairing or furnishing a school house, it shall prepare for the Board of School Estimate a statement of the amount of money estimated to be necessary for such purpose or purposes.

By the same Section it is made the duty of the Board of School Estimate to fix and determine the amount necessary and to certify such amount to the Common Council or other financial body.

By the same Section it is provided that:

> "said Common Council, Board of Finance or other body may appropriate such sum or sums, for such purpose or purposes, in the same manner as other appropriations are made by it."

It will be noticed that it is provided that the Common Council *shall* appropriate moneys necessary for the annual running expenses, but that for the purchase of land and erection of buildings the Common Council *may* appropriate the moneys.

In this case the Common Council evidently believed that it rested within its discretion whether to appropriate $75,000 or not for the purchase of a site and the erection thereon of a school building, for furnishing same and for repairs to other school buildings. It did not agree with the Board of Education about the site selected by the latter and for the purpose of ascertaining the wishes of the people it caused a ballot to be taken, which had no binding effect, but which was purely advisory. At such ballot 412 votes were cast, 46 of which were in favor of the site selected by the Board of Education, 353 in favor of the site preferred by the Common Council, while 13 were rejected.

Following this vote the Common Council refrained from appropriating $75,000 requested by the Board of Education and fixed and determined by the Board of School Estimate. Proceedings were instituted before the Commissioner by the Board of Education to compel the Common Council to raise the $75,000. In such proceedings the Common Council offered to prove that the site selected by the Board of Education was not a proper site. The Commissioner declined to receive the evidence on the ground that the Common Council had no discretionary rights or powers in the matter; that its sole duty was to raise the money, the amount of which was fixed and determined by the Board of School Estimate.

In the case of Montclair against Baxter, 47 Vroom, 68, the Court in the course of its opinion wrote that when the Board of School Estimate has fixed and determined the amount of money necessary for the purchase of land and the erection of a school house, the Common Council, notwithstanding the use of the word "may" in Section 76, has no discretion, but must make the appropriation. While, in view of the actual decision rendered, the language of the Court might be viewed as a mere expression of opinion, still it has been assumed since 1908, when it was written, to be the law and to be binding upon Common Councils.

In view of this decision and of the peculiar facts of this case, it has been strongly urged that proceedings on the part of the Board of Education and the Board of School Estimate for the purpose of raising the money for the purchase of land and the erection of a building thereon must literally and strictly comply with the Statute. In short, counsel for the Common Council herein contends that a strict rather than a substantial compliance with the Statute is necessary. We cannot ignore the fact that Boards of Education are not composed of technical lawyers and in the absence of a decision of the Court we are unwilling to lay down a rule which would require a microscopical analysis of proceedings for the raising of money for school improvements. To us it seems sufficient if the provisions of the Statute, fairly construed, are complied with.

This case was very fully argued before the Committee, and while many points, chiefly of a technical nature, were presented, special stress

You Are Viewing an Archived Copy from the New Jersey State Library

was laid upon one. It was urged that as the resolution of the Board of Education and also of the Board of School Estimate called for the purchase of a particular site, the Common Council was justified in declining to appropriate the money in view of the decision in the case of the Board of Education against Montclair, 47 Vroom, 59. In that case the resolution of the Board of School Estimate fixed and determined the amount of money necessary for the erection of a school house at $75,000, "on condition that a school building containing 20 units shall be erected." The Court held that the resolution by its very terms was conditional upon a certain kind of a school building being erected. The Court, therefore held that the resolution did not fix and determine the amount as required by Statute and that the Common Council was right in refusing to appropriate the money.

In this case the Common Council of Lambertville contends that the resolution of the Board of School Estimate was conditional in that it fixes $75,000 for the purchase of a particular site, etc. As we understand its argument, it is that the resolution is the equivalent of a resolution fixing and determining $75,000 for the purchase of a site and the erection of a building thereon on condition that a particular site be secured. Its theory is that if it is conditional to fix an amount provided a certain kind of a building can be secured for it, it is just as conditional to fix an amount provided a certain site can be secured.

In this case the Board of School Estimate absolutely fixed and determined the amount of money necessary to carry out the objects of the Board of Education and such objects included the purchase of a particular site. In the Montclair case the Board of School Estimate did not, as the Court held, fix and determine the amount necessary for the objects expressed by the Board of Education. In that case the Board of School Estimate in effect said: We fix and determine the sum of $175,000 on condition that a certain result can be accomplished.

In this case the sum was fixed absolutely as required by Statute and presumably the Board of School Estimate, before fixing it, ascertained that the amount of $75,000 was adequate for the purchase of the particular site and for the other purposes expressed in the resolution of the Board of Education.

The decision of the Commissioner is affirmed.

DATED, July 10, 1913.

Affirmed by the Supreme Court, 90 At. Rep. 242.

ELECTION OF MEMBERS OF A BOARD OF EDUCATION.

WILLIAM A. BEMBRIDGE, ET. AL., *Appellant,*
vs.
BOARD OF EDUCATION OF THE BOROUGH OF ROSELLE PARK, *Respondent.*

DECISION *by the Commissioner of Education.*

Donald H. McLean, for the Appellant.

Harwood Fish, for the Respondent.

When there is a contest over the election of members of a board of education, and a request is made for a re-count, the facts presented should be such as would constitute, in the mind of any reasonable person, a grave doubt as to the correctness of the count, or as to the number of

You Are Viewing an Archived Copy from the New Jersey State Library

legal votes cast at the election, before the ballot box should be opened and a re-count made.

In this case there is a charge made that certain ballots were cast which did not contain the first names of the voters. Admitting that these ballots were illegal, there were not enough of them to affect the result and the remaining point, therefore, to be considered is whether there was a probability of enough illegal votes having been cast to affect the result.

The fact is, if I remember correctly, that two witnesses testified that each one of them knew of one illegal vote. The second one testified that the illegal voter of whom he had information was not the same as was testified to by the other witness. Admitting that these two were illegal, the result would still not be affected.

There is no evidence to show that there were any general attempts at illegal voting. There is nothing in the evidence to show that there was any unusual confusion at the meeting. There is no evidence to show that there were any challenges made, or that there was any question raised as to the right of any person present to cast his ballot.

In my opinion, the will of the people, as expressed in an election should not be lightly set aside; and that before there is a re-count, there should be some evidence that there was more than a probability of an illegal election; therefore, the appeal is dismissed.

April 14, 1913.

TENURE OF SERVICE OF TEACHERS.

ELLA CONROW,
Appellant,
vs.
BOARD OF EDUCATION OF LUMBERTON TOWNSHIP,
Respondent.

DECISION
by the Commissioner of Education.

Richard B. Eckman, for the Appellant.
Davis & Davis, for the Respondent.

It is admitted that the Appellant was employed as a teacher in the schools under the control of the Respondent continuously for eight years at the close of the school year ending June 30th, 1912, and that the Respondent did not assign her to any school at the opening of the fall term in September last.

On January 9th, 1913, written charges that she was incapacitated from performing her duties as a teacher by reason of deafness were filed with the Board of Education of Lumberton Township; on January 13th, said Board, after examining witnesses declared the charges sustained and dismissed her.

Miss Conrow is exceedingly deaf, and, without the aid of some mechanical device is undoubtedly incapacitated from performing the duties of a teacher. Her deafness has been of long standing, and it is evident from the testimony that the condition has changed very little, if any, since she was first employed by the Respondent eight years ago. Miss Conrow, since the close of school in June, 1912, has procured a mechanical device known as the "acousticon" and with this she is able to hear distinctly. If the Respondent was of the opinion, as is shown by retaining her in its employ, that the services of Miss Conrow were satisfactory and efficient for eight years while her difficulty in hearing was

You Are Viewing an Archived Copy from the New Jersey State Library

about the same, there appears to be no good reason for dismissing her on account of her deafness, after she had secured an appliance which enables her to hear almost, if not quite as well as a person with normal hearing.

The action of the Respondent in dismissing the Appellant was in violation of the provisions of Chapter 243, P. L. 1909, commonly known as the "Teachers' Tenure of Service" law, and is, therefore, null and void. April 18, 1913.

An appeal was taken to the State Board of Education. The decision of the Board herewith follows:

IN THE CASE OF ELLA CONROW,
Appellant,
vs.
THE BOARD OF EDUCATION OF LUMBERTON TOWNSHIP,
Respondent.

DECISION
of the State Board of Education.

Miss Conrow was a teacher in the employ of the Board of Education of Lumberton Township. In January, 1913, a charge was preferred that because of deafness she was incapacitated to serve as a teacher. Evidence was taken at a hearing of which she had notice. The charge was found to be true in fact and she was dismissed. She appealed to the Commissioner of Education, and he ruled that her dismissal was contrary to the Tenure of Service Act, and therefore, null and void.

That act provides that a teacher who has been charged with incapacity may be dismissed if she has been given a trial after reasonable notice, and if the charge has been found true in fact by the Board of Education having charge of the school in which she was engaged.

In this case we have not been furnished with transcript of the proceedings of the trial before the local board, but, from the argument, we infer that the evidence adduced before it was substantially the same as that before the Commissioner. As the procedure prescribed by the Statute was followed, but two questions arise: first, was the charge such as, if found true in fact, would justify dismissal; and, second, was the finding that the charge was true in fact so clearly against the weight of evidence as to lead to the conclusion that it was the result, not of honest judgment, but of passion or prejudice. The charge against Miss Conrow was that she was so deaf that she was incapacitated to properly perform the duties of a teacher. Hearing is so essential to a teacher that we cannot say that its substantial impairment is not just cause for dismissal. That Miss Conrow is quite deaf is admitted. She contends, however, that between the time when she last taught and the time of her trial she had purchased an acousticon with the aid of which, at the time of the trial, she could hear as well as the average person. It is urged that as teachers are permitted to wear glasses to improve their vision, those with defective hearing should likewise be allowed to wear acousticons. It is not necessary however for us to decide to what extent local boards must submit to the use of instruments by teachers to overcome defects. On the trial evidence was submitted tending to show that the acousticon is not the equal of the normal ear. In fact, it was admitted that hearing with it is, to some extent, dependent on the direction from which the sound comes.

There is a suggestion that the Board of Education of Lumberton Township is estopped to claim that Miss Conrow is incapacitated because she had been in its employ for many years during most, if not all, of

You Are Viewing an Archived Copy from the New Jersey State Library

which time her hearing was defective. We cannot subscribe to a doctrine that a Board which, because of sympathy or other reason, tolerates an inefficient teacher, thereby estops itself and the public which it represents from dismissing her. If such were the law, a sympathetic, or an incompetent, or a dishonest Board might confer a life tenure on an absolutely incompetent teacher.

The decision of the Commissioner of Education is reversed, and the determination of the Board of Education of Lumberton Township, affirmed.

DATED, January 3, 1914.

DISCHARGE OF TEACHER—TENURE OF SERVICE ACT.

ROBERT A. CLAYTON, ADMINISTRATOR OF HELEN R. SUMNER, DECEASED,
Appellant,
vs.
BOARD OF EDUCATION OF THE CITY OF ORANGE,
Respondent.

DECISION
by the Commissioner of Education.

Herbert W. Knight, for the Appellant.

Arthur B. Seymour, for the Respondent.

The Appellant is the Administrator of the goods, chattels and credits of Helen R. Sumner, deceased.

Helen R. Sumner was employed as a teacher in the schools under the control of the Respondent from 1906 until June 1910. In April 1910 she was notified that "it will be necessary to engage a teacher in your place next year." The Appellant protested that her dimissal was in violation of the provisions of Chapter 243, P. L. 1909, known as the "Teachers' Tenure of Service" law, and reported for duty at the opening of the schools in September, 1910, but was not permitted to render any service and has not been paid any salary since the close of school in June, 1910.

Mrs. Sumner filed in this Department an appeal from the action of the Respondent and died while the appeal was pending, whereupon, Robert A. Clayton, the Administrator of her goods, chattels and credits was substituted as the Appellant in this matter.

The Respondent denies that Mrs. Sumner was protected by the provisions of the Tenure of Service law, for the reason that the contract between her and the Respondent was entered into, prior to the passage of said law, for a definite term, which did not expire until after said law went into effect, and claims that she was not dismissed, but was not reemployed upon the expiration of her contract, also that the failure to reemploy her was not in violation of the provisions of said law, for the reason that the Legislature had no power to impose its conditions in the case of a teacher who had entered into a contract prior to the date on which said act went into effect, and for a definite term.

In the case of Marsteller vs. The Board of Education of the Borough of Pleasantville, the State Board of Education, at a meeting held December 7th, 1912, held that the provisions of Chapter 243, P. L. 1909, applied to all teachers who were employed after September 1, 1909, and who had been in continuous service in the district more than three years, and

You Are Viewing an Archived Copy from the New Jersey State Library

that making said act applicable to teachers who were serving under contracts entered into prior to said date was not in violation of the provision in the Constitution prohibiting the enactment of laws violating the obligations of contracts.

The action of the Respondent, therefore, in refusing to re-employ Mrs. Sumner in September, 1910, was a dismissal and a violation of the provisions of the "Teachers' Tenure of Service" law, and was illegal, null and void.

April 18, 1913.

An appeal in this case was taken to the State Board of Education. The decision of the Board herewith follows:

THE BOARD OF EDUCATION OF THE CITY OF ORANGE,
Appellant,
vs.
ROBERT A. CLAYTON, ADMR. OF HELEN R. SUMNER, DECEASED,
Respondent.

DECISION
of the State Board of Education.

This case comes before the State Board of Education on appeal from the decision of Assistant Commissioner Betts. The facts are agreed upon by counsel and the case hinges upon the Tenure of Service Act; first, as to whether it is applicable in this case, and second, as to whether the act itself is constitutional.

1. The statute specifically says "the service of all teachers, principals, supervising principals of the public schools in any school district of this State shall be during good behavior and efficiency, after the expiration of three consecutive years in that district, unless a shorter period is fixed by the employing board." The statute goes on to point out exactly when and how the period of these years shall be counted by saying "Provided, that the time any teacher, principal, supervisory principal has taught in the district in which he or she is employed at the time this act shall go into effect, shall be counted in determining such period of employment." It is not disputed that Helen R. Sumner was a teacher employed by the Board of Education of the City of Orange when this act went into effect, (Sept., 1909), that she remained in the service of the said Board for nearly a year after it had gone into effect, (i. e. until June 30, 1910), that she had been in the continuous service of the said Board for some fourteen years prior to the passage of the act (i. e. from 1896 to 1909). With this statement of the facts and the specific statements of the law it is inpossible to reach any other conclusion than that the said Helen R. Sumner was well under the Tenure of Service Act and entitled to its protection.

2. In the case of Marsteller vs. the Board of Education of the Borough of Pleasantville, the State Board assumed the constitutionality of the Tenure of Service Act. It does so again in this case. The act does not prevent school boards from dismissing teachers and terminating contracts, but provides that this shall be done in a deliberate manner and upon sufficient grounds. It provides that the teacher be given a trial and heard in her own defense. There seems nothing in this that "impairs the obligation of contracts", as that clause of the constitution has been interpreted.

The decision of Acting Commissioner Betts is sustained and the appeal dismissed.

DATED, February 7, 1914.

You Are Viewing an Archived Copy from the New Jersey State Library

ELECTION OF MEMBERS OF A BOARD OF EDUCATION.

IN THE MATTER OF ALLEN E. CLOUGH AND THEODORE C. BRANDEIS,
Appellants,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF SOUTH ORANGE,
Respondent.

DECISION *by the Commissioner of Education.*

Jerome T. Congleton, for the Appellant.
Edward D. Duffield, for the Respondent.

The motion to recount the ballots is denied, for the reason that there is nothing in the petition that questions the count, and that matter is not properly before me.

The election on the 18th of March, in the School District of South Orange, was conducted, I think, in rather a loose manner. As a matter of good practice, the ballots should be counted so that the persons present can judge of the result as the count proceeds, and a wise precaution is to have the parties interested present, so that they can see the count as the ballots are taken from the box. The school law, however, is not specific as to the method of conducting a school meeting, further than to provide for the election of a Chairman and Secretary, and the appointment of tellers, two tellers for the box for the members of the Board of Education and two tellers for the box for the appropriations, and that the ballots shall be counted in the presence of the Chirman. The intent of the last provision, namely; that they shall be counted in the presence of the Chairman, is that, in the case of any disputed ballot, there may be some person present to whom it can be referred, who shall have final judgment, so far as the count goes, as to the admission or rejection of the ballot, and also to see that the count proceeds in an orderly manner.

I do not believe that the fact that other business was transacted after the counting began, and that the Chairman had his back turned to the ballot boxes, and was some fifteen or twenty feet away would justify declaring an election null and void.

There is nothing in this evidence to show that there were illegal ballots cast or that the count was incorrect. There is simply an inference that it might have been incorrect because it was not supervised. The election of a person to public office should not be declared invalid upon inferences, or without direct proof of fraud or proof that the count of the ballots was incorrect.

The appeal is dismissed.

May 9, 1913.

TENURE OF SERVICE OF TEACHERS.

(Decision of the Commissioner of Education, in this case, appears in the 1912 Report.)

BOARD OF EDUCATION OF THE TOWNSHIP OF OVERPECK,
Appellant on Appeal,
v.
WALTER G. DAVIS,
Respondent on Appeal.

[Decision of the State Board of Education.]

On May 17, 1912, the respondent's committee on School Government recommended that the appellant should not be re-employed as principal

You Are Viewing an Archived Copy from the New Jersey State Library

in its High School. The recommendation apparently was adopted and the appellant appealed to the Commissioner of Education. His appeal was dismissed on the ground that he had been assigned to teach in an elementary school at the salary received by him as principal and that such a transfer was within the power of the Board. From the decision of the Commissioner he has appealed to this Board.

In 1906 Mr. Davis was employed as a teacher in the High School of the Township of Overpeck. He was re-employed in 1907 and 1908. In 1909 he was appointed principal of the High School and served as such until June, 1912. In May, 1912, a Committee of the Board recommended that he should not be re-employed as principal and that the best interests of the schools would be served by dispensing with his services. Thereafter another principal was appointed in his place, and when he reported for duty in September, 1912, he was assigned to teach the 8th grade in an elementary school.

In Chapter 243 of the Laws of 1909 known as the Tenure of Service Act, it is provided that:—

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

It is further provided 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."

Mr. Davis comes within the terms of the Act and is entitled to its protection. The question to be decided is the measure of such protection. It is claimed by the respondent and has been held by the Commissioner that the protection merely covers service, and that Mr. Davis not only could be changed about as a principal but could also be assigned to teach, provided that his salary was not reduced. He was so assigned and as stated on the argument, is now serving under protest as a teacher at the salary received by him as a principal. The township is now paying the salary allotted to the principal of the High School to two persons, though one is a teacher in an elementary school. If the decision appealed from is sound, there is nothing to prevent a Board from elevating any teacher who has served more than three years to a position as principal, increasing his salary and subsequently assigning him to teach with the assurance that though but a teacher he will thenceforth receive the salary of a principal. By such procedure a school district might be called upon to pay the salary of a principal not to one teacher as in Overpeck, but to many. If the respondent's construction of the law is correct, it is within the power of any Board to transfer a man who is a principal to a position as teacher in the lowest grade. In other words, 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 tax-payers, but it would promote dissatisfaction among teachers, for what teacher would not feel aggrieved if another teaching the same grade with no more experience was paid the salary not of a teacher but of a principal?

You Are Viewing an Archived Copy from the New Jersey State Library

We cannot believe that the Legislature by the enactment of the Tenure of Service Act intended to place it within the power of a Board of Education to pay for $500 position a salary of $3,000 or more, merely because in its opinion, the person receiving such large salary is not competent to fill the position for which that sum has been allotted. Such a construction of the Act is not in accord with reason, and should not be adopted unless the language admits of no other. If a man who is principal is not competent, he should be removed, rather than given less responsible work at the same compensation. If he is fit only to teach, he should receive only the salary of a teacher.

The language of the statute is not such as to compel a district to retain an incompetent principal. It is provided that a principal may be removed for any just cause, and incompetency is certainly a just cause. The record is silent as to whether the appellant in this case is competent or incompetent to act as a principal of a High School. Does the statute fairly construed and with due regard to consequences prescribe that a principal may, without cause be reduced to the rank of a teacher?

It reads: "No principal or teacher shall be dismissed" except for just cause after a trial. This language, in our opinion, is the equivalent of (1) no Principal shall be dismissed and (2) no teacher shall be dismissed except for just cause after a trial. When a principal is reduced to the rank of a teacher he is dismissed as a principal just as surely as is an officer in the Army dismissed as such when he is reduced to the ranks and another assigned to his place or as would a teacher be dismissed as such if made a truant officer or a janitor.

No trial was given the appellant so that as we construe the statute its provisions were disregarded by the respondent.

The case of McManus v. Newark, 20 Vroom, 175, has been cited in support of the contention of the respondent. In that case a transfer from detective to patrol duty was held not to contravene the Police Tenure of Service Act. In that Act, however, it is provided that "no person shall be removed from office or employment in the police department of any city." If in the Tenure of Service Act under consideration, it had been provided that no person engaged in the public schools shall be removed from office or employment, the case would be analogous. The Legislature, however, instead of saying that "no person" shall be dismissed has enacted that "no principal or teacher shall be dismissed."

The record shows that the original intention of the respondent was to entirely dispense with the services of the appellant. When it found that he was protected by the Tenure of Service Act, it transferred him from the position of principal in the High School to that of teacher in an elementary school.

Instead of complying with the statute and preferring charges against the appellant, it endeavored to evade the statute and if its act is sustained, it will be within the power of Boards, if so disposed not only to pay the salary of principals to favorite teachers, but also to so degrade and humiliate worthy principals, that the protection which the statute is supposed to afford them would really become a myth. We do not believe that we should place a construction on the statute which will so readily enable Boards to evade its provisions.

In a very recent case, Standard Sanitary Mfg. Co. v. United States, 226 U. S., the Supreme Court of the United States in construing the Sherman Law wrote:—

"This court has had occasion in a number of cases to declare its principle. Two of those cases we have cited. The others it is not necessary to review or to quote from except to say that in the very latest of them the comprehensive and thorough character of the law is demonstrated and its sufficiency to prevent evasions of its policy 'by resort to

You Are Viewing an Archived Copy from the New Jersey State Library

any disguise or subterfuge of form,' or the escape of its prohibitions 'by any indirection'."

The decision of the Commissioner is reversed and the reduction of the appellant from the rank of a principal to that of a teacher is adjudged contrary to law.

March 1, 1913.

Concurring opinion by Dr. John C. Van Dyke.

(1) It seems from the agreed state of facts in this case, that the Appellant, Prof. Davis, was first employed by the Respondent, the Board of Education of the Township of Overpeck, in 1906 as a teacher in its High School, that he continued in that capacity until 1909, and after that, to wit, May 7th, 1909, he was employed as a Principal. He continued to hold the position of Principal until May 17, 1912, when he was notified by recommendation of the Respondent that "the best interests of the school would be served by dispensing with his services." No charges were preferred against him. Three months later, the Respondent offered the Appellant a second contract, for a service unspecified, at the same salary he had been receiving as principal. When the Appellant reported for work, he was assigned, not to principal's work, but to teaching in the eighth grade. He protested and claimed protection under the Tenure of Service Act.

(2) All told, the Appellant served six years in the Respondent's schools three years as teacher and three years as Principal. Counsel for the Respondent contends that there should be three consecutive years as a principal for the Appellant to come under the Tenure of Service Act. Even admitting for the moment that this is necessary, and that his three previous years as a teacher are not to count, he was still under contract with the Respondent from May 7, 1909, to May 17, 1912, a matter of three years and over. The twisting of the dates to read from school year to school year, beginning in September and ending in September is ingenious, but does not alter the facts that the Appellant served as a Principal for three years and ten days under contract with the Respondent, and for three years before that had been a teacher under the Respondent. Commissioner Betts in his decision recognizes that the Appellant is within the Tenure of Service Act, saying that the recommendation of the Respondent dispensing with the Appellant's services "taken alone in absence of any charges or hearing was undoubtedly a violation of the Tenure of Service Acts." It must be assumed that the Tenure of Service Act was designed to meet just such cases as this, and that the Appellant herein was, with his six years of service, well within the provisions of the act.

(3) When the Respondent on May 17, 1912, passed its recommendation that the Appellant's services should then and thereafter be dispensed with, there was no mention of service in any other capacity than as principal. There was evidently an attempt made to dispense with Prof. Davis' services in any and every capacity. It can be construed in no other way than as a dismissal, and the contention of the Appellant that it was a dismissal, that it was a dismissal without charges, and that it was in violation of the Tenure of Service Act must be upheld.

(4) On August 12, 1912, three months after this dismissal, the Respondent offered the Appellant another contract for an indefinite service, at the same salary he had been receiving as principal. This cannot be considered as a renewal of the old contract as Principal, but an entirely new undertaking, a new contract which the Appellant could accept or reject as he thought best. He accepted it under protest, still insisted that he was a principal, not a teacher, and protected by the Tenure of Service Act. The second contract may perhaps be pleaded in explanation of the Respondent's intentions and good will, but it does not alter the essential

You Are Viewing an Archived Copy from the New Jersey State Library

fact that the Appellant was dismissed without formal charges, after he had served six years as teacher and principal in the Respondent's schools and was within the Tenure of Service Act which forbids this very thing.

(5) The question of the Respondent's right to promote or demote the Appellant, to place him in one position or another, is dealt with in another opinion in this case, filed herewith in which concurrence is herewith expressed. The main contention of the appellant that the Tenure of Service Act has been violated, that the second contract is inoperative, and that he is still a principal in the Respondent's employ should be sustained.

Decision of the State Board of Education affirmed by Supreme Court, May 21, 1913.

ORDER WITHOLDING SCHOOL MONEY FROM A DISTRICT.

IN THE MATTER OF WALTER G. DAVIS,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF OVERPECK, BERGEN COUNTY.

DECISION
by the Commissioner of Education.

John Scott Davison, for the Appellant.

William J. Morrison, for the Respondent.

The County Superintendent of Schools of Bergen County has forwarded to this office orders withholding from the school district of the Township of Overpeck all State moneys now in the hands of the Custodian of the School Funds of said district or which may hereafter come into his hands. The reason assigned for the issuing of this order is that "the Board of Education of said schools district of Overpeck has neglected or refused to comply with the decision of the State Board of Education in the action of Davis vs. The Board of Education of Overpeck Township." Orders issued by the County Superintendent withholding school moneys from the school district do not become effective until approved by the Commissioner of Education.

The question now before me is whether the Board of Education of Overpeck Township has neglected or refused to perform any duty imposed upon it by the school law or by the rules and regulations of the State Board of Education and, if so, whether such refusal or neglect is sufficient ground for withholding from the school district of the Township of Overpeck the said school moneys.

The State Board of Education decided that the transfer of Mr. Davis from the position of principal to the position of assistant teacher in the schools under its control was illegal and said Davis was under the protection of the Tenure of Service Act as a principal and could not be transferred to another position without his consent. I am of the opinion that the decision of the State Board of Education reinstated Mr. Davis as principal of the High School in the Township of Overpeck without any action whatever by the Board of Education of said school district. The Board, therefore, has not neglected or refused to perform any duty imposed upon it by the statute or by the rules and regulations of the State Board of Education, and for this reason the orders forwarded by the County Superintendent will not be approved.

June 1, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

REDUCTION OF SALARY OF A TRUANT OFFICER

IN THE MATTER OF JOHN F. HALL,
Appellant,
vs.
THE BOARD OF EDUCATION OF ATLANTIC CITY,
Respondent.

DECISION
by the Commissioner of Education.

Babcock & Champion, for the Appellant.
James H. Hayes, Jr., for the Respondent.

The Appellant is employed by the Respondent as a truant officer. He was first appointed on September 1, 1910, at a salary of seventy dollars per month. The following year his salary was increased to eighty-five dollars per month, and continued at that amount until October, 1912. On October 2, 1912, D. F. McDonald presented to the Respondent the following charge against the appellant.

> "To the Board of Education of Atlantic City:
> I desire to prefer the following charge against John F. Hall, truant officer of the City of Atlantic City, that the services he is rendenring to the Board of Education of Atlantic City are not commensurate with the salary received by said truant officer, said salary being too high."

On the 16th of October, 1912, the Respondent held a hearing on the above complaint, and, at a later date, sustained the charge and adopted a resolution reducing the salary of the Appellant to sixty-five dollars per month. It is from this action that the appeal is taken.

Chapter 275, P. L. 1911 provides that "the services of all truant officers of the public schools in any school district in any city of the State shall be, during good behavior and efficiency, after the expiration of a period of employment of one year in said school district." It also provides that "no truant officer shall be dismissed or subjected to a reduction of salary except for inefficiency, conduct unbecoming an officer 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."

No charge of "inefficiency or conduct unbecoming an officer" was made against the Appellant, and the charge, therefore, must be considered as having been made for "other just cause."

The testimony shows that, prior to the beginning of the present school year some of the truant officers had charge of two schools and others had charge of three or four; that the Respondent at the beginning of the year appointed an additional officer and re-adjusted the work so as to give each officer supervision of about the same number of children. Such re-adjustment is assigned as the "just cause" for reducing the salary of the Appellant.

The Complainant, who is also Chairman of the Committee of the Board of Education having charge of the truant officers, testified in part as follows:

Q. And you think that because their districts have been cut down their services have been cut down, is that the idea?
A. We think each one having two schools can give more efficiency.
Q. You say that is the reason, they don't have as extended services now because they have less district?
A. The Committee felt as if they would give us better results. Often at the meetings they would say "well now we didn't see such and such a man, he wasn't at home or such and such

You Are Viewing an Archived Copy from the New Jersey State Library

a man, but we will go there tomorrow, and this girl we couldn't find. Now the committee felt as if we could get better results by having two schools. Now Mr. Burger had to go all the way from Michigan Avenue all the way to Jackson, covering four schools. Now that was entirely too much work for one man."

Q. Has this change in the districting affected the amount of services there persons are required to render?

A. We thought they would give us better services by having only two schools.

Surely the rendering of more efficient service cannot be considered as "just cause" for reducing an officer's compensation.

Relieving a truant officer of a part of his duties is not "just cause" for reducing his salary. To adopt such an interpretation of the law would make it possible for a Board of Education to defeat the intent of the law by reducing his salary below a living wage, thereby forcing him to resign.

The resolution adopted by the Respondent reducing the salary of the Appellant is a violation of the statute, and is, therefore, null and void.
June 13, 1913.

LEGALITY OF DISTRICT SCHOOL MEETING

A. T. HUSER,
Appellant,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF NORTH BERGEN,
Respondent.

DECISION
by the Commissioner of Education.

A. T. Huser, for himself.
Francis H. McCauley, for the Respondent.

In the complaint in this case, in a number of allegations as to the meeting of March 18th, the question as to the election of the members of the Board of Education, was dismissed. The complainant admitted that he could not prove the proposition.

There is nothing in the testimony to show that there was any action at the district meeting of March 18th which would tend to invalidate the vote on the bond issue. The only claim is, that the room was small and that it was difficult for persons to mark their ballots.

While it is wise to provide ample opportunity for all persons to exercise the franchise conveniently, there is nothing in the law which prescribes any duty on the part of the Board of Education except to select a place where the meeting shall be held. As a matter of fact, a Board of Education is under no obligation to prepare a ballot. It is done purely as a matter of convenience, and very properly so, but the law does not recognize any special form of ballot.

The only point to be considered then, is as to whether or not the posting of the notices, calling the meeting, was legal. Of course, unless the District Clerk was duly authorized to insert in the notices the items relating to the bond issue, he could not legally insert them in the notices, and any further action relating to the issue of bonds would be illegal. The evidence produced on the part of the complainant on this point, is to the effect that he, the complainant, did not hear anything said at the meeting of February 27th, with relation to the bond issue.

You Are Viewing an Archived Copy from the New Jersey State Library

My impression is, he also stated that possibly nothing was said. The only other witness, Mr. Daly, a member of the Board of Education, was not positive as to the date on which he testified, and his testimony was to the effect that, as far as he could remember, nothing was said about the bond issue.

On the other hand, the District Clerk testified that he, himself, offered certain resolutions which appear in the minutes of the meeting of the Board of Education. His testimony is supported by that of other members of the Board of Education, who were present at the meeting.

I find, therefore, that there is no infirmity in the bonding proceedings, by reason of failure on the part of the Board of Education to authorize the Clerk to insert the bonding items in the notices. The appeal is dismissed.

June 16, 1913.

TRANSPORTATION OF PUPILS.

WILLIAM L. FOOSE,
Appellant,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF HOLLAND, IN THE COUNTY OF HUNTERDON,
Respondent.

DECISION *by the Commissioner of Education.*

O. D. McConnell, for the Appellant.
H. J. Able, for the Respondent.

The petition in this case charges that the Respondent has neglected and refused to provide proper school facilities and accommodations for the daughter of the Appellant, as required by law, in that it has not provided transportation for said daughter from her home to the railroad station at Bloomsbury.

Section 1 of Chapter 123 of the Laws of 1907 reads in part as follows:

"Each school district shall provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with furniture and equipment, convenience of access thereto, and courses of study suited to the ages and attainments of all pupils between the ages of five and twenty years. Such facilities and accommodations may be provided either in schools within the district convenient of access to the pupils or as provided in sections 117, 118 and 119 of the act to which this act is an amendment."

Section 119 authorizes a board of education to send a child who has completed the course of study pursued in the schools in the district in which he or she resides to a school of a higher grade in another district, and pay a tuition fee. Sections 117 and 118 authorize a board of education to provide transportation for a pupil living remote from the school it is required to attend.

It is mandatory upon a board of education to provide suitable facilities and accommodations for all pupils between the ages of five and twenty years, but it is discretionary whether they shall be provided in schools within the district convenient of access to the pupils or by transportation to a school in another district. To comply with this requirement of the law, a district must, in addition to school houses or transportation, provide a course of study covering a period of at least twelve

You Are Viewing an Archived Copy from the New Jersey State Library

years, divided into three grades, commonly known as primary, grammar and high school grades. The School District of the Township of Holland provides in the schools within the district courses covering the primary and grammar grades, and provides for the education of pupils who reside in the district and who have completed the grammar grade, by sending them to high schools in other districts.

In August, 1912, the Appellant requested the Respondent to make provision for the high school education of his daughter, she having completed the grammar school course.

When the Appellant presented his request he asked that the Respondent provide proper transportation for his daughter between her home and the High School. The Respondent expressed its willingness to pay carfare, but refused to make any provision for transportation between the home of the Appellant and the station at Bloomsbury.

After repeated requests by the Appellant for transportation to Bloomsbury, the Respondent, in December, 1912, offered to pay him the sum of one hundred dollars for the transportation of his daughter to Bloomsbury, during the school year of 1912-13. This, he refused to accept and demanded that he be paid the sum of two hundred dollars.

The Appellant has transported his daughter between his home in Bloomsbury every day she attended the high school at High Bridge, except a few days when she walked, and has not received any compensation from the Respondent.

The questions to be determined are:

1. *Is transportation between the home of the Appellant and Bloomsbury, necessary?*

2. *Is the amount demanded by the Appellant just and reasonable?*

3. *Has the Appellant a claim against the Respondent for services rendered?*

"1. *Is transportation between the home of the Appellant and Bloomsbury, necessary?*"

It is impossible to fix any definite distance within which transportation is unnecessary, and beyond which it must be provided. The age and sex of the pupil, the condition of the roads, the distance and, when part of the transportation is by car, the time of departure and arrival of trains, are all factors in determining the necessity for transportation.

The Appellant lives nearly four miles from the railroad station at Bloomsbury, on what is known as Musconetcong Mountain. The road bed is rough and in poor condition. The daughter of the Appellant was thirteen years of age in November, 1912. I am of the opinion that, under these conditions, the Board of Education is not providing suitable school facilities and accommodations when it refuses to transport the child between her home and the railroad station.

"2. *Is the amount demanded by the Appellant just and reasonable?*"

The charge of one dollar per day for providing a horse, carriage and driver, for two round trips, over a rough mountain road, the total distance traveled per day being nearly sixteen miles, cannot, by any stretch of the imagination, be deemed to be an unjust or unreasonable compensation. The amount offered by the Respondent, one hundred dollars, or about fifty cents per day, is an entirely inadequate compensation.

You Are Viewing an Archived Copy from the New Jersey State Library

"3. *Has the Appellant a claim against the Respondent for services rendered?*"

Chapter 144 of the Laws of 1909, provides that "Every parent, guardian or other person having control of a child between the ages of seven and seventeen years inclusive shall cause such child to regularly attend a day school in which at least the common school branches of reading, writing, arithmetic, spelling, English grammar and geography are taught by a competent teacher, or receive equivalent instruction elsewhere than at school, unless such child is above the age of fifteen years and has completed the grammar school course (prescribed by the State Board of Education), and in addition thereto is regularly and lawfully employed in some useful occupation or service. Such regular attendance shall be during all the days and hours that the public schools are in session in the school district in which the child resides, unless it shall be shown to the satisfaction of the Board of Education of the school district in which such child resides, that the bodily or mental condition of such child is such as to prevent his or her attendance at school. If such child be under the age of seventeen years and has completed the grammar school course and is not regularly and lawfully employed in any useful occupation or service, such child shall attend the high school or manual-training school in said school district in which such child resides, if there is a high school or manual-training school in said district; if there is no high school or manual-training school in said school district, said child shall be transported to a high school or manual-training school as provided in the act to which this is an amendment."

Chapter 221 of the Laws of 1913 is a revision of the compulsory attendance law, but the provisions relating to the duty of a parent remain practically the same as in the section above quoted. The Appellant was, therefore, compelled to make every reasonable effort to send his daughter to school or run the risk of prosecution as a disorderly person, under the provisions of Section 154 of the General School Law. The testimony shows that he made repeated demands upon the Respondent for suitable school facilities and accommodations for his daughter, and that the Respondent neglected and refused to provide them. He, therefore, in order that his daughter should not be deprived of an education, and in compliance with the law compelling him to send her to school, had her transported between his home and the railroad station at Bloomsbury. I am of the opinion that had the Appellant furnished this transportation without first having demanded that the Respondent perform its duty, he would not be entitled to any compensation, for the reason that a Board of Education cannot be held responsible for any expense incurred without its knowledge or consent. In this case, however, the Appellant made every effort to induce the Respondent to comply with the law, and the Respondent cannot now evade payment of just compensation on the ground that it has never consented to reimburse the Appellant for expenses incurred in transporting his daughter. In fact, the Respondent admitted that it was indebted to him when it offered to pay him one hundred dollars.

If the compensation offered by the Respondent had been adequate, the Appellant could have refused to accept it, for the duty of providing transportation rests on the Board of Education and not on the parent. The Appellant informed the Respondent that he would not accept less than one dollar per day. If the Respondent deemed that an unreasonable charge, it should have made a contract with some other person to transport the child. The Respondent made no attempt to comply with the law, except the offer of one hundred dollars, and this offer was not made until the County Superintendent of Schools stated that the district was in danger of having its State School Moneys withheld.

You Are Viewing an Archived Copy from the New Jersey State Library

Mr. Foose testified in part as follows:

Q. *What did they (the Board of Education) say with reference to transporting your daughter from your house to the station?*
A. *They wouldn't do it unless they had to.*
Q. *Who said that, Mr. Apgar?*
A. *Yes sir.*
Q. *What is his name?*
A. *Mr. Sylvanus Apgar.*
Q. *Will you tell what Mr. Apgar said?*
A. *Well, that's about all he said, they knew they had to transport her, but they weren't going to until they had to.*

Mr. Apgar is a member of the Board of Education, and in his testimony admitted that they were a "little slow" in the matter.

If a Board of Education can ignore applications from parents, for proper transportation for their children, and can neglect and refuse to provide suitable school facilities and accommodations for pupils, and then refuse to reimburse a parent for expenses incurred in sending his child to school, on the ground that it had never made any contract with him, it is possible for it either to deprive a child of an education, or to cast upon a parent a burden which the law places on the Board of Education.

I find that the daughter of the Appellant is entitled to transportation at the expense of the district, from her home to High Bridge, and that the Appellant is entitled to receive from the Respondent the sum of two hundred dollars for expenses incurred by him in transporting his daughter between his home and the railroad station.

July 1, 1913.

TRANSPORTATION OF PUPILS.

GEORGE BECKER,
Appellant,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF HOLLAND, IN THE COUNTY OF HUNTERDON,
Respondent.

DECISION
by the Commissioner of Education.

O. D. McConnell, for the Appellant.
H. J. Able, for the Respondent.

The petition in this case charges that the Respondent has neglected and refused to provide proper school facilities and accommodations for the son of the Appellant, as required by law, in that it has not provided transportation for said son from his home to the railroad station, either at Bloomsbury or Kennedy.

At the beginning of the school year of 1912-13 the Appellant requested the Respondent to make provision for the high school education of his son. In response to said request, the Respondent designated the High School at Phillipsburg, and said son has attended said High School during the current year.

You Are Viewing an Archived Copy from the New Jersey State Library

The Appellant also requested that transportation for his son be provided, and the Respondent agreed to pay the railroad fare, but refused to pay for transportation between his home and the railroad station. Later, the Respondent offered to pay forty dollars for such transportation, for the school year of 1912-13, which offer the Appellant refused, and demanded the sum of two hundred dollars.

The son of the Appellant is over fifteen years of age, has completed the grammar school course and is not regularly employed in any useful occupation or service. His home is about four miles from the railroad station at Bloomsbury, and about four and one-quarter miles from the railroad station at Kennedy. The questions raised in this case are the same as those in the case of Foose vs. The Board of Education of Holland Township, decided this day, and, for the reasons stated in the decision in that case, I find that the son of the Appellant is entitled to transportation at the expense of the district, from his home to Phillipsburg, and that the Appellant is entitled to receive from the Respondent the sum of two hundred dollars, for expenses incurred by him in transporting his son between his home and the railroad station.

July 1, 1913.

DISCHARGE OF SUPERVISING PRINCIPAL—TENURE OF SERVICE ACT.

HOWER T. MARSTELLER, *Appellant,*
vs.
THE BOARD OF EDUCATION OF PLEASANTVILLE, *Respondent.*

DECISION

Arthur F. Egner, for the Appellant.
Babcock & Champion, and John W. Westcott, for the Respondent.

The Appellant was Supervising Principal in the School District of the Borough of Pleasantville, and was protected by the provisions of Chapter 243 of the laws of 1909, commonly known as the Teachers' Tenure of Service Act.

Certain charges were preferred against him in accordance with the provisions of said act and after a hearing by the Respondent he was found guilty and discharged from his position as Supervising Principal.

In the decision rendered by the Respondent no mention is made of certain of the charges, and it must be presumed, therefore, that the Appellant, so far as said charges are concerned, was acquitted.

The charges which the Respondent found to be true in fact were:

"That the said Hower T. Marsteller in the performance of his duties and obligations in the office of Supervising Principal is inefficient."

"That the said Hower T. Marsteller during his incumbency in the said office of Supervising Principal of the schools of the said Borough of Pleasantville, has been guilty of conduct unbecoming to and beneath the dignity of the conduct of the office of Supervising Principal of the schools of the Borough of Pleasantville, among other things, as follows:"

"That on or about the 11th day of October 1909, said Marsteller, without the knowledge, authority or consent of Harry Helfrich, Chairman of the Book and Supply Committee of the Board of Education of Pleasantville, and without the knowledge, authority or consent of the Board of Education, did sign the name of Harry Helfrich to a certain order directed to Hinds, Noble & Eldridge, 31-33 West 15th St., New York City, ordering for the said Borough certain class books."

You Are Viewing an Archived Copy from the New Jersey State Library

"That the said Marsteller on or about May 9, 1911, visited Harry Helfrich at his store, on Main Avenue, in the Borough of Pleasantville, and said to said Helfrich that if he (Helfrich) did not vote against a certain resolution proposed to be offered for passage at a meeting of the Board of Education to be held on said May 9th, which said resolution was reported to be of the effect of dismissing said Marsteller from the employ of the said Board of Education as Supervising Principal, he would ruin the reputation of said Helfrich and disgrace his family and do all he could against him."

"That the said Marsteller interfered with the business of the Board of Education by taking a bill for supplies sent to the Board of Education which was in the possession of the Board of Education, without leave or authority of the Board of Education; that he afterwards admitted on or about December 10, 1912, in the presence of witnesses that he had stolen the bill."

"That the said Marsteller paid to E. P. Wilson of Pleasantville various sums of money with the instruction to use said money for the purpose of purchasing votes for the election of Wilbur Reed as a member of the Board of Education."

"That the said Wilson testified to said fact in the presence of William Connelly, Mark Sanders, Harry Helfrich and John F. Stephenson."

"That the said Marsteller through the medium of the Pennsylvania Railroad Company intimidated Wilbur Reed while he was a member of the Board of Education of Pleasantville, in the following manner, to wit:"

"That said Marsteller caused Superintendent Lovell and another official of the Pennsylvania Railroad Company to call up and talk to Wilbur Reed on the telephone and that the said Lovell and said official advised said Reed that if he attended the meeting of the Board of Education to be held May 17, 1909, and did not vote for said Marsteller as Supervising Principal, he would lose his position with said company, whereupon said Read said to said Lovell and said official, "I will neither vote for Marsteller or lose my job; I will stay away." That said Wilbur Reed was not present at said meeting. That said Marsteller prior to said meeting called upon Mr. Hugh Collins and advised him that he had "fixed" Reed and Nelson and requested said Collins to vote for him."

In order to warrant the discharge of a teacher or principal on the general charge of inefficiency it must be clearly proven that unsatisfactory condition of the class or school is due to the inability of the teacher or principal, against whom charges are preferred, to impart instruction, maintain discipline, and work in harmony with the Board of Education by whom he is employed and with the teachers with whom he is associated.

Mr. Marsteller has been employed in the schools in Pleasantville for eleven years, and during nearly all the time as Supervising Principal. The evidence shows that, prior to 1909, the schools were in a satisfactory condition, and that there was no marked friction between Mr. Marsteller and the Board of Education or with the teachers under his supervision.

It is very evident that the schools in Pleasantville are not, at the present time, in as high a state of efficiency as they were prior to 1909, but it is not at all clear that the deterioration is due entirely to Mr. Marsteller.

From May, 1912, until January, 1913, Mr. Marsteller did not have supervision of any of the schools, and for several months prior to May, 1912, his supervision was nominal.

The controversy over his position undoubtedly was one of the causes which led to the unsatisfactory condition of the schools, but there is nothing in the evidence which warrants the conclusion that the conditions now existing are due to his inefficiency.

You Are Viewing an Archived Copy from the New Jersey State Library

The specific charges against Mr. Marsteller come under the head of "conduct unbecoming a teacher or other just cause."

After a careful consideration of these charges and the evidence submitted in support of them, I have reached the conclusion that they are not sufficient to warrant the dismissal of the Appellant.

The charges are dismissed, and the action of the Respondent, in discharging Mr. Marsteller, is null and void.

August 28, 1913.

SUITABILITY OF CERTAIN PLOT FOR SCHOOL PURPOSES.

THE COMMON COUNCIL OF THE CITY OF LAMBERTVILLE,
Appellant,
vs.
THE BOARD OF EDUCATION OF THE CITY OF LAMBERTVILLE,
Respondent.

DECISION
by the Commissioner of Education.

Walter F. Hayhurst, George H. Large and L. H. Sargeant, for the Appellant.

W. Holt Apgar, for the Respondent.

The Appellant prays that the plot of ground selected by the Respondent as a site for a school house, be declared unsuitable for such purpose, assigning, as a reason, that it will be impossible to provide an adequate and sanitary method of disposing of the sewage.

The law gives to a Board of Education, acting under the provisions of Article VI of the School Law, power to select the plot on which a school house shall be erected.

Section 126 of the School Law provides that the County Superintendent of Schools may, with the approval of the Commissioner of Education, withhold, from any district in this County, the moneys apportioned by him, to such district, whenever it fails to provide suitable school facilities and accommodations.

I cannot agree with the Counsel for the Respondent in his construction of Paragraph 3 of Section 25 of the School Law. To limit the County Superintendent in giving advice to a Board of Education, respecting the school property under its care, to the "construction, heating, ventilating and lighting of school houses," is to place a narrow construction on the Section, which is not warranted by the context. The language above quoted applies more particularly to new buildings which the Board proposes to erect. The Paragraph gives to the County Superintendent, "general supervision over the public schools", and directs that he shall "note the condition of school houses, sites, buildings and appurtenances." If he finds any defects, it is his duty to call the attention of the Board to them, in order that they may be rectified.

The action of the County Superintendent, in the case under consideration, was, in my opinion, taken under Section 126, and not under Paragraph 3 of Section 25.

If Section 126 be construed strictly, the decision of the County Superintendent was premature. It would, however, be improper for him to permit a Board of Education to purchase a plot of ground which later he would feel compelled to condemn as unsuitable. The County Superintendent was, therefore, justified in giving a decision, and acted in accordance with the intent of the law.

You Are Viewing an Archived Copy from the New Jersey State Library

The Counsel for the Respondent also denies the jurisdiction of the Commissioner of Education.

The reasons which justified the County Superintendent in taking action are equally controlling on the Commissioner of Education.

The only question to be decided, therefore, is,—Is the plot selected by the Board of Education of Lambertville, as a site for school house, unsuitable for such purpose, within the meaning of Section 126 of the School Law?

The location of Lambertville is almost unique. The thickly settled part of the City is on a plain, the highest point of which is barely fifteen feet above high water mark. The street, in front of the plot under consideration, is 12.45 feet above high water mark, or only 2.55 feet below the highest point. The plans show that the basement level of the proposed school house is two feet below the level of the street, and that the floor line of the toilets is three feet above the street level. Unless, therefore, there is some condition peculiar to this plot, the objection to its use for school purposes would apply with equal force to almost any other plot below the hill. There is testimony to the effect that part of the land is low and wet, and that years ago it was used as a skating pond. The testimony of Mr. Arnett, a witness produced by the Appellant, shows (see page 29) that this applied only to the rear half of the lot, and that the front was tillable.

Cesspools are universally used in Lambertville, and the testimony shows that cesspools located directly opposite this plot have been entirely satisfactory.

The Appellant urges that locating the school house on this plot may create a nuisance, by reason of the sewage seeping into the creek. Houses are located on the east side of Main Street, south of this plot, but there is no evidence that the cresspools connected with them have created any nuisance.

The evidence shows that the disposal of sewage in Lambertville is a very difficult problem, and that if a school house is erected on the proposed plot, more than ordinary care must be taken in providing for the disposal of the sewage. It does not appear, however, that the difficulties are insuperable.

The appeal is dismissed.

Sept. 23, 1913.

DISCHARGE OF SUPERVISING PRINCIPAL—TENURE OF SERVICE ACT.

RUSSELL M. FITCH,
Appellant,
vs.
THE BOARD OF EDUCATION OF SOUTH AMBOY,
Respondent.

DECISION
by the Commissioner of Education.

Thomas Brown, for the Appellant.

Samuel Schleimer, for the Respondent.

The Appellant has been the Supervising Principal of the Schools under the control of the Respondent for more than three years, and is, therefore, protected by the provisions of Chapter 243 of the laws of 1909, commonly known as "The Teachers' Tenure of Service Act". and is liable to dismissal only for "inefficiency, incapacity, conduct unbecoming a teacher, or other just cause", and, upon written charges, and after a hearing by the Board of Education, at which he may be represented by counsel.

Charges of inefficiency were preferred against the Appellant, and, after a hearing, the Respondent found the charges to be true in fact,

You Are Viewing an Archived Copy from the New Jersey State Library

and thereupon adopted a resolution dismissing him from his position as Supervising Principal.

From this action, he appeal, and prays that the action of the Respondent be declared null and void—

1st, Because the action taken was not in accordance with the provisions of the Teachers' Tenure of Service Act, and

2d, Because the charge of inefficiency was not sustained by the evidence.

The Tenure of Service Act provides, in part, as follows:

> "No principal or teacher shall be dismissed or subjected to reduction of salary except for inefficiency, incapacity, conduct unbecoming a teacher or other just cause.....and after the charge shall have been examined into and found true in fact by said Board of Education, upon reasonable notice to the person charged, who may be represented by counsel at the hearing."

It appears that written charges were filed against the Appellant, that a copy was served upon him, and that he received notice to appear, on a certain date, before a Committee of the Board of Education, at which time a hearing on the charges would be held. It also appears that he applied for, and was furnished with, blank subpoenas for such witnesses as he desired to have summoned, that he appeared at the time and place stated in the notice, and that witnesses produced to sustain the charges were cross-examined by his counsel. There is nothing before me to show whether or not witnesses were produced in his behalf, or that any person refused to appear and testify for him. It also appears that the Committee is composed of all the members of the Board of Education, that all the members were present, and that the President of the Board presided.

The Appellant asks that the action of the Board of Education in dismissing him, be declared null and void, for the reason that the hearing was held before a Committee of the Board, and not before the Board itself, in regular session.

In view of the fact that all the members of the Board were present at the hearing, and that his counsel cross-examined witnesses then present, and the further fact that at the hearing before me he had full opportunity to present witnesses in his behalf, and to cross-examine those produced by the Respondent, I am of the opinion that there was a substantial compliance with the provisions of the Act, and that his rights have not, in any wise, been jeopardized.

After a careful study of all the evidence, I am of the opinion that the Appellant has been inefficient in the discharge of his duties as Supervising Principal.

The appeal is dismissed.

October 13, 1913.

An appeal was taken to the State Board of Education. The decision of the Board herewith follows:

IN THE CASE OF RUSSELL M. FITCH, *Appellant,* *vs.* THE BOARD OF EDUCATION OF SOUTH AMBOY, *Respondent.*	DECISION *of the State Board of Education.*

Mr. Fitch was supervising principal in the employ of the Board of Education of South Amboy and protected by the provisions of the Teachers' Tenure of Service Act. On or about the 2d of April, 1913, written

You Are Viewing an Archived Copy from the New Jersey State Library

charges were preferred against him. On the 11th of April he was notified that the Teachers' Committee would hold a hearing upon the 16th, and he was requested to submit, by the 14th, a list of any witnesses whose presence he desired, so that subpoenas could be prepared. A trial was held, the Committee rendered a report, and the Board, on or about the 30th of April, unanimously adopted a resolution sustaining the charges. The Board also unanimously resolved that Mr. Fitch's services would not be required after the close of the school year, 1912-1913.

Mr. Fitch appealed to the Commissioner of Education, and evidence was taken de novo. The record and briefs submitted to us aggregate about six hundred pages, and we have carefully examined same. The record does not include a transcript of the proceedings on the trial before the Teachers' Committee. From the record, however, we assume that substantially the same facts excepting those relating to the defense of Mr. Fitch were brought out upon that trial as upon the hearing before the Commissioner. The Commissioner considered various objections urged in behalf of Mr. Fitch and overruled same. With regard to the merits, he wrote:

> "After a careful study of all the evidence, I am of the opinion that the appellant has been inefficient in the discharge of his duties as supervising principal."

Twenty-nine grounds are urged as reasons for the reversal of the determination of the Commissioner and of the Board of Education of South Amboy. We have examined all. Those on which the most reliance is placed are three-fold.

First: That the written charges were insufficient.

Second: That the hearing should have been held by the Board of Education of South Amboy and not by any committee.

Third: That the evidence failed to establish that Mr. Fitch was inefficient.

We do not understand that any claim is made that Mr. Fitch was misled as to the meaning of the charges preferred against him. It was not necessary that such charges should have been prepared with the precision of an indictment. In our opinion, the charges were sufficient if Mr. Fitch was by them so apprised of the complaints against him, that he understood their nature and could, if he so desired, prepare to meet them. A reading of the charges clearly shows that the complaints against Mr. Fitch were, that there was no system, supervision or help to the teachers, that the schools were not up to the standard, and that they had been deteriorating for a period extending over three years. The charges could perhaps have been drawn with greater precision, but their meaning was quite clear, and to the average mind would indicate that Mr. Fitch was charged with inefficiency and incapacity.

The second objection which has been strongly urged is that the hearing was conducted by the Teachers' Committee and not by the Board of Education. The Commissioner carefully examined this objection and we see no reason to differ from the conclusion reached by him. The Committee is composed of all the members of the Board of Education. All the members of the Board were present at the hearing, and the president presided. Under such circumstances we cannot see that the labelling of all the members of the Board as a Teachers' Committee, rather than as a Board, vitiated the proceedings.

The third objection relates to the merits. In a word, the serious charge against Mr. Fitch was that he was a supervisor who did not supervise. The Board unanimously decided that the charge was sustained. Upon a new hearing before the Commissioner, he, also, was of the opinion that Mr. Fitch had been inefficient in the discharge of his duties as supervising principal. Mr. Fitch now urges that we should be convinced "beyond a preponderance of evidence" that he was inefficient and

You Are Viewing an Archived Copy from the New Jersey State Library

incapable. As we have today indicated in another case, it is our opinion that we should not interfere with the determination of a local Board of Education unless it appears that its conclusion was the result, not of honest judgment, but of passion or prejudice. The Tenure of Service Act provides that all charges shall be examined into by the local Board of Education, and that if such Board finds they are true in fact, the teacher may be dismissed. The Legislature has imposed the duty of determining if the charges are true in fact upon the local Board. Where evidence against a teacher is clear, or where, if not entirely clear, there is room for an honest difference of opinion, we should not interfere with the determination of the local Board. To do so would mean that we could substitute our judgment in place of its judgment, a substitution which, in our opinion, would be unauthorized and contrary to the intention of the Legislature. Where a Board unanimously decides that a supervising principal is inefficient and where the Commissioner after a very careful trial likewise concludes that he is inefficient, we should be slow to interfere. From an examination of the evidence, we cannot say that the conclusion that Mr. Fitch was inefficient was the result of passion or prejudice rather than of honest judgment.

The decision of the Commissioner of Education is affirmed.

DATED January 3, 1914.

APPROPRIATIONS IN CITY SCHOOL DISTRICTS.

THE BOARD OF EDUCATION OF THE CITY OF BRIDGETON,
Appellant,
vs.
THE COMMON COUNCIL OF THE CITY OF BRIDGETON,
Respondent.

DECISION
by the Commissioner of Education.

Jacob B. Jones, City Clerk, for the Appellant.
George W. McCowan, Sec'y, Board of Education, for the Respondent.

It appears that the Board of Education of the City of Bridgeton requested the Board of School Estimate to appropriate the sum of $75,000 for the purpose of erecting a new High School building in said city and that the Board of School Estimate appropriated said amount and certified its action to the Common Council, the body having the power to make appropriations of money raised by the tax in said city, on August 19, 1913. The said amount has not been raised and the Board of Education has applied to the Commissioner of Education for relief.

It does not appear that there was any irregularity in the proceedings of the Board of Education or the Board of School Estimate, but the Common Council has neglected to provide the amount appropriated and has adopted a preamble and resolutions requesting certain information from the Board of Education. Said preamble and resolutions, read, in part, as follows:

"Whereas, The City Council of the City of Bridgeton is vested with the power to make appropriations of money raised by tax, and is responsible for said appropriations when so made,"

"Resolved, That it is the opinion of the City Council of the City of Bridgeton that, as the body responsible for the city finances and for the tax burdens placed upon the people, the City Council is entitled to have full and accurate knowledge of a situation which demands, in addition to the large annual school expenses, an appropriation of $75,000."

You Are Viewing an Archived Copy from the New Jersey State Library

It is evident from the above quotations that the City Council is mistaken as to its powers and duties with reference to the public schools. It appears to be under the impression that the Board of Education is a department of the city government and, therefore, subject to the supervision of the City Council.

There are two classes of school districts, known respectively as "City School Districts" and "Township, Incorporated Town and Borough School Districts." City School Districts are governed by the provisions contained in Article VI of the School Law.

Bridgeton, being a City School District, is governed by the provisions of said Article, and the Board of Education is incorporated under section 45 of the School Law, and is a municipal corporation separate and distinct from the city government.

The intent of the law to keep the finances of the School District entirely separate from those of the municipality in which the School District is situated is clearly shown in the provisions contained in section 185, which reads as follows:

"Nothing in this article shall be construed as giving to the township committee, common council or other governing body of any municipality any control over moneys belonging to the school district in the hands of the custodian of the school moneys of said district, but said moneys shall be held by such custodian in trust, and shall be paid out by him only on orders legally issued and signed by the president and district clerk or secretary of the board of education; any ordinance, by-law or resolution of a township committee, common council or other governing body of any municipality attempting to control such moneys, or which shall in any way prevent the custodian of school moneys of the school district from paying the orders of the board of education as and when they shall be presented for payment shall be absolutely void and of no effect," and in section 246 which provides that school districts shall be governed solely by the provisions of the general school law.

It is very evident from the above quotations that the Common Council has no control over school moneys, and that whatever powers and duties it has in relation to the public schools are such as are conferred or imposed upon it by the School Law.

These powers and duties are found in sections 73, 75 and 76. Section 73 provides for the appointment of two members of the Common Council as members of the Board of School Estimate; section 75 makes it mandatory upon the Common Council to raise the amount certified to it by the Board of School Estimate as necessary for the maintenance of the schools, and section 76 directs the Common Council to raise, either by direct tax or by the issue of bonds, the amount certified to it by the Board of School Estimate as necessary for the purchase of land for school purposes and for erecting, enlarging, repairing or furnishing school houses.

In the case of The Town Council of Montclair v. The State Superintendent, 47 Vr. 68, the Supreme Court held that "Under section 76 of the School Law when the Board of School Estimate has fixed and determined the amount necessary for the purchase of land and erection of a school house, it is mandatory upon the body having the power to make appropriations of money raised by tax to cause the amount to be raised by tax or to borrow the same and secure its payment by the issue of bonds."

The Board of Education and the Board of School Estimate having complied with all the requirements of the law, and the amount of the appropriation having been determined by the Board of School Estimate, the failure of the Board of Education to forward to the Common Council

You Are Viewing an Archived Copy from the New Jersey State Library

the information requested in the resolutions above referred to does not constitute a valid excuse for the failure of the Common Council to perform the duty imposed upon it by section 76 of the School Law.

The Common Council has no power to increase or decrease the amount certified, the right to determine the amount necessary to be raised for school purposes being vested solely in the Board of School Estimate; neither is it in any wise responsible for expenditure of school moneys.

It is the duty, therefore, of the Respondent immediately to raise and place to the credit of the Appellant the sum of seventy-five thousand dollars for the erection of a high school building.

Oct. 31, 1913.

IN THE MATTER OF PHILIP LASHER AND ARTHUR BRIESEN,
Appellants,
vs.
THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEEHAWKEN,
Respondent.

DECISION
by the Commissioner of Education.

Francis H. McCauley, for the Appellants.
William C. Asper, for the Respondent.

Prior to 1910 the School District of the Township of Weehawken was governed by the provisions of Article VII of the School Law, and the members of the Board of Education were elected at the annual school meeting on the third Tuesday in March of each year. At the general election held in November, 1910, the legal voters accepted the provisions of Article VI. The method of the selection of members of the Board of Education remained the same, by virtue of Section 40 of the School Law, which provided that until the legal voters had adopted one of the methods prescribed in Sections 38 and 39 the members of the Board of Education in a district accepting the provisions of Article VI should be selected as theretofore. The School District of the Township of Weehawken never adopted the provisions of either Section 38 or Section 39.

At the annual meeting on the third Tuesday in March, 1910, the petitioners and one Thomas F. Stanley were elected members of the Board of Education of the School District of the Township of Weehawken for a term of three years from the first Monday in April then next ensuing, and at the annual meeting in March, 1911, Henry Ritter, William O'Hara and John Koelin were elected members of said Board for a like term.

Chapter 233, Laws of 1911, provided that the members of the Boards of Education in all districts governed by Article VI should be appointed by the mayors of the several municipalities in which the school districts were situated, and legislated out of office, on January 31, 1912, all members of Boards of Education in such districts who were then in office. This act was declared, by the Supreme Court, to be unconstitutional, in the case of Sheridan v. Lankering, 83, Atl. 641.

Chapter 370, Laws of 1912, provides for the appointment of members of Boards of Education in districts governed by Article VI, and also provides that members of such boards in office at the time of the passage of the act shall serve until the first day of February next succeeding the date on which their terms would otherwise expire.

In January, 1912, the mayor of Weehawken appointed nine persons as members of the Board of Education, in accordance with the provisions of Chapter 233 of the Laws of 1911, and on December 30, 1912, he again appointed nine persons as members of said Board.

You Are Viewing an Archived Copy from the New Jersey State Library

In the case of Koven v. Stanley et al. decided May 31, 1913, the Supreme Court declared that all the appointments by the mayor were null and void, but held that Stanley, Ritter and O'Hara, who were defendants by virtue of their appointment by the mayor, were members of the Board of Education by virtue of their election. The other defendants appointed by the mayor, but who had not been elected, were ousted by order of the Court.

Justice Swayze, in his decision, says "The case, as presented to me, does not raise the question, who are the remaining members of the Board. The relator files his information as a citizen and not as a claimant to the office. The only question I can lawfully decide on this record is the right of the defendants as set forth in their answers."

The petitioners in this case had not been appointed by the mayor and were not made defendants in the case decided by Justice Swayze.

The petitioners were elected as members of the Board of Education of the School District of the Township of Weehawken at the same time and in the same manner as Thomas Stanley, who was declared by the Supreme Court to be a member of said Board by virtue of his election. The petitioners are legal members of said Board and entitled to act as such.

The answer filed in this case denies the jurisdiction of the Commissioner of Education.

The Supreme Court held, in Jefferson v. Board of Education 35 Vr. 59, and Van Buren v. Albertson, 25 Vr. 73, that a dispute as to membership in a Board of Education was a controversy arising under the School Law, and within the jurisdiction of the Commissioner. It is true that the case of Koven v. Stanley was decided by the Court without first having been considered by the Commossioner of Education, but this case was a quo warranto for the purpose of ousting certain persons claiming to be members of the Board of Education. As the Commissioner of Education cannot oust a member of a Board of Education, no useful purpose would have been served by first submitting the matter for his consideration.

The case of the petitioners is entirely different, for the reason that they do not claim positions now held by other persons. The question as to whether or not the Appellants are members of the Board of Education of the Township of Weehawken is a controversy arising under the School Law and is, therefore, within the jurisdiction of the Commissioner of Education.

The Respondents claim that the Appellants never took and filed their oaths of office in the manner and form prescribed by law, and, therefore, that they are not legally qualified members of the Board of Education. It is admitted that they did take an oath of office and that they acted as members of the Board of Education from the first Monday in April, 1910, until the first day of February, 1912. The Appellants are, therefore, de facto, if not de jure, members of the Board of Education.

The Respondents also claim that the Appellants are guilty of laches in that they took no steps to assert their rights as members of the Board of Education, from February 1, 1912, until July 5, 1913.

I am of the opinion that the fact that the Appellants assumed that Chapter 233 of the Laws of 1911 was constitutional, and that they did not attempt to act as members of the Board of Education until after said act had been declared, by the Court, to be unconstitutional, did not constitute a surrender or abandonment of their offices, and that they have used reasonable diligence in vindicating their rights as members of the Board of Education.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of the Inspector of Buildings.

TO THE HONORABLE THE STATE BOARD OF EDUCATION FOR THE STATE OF NEW JERSEY.

Gentlemen:—Your inspector of school buildings desires to submit the following report of inspections made and other duties incidental thereto for the school year ending June 30th, 1913.

Inspections have been made of four hundred and sixty-one (461) buildings during the year just ended; of this number two hundred and eighteen (218) were found in good physical condition but were not up to the standard in other respects; i. e. as to light, heat, ventilation, sanitary arrangements and other hygienic conditions.

Detailed reports have been made of each building which has been inspected; these reports call attention to every defective condition that exists and written recommendations have been made suggesting what defective and unsatisfactory conditions should be corrected.

Many of the school buildings have been found to have defective stairways and so-called fire-escapes, some of which are not adequate to furnish safe exit from the buildings in case of fire or panic. During the past year written attention has been called to thirty-five school buildings in which these conditions exist. In some cases the proper number of stairways are not provided, and in others the buildings have been so designed that in case of fire all the stairways would be inaccessible as they land in one common hallway and are not shut off by any kind of fire and smoke-proof partitions to prevent smoke and flames from reaching the stairways. In many instances the heating apparatus is located in the basement, directly under the hallway and if a fire should be started (as a result of over-heated furnaces) the flames and smoke would be conducted through the stairways, closing off this avenue of escape and the only other means would be from the windows and it would be difficult to determine the distance which a child might leap without injury.

In many instances the above described conditions have become apparent to the local Boards of Education and such an occurrence has been forestalled by the erection of outside fire-escapes. Many of these so-called fire-escapes are approached by climbing out of the windows, the sills of which are sometimes three feet or more from the floor. Platforms are usually placed outside of the windows and the pupils are obliged to descend a ladder-like stairway which would be extremely dangerous to descend at a time when there is no unusual excitement, notwithstanding they are placed there for use for hasty exit in case of fire or panic.

The erection of such fire-escapes should not be permitted, and those that have been erected should be removed, but where this means of escape is found necessary they should be so designed as to be easy of access and provide a safe means of hasty exit if necessary. The present rules of the State Board of Education with reference to stairways and fire-escapes should be rigidly enforced.

You Are Viewing an Archived Copy from the New Jersey State Library

Many of the two hundred and eighteen buildings referred to were erected a number of years ago and have received little or no attention since that time;—the class rooms are poorly lighted, they are not provided with any ventilation except from the windows; the walls have never been decorated and have become dark from smoke from stoves and furnaces; the floors are badly worn and splintered and impossible to keep in a clean and sanitary condition; the blackboards are not the proper height from the floor (in many cases from three and a half to four feet) for the use of first grade pupils; the desks are the old style double pattern and not adjustable to the size of the pupils and the ceilings are too low to provide suitable air space. These are not suitable conditions by any means and not within the meaning of the law with reference to suitable accommodations.

Of the two hundred and eighteen buildings referred to sixty-four (64) have since been remodelled according to your inspector's recommendations—many of them at very little cost to the districts, and are now in very satisfactory condition.

Many of the Boards of Education have requested your inspector to meet with them and suggest the best method of improving the buildings in their districts. This request has been cheerfully complied with and very satisfactory results have been obtained, especially in the rural districts. In some districts every building has been remodelled and repaired to bring it up to the highest possible standard, and the Boards of Education, parents, teachers, pupils and the communities in general refer to these buildings with pride after they are put in proper condition and the pupils and teachers are very much benefited thereby.

Many of the small rural buildings were erected a number of years ago and have windows placed on all four sides of the class rooms. Windows that are so located give an objectionable cross light in the room which is considered very injurious to the eyesight of the pupils, especially where they are obliged to sit facing these windows. A special effort has been made to get these conditions improved and in many instances very satisfactory responses have been received.

The following letter from John S. Douglass, M. D., Medical Inspector of Middle Township, in Cape May County, to Mr. Aaron W. Hand, County Superintendent, gives a concrete instance in which the actual benefits are apparent where the defective method of lighting has been changed and is now being admitted into the class room from the proper angle. Dr. Douglass gives his permission to refer to this letter and I am taking the liberty to hand you a copy of the same; it is as follows:

"Mr. Aaron W. Hand,

Supt. Public Schools, Cape May County.

My dear Sir:—During my career as Medical Inspector of Schools in Middle Township, there have been many conditions improved, one in particular that seems worthy of mention in that it has proven of inestimable value to the pupil, and confirms the architectural arrangement of the modern school building.

At Goshen, the building was of the old type, windows in rear and on each side. The percentage of pupils in this school with defective vision was greater than that of any other in the township.

Last year, after the entrance of light had been changed to conform with the demands of the State Department, the percentage of eye defects decreased about twenty or more per cent, without medical or other aid, simply by relieving

You Are Viewing an Archived Copy from the New Jersey State Library

eye strain through admission of light in sufficient amount from the proper angle.

I take pleasure in reporting this to you, as it is an instance under our own observation that applauds the wisdom of the State Architectural Department.

Very truly yours,

JOHN S. DOUGLASS, M. D."

When an inspection of a school building is made, it is for the purpose of ascertaining whether the building provides the essential features required by the law and the rules and regulations of the State Board of Education with reference to suitable school facilities and accommodations, such as the building proper, including toilet accommodations, together with furniture and equipment, convenience of access, etc., what provision is made for water for drinking purposes, janitor service and any other features in which the health, eyesight and comfort of the pupils are concerned.

Actual measurements are taken to determine whether the class rooms provide 200 cubic feet of air space per pupil; whether the seats are of a type which are adjustable to the size of the pupils and arranged on a basis of 18 square feet of floor space per pupil; whether the ceilings are painted in light tints; whether approved ventilation is provided which will be capable of furnishing fresh air in the class rooms at a rate of not less than 30 cubic feet per minute per pupil without dangerous draughts; whether the floors are in such condition that they can be kept in a clean and sanitary condition; whether the glass area equals 20% of the floor surface and light is admitted from the proper angle, viz: from the left side of the pupils or from the left and rear; whether sufficient blackboard surface is provided and located at proper height; whether the building is properly protected against fire from the heating apparatus; whether proper stairways or fire-escapes are provided and the general condition of the building is noted. The foregoing conditions are very carefully considered and if the buildings are lacking in these essential features, the general physical condition of the building, site, etc., are considered, and, if in the opinion of your inspector the conditions are such as to warrant the district in the expenditure of the necessary funds to put the building in such condition as will make it suitable for school purposes, written recommendations are made giving in detail what alterations should be made. If, after a careful inspection (having in mind the features enumerated above) it is found that the building has out-worn its usefulness and can no longer serve its purpose satisfactorily, and the physical conditions are such that the defects cannot be overcome without a waste of public money, your inspector then recommends the condemnation of the building.

Written reports are made by your inspector, giving in detail all the conditions of each building inspected, together with recommendations, and a copy of each report is handed to the Advisory Committee of your Board.

Among the number of buildings which your inspector has examined during the year ninety-four (94) have been found to be in such miserable and dilapidated condition as to be entirely unfit for school purposes. From actual measurement taken it was found in most cases that the ceilings were too low, some being only seven feet in height. A great many buildings are worn out simply from neglect; they have not been

You Are Viewing an Archived Copy from the New Jersey State Library

painted in years; the foundations and chimneys are crumbling and their physical condition is such that it would be impossible to make them suitable for school purposes, and after a very careful examination your inspector has recommended that their use be discontinued and new buildings provided.

Your inspector has made one hundred and one (101) inspections of new buildings and additions or alterations to existing buildings during the past year. Of this number forty-nine (49) have been found to be satisfactory in every respect and the work performed and the materials furnished have been in strict accordance with the plans and specifications as approved by the local and the State Boards of Education. There has been considerable difficulty with a number of contractors who have erected school buildings throughout the State and your inspector has found fifty-two (52) buildings or additions which were in course of construction where the contractors were not performing their contracts in accordance with the plans and specifications. Many of the cases found were not of a very serious nature, however, and upon being brought to the attention of the builder, architect and Board of Education the defects have been corrected without difficulty. There have been several cases, however, which have given your inspector and the Commissioner of Education considerable trouble before we finally succeeded in securing for the school district what were justly entitled to under their contracts. There are architects and contractors that are doing considerable school building throughout the State (especially outside of large cities) who seem to be under the impression that they can perform this work and provide such materials as they see fit, regardless of the plans and specifications. Whenever such a job is brought to our attention every possible effort is made to co-operate with the local Boards of Education to protect them and to insist upon having the buildings erected in accordance with their plans and specifications. When your inspector receives such co-operation on the part of the local Boards satisfactory results are invariably obtained.

Your inspector sometimes finds that the voters themselves, or the Boards of School Estimate, are primarily responsible for getting a bad job on account of their failure to provide sufficient funds with which to erect a proper building, and their architects and builders being desirous of procuring the profits and fees will agree to produce the desired building within the amount available when they know full well that it would be utterly impossible and secure a good, substantial building. The result is that the districts have foisted upon them buildings which are a source of constant annoyance and are continually in need of repair. This is undoubtedly a mistake, as a school building, like any other public building, should be substantially built, using only materials which have the best lasting qualities and a high order of workmanship.

During the past year your inspector was called upon to make an examination of a recently built school building which was erected under the above described conditions and, while the building had not been occupied but a portion of one school year, it was found that it had been so lightly constructed that the walls had settled, cracked and bulged to such an extent as to create an alarming condition and render the building absolutely unsafe. This was due to general "skinning" of the building, both in design and construction. The foundations were not provided with proper footings to distribute the load of the building over sufficient area of soil to sustain it without settlement; this caused continued settlement and cracking of the walls.

The floor beams were too light to carry the floor loads without excessive deflection and these light beams and the poor quality of plastering mortar which was used caused the ceilings to crack and fall off.

You Are Viewing an Archived Copy from the New Jersey State Library

The walls were too light to safely serve their purpose and it was found necessary to remove the pupils and close the building until it could be properly strengthened.

The district, at considerable expense, was obliged to underpin the foundation walls with proper concrete footings, place piers and girders under the floor beams in order to shorten the span and relieve the light walls of the greater part of the load, and take down the plastered ceilings and replaster them. This was unfortunate for the school district and could have been avoided if the local Board of Education had been properly advised. Under the present rules of your Board, and by a careful examination of the plans and specifications when submitted for approval, buildings of this character of construction would not receive your approval. The plans and specifications for this building were approved under former methods and before the adoption of the present rules with reference to the construction of school buildings.

Your inspector was required to make numerous inspections of other school buildings where the contractors were found to be doing very poor jobs. It was found in one building that an inferior grade of tiles had been used in the erection of bearing walls. These walls had been exposed to the ice and snow and freezing of the previous winter and were so effected by such freezing that a number of the tiles had crumbled and would scarcely sustain their own weight, notwithstanding the fact that they were intended to support two floors of beams together with their live loads.

In order to make these walls safe for the purpose intended it was found necessary to build additional brick walls against these tile walls.

The plans also showed concrete footings under the bearing walls but the contractor had utterly ignored this requirement and simply placed hollow terra cotta tiles cross-wise in the trenches and erected the bearing walls on these tile footings. This was not a safe construction and it was necessary to erect additional piers in order to relieve the tile footing of a portion of the load.

In this same building two concrete slabs were to be placed over the stairways as a protection from fire, yet the contractor had simply given these spaces an ordinary coating of lath and plaster. This was discovered by your inspector and the contractor was compelled to put in the reinforced concrete slabs as called for in the specifications. The rough carpenter and the mason work throughout the entire job was very carelessly done; the bricks and mortar were of poor quality and the brick veneering was poorly bonded to the tile walls. The building was slighted from the very beginning and the labor and the materials were of an inferior grade throughout.

The foregoing are some of the important defects which were discovered in this building and are mentioned for the purpose of giving your Board an idea of some of the high-handed practices which are indulged in by unscrupulous contractors and where the architect fails to give proper supervision.

The plans and specifications for this building were approved under former methods and the building was nearly completed before the matter was brought to the attention of your inspector, and by the co-operation of the local Board of Education, the defective conditions were corrected as far as possible, including the erection of the additional brick walls and piers above referred to without any cost to the district.

Under the present rules of your Board, the tile wall construction above referred to would not receive the approval of your Board.

Another building which has required considerable attention from your inspector was one, the contract for which was awarded to an unscrupulous contractor who proceeded on about the same lines as the one above described. He employed unskilled workmen and used inferior

You Are Viewing an Archived Copy from the New Jersey State Library

materials wherever possible and when the roof was erected he neglected to furnish the proper timbers to brace it and the result was that the wall was pushed out about three inches by the thrust of the roof against it. This created an unsafe condition and had it not been discovered the roof would probably have collapsed under the pressure of high wind or heavy snow fall, and may have caused death or serious injury to the pupils as the result of such failure.

It was found necessary to shore up the roof and tear down a large portion of the wall on the front of the building and rebuild it; put in sufficient rods with turn-buckles to draw the roof back to its original position and place the necessary collar beams to prevent a recurrence of this condition. This work was done without extra cost to the district.

A new High School building was recently erected at Hamburg in the school district of Hardyston Township, Sussex Co. This building was practically finished and ready to turn over to the Board of Education when your inspector was requested to make an examination of the building. Upon giving the building a thorough inspection and comparing it with the plans and specifications it was found that the work had not been done in accordance with the plans and specifications in a number of respects. A written report was made to the Commissioner calling attention to the irregularities that existed with a recommendation that final payment be withheld until the building was made to comply with the plans and specifications in every particular.

An investigation disclosed that the architect had given the job practically no supervision whatever and the contractor was allowed to slight it as much as he desired and by employing incompetent workmen and sub-contractors he succeeded in "skinning" the job to the limit.

The contractor refused to meet the demands as recommended by your inspector and proceeded to bring suit against the Board of Education for approximately $1,300.00, which amount he alleged was still due him under the contract. The Board of Education filed a counter-claim against the contractor for $5,000.00 damages for failure to complete the contract according to the plans and specifications. A date was fixed for trial of the case and your inspector spent four days in Court giving testimony in behalf of the Board of Education. A judgment was subsequently given in favor of the Board of Education for the sum of $3,493.86, which added to the amount sued for by the contractor made a difference to the tax-payers of Hardyston Township of $4,793.86. The services rendered by your inspector were duly acknowledged by the Board of Education of Hardyston Township by letter to your President.

Several school buildings have been destroyed by fire during the past year, but fortunately these fires have occurred at times when the schools were not in session and no injuries or loss of life resulted to any of the pupils. There were three large buildings destroyed which your inspector feels should be especially brought to your attention in determining the wisdom of your rules with reference to buildings of this class.

On or about July 25th, 1912, the High School building at Point Pleasant was partially destroyed by fire. This was a building practically four stories in height; the basement floor was on a level with the grade and the first and second stories contained class rooms, principals' and teachers' rooms, etc., and the entire third story was used as an Assembly Hall. This fire occurred some time during the night when the building was unoccupied. Unfortunately several firemen were seriously injured when one of the stairways entirely collapsed by the burning off of a wooden header which had been placed there to support the steel stringers of the stairways. These supports should have been made of fire resisting material that would have prevented such a collapse, and under your present rules such wooden supports would not be approved.

You Are Viewing an Archived Copy from the New Jersey State Library

The building was fully covered by insurance and the district received approximately $18,000.00 from the Insurance Companies which was sufficient to restore the building to its original condition without the Assembly Hall on the upper floor.

On or about March 1, 1913, the Gaston School Building in West Orange was entirely destroyed by fire and on Monday, March 3d your inspector visited the scene to make an inspection and found that nothing remained but a few tottering walls. On account of the unsafe condition of these walls they were being pulled down as rapidly as possible to prevent any further injury in the event of their falling. There was hardly enough of the building remaining to get a proper idea of its construction, although it was evident from its total destruction that the interior walls and floor construction were entirely of wood. From the remaining walls it showed that the rear of the structure was four stories in height. The ground around the building has considerable slope from the front to the rear and the floors of the rooms in the rear of the basement were about level with the grade, making it a full story above the grade. Above this were two stories containing fourteen class rooms and a large study hall. Above these, on the top story under the sloping roof, was the Assembly Hall, two class rooms and two unfinished rooms.

From inquiries which I made from persons who were on the ground when the fire first started, I am firmly convinced that it started in the rear of the basement, in the room which was used for Manual Training purposes.

The building was heated and ventilated by seven hot air furnaces of the "Fuller-Warren" type with three electrically driven plenum fans located in the basement. From the proximity of the heaters, smoke pipes, etc., and from the uncontradicted statements of several persons whom I interviewed, all of whom were early at the scene, being positive as to where the fire first started, leads me to believe that it was not caused from the heating apparatus but more probably from defective electric wiring.

The entire floor construction, including the corridors was of wood; the ceiling of the basement was plastered on wood lath; all other ceilings, including the ceiling and wall lining of the auditorium on the top floor were yellow pine sheathing. All of the partitions forming the rotunda in the first story were of wood studs which were quickly ignited and filled the entire corridors and stairways with smoke and fire and immediately shut off all means of escape from the third story.

A lecture was to have been given in the auditorium that evening and fortunately but twenty-five persons had arrived when the fire occurred, yet those few persons were unable to escape by way of the stairways on account of the rapidly spreading flames which filled the corridors and stairways. Five of the twenty-five persons escaped by leaping from the windows of the auditorium and received serious injuries and the remainder were taken down ladders after the arrival of the fire department. Had the fire occurred a few minutes later the hall would probably have been filled with people and the loss of life undoubtedly would have been appalling.

There were but two stairways in the building, one at each end of the corridor. These stairways were constructed with slate treads and risers extending into and supported by brick walls on either side. They were not protected by metal under the treads and the intense heat caused the slate to crack and fall out, thereby rendering the stairways absolutely useless.

Iron gates had been placed at the ends of the corridors closing them off from the stairways to prevent persons from entering the corridors of the floors below the auditorium. If Kalamein or other fire and

You Are Viewing an Archived Copy from the New Jersey State Library

smoke-proof partitions and doors had been placed there, as called for in the present rules of your Board instead of these open gates, the stairways would undoubtedly have been kept free from smoke and fire long enough to have enabled the few occupants to have escaped in safety without having to leap from the windows.

In approximately an hour from the time the fire was discovered the building was entirely destroyed and nothing remained but a portion of the outside brick walls.

Under the rules of your Board a building more than two stories in height must be of fireproof construction, excepting the roof, finished floors, windows, doors, trim, etc., may be of wood. The rapidity with which this building was destroyed and the extremely narrow escape from loss of life of the few occupants of the building at the time the fire occurred surely justifies a strict adherence to this requirement.

Under your rules a building containing fourteen class rooms would require at least three stairways and perhaps four, depending upon the design of the floor plans as to convenience of exit, etc. If this building had had additional stairways that were accessible the occupants may have been able to escape in safety.

On Monday, March 17th, I made an inspection of school building No. 24 in Jersey City which had been partly destroyed by fire. This I found to be a three story building, having brick exterior walls and the interior wall and floor construction of wood.

This fire was discovered about three o'clock in the morning. Of course, the building was unoccupied at the time but from reliable information obtained it started in the boiler room in the basement. The floor construction over this room was of wood beams, with wood ceilings; all the other ceilings in the stories above were plastered on wood lath. The partition walls above were also plastered on wood lath and the fire evidently ate its way up through these stud partitions to the stories above until it reached the top story and roof where the most damage occurred. The old part of the entire third story was completly destroyed while in the first and second stories less damage was done. From holes which were cut through the plastered ceilings and side walls it is evident that these spaces between the floor beams and wall studding served as perfect flues throughout the building. Numerous holes were cut and the floor beams and studs have been burned in at least an inch in depth, showing plainly that there was considerable fire throughout the entire floor and wall construction.

Under your rules a building of this height must be of fireproof construction. If this building had been of such construction and a slight fire had occurred as a result of the heaters becoming over-heated the fire would undoubtedly have been confined to the heater room and the building would not have been damaged. The damage done to the building was so great that it was deemed advisable to tear it down entirely and it is now being replaced by a new building of fireproof construction.

Section No. 145 of the School Law requires that "No contract for the erection of any public school building or any part thereof shall be made until and after plans and specifications therefor have been submitted to and approved by the State Board of Education," and under this requirement plans and specifications have been submitted, examined by your inspector and approved by your Board for ninety-five (95) new buildings and for the alteration or additions to one hundred and fifty-three (153) existing buildings.

The examination of the plans and specifications requires great care in order to see that the requirements of the law and the rules of your Board are strictly complied with. Many plans and specifications are presented for approval which have been prepared by architects or other persons who have absolutely no knowledge whatever of the ordinary

You Are Viewing an Archived Copy from the New Jersey State Library

requirements of a school building and others are prepared with full knowledge of such requirements, but on account of their desire to get within the limits of a certain appropriation, they have prepared and submitted plans and specifications with ordinary established structural conditions absolutely ignored, and if the plans were approved and the buildings erected they would be absolutely unsafe. Whenever such plans and specifications are submitted and such conditions discovered, it is the policy of your inspector to correspond with the person or persons who prepared the same and point out the objectionable features and return the plans and specifications for correction before they are certified to your Board for approval. In most instances the suggestions of your inspector are cheerfully complied with and the suggestions appreciated and there has been but little difficulty in procuring the desired corrections except in perhaps two instances which have been brought to the attention of your Board and the action of your inspector in both cases has been sustained.

In discussing the different matters which have been mentioned in the foregoing report your inspector has tried to be as brief as possible and still give you a comprehensive summary of the work done during the past year and in conclusion I wish to thank your Honorable Body and the Department of Public Instruction for your hearty assistance in the performance of my duties, also the County Superintendents whose co-operation is so essential in order to bring about the desired results in the improvement of school buildings.

Respectfully submitted,

CHAS. MCDERMOTT.

Inspector of Buildings.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of the Inspector of Accounts

DR. W. G. SCHAUFFLER, *Pres., State Board of Education, Trenton, New Jersey.*

Dear Sir:—I have the honor to submit herewith the following report which covers my activities as Inspector of School Accounts for the year ending June 30th, 1913.

The Districts in which I have made examinations, and for which detailed reports have been filed, are as follows:

Norwood Borough	Bergen County
Demarest Borough	" "
Harrington Township	" "
Hohokus Township	" "
Burlington City	Burlington County
Northampton Township	" "
Woodlyne Borough	Camden County
Middle Township	Cape May County
Cape May City	" "
Cape May Point Borough	" "
Dennis Township	" "
West Cape May Borough	" "
Wildwood City	" "
North Wildwood Borough	" "
Woodbine	" "
Hopewell Township	Cumberland County
Verona Borough	Essex County
Belleville Township	" "
Bloomfield Township	" "
Caldwell Borough	" "
West New York	Hudson County
West Hoboken	" "
Bayonne	" "
Guttenberg	" "
North Bergen Township	" "
Hoboken	" "
Flemington Borough	Hunterdon County
Trenton	Mercer County
Lawrence Township	" "
Piscataway Township	Middlesex County
Woodbridge Township	" "
Perth Amboy City	" "
Point Pleasant Borough	Ocean County
Pompton Township	Passaic County
Lower Penn's Neck Township	Salem County
North Plainfield Borough	Somerset County
Hardyston Township	Sussex County

You Are Viewing an Archived Copy from the New Jersey State Library

Summit City	Union County
Elizabeth	" "
New Providence Borough	" "
New Providence Township	" "
Rahway	" "
Kenilworth Borough	" "
Phillipsburg	Warren County

In addition to the above mentioned inspections I visited a number of other Districts throughout the State at the request of the Secretaries, District Clerks or Custodians and furnished them information which they desired in reference to the keeping of their accounts.

Several County Meetings of the District Clerks and Custodians were also attended by me.

I also attended to a number of matters pertaining to the State Institution under the control of your Honorable Body.

ARTICLE II, SECTION VIII of the School Law authorizes the State Board of Education to prescribe a Uniform and Simple System of Bookkeeping for use in all School Districts.

During the year a System as outlined above was promulgated by me and consists of the following:

(a) *Financial Record Book for the Secretaries and District Clerks,*

(b) *Warrant Book for the Secretaries and District Clerks,*

(c) *Financial Record Book for the Custodians of School Moneys,*

A Monthly Report Form to be used by the Secretaries and District Clerks.

A new Form of Annual Report for the Secretaries, District Clerks and Custodians.

The Financial Section of the County Superintendents' Annual Report to the Commissioner of Education has also been changed to conform with the new System of Accounting.

The Above mentioned system of accounts, as adopted by your Honorable Body, is in strict conformity with the New Jersey School Law.

This System will simplify to a great extent the preparation of the Annual Reports, and will be of much value in making accurate comparisons of expenditures, and, it is needless to say, that such comparisons should result in greater efficiency.

I give below in brief the procedure followed out by me in making my inspections, together with some comments on the administration of the School Affairs.

In addition to an examination of the financial status of the Board of Education the following matters are very carefully scrutinized:

INSURANCE.

The correct valuation of the School Buildings and contents is determined if possible, in order to ascertain if the school properties are properly insured.

In cases where the insurance appears to be irregular the Board of Education is so advised and requested to give the matter its attention.

You Are Viewing an Archived Copy from the New Jersey State Library

The rates paid are also taken into consideration, and, in several instances, I found that a lower rate had gone into effect after a policy had been written. In my report covering the District the attention of the Board was called to the fact that return premiums were due them on certain policies.

BOND REGISTER.

Section No. 106 of the School Law authorizes the District Clerk to keep a register of all Bonds issued.

In a number of Districts it was found that the provisions of the above Section were not carried out, and the absence of this record, in several instances, resulted in the District Clerk not certifying to the Assessor the amount needed for the Redemption and Interest on Bonds, which made it necessary for the Board to borrow the amount necessary for this purpose.

Where a deed is missing for any property vested in the Board it is suggested that the Board procure a certified copy of same from the County Clerk.

MINUTES.

The recording of the Minutes is very carefully looked into. In a great many Districts the Minutes have not been recorded in a very intelligent manner. This, to my mind, is a very great injustice to the members of the Board of Education, as the Minutes should, at all times, show in a clear and concise manner the transactions of the Board.

SECRETARIES AND DISTRICT CLERKS.

Section No. 69 and Section No. 100 of the School Law require the Secretary or District Clerk to report to the Board at each regular meeting the status of each appropriation. The omission of this report has been the cause, in a great many cases, of the Board exceeding an appropriation for a specific purpose.

The School Law also requires the District Clerk to file a proper bond conditioned for the faithful performance of his duties. In a great many Districts no attention whatever is paid to the requirements mentioned in this Section of the Law.

INTEREST ON DEPOSITS.

If a District is not receiving interest on the school funds it is suggested that the Board take the matter up and have interest paid on its account.

SUPPLIES.

The matter of the purchasing of Supplies and the prices paid for same is looked into, and any irregularity is called to the attention of the Board.

The Crimes Act prohibits any member of a Board of Education being interested directly or indirectly in the furnishing of Supplies, or being a party in any agreement with the Board. Any violation of the above Act is brought to the attention of the Board.

You Are Viewing an Archived Copy from the New Jersey State Library

FILING, ETC.

When the Contracts, Deeds, Insurance Policies and other valuable papers of a Board are not properly filed it is suggested that the Board purchase a safe or rent a safe deposit box, so that these valuable papers will be always intact. If the bills and other papers are not filed properly, a proper method of filing same is explained to the District Clerk.

It is a pleasure to record the fact that in my visits to the various Districts I have had a cordial welcome from the Secretaries, District Clerks and Custodians. In every instance a spirit of co-operation was shown, which, I am sure, will result in greater efficiency in the administration of the financial affairs of the local Boards of Education throughout the State.

I also wish to thank the members of your Honorable Body for the assistance which has been so kindly extended to me in the execution of my duties.

Respectfully submitted,

W. C. HOPKINS.

Inspector of Accounts.

You Are Viewing an Archived Copy from the New Jersey State Library

STATISTICAL TABLES

ACCOMPANYING THE

Commissioner's Report

(270a)

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS FROM STATE AND COUNTY FUNDS.

COUNTIES.	Balance in hands of Custodian at beginning of School year.	From $200,000 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 of Surplus Revenue.	From re-apportioned balances.
Atlantic	$2,562.95	$5,450.00	$4,093.06	$215,813.76	$21,179.31	$534.18	.....
Bergen	9,903.54	14,004.31	5,059.90	266,792.03	36,143.56	1,795.18	.....
Burlington	2,092.02	4,123.23	1,471.04	77,563.19	14,588.13	4,363.92	$25.00
Camden	853.42	10,230.56	3,755.36	198,007.93	27,500.88	1,529.71	.....
Cape May	.....	1,691.73	1,277.32	67,348.93	7,483.21	750.00	.....
Cumberland	.....	4,731.87	1,127.79	59,464.79	14,487.20	1,766.13	.....
Essex	61.17	42,906.10	25,492.22	1,344,120.77	129,346.75	.....	.....
Gloucester	103.20	2,928.41	1,074.80	56,670.38	8,196.71	1,813.07	.....
Hudson	2,488.20	39,957.57	22,848.46	1,204,724.11	115,608.24	.....	.....
Hunterdon	3,119.94	2,356.66	975.76	51,448.55	7,316.50	.....	.....
Mercer	.....	8,679.88	4,320.78	227,820.69	25,313.41	280.62	.....
Middlesex	5.93	8,397.09	2,903.35	153,083.95	20,709.33	.....	.....
Monmouth	3,737.00	8,157.59	4,453.61	234,824.08	26,091.57	2,777.74	.....
Morris	.....	5,454.31	2,213.84	116,728.17	15,969.80	3,600.00	.....
Ocean	.....	1,709.93	815.76	43,012.67	6,779.18	904.10	.....
Passaic	.....	18,085.48	7,429.55	391,735.54	43,526.17	1,168.42	.....
Salem	.....	2,217.13	756.11	39,867.22	7,429.69	2,125.00	.....
Somerset	36.13	3,141.70	1,398.17	73,721.03	8,191.23	2,869.09	.....
Sussex	.....	2,049.63	721.20	38,026.26	7,225.14	2,321.34	176.56
Union	706.06	10,685.30	6,661.86	351,257.70	34,028.63	.....	.....
Warren	118.54	3,041.52	1,150.06	60,638.70	8,737.63	.....	.....
Total	$25,788.10	$200,000.00	$100,000.00	$5,272,670.45	$585,852.27	$28,598.50	$201.56

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS FROM STATE AND COUNTY FUNDS.

COUNTIES.	Total.	Balance for School Libraries at beginning of School year.	From State appropriation for libraries.	Total.	Balance for manual and industrial training at beginning of school year	From State appropriation for manual and industrial training.	Total	Balance, from foreign-born evening school state aid money.
Atlantic	$249,633.26	$155.32	$210.00	$365.32	$52.04	$5,900.00	$5,952.04	.....
Bergen	333,698.52	116.12	560.00	676.12	738.28	18,900.00	19,638.28	.....
Burlington	104,226.53	60.35	235.00	295.35	.....	.....	.....	.....
Camden	241,877.86	813.17	220.00	1,033.17	4,133.86	8,525.75	12,659.61	.....
Cape May	78,551.19	59.35	230.00	289.35	1,250.12	600.00	1,850.12	.....
Cumberland	81,577.78	43.55	170.00	213.55	.....	3,725.80	3,725.80	.....
Essex	1,541,927.01	44.84	760.00	804.84	.....	34,725.00	34,725.00	.....
Gloucester	70,786.57	27.43	40.00	67.43	.....	400.00	400.00	.....
Hudson	1,385,626.58	105.96	170.00	275.96	991.83	25,675.00	26,666.83	$2,000.00
Hunterdon	65,217.41	40.00	130.00	170.00	.....	.....	.....	.....
Mercer	266,415.38	.....	350.00	350.00	.....	6,850.00	6,850.00	.....
Middlesex	185,099.65	50.00	110.00	160.00	250.00	11,100.00	11,350.00	.....
Monmouth	280,041.59	97.98	180.00	277.98	548.15	15,087.50	15,635.65	.....
Morris	143,966.12	.....	330.00	330.00	92.63	1,450.00	1,542.63	.....
Ocean	53,221.64	30.00	270.00	300.00	.....	1,100.00	1,100.00	.....
Passaic	461,945.16	82.65	134.32	216.97	23.68	11,499.03	11,522.71	.....
Salem	52,395.15	.....	60.00	60.00	.....	600.00	600.00	.....
Somerset	89,357.35	36.74	100.00	136.74	.....	4,655.00	4,655.00	.....
Sussex	50,520.13	70.00	70.00	140.00	.....	.....	.....	.....
Union	403,339.55	50.15	360.00	410.15	.....	17,075.00	17,075.00	.....
Warren	73,686.45	59.21	130.00	189.21	3,510.36	350.00	3,860.36	.....
Total	$6,213,110.88	$1,942.82	$4,819.32	$6,762.14	$11,590.95	$168,218.08	$179,809.03	$2,000.00

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS FROM DISTRICT AND RAILROAD TAXES.

COUNTIES.	Total	Total receips and balances—State and county funds.	Balance on hand as per last annual report.	District tax for current expenses.	Balance of railroad tax at beginning of school year.	From railroad tax.	Temporary loans authorized by vote of district exclusive of amount raised for building and repairing school houses.
Atlantic	.....	$255,950.62	$7,982.48	$129,037.94	$11,920.29	$112,810.98	$500.00
Bergen	.....	354,012.92	79,921.28	631,027.11	2,029.43	181,208.44	6,782.80
Burlington	.....	104,521.88	10,703.68	139,867.99	13,979.15	40,544.12	550.00
Camden	.....	255,570.64	21,034.94	382,213.11	23.38	136,432.21	2,860.80
Cape May	.....	80,690.66	4,172.38	38,290.42	15,429.15	31,057.51	1,000.00
Cumberland	.....	85,517.13	12,105.81	120,480.86	.....	40,888.55	1,500.09
Essex	.....	1,577,456.85	29,637.11	1,571,518.51	4,004.26	913,162.21	500.00
Gloucester	.....	71,254.00	20,602.02	79,723.67	2,548.92	38,611.27	6,057.29
Hudson	$2,000.00	1,414,569.37	51,232.32	876,830.19	57,408.15	629,737.90	.....
Hunterdon	.....	65,387.41	2,141.59	67,260.60	2,226.54	34,237.05	6,498.17
Mercer	.....	273,615.38	7,718.48	192,024.10	.....	158,548.35	6,055.25
Middlesex	.....	196,609.65	34,462.36	284,419.39	.....	101,822.08	19,779.56
Monmouth	.....	295,955.22	41,578.77	184,844.36	1,729.64	155,164.61	34,918.07
Morris	.....	145,838.75	9,170.08	182,774.76	.....	80,926.87	4,286.42
Ocean	.....	54,621.64	22,234.66	57,433.66	.....	29,914.60	2,452.96
Passaic	.....	473,684.84	34,927.25	395,387.96	6,087.57	207,533.18	1,200.00
Salem	.....	53,055.15	7,457.37	49,326.65	.....	27,905.42	.....
Somerset	.....	94,149.09	10,423.23	91,030.47	1,862.27	47,381.12	3,400.00
Sussex	.....	50,660.13	2,203.45	72,157.31	1,302.93	24,565.19	7,872.75
Union	.....	420,824.70	25,656.09	246,372.30	199.47	203,350.87	1,200.00
Warren	.....	77,736.02	13,527.98	75,014.21	267.98	42,295.76	3,474.13
Total	$2,000.00	$6,401,682.05	$448,893.33	$5,867,035.57	$121,019.13	$3,238,098.29	$110,888.25

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th; 1913.

RECEIPTS FROM DISTRICT AND RAILROAD TAXES.

COUNTIES.	Total	Balance at beginning of Year, for manual and industrial training	From tax for manual and industria training.	Total	Balance on hand at beginning of school year from taxes for school libraries.	From tax for school libraries.	Total B 2 b.	Balance on hand at beginning of school year, from taxes to purchase and improve school grounds. (Sec. 86, IV, '95.)	From taxes voted to purchase and improve school grounds.
Atlantic	$262,251.69	$927.55	12,727.44	$13,654.99	.....	$60.00	$60.00	.....	$150.00
Bergen	900,969.11	1,816.88	19,041.65	20,858.53	$467.52	537.60	1,005.12	1,149.33	2,626.00
Burlington	205,644.94	.....	1,000.00	1,000.00	145.77	130.00	275.77	11,313.99	1,700.00
Camden	542,564.44	472.49	12,950.00	13,422.49	.....	300.00	300.00	7,559.27	4,675.30
Cape May	89,949.46	1,304.86	1,450.00	2,754.86	.....	.....	.....	160.00	125.00
Cumberland	174,975.22	154.00	2,075.90	2,229.90	181.12	130.00	311.12	.....	3,074.75
Essex	2,518,822.09	8,193.31	88,910.98	97,104.29	.....	900.00	900.00	72.59	13,373.45
Gloucester	147,543.17	202.56	1,033.60	1,236.16	.....	.....	.....	.....	125.00
Hudson	1,615,208.56	2,846.67	54,125.57	56,972.24	.....	.....	.....	.....	.....
Hunterdon	112,363.95	.....	.....	.....	.....	158.15	158.15	.....	2,000.00
Mercer	364,346.18	276.76	17,650.00	17,926.76	.....	.....	.....	600.00	.....
Middlesex	440,483.39	2,094.90	13,295.91	15,390.81	.....	120.00	120.00	.....	1,150.00
Monmouth	418,235.45	249.83	11,385.20	11,635.03	301.74	320.00	621.74	159.59	1,722.98
Morris	277,158.13	342.63	1,450.00	1,792.63	.....	.....	.....	5.00	1,875.00
Ocean	112,035.88	628.63	1,100.00	1,728.63	.....	10.00	10.00	.....	100.00
Passaic	645,135.96	459.29	21,965.50	22,424.79	.....	10.00	10.00	.....	2,185.05
Salem	84,689.44	.....	.....	.....	.....	.....	.....	.....	1,000.00
Somerset	154,097.09	500.00	3,355.00	3,855.00	79.25	.....	79.25	.....	7,700.00
Sussex	108,101.63	.....	500.00	500.00	.....	.....	.....	765.69	450.00
Union	476,778.73	1,209.74	17,075.27	18,285.01	.....	160.00	160.00	6,747.38	3,103.72
Warren	134,580.06	295.50	350.00	645.50	.....	50.00	50.00	200.00	500.00
Total	$9,785,934.57	$21,975.60	$281,442.02	$303,417.62	$1,175.40	$2,885.75	$4,061.15	$28,732.84	$47,636.25

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS FROM DISTRICT AND RAILROAD TAXES.

COUNTIES.	Total	Balance on hand as per last annual report, from taxes to build, lease, enlarge, improve, repair or furnish school buildings. Sec. 86, IV, '95.)	From taxes voted to build, lease, enlarge, improve or repair school buildings, etc.	Total	Balance on hand at beginning of school year, for bonds due and interest on bonds. (Sec. 100).	From taxes for payment of bonds due or to sinking fund.	From taxes for payment of interest on bonds.
Atlantic	$150.00	$768.71	$27,052.36	$27,821.07	$2,624.57	$24,130.00	$65,754.05
Bergen	3,775.33	38,538.59	61,198.31	99,736.90	15,073.83	56,884.99	148'339.50
Burlington	13,013.99	32,668.57	7,947.86	40,616.43	483.00	13,080.00	11,581.00
Camden	12,234.57	703.13	46,415.59	47,118.72	2,851.68	15,250.00	26,577.25
Cape May	285.00	647.74	9,955.45	10,603.19	799.72	8,200.00	8,367.50
Cumberland	3,074.75	1,130.80	18,338.33	19,469.13	3,768.29	7,000.00	2,512.50
Essex	13,446.04	7,596.49	316,737.88	324,334.37	3,846.14	51,815.48	104,510.16
Gloucester	125.00	549.07	9,671.58	10,220.65	368.59	17,006.25	11,403.75
Hudson	.....	83.70	115,386.55	115,470.25	24,062.35	122,566.50	294,793.02
Hunterdon	2,000.00	1,062.03	69,222.78	70,284.81	1,390.00	3,750.00	4,053.25
Mercer	600.00	317.11	36,110.77	36,427.88	1,440.42	7,740.00	17,803.90
Middlesex	1,150.00	4,816.98	24,547.21	29,364.19	2,566.75	26,353.75	19,193.58
Monmouth	1,882.57	4,003.58	43,327.59	47,331.17	3,110.42	35,279.25	47,025.55
Morris	1,880.00	11,378.30	40,034.74	51,413.04	583.40	18,549.18	17,683.84
Ocean	100.00	1,514.39	10,238.68	11,753.07	385.00	9,255.00	5,584.01
Passaic	2,185.05	2,738.76	28,459.41	31,198.17	3,398.50	55,518.81	111,926.00
Salem	1,000.00	1,106.57	10,968.17	12,074.74	330.00	300.00	278.00
Somerset	7,700.00	23,132.99	29,696.03	52,829.02	7,386.00	14,400.00	9,931.00
Sussex	1,215.69	734.26	260.00	994.26	.....	5,800.00	1,665.00
Union	9,851.10	2,931.01	55,324.49	58,255.50	7,508.54	13,500.00	25,994.67
Warren	700.00	4,542.75	4,125.00	8,667.75	1,390.00	.....	16.00
Total	$76,369.09	$140,965.53	$965,018.78	$1,105,984.31	$83,367.20	$506,379.21	$934,993.53

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS FROM OTHER SOURCES.

COUNTIES.	Total	Balance on hand at beginning of year from assessments for outhouses or water closets. (Sec. 100)	From assessments for outhouses or water closets.	Total	Total receipts and balances from district taxes and railroad taxes.	Balance on hand at beginning of school year from subscription, etc., for manual training.	From subscriptions, etc., for manual training.	Total	Balance on hand at beginning of school year, from subscriptions, etc., for school libraries.
Atlantic	$92,508.62		$300.00	$300.00	$396,746.37	41.90	$29.38	$71.28	$191.72
Bergen	220,298.32		1,199.00	1,199.00	1,247,842.31	1,493.66	499.22	1,992.88	283.38
Burlington	25,144.00				285,695.13				107.99
Camden	44,678.93				660,319.15				97.44
Cape May	17,367.22				120,959.73				27.13
Cumberland	13,280.79		1,964.77	1,964.77	215,305.68		1,715.36	1,715.36	23.14
Essex	160,171.78		7,339.00	7,339.00	3,122,117.57	.02	100.00	100.02	65.85
Gloucester	28,778.59		1,000.00	1,000.00	188,903.57		200.00	200.00	11.00
Hudson	441,421.87				2,229,072.92				
Hunterdon	9,193.25				194,000.16				
Mercer	26,984.32				446,285.14	500.00	26.95	526.95	77.55
Middlesex	48,114.08				534,622.47				232.23
Monmouth	85,415.22		900.00	900.00	566,021.18	192.75	2,563.37	2,756.12	49.93
Morris	36,816.42				369,060.22				62.62
Ocean	15,224.01		30.00	30.00	140,881.59		15.50	15.50	
Passaic	170,843.31	75.26	811.43	886.69	872,683.97		565.03	565.03	569.78
Salem	908.00				98,672.18		600.00	600.00	107.51
Somerset	31,717.00		350.00	350.00	250,627.36		48.82	48.82	30.00
Sussex	7,465.00		500.00	500.00	118,776.58				49.88
Union	47,003.21				610,333.55				180.84
Warren	1,406.00		96.38	96.38	146,145.69				56.43
Total	$1,524,739.94	$75.26	$14,490.58	$14,565.84	$12,815,072.52	$2,228.33	$6,363.63	$8,591.96	$2,224.42

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS.

COUNTIES.	Received from subscriptions, etc., for school libraries.	Total	Balance from other sources at beginning of school year.	Received from tuition fees during school year.	From interest on deposits.	From all other sources (Not including temporary loans unless by vote of district).	Total
Atlantic	$178.76	$370.48	$3,278.61	$5,128.23	$2,349.71	$3,079.26	$13,835.81
Bergen *	791.14	1,074.52	8,604.20	40,295.29	7,049.75	4,982.36	.....
Burlington	209.51	317.50	2,026.86	15,183.69	738.40	3,810.25	21,759.20
Camden	122.86	220.30	6,325.54	12,614.44	741.24	10,132.15	29,813.37
Cape May	52.21	79.34	368.74	1,668.78	561.07	563.00	3,161.59
Cumberland	301.78	324.92	137.43	3,604.00	50.33	433.19	4,224.95
Essex	227.24	293.09	8,371.47	14,015.33	13,430.99	82,247.60	118,065.39
Gloucester	40.00	51.00	1,393.11	14,198.35	649.88	4,890.59	21,131.93
Hudson	529.17	529.17	7,961.35	20,958.90	1,740.60	4,259.89	34,920.74
Hunterdon	224.62	224.62	66.64	13,302.83	63.58	1,471.18	14,904.23
Mercer	196.30	273.85	3,277.79	15,839.95	922.11	1,163.09	21,202.94
Middlesex	24.70	256.93	7,382.19	13,468.53	1,102.44	5,298.17	27,251.33
Monmouth *	183.05	232.98	10,555.40	27,974.95	2,769.43	3,983.72	.....
Morris	366.99	429.61	6,140.38	19,665.17	2,252.03	6,023.17	34,080.75
Ocean	86.19	86.19	341.52	5,701.00	478.07	357.46	6,878.05
Passaic	652.82	1,222.60	15,704.44	17,446.29	2,564.42	8,212.05	43,927.20
Salem	70.75	178.26	672.55	8,704.10	.....	863.69	10,240.34
Somerset	132.92	162.92	7,335.76	11,723.53	978.88	1,521.24	21,559.41
Sussex	61.10	110.98	444.84	10,071.40	92.21	25,892.98	36,501.43
Union *	43.72	224.56	5,563.29	14,452.15	3,944.11	8,812.93	.....
Warren	310.34	366.77	1,294.03	9,844.75	282.17	658.62	12,079.57
Total	$4,806.17	$7,030.59	$97,246.14	$295,861.66	$42,761.42	$178,656.59	$475,538.23

*C3 and C4 totals combined.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

COUNTIES.	Rent of auditorium.	Sale of school books.	Defacement of property.	Total	Total receipts and balances—other sources.	Grand total of all balances on hand at beginning of school year.	Grand total of all receipts during the school year.	Grand total of all balances on hand at beginning of year and receipts during the year.	Balance on hand at beginning of school year from sale of bonds.
Atlantic	.....	$88.00	.....	$88.00	$14,365.57	$30,506.14	$636,556.42	$667,062.56	$58,154.17
Bergen *	1,971.30	169.26	1,938.09	65,010.25	68,077.65	160,136.04	1,509,796.84	1,669,932.88	387,093.71
Burlington	130.75	34.93	17.83	183.51	22,260.21	73,581.38	338,895.84	412,477.22	.....
Camden	.....	.....	.....	.....	30,033.67	44,868.32	901,055.14	945,923.46	9,330.34
Cape May	55.00	4.90	75.69	135.59	3,376.52	24,219.19	180,807.72	205,026.91	.....
Cumberland	130.25	138.73	142.48	411.46	6,676.69	17,544.14	289,955.36	307,499.50	4.44
Essex	3,072.45	647.50	1,879.21	5,599.16	124,057.66	61,893.25	4,761,738.83	4,823,632.08	1,680,967.99
Gloucester	25.00	4.78	5.62	35.40	21,418.33	25,805.90	255,770.00	281,575.90	15,894.85
Hudson	874.00	38.12	460.74	1,372.86	36,822.77	147,180.53	3,533,284.53	3,680,465.06	719,500.17
Hunterdon	.....	6.53	2.13	8.66	15,137.51	10,046.74	264,478.34	274,525.08	.....
Mercer	41.84	299.79	554.94	896.57	22,900.31	14,208.11	728,592.72	742,800.83	70,526.86
Middlesex	139.00	125.85	106.38	371.23	27,879.49	51,861.34	707,250.27	759,111.61	.....
Monmouth *	165.00	.....	245.55	45,694.05	48,683.15	66,314.78	844,344.77	910,659.55	92,732.67
Morris	112.50	40.03	44.72	197.25	34,707.61	27,775.04	521,831.54	549,606.58	23,791.54
Ocean	5.00	26.07	7.50	38.57	7,018.31	25,134.20	177,387.34	202,521.54	14,435.23
Passaic	643.00	32.56	349.17	1,024.73	46,739.56	64,067.18	1,329,041.19	1,393,108.37	251,871.76
Salem	12.00	24.55	.....	36.55	11,055.15	9,674.00	153,108.48	162,782.48	.....
Somerset	8.00	84.93	378.80	471.73	22,242.88	50,822.37	316,196.96	367,019.33	39,890.54
Sussex	40.00	45.50	31.84	117.34	36,729.75	5,571.05	200,595.41	206,166.46	.....
Union *	1,015.00	45.38	3,289.35	37,122.21	37,346.77	50,752.57	1,017,752.45	1,068,505.02	141,768.18
Warren	15.00	7.30	18.10	40.40	12,486.74	25,262.78	211,105.67	236,368.45	.....
Total	$8,455.09	$1,861.71	$9,548.14	$158,855.52	$650,016.30	$987,225.05	$18,879,545.82	$19,866,770.87	$3,505,963.45

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—RECEIPTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

RECEIPTS.

COUNTIES.	Received from sale of bonds during school year.	Total.
Atlantic	$267,100.00	$325,254.71
Bergen	302,625.72	689,719.43
Burlington	.....	.....
Camden	214,377.98	223,708.32
Cape May	51,834.26	51,834.26
Cumberland	18,300.00	18,304.44
Essex	679,620.83	2,360,588.82
Gloucester	86,936.65	102,831.50
Hudson	1,374,985.80	2,094,485.97
Hunterdon	.....	.....
Mercer	248,213.19	318,740.05
Middlesex	161,705.07	161,705.07
Monmouth	261,715.49	354,449.16
Morris	90,445.13	114,236.67
Ocean	40,821.78	55,257.01
Passaic	196,679.17	448,550.93
Salem	72,900.00	72,900.00
Somerset	63,711.63	103,602.17
Sussex	.....	.....
Union	754,653.00	896,421.18
Warren	.....	.....
Total	$4,886,625.70	$8,392,589.15

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS MADE FROM STATE AND COUNTY FUNDS.

COUNTIES.	To teachers for salaries.	To State Treasurer for retirement fund.	For Fuel.	For transportation of pupils to other districts.	For transportation of pupils within the districts.
Atlantic	$233,451.45	$1,355.98	$5,060.44	$5,088.88	$1,294.08
Bergen	310,801.98	4,997.73	3,180.01	2,541.66	226.20
Burlington	90,707.51	1,532.74	1,201.67	2,125.04	2,177.20
Camden	234,498.92	7,038.60	340.34	.....	.....
Cape May	75,288.53	822.82	1,465.30	762.50	.....
Cumberland	73,411.55	1,324.82	517.40	3,032.12	503.90
Essex	1,512,869.84	25,528.77	286.75	835.06	143.82
Gloucester	65,433.51	498.17	705.23	1,662.86	394.75
Hudson	1,359,525.06	5,961.06	7,604.06	180.00	825.55
Hunterdon	60,088.67	410.19	1,488.84	1,609.70	75.30
Mercer	260,711.04	3,550.78	135.54	843.24	.....
Middlesex	177,278.62	2,382.90	1,666.38	933.00	1,749.66
Monmouth	253,431.69	3,688.36	4,990.01	5,844.45	68.60
Morris	130,138.25	1,371.10	3,326.14	3,716.95	2,243.38
Ocean	47,491.03	691.74	1,085.12	1,522.17	668.58
Passaic	444,437.36	8,866.27	428.45	2,813.79	167.00
Salem	49,541.90	234.65	250.98	2,367.62	.....
Somerset	85,119.78	737.64	1,162.87	1,485.55	.....
Sussex	41,653.05	590.14	1,194.27	1,977.99	2,804.20
Union	398,179.43	1,356.49	1,040.07	665.90	705.00
Warren	63,261.94	1,040.08	974.97	3,881.16	1,110.16
Total	$5,967,321.11	$93,981.73	$38,104.84	$43,889.64	$15,157.38

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS MADE FROM STATE AND COUNTY FUNDS.

COUNTIES.	For tuition of pupils in other districts.	Balance in hand of the custodian at close of the school year.	Total,	For school libraries and apparatus.	Balance in hands of the custodian at close of the school year.	Total,	For Manual and Industrial Training.		
							Teachers' salaries.	Retirement fund.	Supplies.
Atlantic	$3,196.63	$185.80	$249,633.26	$232.54	$132.78	$365.32	$5,686.00	$8.40	$147.91
Bergen	7,358.52	4,592.42	333,698.52	539.30	136.82	676.12	15,766.67	158.33	540.38
Burlington	5,097.71	165.24	103,007.11	362.93	22.07	385.00	784.00	16.00	279.42
Camden	.....	.....	241,877.86	351.70	681.47	1,033.17	7,642.50	207.50	2,146.94
Cape May	160.00	52.04	78,551.19	130.56	158.79	289.35	1,830.02	20.10	.....
Cumberland	2,775.28	12.71	81,577.78	213.55	.....	213.55	3,634.50	65.50	25.80
Essex	680.00	1,582.77	1,541,927.01	654.84	150.00	804.84	33,812.00	238.00	667.48
Gloucester	2,081.94	10.11	70,786.57	49.98	17.45	67.43	306.25	6.25	87.50
Hudson	9,513.90	2,016.95	1,385,626.58	169.75	106.21	275.96	25,156.45	49.00	1,368.78
Hunterdon	1,544.71	.....	65,217.41	130.00	40.00	170.00	.....	.....	.....
Mercer	1,174.78	.....	266,415.38	341.62	8.38	350.00	6,850.00	.....	.....
Middlesex	1,081.00	8.09	185,099.65	80.00	80.00	160.00	8,100.91	120.22	778.96
Monmouth	8,822.69	3,195.79	280,041.59	160.00	117.98	277.98	8,082.72	136.30	2,239.58
Morris	2,978.55	191.75	143,966.12	330.00	.....	330.00	974.20	18.82	432.87
Ocean	1,763.00	.....	53,221.64	260.00	40.00	300.00	1,016.50	8.50	75.00
Passaic	5,145.84	101.39	461,960.10	200.00	1.99	201.99	11,018.66	175.46	222.71
Salem	.....	.....	52,395.15	60.00	.....	60.00	600.00	.....	.....
Somerset	725.20	126.31	89,357.35	96.56	40.18	136.74	3,223.00	32.00	1,001.49
Sussex	429.18	273.18	48,922.01	56.10	73.90	130.00	882.00	.....	.....
Union	1,255.00	137.66	403,339.55	410.15	.....	410.15	16,308.67	108.56	504.01
Warren	3,130.32	287.82	73,686.45	110.00	79.21	189.21	2,458.50	16.50	900.82
Total	$58,914.25	$12,940.03	$6,210,308.28	$4,939.58	$1,887.23	$6,826.81	$154,133.55	$1,385.44	$11,419.65

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS FROM DISTRICT TAXES AND RAILROAD TAXES.

COUNTIES.	FOR MANUAL AND INDUSTRIAL TRAINING.				For foreign-born evening schools (From State appropriation.)	Total.	Total of payments and balances from State and county funds.
	Repairs and replacements.	New equipment.	Balance in hands of custodian at close of the school year.	Total.			
Atlantic		$36.76	$72.97	$6,952.04			$255,950.62
Bergen	$185.54	1,336.56	1,650.80	19,638.28			354,012.92
Burlington				1,079.42			104,471.53
Camden	756.46	389.94	1,516.27	12,659.61			255,570.64
Cape May				1,850.12			80,690.66
Cumberland				3,725.80			85,517.13
Essex			7.52	34,725.00			1,577,456.85
Gloucester				400.00			71,254.00
Hudson		92.60		26,666.83	$2,000.00	$2,000.00	1,414,569.37
Hunterdon							65,387.41
Mercer				6,850.00			273,615.38
Middlesex		1,597.40	752.51	11,350.00			196,609.65
Monmouth	134.36	3,000.00	2,042.69	15,635.65			295,955.22
Morris		100.00	16.74	1,542.63			145,838.75
Ocean				1,100.00			54,621.64
Passaic		105.90		11,522.73			473,684.82
Salem				600.00			53,055.15
Somerset	276.32	122.19		4,655.00			94,149.09
Sussex		726.12		1,608.12			50,660.13
Union	9.66	144.10		17,075.00			420,824.70
Warren	484.54			3,860.36			77,736.02
Total	$1,846.88	$7,651.57	$6,059.50	$182,496.59	$2,000.00	$2,000.00	$6,401,631.68

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS FROM DISTRICT TAXES AND RAILROAD TAXES.

COUNTIES.	For teachers' salaries.	To State treasurer for retirement fund.	For fuel.	Water and light.	For janitors, engineers and helpers. Wages.	For janitors, engineers and helpers. Supplies.	For text books.	For supplies consumed in instruction.	For transportation of pupils to other districts.
Atlantic	$92,939.97	$3,720.98	$11,884.29	$2,991.08	$33,877.63	$11,378.82	$16,712.32	$4,754.42	$4,572.81
Bergen	434,229.87	8,271.01	40,911.71	9,871.91	76,023.30	12,095.05	30,812.83	30,054.47	13,593.72
Burlington	96,618.10	1,642.96	10,158.03	1,715.94	12,473.75	1,146.24	10,470.65	5,649.69	7,523.04
Camden	276,036.37	2,569.88	27,510.46	2,974.62	54,472.69	5,515.64	27,799.21	19,481.80	7,670.53
Cape May	19,953.65	485.50	5,190.93	443.40	8,207.41	752.23	5,598.69	3,504.50	1,806.45
Cumberland	85,446.17	1,377.36	10,435.06	767.32	12,009.04	886.11	8,010.24	5,876.67	4,707.87
Essex	1,319,160.36	16,539.63	95,094.85	48,372.38	233,885.53	11,968.16	80,024.56	114,893.97	1,264.18
Gloucester	57,255.73	1,458.51	8,316.53	583.27	9,667.74	3,895.92	6,193.94	2,655.96	7,924.72
Hudson	836,263.84	24,757.57	93,297.93	21,169.04	208,961.03	18,590.50	68,965.03	75,912.62	2,522.30
Hunterdon	37,228.86	1,153.41	6,199.35	371.61	3,923.26	37.32	4,773.45	3,070.89	14,818.17
Mercer	198,746.78	4,813.06	23,614.99	2,268.43	35,867.28	2,834.69	15,818.63	14,890.03	4,492.06
Middlesex	214,195.53	3,644.77	20,264.82	2,685.46	37,836.20	4,601.64	15,472.42	11,805.09	7,738.46
Monmouth	161,103.02	3,536.79	23,004.57	4,102.04	40,977.08	3,144.51	18,040.50	13,642.57	9,288.70
Morris	143,123.41	2,692.64	11,307.49	2,134.75	19,767.66	1,681.90	11,788.44	9,607.41	10,127.02
Ocean	41,674.52	732.84	4,166.28	329.52	5,722.99	3,055.82	3,804.94	5,075.97	5,182.20
Passaic	362,952.22	3,809.28	30,527.27	12,176.17	65,076.76	5,654.31	31,730.05	25,279.89	3,300.76
Salem	30,306.00	1,062.95	4,436.85	213.52	3,961.49	6.90	5,015.21	2,557.60	7,143.63
Somerset	67,648.03	1,713.14	8,438.50	1,685.75	9,744.97	2,078.90	5,676.29	4,245.58	8,331.27
Sussex	51,784.46	777.12	3,937.86	168.54	4,423.55	959.48	6,611.79	4,258.83	13,286.05
Union	212,973.14	8,093.07	25,694.07	12,082.74	54,374.79	6,670.72	26,266.83	31,553.60	1,164.05
Warren	61,188.07	33.04	6,576.59	919.88	7,292.67	938.15	6,269.16	2,753.07	6,254.72
Total	$4,800,828.10	$93,185.51	$470,968.43	$128,027.37	$938,546.82	$97,893.01	$405,855.18	$392,010.63	$142,712.71

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS FROM DISTRICT TAXES AND RAILROAD TAXES.

COUNTIES.	For transportation of pupils within the district.	For tuition to other districts, exclusive of amount paid from State money.	For medical inspectors' salary.	For expenses medical inspection.	For attendance officers' salary.	For expenses attendance officers.	For school libraries and apparatus.
Atlantic	$2,678.18	$1,284.47	$6,890.97	$686.20	$4,730.00	$14.25	$653.65
Bergen	2,282.45	38,983.87	14,194.75	419.07	3,460.65	61.40	1,332.75
Burlington	3,800.70	13,678.53	3,041.89	146.68	867.50	54.50	222.19
Camden	2,210.40	15,035.48	9,036.00	252.60	3,420.50	2.91	485.60
Cape May	6,944.06	910.75	2,595.07	70.86	703.92	20.50	552.25
Cumberland	7,416.86	3,094.72	2,800.00	99.72	936.76	11.29	102.54
Essex	7,171.90	2,012.50	39,210.00	4,755.44	21,379.72	617.37	2,712.45
Gloucester	1,305.00	13,801.68	4,320.10	44.10	466.50	.70	214.84
Hudson	8.30	6,177.55	27,713.78	2,136.00	24,324.88	895.72	.....
Hunterdon	580.40	14,756.64	3,008.25	23.75	77.00	.....	215.38
Mercer	8,742.96	11,440.22	7,996.95	978.15	2,365.00	98.00	921.17
Middlesex	9,842.82	16,340.78	4,305.00	403.60	733.00	12.75	322.83
Monmouth	10,784.88	17,456.29	7,747.20	295.65	2,863.55	1.50	1,928.94
Morris	5,820.40	13,387.97	8,846.25	59.00	894.80	.....	1,979.80
Ocean	1,402.46	3,520.00	2,189.50	17.65	430.00	109.80	527.61
Passaic	1,032.43	10,851.99	6,591.30	490.75	2,035.75	119.53	418.40
Salem	3,068.48	8,850.11	2,684.40	.....	206.75	.....	.....
Somerset	2,753.72	11,369.36	3,584.00	289.84	561.50	8.65	174.35
Sussex	4,296.22	10,212.68	2,113.55	18.50	156.48	7.25	145.72
Union	1,126.90	4,344.70	8,918.63	1,820.70	2,936.55	48.30	1,037.85
Warren	2,419.03	4,840.03	3,071.33	39.35	442.00	3.00	162.95
Total	$85,688.55	$222,350.32	$170,858.92	$13,047.61	$73,992.81	$2,087.42	$14,111.27

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

COUNTIES.	For interest on temporary loans.	For insurance.	For expenses of board of education.	For salary of district clerk or secretary.	Expenses of district clerk or secretary (including postage, stationery and traveling expenses.)	For incidental expenses.	Balance in hands of custodian at close of school year.—For district tax.	Balance in hands of custodian at close of school year.—From railroad tax.	Total.
Atlantic	$3,095.63	$3,629.59	$309.41	$3,697.95	$311.51	$21,432.24	$16,113.76	$13,891.56	$262,251.69
Bergen	3,796.64	10,229.92	2,831.02	13,210.88	1,520.79	31,041.57	118,204.96	3,048.52	900,969.11
Burlington	2,197.38	1,190.86	307.19	3,012.21	366.00	8,177.25	15,522.83	6,298.88	206,282.99
Camden	8,211.23	4,063.61	4,559.80	7,293.73	2,655.76	26,960.64	34,341.85	3.13	542,564.44
Cape May	831.32	1,461.16	218.54	2,005.77	188.76	5,758.27	9,910.99	7,871.69	85,986.67
Cumberland	7,472.92	789.73	22.80	1,631.25	103.81	5,587.44	15,188.39	201.15	174,975.22
Essex	151,391.57	26,012.59	80,958.38	17,152.41	2,691.99	59,897.51	179,359.78	2,294.86	2,518,822.09
Gloucester	503.82	904.18	275.41	2,060.49	233.54	10,433.59	14,999.05	27.85	147,543.17
Hudson	10,159.28	25,267.99	2,350.89	12,225.26	7,262.47	55,587.25	79,856.97	10,802.36	1,615,208.56
Hunterdon	769.75	988.59	167.39	1,903.00	255.63	13,517.96	6,063.98	.....	113,904.04
Mercer	1,465.58	3,628.70	9,056.26	3,805.74	314.07	1,589.97	8,565.12	32.34	364,346.18
Middlesex	7,863.64	3,706.15	16,037.98	4,575.31	540.81	11,990.13	41,511.21	4,052.99	440,483.39
Monmouth	2,321.17	4,886.56	258.33	6,265.07	658.56	29,499.29	54,967.52	1,461.16	418,235.45
Morris	2,261.60	2,671.99	91.00	3,765.76	440.60	8,171.94	16,332.41	203.89	277,158.13
Ocean	524.74	828.24	153.95	1,419.97	191.32	4,875.94	25,621.40	478.22	112,035.88
Passaic	1,658.12	6,782.28	2,081.58	4,717.63	544.81	24,189.61	39,308.13	3,806.94	645,135.96
Salem	1,161.45	449.36	61.00	1,296.00	50.95	5,388.11	6,768.68	.....	84,689.44
Somerset	430.01	1,494.40	35.07	1,783.65	221.88	7,158.69	12,800.05	1,869.49	154,097.09
Sussex	643.13	1,097.40	30.18	1,287.89	616.88	3,034.06	3,369.08	4.70	113,241.40
Union	4,721.40	3,136.46	3,129.95	8,398.76	1,918.18	24,447.42	22,938.68	8,981.24	476,778.73
Warren	679.83	587.10	7.22	2,390.75	356.77	4,659.37	21,787.17	2,431.62	136,402.87
Total	$212,160.21	$103,806.86	$122,943.35	$103,899.48	$21,445.09	$363,398.25	$743,532.01	$67,762.59	$9,791,112.50

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

CO NTIES.	For "manual and industrial training."—Teachers' salaries.	For "manual and industr ial training."—Retirement fund.	For "manual and industrial training."—Supplies.	For "manual and industrial training."—Repairs and replacements.	For "manual and industrial training."—New equipment.	For "manual and industrial training."—Balance on hand at close of school year.	Total.
Atlantic	$4,106.21	$150.27	$4,009.12	$3,691.61	$29.45	$1,728.33	$13,714.99
Bergen	9,422.13	261.42	5,005.82	1,041.52	3,651.44	1,476.20	20,858.53
Burlington			23.47				23.47
Camden	3,981.00	19.00	4,113.32	1,353.57	6.01	3,949.59	13,422.49
Cape May	561.65	13.40	881.05	23.45	104.29	1,171.02	2,754.86
Cumberland	373.00	7.00	1,685.10		.90	163.90	2,229.90
Essex	56,522.91	1,264.35	25,561.68	905.57	6,839.71	6,010.07	97,104.29
Gloucester	182.02		607.42	120.53	125.60	200.59	1,236.16
Hudson	33,144.47	1,800.08	12,740.59	3,024.42	3,097.56	3,165.12	56,972.24
Hunterdon							
Mercer	11,586.75	375.35	3,763.12		2,171.18	30.36	17,926.76
Middlesex	1,693.49	14.50	3,257.40	1,377.12	3,193.16	5,855.14	15,390.81
Monmouth	6,461.21	81.62	2,785.70	269.33	1,185.17	852.00	11,635.03
Morris	965.55	19.70	559.87		100.00	147.51	1,792.63
Ocean	643.58	25.36	575.68		50.31	433.70	1,728.63
Passaic	16,207.62	236.16	2,759.48	204.15	2,813.28	204.08	22,424.77
Salem							
Somerset	1,312.00	86.00	2,191.52	74.89	178.25	12.34	3,855.00
Sussex	500.00						500.00
Union	4,642.46	218.60	7,320.30	23.29	5,015.77	1,064.59	18,285.01
Warren	100.00		353.33			192.17	645.50
Total	$152,406.05	$4,572.81	$78,193.97	$12,109.45	$28,562.08	$26,656.71	$302,501.07

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

COUNTIES.	For tax for school libraries.	Balance on hand at close of school year.	Total.	To purchase and improve school grounds (from funds so voted.)	Balance on hand at close of school year.	Total.	For building and enlarging school houses. (From district taxes.)	For extraordinary repairs, improving school houses. (From district taxes.)	For ordinary repairs of school houses. (Current upkeep). (From district taxes.)
Atlantic				$150.00		$150.00	$1,575.61	$3,219.82	$17,623.98
Bergen	$512.47	$492.65	$1,005.12	3,775.33		3,775.33	12,270.95	33,337.07	33,787.62
Burlington	30.00		30.00	10,613.55		10,613.55	34,483.42	1,888.48	5,124.41
Camden		300.00	300.00	12,234.57		12,234.57	2,827.00	4,747.27	28,891.73
Cape May				207.50		207.50	5,164.48	2,491.39	2,445.50
Cumberland	281.38	29.74	311.12	2,901.64	$173.11	3,074.75		1,346.43	16,100.99
Essex	734.95	165.05	900.00	13,158.15	287.89	13,446.04	7,864.60	71,056.95	81,671.70
Gloucester				125.00		125.00		3,090.89	4,105.84
Hudson									108,696.68
Hunterdon				1,195.75	804.25	2,000.00	40,729.92	1,000.00	3,505.40
Mercer					600.00	600.00		8,581.12	16,197.74
Middlesex	108.30	11.70	120.00	473.16	676.84	1,150.00		2,031.86	25,439.21
Monmouth	606.79	14.95	621.74	1,570.80	311.77	1,882.57	9,338.47	5,738.63	24,095.41
Morris				1,875.00	5.00	1,880.00	13,583.28	12,516.74	16,822.25
Ocean	10.00		10.00	98.00	2.00	100.00	2,820.04	3,292.39	2,779.00
Passaic		10.00	10.00	2,185.05		2,185.05		5,165.58	12,571.25
Salem				1,000.00		1,000.00		8,541.32	1,641.57
Somerset	59.76	19.49	79.25	7,700.00		7,700.00	33,671.56	3,898.32	5,241.14
Sussex				1,215.69		1,215.69		2,640.54	2,652.72
Union	160.00		160.00	4,827.53	5,023.57	9,851.10	9,615.38	7,243.93	31,473.19
Warren				75.00	625.00	700.00		4,584.99	889.08
Total	$2,503.65	$1,043.58	$3,547.23	$65,381.72	$8,509.43	$73,891.15	$173,944.71	$186,413.72	$441,756.41

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

COUNTIES.	For furnishing school buildings. (From district tax.)	For leasing school buildings.	Balance on hand at close of school year.	Total.	For payment of bonds due and payment to sinking fund.	For interest on bonds. (Total of this column must equal "interest paid" in "bond statement table.")	Balance on hand at close of school year.
Atlantic	$837.73	$537.50	$4,026.43	$27,821.07	$24,570.00	$62,260.46	$5,678.16
Bergen	10,056.12	790.68	9,494.46	99,736.90	55,424.99	147,948.99	16,924.34
Burlington	4,123.86	145.00	1,973.56	47,738.73	13,862.50	10,783.56	2,108.00
Camden	7,182.56	985.00	2,485.16	47,118.72	15,250.00	27,617.25	1,811.68
Cape May	347.88	120.00	2,781.98	13,351.23	7,800.00	8,777.50	2,115.67
Cumberland	598.89	.....	1,422.82	19,469.13	7,000.00	3,703.73	2,577.06
Essex	99,792.27	5,128.33	58,820.52	324,334.37	50,666.00	106,665.71	2,840.07
Gloucester	2,258.08	416.80	349.04	10,220.65	12,100.00	13,071.50	3,607.09
Hudson	3,508.16	315.00	2,950.41	115,470.25	72,848.22	353,712.30	14,861.35
Hunterdon	.....	.....	25,528.22	70,763.54	3,750.00	4,053.25	40.00
Mercer	6,826.11	3,814.75	1,008.16	36,427.88	7,740.00	17,377.27	1,867.05
Middlesex	1,068.02	190.00	635.10	29,364.19	23,867.50	21,730.59	2,515.99
Monmouth	3,516.11	741.00	3,901.55	47,331.17	35,600.00	45,964.13	3,851.09
Morris	2,423.54	321.56	5,745.67	51,413.04	18,683.33	16,723.84	1,409.25
Ocean	690.00	48.37	2,123.27	11,753.07	9,000.00	5,449.01	775.00
Passaic	2,125.84	370.00	10,965.50	31,198.17	54,000.00	114,104.50	2,738.81
Salem	.....	669.00	1,222.85	12,074.74	300.00	284.00	324.00
Somerset	2,844.78	.....	7,173.22	52,829.02	17,400.00	13,839.00	478.00
Sussex	501.60	1,145.75	11.07	6,951.68	5,800.00	1,652.99	12.01
Union	6,690.37	1,045.71	2,186.92	58,255.50	20,963.54	26,039.67	.....
Warren	.....	.....	1,467.25	6,941.32	1,300.00	90.00	16.00
Total	$155,391.92	$16,784.45	$146,273.16	$1,120,564.37	$459,926.08	$1,001,849.19	$66,550.62

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS—OTHER SOURCES.

COUNTIES	Total.	For outhouses or water closets.	Balance on hand at close of school year. (From special assessment for outhouses or water closets.)	Total.	Total of payments and balances from district taxes and railroad taxes.	For manual training from subscriptions, etc.	Balance on hand at close of school year, from subscriptions for manual training.	Total.	From school libraries from subscriptions, etc.	Bal nce on hand at close of school year, for school libraries from subscriptions.
Atlantic	$92,508.62	$300.00	.....	$300.00	$396,746.37	.....	$71.28	$71.28	$136.03	$234.45
Bergen	220,298.32	1,092.27	$106.73	1,199.00	1,247,842.31	$1,707.08	285.80	1,992.88	615.86	438.66
Burlington	28,754.00	36.78	.....	36.78	293,479.52	.....	.....	.....	241.21	98.64
Camden	44,678.93	.....	.....	.....	660,319.15	.....	.....	.....	112.86	107.44
Cape May	18,693.17	.....	.....	.....	120,993.43	.....	.....	.....	34.65	41.69
Cumberland	13,280.79	1,964.77	.....	1,964.77	215,305.68	1,700.80	14.56	1,715.36	257.60	67.32
Essex	160,171.78	7,249.00	90.00	7,339.00	3,122,117.57	87.16	12.86	100.02	110.90	182.19
Gloucester	28,778.59	1,000.00	.....	1,000.00	188,903.57	200.00	.....	200.00	23.30	27.70
Hudson	441,421.87	.....	.....	.....	2,229,072.92	.....	.....	.....	328.21	200.96
Hunterdon	7,843.25	.....	.....	.....	194,510.83	.....	.....	.....	152.94	43.58
Mercer	26,984.32	.....	.....	.....	446,285.14	346.48	180.47	526.95	221.15	52.70
Middlesex	48,114.08	.....	.....	.....	534,622.47	.....	.....	.....	35.25	23.09
Monmouth	85,415.22	900.00	.....	900.00	566,021.18	1,768.07	988.05	2,756.12	79.96	153.02
Morris	36,816.42	.....	.....	.....	369,060.22	.....	.....	.....	176.42	253.19
Ocean	15,224.01	30.00	.....	30.00	140,881.59	15.50	.....	15.50	66.07	20.12
Passaic	170,843.31	886.69	.....	886.69	872,683.95	472.23	92.80	565.03	623.69	598.91
Salem	908.00	.....	.....	.....	98,672.18	600.00	.....	600.00	144.02	34.24
Somerset	31,717.00	300.00	50.00	350.00	250,627.36	48.82	.....	48.82	132.92	30.00
Sussex	7,465.00	506.28	169.74	676.02	130,049.79	.....	.....	.....	96.52	23.36
Union	47,003.21	.....	.....	.....	610,333.55	.....	.....	.....	165.78	58.78
Warren	1,406.00	.....	50.00	50.00	146,145.69	.....	.....	.....	124.05	154.58
Total	$1,528,325.89	$14,265.79	$466.47	$14,732.26	$12,834,674.47	$6,946.14	$1,645.82	$8,591.96	$3,879.39	$2,847.62

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

PAYMENTS FROM RECEIPTS FROM OTHER SOURCES.

COUNTIES.	Total.	For other school expenses.	Balance on hand at close of school year for payments on land.	Total.	For other school expenses.	Balance on hand at close of school year.	Total.
Atlantic	$370.48	.....	$4,478.25	$4,478.25	$3,779.79	$5,665.77	$9,445.56
Bergen *	1,054.52	$1,775.98	522.12	.....	26,368.88	36,363.27	65,030.25
Burlington	339.85	.....	.....	.....	8,880.10	5,306.22	14,186.32
Camden	220.30	.....	.....	.....	18,634.64	11,178.73	29,813.37
Cape May	79.34	.....	889.32	889.32	1,941.54	432.62	2,374.16
Cumberland	324.92	.....	80.33	80.33	1,088.41	3,467.67	4,556.08
Essex	293.09	.....	15,367.30	15,367.30	15,122.17	93,175.08	108,297.25
Gloucester	51.00	9,340.85	11,791.08	21,131.93	.....	35.40	35.40
Hudson	529.17	19,239.45	15,681.29	34,920.74	543.08	829.78	1,372.86
Hunterdon	196.52	.....	.....	.....	11,387.04	3,043.28	14,430.32
Mercer	273.85	11,365.55	9,837.39	21,202.94	878.24	18.33	896.57
Middlesex	58.34	.....	575.00	575.00	19,057.23	8,188.92	27,246.15
Monmouth *	232.98	3,598.05	.....	.....	22,357.70	19,738.30	45,694.05
Morris	429.61	23,198.54	10,882.21	34,080.75	195.35	1.90	197.25
Ocean	86.19	5,580.29	1,297.76	6,878.05	11.39	27.18	38.57
Passaic	1,222.60	11,969.92	6,716.57	18,686.49	24,350.06	1,915.42	26,265.48
Salem	178.26	7,286.99	2,953.35	10,240.34	.....	36.55	36.55
Somerset *	162.92	.....	.....	.....	11,259.61	10,771.53	22,031.14
Sussex	119.88	.....	2.00	2.00	22,139.01	3,195.65	25,334.66
Union	224.56	.....	.....	.....	23,848.29	13,273.92	37,122.21
Warren	278.63	.....	.....	.....	11,377.68	830.43	12,208.11
Total	$6,727.01	$93,355.62	$81,073.97	$168,533.44	$223,220.21	$217,495.95	$446,612.31

*C 3 and C 4 totals continued.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE I.—DISBURSEMENTS.—CONTINUED.

Financial Report for all Counties, State of New Jersey, for the School Year Ending June 30th, 1913.

COUNTIES.	Total payments made from receipts and balances—other sources.	Grand total of all balances on hand at the end of this school year.	Grand total of all payments from balances and receipts during the school year.	Grand total of all payments, including balances on hand at the close of the school year.	To purchase and improve school grounds.	For building and enlarging school houses.	For extraordinary repairs, improving school houses.	Balance on hand at close of school year.	Total.
Atlantic	$14,365.57	$52,279.54	$614,783.02	$667,062.56	$28,862.04	$53,927.45	$70.00	$242,394.68	$325,254.17
Bergen *	68,077.65	193,737.75	1,476,195.13	1,669,932.88	54,532.55	414,507.39	91,010.49	129,669.00	689,719.43
Burlington	14,526.17	31,495.44	380,981.78	412,477.22					
Camden	30,033.67	56,375.32	889,548.14	945,923.46	49,032.61	12,591.56	889.31	161,194.84	223,708.32
Cape May	3,342.82	25,428.81	179,598.10	205,026.91	14,548.00	33,874.46		3,411.80	51,834.26
Cumberland	6,676.69	23,398.76	284,100.74	307,499.50	18,200.00	104.44			18,304.44
Essex	124,057.66	360,345.96	4,463,286.12	4,823,632.08	99,544.90	1,331,537.30	3,919.26	925,587.36	2,360,588.82
Gloucester	21,418.33	31,065.36	250,510.54	281,575.90	2,699.00	74,284.76		25,847.74	102,831.50
Hudson	36,822.77	130,471.40	3,549,993.66	3,680,465.06	179,583.12	757,879.47	82,454.62	1,074,568.76	2,094,485.97
Hunterdon	14,626.84	35,563.31	238,961.77	274,525.08					
Mercer	22,900.31	22,200.30	720,600.53	742,800.83	5,725.00	176,149.18		136,865.87	318,740.05
Middlesex	27,879.49	64,886.58	694,225.03	759,111.61	1,000.00	127,575.10	64.20	33,065.77	161,705.07
Monmouth *	48,683.15	91,595.87	819,063.68	910,659.55	11,675.75	244,968.71	76.34	97,728.36	354,449.16
Morris	34,707.61	35,189.52	514,417.06	549,606.58	9,000.00	36,153.09	42,026.12	27,057.46	114,236.67
Ocean	7,018.31	30,818.65	171,702.89	202,521.54	3,300.00	26,246.23	22,097.83	3,612.95	55,257.01
Passaic	46,739.60	66,460.54	1,326,647.83	1,393,108.37	8,600.00	222,424.70	72,962.00	144,564.23	448,550.93
Salem	11,055.15	11,339.67	151,442.81	162,782.48	14,340.00	37,389.45		21,170.55	72,900.00
Somerset *	22,242.88	33,370.61	333,648.72	367,019.33	8,170.00	62,748.89	18,289.37	14,393.91	103,602.17
Sussex	25,456.54	7,134.69	199,031.77	206,166.46					
Union	37,346.77	53,665.36	1,014,839.66	1,068,505.02	58,680.99	158,104.14	718.95	678,917.10	896,421.18
Warren	12,486.74	27,921.25	208,447.20	236,368.45					
Total	$630,464.72	$1,384,744.69	$18,482,026.18	$19,866,770.86	$567,493.96	$3,770,466.32	$334,578.49	$3,720,050.38	$8,492,589.15

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE II.

Statement of Bonded Debt for all Counties, State of New Jersey, School Year Ending June 30th, 1913.

COUNTIES.	Amount of interest paid. (Must equal amount reported in financial statement.)	Amount of Bonds. Outstanding July 1st last.	Issued during year.	Total (Column 1 and 2.)	Redeemed during the year.	Outstanding at close of School year. (Column 3 and 4.)
Atlantic	$62,260.46	$1,266,310.00	260,000.00	1,526,310.00	$31,070.00	$1,495,240.00
Bergen	147,948.99	3,089,318.87	126,900.00	3,216,218.87	53,525.45	3,162,693.42
Burlington	10,783.50	322,550.00	.....	322,550.00	15,400.00	307,150.00
Camden	27,617.25	1,266,600.00	206,500.00	1,473,100.00	10,650.00	1,462,450.00
Cape May	9,777.50	163,201.00	45,000.00	208,201.00	7,800.00	200,401.00
Cumberland	9,748.23	202,600.00	.....	202,600.00	12,000.00	190,600.00
Essex	411,783.71	11,414,179.43	583,450.00	11,997,629.43	53,634.50	11,943,994.93
Gloucester	13,071.50	281,200.00	64,100.00	345,300.00	12,900.00	332,400.00
Hudson	353,716.30	7,380,219.00	767,400.00	8,147,619.00	54,881.55	8,092,737.45
Hunterdon	4,053.25	81,150.00	65,000.00	146,150.00	3,750.00	142,400.00
Mercer	17,377.27	1,336,770.00	240,000.00	1,576,770.00	7,740.00	1,569,030.00
Middlesex	21,730.59	538,535.50	51,000.00	589,535.50	23,262.50	566,273.00
Monmouth	47,007.33	1,082,050.00	292,750.00	1,374,800.00	51,600.00	1,323,200.00
Morris	16,723.84	351,583.33	90,000.00	441,583.33	18,683.33	422,900.00
Ocean	5,449.01	117,150.00	18,900.00	136,050.00	9,000.00	127,050.00
Passaic	113,937.00	3,545,550.00	26,000.00	3,571,550.00	54,000.00	3,517,550.00
Salem	284.00	31,250.00	83,400.00	114,650.00	300.00	114,350.00
Somerset	13,839.00	325,300.00	58,500.00	383,800.00	15,400.00	368,400.00
Sussex	1,652.99	35,000.00	12,000.00	47,000.00	5,300.00	41,700.00
Union	56,293.05	1,251,370.58	512,500.00	1,763,870.58	15,000.00	1,748,870.58
Warren	5,126.00	128,800.00	.....	128,800.00	1,300.00	127,500.00
Total	$1,350,180.77	$34,210,687.71	$3,503,400.00	$37,714,087.71	$457,197.33	$37,256,890.38

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE III.

Statement Showing Cost of Education Per Pupil for all Counties, State of New Jersey, School Year Ending June 30, 1913.

COUNTIES.	Amount Expended For.						
	Administrative.	Instruction.	Operation of school plant.	Maintenance of school plant.	Transportation of pupils.	Other school expenses.	Total operating expenses.
Atlantic	$25,070.14	$373,756.57	$56,157.56	$25,546.95	$14,382.98	$28,437.36	$523,351.56
Bergen	54,040.04	908,450.28	147,359.42	75,219.15	22,161.15	6,986.04	1,214,216.08
Burlington	7,800.79	218,685.28	26,760.59	22,280.41	15,626.08	9,028.44	300,181.59
Camden	36,051.85	592,552.47	92,139.16	43,106.14	10,438.00	12,554.65	786,842.27
Cape May	10,334.87	106,580.42	17,015.45	9,926.87	8,858.28	3,578.62	156,294.51
Cumberland	12,340.72	178,858.65	27,003.19	21,697.46	15,660.75	13,237.40	268,798.17
Essex	218,499.55	2,877,028.40	370,186.44	217,900.04	9,424.71	68,014.92	3,761,054.06
Gloucester	17,223.86	155,850.23	21,114.69	10,046.25	11,287.33	3,690.87	219,213.23
Hudson	144,324.63	2,433,445.61	354,212.98	203,273.67	1,297.35	77,351.33	3,213,905.57
Hunterdon	6,713.05	126,721.99	13,353.96	11,675.91	15,921.44	5,801.09	180,187.44
Mercer	28,587.24	526,138.41	65,434.78	40,784.08	13,508.26	10,707.74	685,160.51
Middlesex	24,742.72	444,460.92	65,590.53	36,127.67	20,263.84	17,807.24	608,992.92
Monmouth	31,556.89	495,279.26	83,845.30	41,181.48	25,986.63	9,158.92	687,008.48
Morris	15,048.07	324,887.05	41,287.65	26,171.59	22,603.10	5,534.69	435,532.15
Ocean	6,320.25	108,013.32	13,117.13	9,603.02	9,960.59	1,182.42	148,196.73
Passaic	35,123.49	915,910.11	126,861.99	44,007.94	7,313.98	29,835.98	1,159,053.49
Salem	6,197.12	96,455.79	8,752.34	3,428.09	12,692.41	7,925.36	135,451.11
Somerset	12,416.18	188,249.53	30,854.48	13,845.20	10,451.84	6,616.38	262,433.61
Sussex	4,597.57	116,612.18	9,902.92	7,883.88	21,420.51	21,978.65	182,395.71
Union	51,662.04	717,590.81	104,355.54	49,160.13	3,706.85	18,404.95	944,880.32
Warren	9,741.29	149,082.67	16,638.87	7,926.13	13,461.62	2,133.52	198,984.10
Total	$758,392.36	$12,054,609.95	$1,691,944.97	$920,792.06	$286,427.70	$359,966.57	$16,072,133.61

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE III.—CONTINUED.

Statement Showing Cost of Education Per Pupil for all Counties, State of New Jersey, School Year Ending June 30, 1913.

COUNTIES.	Total number of pupils enrolled in the district during the year	Average daily attendance of all pupils attending school during year.	Cost of Education per Pupil, Based on	
			Total enrollment.	Average daily attendance.
Atlantic	14,605	10,490	$35.83	$49.89
Bergen	34,832	26,795	34.86	45.31
Burlington	12,314	8,068	24.37	37.20
Camden	25,813	18,593	30.48	42.31
Cape May	4,846	3,356	32.25	46.57
Cumberland	11,577	8,634	23.22	31.13
Essex	98,303	78,181	38.26	48.11
Gloucester	8,230	5,532	26.63	39.62
Hudson	93,522	70,795	34.36	45.39
Hunterdon	6,488	4,305	27.77	41.85
Mercer	20,747	15,395	33.02	44.51
Middlesex	21,035	16,195	28.95	37.60
Monmouth	21,568	15,116	31.85	45.45
Morris	13,499	9,905	32.26	43.97
Ocean	4,622	3,219	32.06	46.03
Passaic	40,432	31,442	28.66	36.86
Salem	5,843	4,076	23.18	33.23
Somerset	8,067	5,622	32.53	46.67
Sussex	5,370	3,738	33.96	48.79
Union	24,944	19,966	37.88	47.32
Warren	7,614	5,651	26.13	35.21
Total	484,271	365,074	$33.18	$44.02

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE IV.

Report on School Buildings Owned and Rented for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	VALUE OF PROPERTY.				BUILDINGS.											
	Land.	Buildings.	Equipment.	Total Value.	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.	Number completed during current year.	Number enlarged or remodeled during current year.	Total number of school building owned.	Total number of buildings rented.	Total number of class rooms	Total number of pupils seats. (Double desk count two.)	Is flag displayed daily ?
Altantic	$464,600.00	$1,262,675.00	$151,720.00	$1,878,995.00	38	17	6	4	22	1	7	79	8	488	15,616	19
Bergen	562,545.00	3,302,670.00	283,980.00	4,149,195.00	24	15	2	22	79	12	11	137	5	93	34,111	64
Burlington	72,800.00	563,610.67	97,609.12	734,019.79	78	18	8	6	18	1	....	121	7	339	13,661	31
Camden	369,675.00	1,502,847.00	155,553.08	2,028,075.08	38	22	3	22	45	1	....	123	7	704	25,423	20
Cape May	56,555.00	266,350.00	43,150.00	366,055.00	15	16	3	3	9	1	1	45	1	155	4,536	13
Cumberland	72,700.00	479,082.00	44,950.00	596,732.00	40	24	4	9	20	....	1	97	....	302	13,524	11
Essex	2,301,477.86	11,591,677.12	823,138.97	14,716,293.95	6	10	5	8	123	4	11	146	6	2,362	89,013	20
Gloucester	64,575.00	420,459.35	45,315.65	530,350.00	32	27	1	9	9	2	2	75	3	232	9,402	20
Hudson	1,806,882.81	8,676,685.45	916,833.08	11,400,401.34	1	5	....	3	99	1	3	103	5	1,908	84,640	13
Hunterdon	26,840.00	260,900.00	38,610.00	326,350.00	83	10	2	2	9	1	1	105	1	177	7,023	23
Mercer	252,660.00	1,374,025.00	181,535.00	1,808,220.00	29	9	2	16	34	2	3	87	3	484	21,255	11
Middlesex	213,000.00	1,508,255.00	142,946.00	1,864,201.00	36	8	5	12	35	....	1	91	5	514	20,269	22
Monmouth	227,668.00	1,742,930.00	166,041.00	2,136,639.00	66	25	7	18	32	3	1	142	6	561	22,147	35
Morris	109,938.00	915,517.00	81,771.00	1,107,226.00	59	30	6	13	20	4	4	121	7	377	13,997	25
Ocean	54,610.00	268,205.79	35,156.00	357,971.79	39	14	6	2	9	2	8	69	1	172	5,617	22
Passaic	527,673.00	3,515,800.00	310,975.00	4,354,448.00	23	6	16	6	28	....	3	77	2	961	39,041	13
Salem	55,700.00	153,725.00	25,900.00	235,325.00	54	11	5	3	8	....	1	78	3	168	7,826	14
Somerset	108,375.00	725,850.00	61,796.00	896,021.00	53	8	2	3	10	2	....	75	1	226	8,207	17
Sussex	18,425.00	258,575.00	21,225.00	298,225.00	79	5	6	2	5	....	....	93	4	162	6,312	20
Union	352,600.00	2,138,500.00	267,150.00	2,758,250.00	6	9	2	6	52	4	4	71	4	616	23,481	18
Warren	49,935.00	394,000.00	58,050.00	501,985.00	70	11	3	1	12	....	....	96	1	231	9,850	19
Total	$7,769,234.67	$41,322,339.38	$3,953,404.90	$53,044,978.95	869	300	94	170	678	41	62	2,031	80	12,078	474,951	450

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	SUPERINTENDENTS.	
	Annual salary.	Male.
Atlantic	$3,600	1
Bergen	3,500	1
Burlington	1,400	1
Camden	5,750	2
Cape May	3,250	2
Cumberland	3,800	2
Essex	27,300	6
Gloucester	.....	.....
Hudson	24,900	6
Hunterdon	.....	.....
Mercer	3,800	1
Middlesex	7,000	2
Monmouth	7,200	2
Morris	.....	.....
Ocean	.....	.....
Passaic	7,100	2
Salem	1,800	1
Somerset	.....	.....
Sussex	.....	.....
Union	14,500	4
Warren	1,700	1
Total	$116,600.00	34

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	"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.)											
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic											
Bergen		1	1		$950.00		$950.00		$950.00		$950.00
Burlington											
Camden											
Cape May											
Cumberland											
Essex	3		3	$12,500.00		$3,500.00		$4,500.00		$4,166.66	
Gloucester											
Hudson	1		1	3,500.00		3,500.00		3,500.00		3,500.00	
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic		1	1		1,800.00		1,800.00		1,800.00		1,800.00
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	4	2	6	$16,000.00	$2,750.00	$3,500.00	$950.00	$4,500.00	$1,800.00	$4,000.00	$1,375.00

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	Number employed—Male.	Number employed—Female.	Number employed—Total.	Approved Supervising Principals.							
				Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	3	....	3	$5,287.50	.....	$1,600.00	.....	$2,000.00	.....	$1,762.50	.....
Bergen	4	....	4	10,950.00	.....	2,100.00	.....	3,500.00	.....	2,737.50	.....
Burlington	6	....	6	9,300.00	.....	1,000.00	.....	2,200.00	.....	1,550.00	.....
Camden	4	....	4	4,600.00	.....	1,000.00	.....	1,300.00	.....	1,150.00	.....
Cape May	1	....	1	1,500.00	.....	1,500.00	.....	1,500.00	.....	1,500.00	.....
Cumberland	1	....	1	1,900.00	.....	1,900.00	.....	1,900.00	.....	1,900.00	.....
Essex	6	....	6	17,900.00	.....	2,000.00	.....	3,400.00	.....	2,983.33	.....
Gloucester	4	....	4	5,750.00	.....	1,100.00	.....	2,250.00	.....	1,437.50	.....
Hudson	4	....	4	8,750.00	.....	1,550.00	.....	2,500.00	.....	2,187.50	.....
Hunterdon	2	....	2	2,600.00	.....	1,000.00	.....	1,600.00	.....	1,300.00	.....
Mercer	4	....	4	5,270.00	.....	1,200.00	.....	1,500.00	.....	1,317.50	.....
Middlesex	10	1	11	12,810.00	1,800.00	545.00	1,800.00	2,400.00	1,800.00	1,281.00	$1,800.00
Monmouth	4	1	5	4,950.00	2,000.00	1,000.00	2,000.00	1,500.00	2,000.00	1,237.50	2,000.00
Morris	9	....	9	11,470.00	.....	1,000.00	.....	2,000.00	.....	1,274.44	.....
Ocean	4	....	4	5,540.00	.....	1,000.00	.....	2,400.00	.....	1,385.00	.....
Passaic	5	....	5	7,750.00	.....	1,200.00	.....	2,100.00	.....	1,550.00	.....
Salem	1	1	2	1,175.00	1,100.00	1,175.00	1,100.00	1,175.00	1,100.00	1,175.00	1,100.00
Somerset	6	....	6	6,350.00	.....	500.00	.....	1,850.00	.....	1,058.33	.....
Sussex	2	....	2	3,000.00	.....	1,000.00	.....	2,000.00	.....	1,500.00	.....
Union	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	2	....	2	2,500.00	.....	1,000.00	.....	1,500.00	.....	1,250.00	.....
Total	82	3	85	$129,352.50	$4,900.00	$500.00	$1,100.00	$3,500.00	$2,000.00	$1,577.47	$1,633.33

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	UNAPPROVED SUPERVISING PRINCIPALS AND NON-TEACHING PRINCIPALS. (Those who devote their time to administration and supervision of instruction of a school or a group of schools.) Aggregate salray—Male	Aggregate salary—Female	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average. (Divide aggregate salary by number employed —Male.	Average. (Divide aggregate salary by number employed —Female.
Atlantic	4	9	13	$7,550.00	$10,350.00	$1,400.00	$1,150.00	$2,500.00	$1,150.00	$1,887.50	$1,150.00
Bergen	34	7	41	56,125.00	8,600.00	900.00	1,000.00	2,500.00	2,000.00	1,650.74	1,228.57
Burlington	2	2	4	2,600.00	2,000.00	1,200.00	900.00	1,400.00	1,100.00	1,300.00	1,000.00
Camden	6	19	25	10,400.00	26,700.00	1,500.00	1,300.00	2,000.00	2,200.00	1,733.33	1,405.26
Cape May											
Cumberland											
Essex	77	15	92	197,675.00	20,275.00	1,025.00	1,025.00	4,300.00	2,000.00	2,567.21	1,351.66
Gloucester	2		2	2,650.00		1,250.00		1,400.00		1,325.00	
Hudson	66	37	103	178,025.00	74,950.00	1,500.00	1,275.00	4,500.00	2,600.00	2,697.34	2,025.67
Hunterdon	2		2	3,400.00		6,100.00		1,800.00		1,700.00	
Mercer	5	26	31	9,750.00	34,470.00	1,150.00	970.00	3,300.00	1,900.00	1,950.00	1,325.77
Middlesex	7	7	14	12,000.00	6,960.00	1,200.00	950.00	2,350.00	1,060.00	1,714.29	994.29
Monmouth	9	4	13	16,440.00	4,700.00	1,425.00	1,000.00	2,500.00	1,300.00	1,826.66	1,175.00
Morris	8	1	9	14,770.00	1,100.00	1,300.00	1,100.00	3,000.00	1,100.00	1,846.25	1,100.00
Ocean											
Passaic	33	20	53	66,100.00	25,050.00	1,200.00	900.00	3,000.00	1,800.00	2,003.03	1,252.50
Salem											
Somerset	4		4	7,650.00		1,200.00		2,400.00		1,912.50	
Sussex	1		1	2,000.00		2,000.00		2,000.00		2,000.00	
Union	20	14	34	36,864.00	19,800.000	800.00	1,100.00	3,000.00	2,000.00	1,843.20	1,414.28
Warren											
Total	280	161	441	$623,999.00	$234,955.00	$800.00	$900.00	$4,500.00	$2,600.00	$2,228.57	$1,459.34

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	SUPERVISORS (Those who direct and assist teachersin matters pertaining to instruction other than supervising and non-teaching principals. A supervisor of primary work. A supervisor of grammar grades, etc.) Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	....	1	1	.....	$1,600.00	.....	$1,600.00	.....	$1,600.00	.....	$1,600.00
Bergen	....	3	3	.....	2,950.00	.....	900.00	.....	1,050.00	.....	983.33
Burlington	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	....	1	1	.....	1,800.00	.....	1,800.00	.....	1,800.00	.....	1,800.00
Cape May	2	....	2	$2,400.00	.....	.....	1,000.00	.....	1,400.00	.....	1,200.00
Cumberland	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	....	3	3	.....	4,400.00	.....	1,000.00	.....	2,200.00	.....	1,466.66
Gloucester	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	....	5	5	.....	10,200.00	.....	1,700.00	.....	2,500.00	.....	2,040.00
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	....	3	3	.....	3,650.00	.....	950.00	.....	1,500.00	.....	1,216.67
Middlesex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	4	....	4	$3,850.00	.....	$600.00	.....	$1,350.00	.....	$962.50	.....
Passaic	....	1	1	.....	1,000.00	.....	1,000.00	.....	1,000.00	.....	1,000.00
Salem	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Union	....	1	1	.....	900.00	.....	900.00	.....	900.00	.....	900.00
Warren	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Total	6	18	24	$6,250.00	$26,500.00	$600.00	$900.00	$1,350.00	$2,500.00	$1,041.67	$1,472.22

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	SPECIAL SUPERVISORS. (Those who assist teachers in matters pertaining to instruction in special subjects. Drawing, penmanship, etc.							
				Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	1	6	7	$1,600.00	$5,195.00	$1,600.00	$850.00	$1,600.00	$1,150.00	$1,600.00	865.83
Bergen	....	7	7	.....	5,625.00	.....	550.00	.....	1,100.00	.....	803.57
Burlington	1	3	4	700.00	1,875.00	700.00	475.00	700.00	750.00	700.00	625.00
Camden	2	8	10	3,400.00	6,825.00	1,600.00	600.00	1,800.00	1,500.00	1,700.00	853.12
Cape May	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	....	2	2	.....	1,550.00	.....	700.00	.....	850.00	.....	775.00
Essex	9	33	42	15,650.00	35,800.00	1,100.00	275.00	2,900.00	2,000.00	1,738.88	1,084.84
Gloucester	....	2	2	.....	1,050.00	.....	450.00	.....	600.00	.....	525.00
Hudson	7	24	31	9,781.00	25,392.00	381.00	650.00	3,000.00	2,500.00	1,397.28	1,058.00
Hunterdon	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	....	7	7	.....	7,325.00	.....	675.00	.....	1,500.00	.....	1,046.43
Middlesex	2	3	5	1,600.00	2,285.00	500.00	710.00	1,100.00	850.00	800.00	761.66
Monmouth	....	10	10	.....	8,845.00	.....	600.00	.....	1,130.00	.....	884.50
Morris	1	7	8	900.00	5,575.00	900.00	650.00	900.00	1,300.00	900.00	796.43
Ocean	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	2	11	13	2,850.00	11,950.00	1,400.00	850.00	1,450.00	1,200.00	1,425.00	1,086.36
Salem	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	2	4	6	1,200.00	2,975.00	550.00	525.00	650.00	1,000.00	600.00	743.75
Sussex	2	1	3	1,750.00	700.00	350.00	700.00	1,400.00	700.00	875.00	700.00
Union	6	17	23	6,683.20	16,924.90	600.00	750.00	1,600.00	1,350.00	1,113.86	995.58
Warren	....	1	1	.....	725.00	.....	725.00	.....	725.00	.....	725.00
Total	35	146	181	$46,114.20	$140,616.90	$350.00	$275.00	$3,000.00	$2,500.00	$1,317.55	$963.13

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

Counties.	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.)									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	12	22	34	$6,885.00	$12,090.00	450.00	$405.00	$675.00	$630.00	$573.75	$549.55
Bergen	2	11	13	1,200.00	6,400.00	500.00	500.00	700.00	700.00	600.00	581.81
Burlington	4	70	74	1,440.00	28,667.50	315.00	245.00	450.00	650.00	360.00	409.58
Camden	....	26	26	.....	11,980.00	.....	380.00	.....	600.00	.....	460.76
Cape May	4	12	16	2,160.00	5,985.00	495.00	450.00	585.00	585.00	540.00	498.75
Cumberland	4	30	34	1,615.00	12,397.50	360.00	315.00	450.00	500.00	403.75	413.25
Essex	....	2	2	.....	1,050.00	.....	500.00	.....	550.00	.....	525.00
Gloucester	4	31	35	1,995.00	13,548.00	450.00	360.00	600.00	540.00	498.75	437.03
Hudson	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon	11	72	83	5,610.00	31,011.00	380.00	300.00	750.00	530.00	510.00	430.71
Mercer	3	25	28	1,620.00	13,780.00	520.00	500.00	550.00	940.00	540.00	551.20
Middlesex	....	34	34	.....	17,980.00	.....	400.00	.....	650.00	.....	528.82
Monmouth	21	41	62	12,482.50	20,897.50	500.00	405.00	750.00	650.00	594.40	509.70
Morris	8	49	57	4,625.00	25,000.00	450.00	400.00	700.00	700.00	578.12	510.20
Ocean	14	25	39	7,059.50	10,412.00	315.00	315.00	725.00	625.00	504.25	416.48
Passaic	8	13	21	4,875.00	7,100.00	500.00	400.00	725.00	725.00	609.37	546.15
Salem	4	45	49	1,791.00	17,821.00	423.00	292.50	495.00	472.50	447.75	396.02
Somerset	4	47	51	2,050.00	23,655.00	450.00	550.00	550.00	600.00	512.50	503.29
Sussex	19	53	72	8,700.00	22,240.00	315.00	315.00	600.00	550.00	457.89	419.62
Union	1	....	1	650.00	.....	650.00	.....	650.00	.....	650.00	.....
Warren	7	62	69	2,825.00	23,212.50	270.00	270.00	500.00	550.00	403.57	374.40
Total	130	670	800	$67,583.00	$305,227.00	$270.00	$245.00	$750.00	$940.00	$519.87	$455.56

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	TEACHERS, RURAL SCHOOLS—TWO ROOMS. (Teachers considered in one and two room rural school tables are not to be considered in the grade teachers tables.									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	9	19	28	$6,246.00	$10,388.75	$585.00	$450.00	$774.00	$684.00	$694.00	$546.78
Bergen	5	19	24	4,050.00	11,755.00	750.00	450.00	900.00	1,050.00	810.00	618.68
Burlington	2	22	24	1,090.00	11,046.50	540.00	360.00	550.00	650.00	545.00	502.11
Camden	1	25	26	450.00	11,626.00	450.00	387.00	450.00	750.00	450.00	465.04
Cape May	7	19	26	4,185.00	9,170.00	495.00	405.00	675.00	665.00	597.86	482.63
Cumberland	3	33	36	1,485.00	14,389.00	405.00	360.00	540.00	600.00	495.00	436.03
Essex	....	14	14	.....	8,950.00	.....	500.00	.....	850.00	.....	639 28
Gloucester	3	37	40	1,550.00	17,360.75	450.00	342.00	600.00	600.00	516.66	469.20
Hudson	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hunterdon	6	12	18	4,050.00	5,680.00	650.00	380.00	700.00	550.00	675.00	473.33
Mercer	....	18	18	.....	10,225.00	.....	350.00	.....	940.00	.....	568.06
Middlesex	....	10	10	.....	5,375.00	.....	450.00	.....	650.00	.....	537.50
Monmouth	9	27	36	5,790.00	15,235.00	540.00	360.00	800.00	800.00	643.33	564.25
Morris	10	40	50	7,100.00	23,265.00	650.00	450.00	800.00	900.00	710.00	581.62
Ocean	6	22	28	3,060.00	8,505.00	405.00	270.00	675.00	675.00	510.00	386.59
Passaic	2	8	10	1,650.00	5,075.00	750.00	500.00	900.00	875.00	825.00	634.38
Salem	2	10	12	1,080.00	4,275.00	495.00	382.50	585.00	495.00	540.00	427.50
Somerset	....	18	18	.....	8,805.00	.....	405.00	.....	550.00	.....	489.16
Sussex	1	7	8	650.00	3,350.00	650.00	400.00	650.00	550.00	650.00	478.57
Union	3	3	6	2,300.00	1,600.00	600.00	400.00	1,000.00	650.00	766.66	533.33
Warren	2	14	16	1,100.00	5,668.00	500.00	243.00	600.00	500.00	550.00	404.86
Total	71	377	448	$45,836.00	$191,744 00	$405.00	$243.00	$1,000.00	$1,050.00	$645.58	$505.95

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	TEACHERS—KINDERGARTEN.									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	....	22	22	.....	$14,770.00	.....	$200.00	.....	$850.00	.....	$671.36
Bergen	....	65	65	.....	43,860.00	.....	450.00	.....	900.00	.....	674.77
Burlington	....	5	5	.....	2,520.00	.....	400.00	.....	650.00	.....	504.00
Camden	....	12	12	.....	7,100.00	.....	500.00	.....	700.00	.....	591.66
Cape May	....	3	3	.....	1,912.50	.....	570.00	.....	712.50	.....	637.50
Cumberland	....	...	...	.....	.....	.....	.....	.....	.....	.....	.....
Essex	....	199	199	.....	164,015.00	.....	350.00	.....	1,200.00	.....	824.19
Gloucester	....	...	...	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	....	59	59	.....	53,898.00	.....	400.00	.....	1,300.00	.....	913.52
Hunterdon	....	2	2	.....	1,150.00	.....	550.00	.....	600.00	.....	575.00
Mercer	....	56	56	.....	32,825.00	.....	440.00	.....	880.00	.....	586.16
Middlesex	....	12	12	.....	7,555.00	.....	500.00	.....	750.00	.....	629.58
Monmouth	....	14	14	.....	9,470.00	.....	550.00	.....	800.00	.....	676.42
Morris	....	6	6	.....	3,825.00	.....	500.00	.....	750.00	.....	637.50
Ocean	....	4	4	.....	2,125.00	.....	500.00	.....	550.00	.....	531.25
Passaic	....	57	57	.....	39,200.00	.....	475.00	.....	1,000.00	.....	687.71
Salem	....	1	1	.....	550.00	.....	550.00	.....	550.00	.....	550.00
Somerset	....	16	16	.....	8,650.00	.....	400.00	.....	700.00	.....	540.62
Sussex	....	5	5	.....	2,900.00	.....	500.00	.....	650.00	.....	580.00
Union	....	32	32	.....	23,050.00	.....	400.00	.....	1,100.00	.....	720.31
Warren	....	...	...	.....	.....	.....	.....	.....	.....	.....	.....
Total	....	570	570	.....	$419,375.50	.....	$200.00	.....	$1,300.00	.....	$735.75

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Teachers, I to IV Inclusive.									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	....	161	161	.....	$109,210.14	.....	$360.00	.....	$850.00	.....	$678.32
Bergen	2	415	417	$1,400.00	253,790.00	500.00	400.00	900.00	900.00	700.00	611.54
Burlington	1	116	117	475.00	56,562.50	475.00	350.00	475.00	700.00	475.00	487.60
Camden	....	334	334	.....	211,184.50	.....	380.00	.....	900.00	.....	632.28
Cape May	1	45	46	630.00	23,490.00	630.00	360.00	630.50	712.50	630.00	522.00
Cumberland	2	107	109	805.00	49,351.50	400.00	350.00	405.00	625.00	402.50	461.22
Essex	....	1,131	1,131	.....	989,165.18	.....	400.00	.....	1,300.00	.....	874.59
Gloucester	....	70	70	.....	35,312.68	.....	342.00	.....	600.00	.....	504.46
Hudson	1	1,015	1,016	744.00	875,765.00	744.00	450.00	744.00	1,250.00	744.00	862.82
Hunterdon	....	38	38	.....	19,490.00	.....	360.00	.....	650.00	.....	512.89
Mercer	....	242	242	.....	150,885.00	.....	350.00	.....	960.00	.....	623.49
Middlesex	1	240	241	850.00	151,010.00	850.00	450.00	850.00	1,000.00	850.00	629.20
Monmouth	....	201	201	.....	126,840.20	.....	360.00	.....	1,900.00	.....	631.04
Morris	1	110	111	500.00	67,037.50	500.00	400.00	500.00	1,050.00	500.00	609.43
Ocean	....	35	35	.....	16,965.00	.....	315.00	.....	725.00	.....	484.71
Passaic	....	514	514	.....	340,070.00	.....	475.00	.....	1,000.00	.....	661.61
Salem	....	43	43	.....	19,576.00	.....	360.00	.....	700.00	.....	455.25
Somerset	....	66	66	.....	40,197.50	.....	450.00	.....	900.00	.....	609.05
Sussex	1	29	30	450.00	16,200.00	450.00	475.00	450.00	650.00	450.00	558.62
Union	3	291	294	2,950.00	200,950.00	900.00	400.00	1,100.00	1,000.00	983.33	690.54
Warren	....	65	65	.....	35,580.00	.....	350.00	.....	750.00	.....	547.38
Total	13	5,268	5,281	$8,804.00	$3,788,632.70	$400.00	$315.00	$1,100.00	$1,300.00	$677.23	$719.18

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	TEACHERS V TO VIII, INCLUSIVE.							
				Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	9	96	103	$6,144.00	$73,178.50	$675.00	$450.00	$1,000.00	$975.00	$682.66	$762.27
Bergen	34	273	307	37,510.00	198,945.00	800.00	475.00	2,200.00	1,200.00	1,103.23	728.74
Burlington	5	72	77	3,550.00	41,557.50	450.00	270.00	1,100.00	850.00	710.00	577.18
Camden	12	188	200	9,450.00	132,538.00	500.00	425.00	1,100.00	1,100.00	787.50	704.98
Cape May	8	21	29	5,470.00	12,102.50	540.00	450.00	950.00	800.00	683.75	576.31
Cumberland	10	59	69	6,670.00	30,191.25	495.00	360.00	950.00	950.00	667.00	511.71
Essex	36	656	692	35,295.00	627,592.50	580.00	500.00	2,300.00	1,600.00	980.41	956.69
Gloucester	4	44	48	3,544.49	24,670.37	720.00	427.50	1,224.49	750.00	886.12	558.69
Hudson	14	672	686	14,796.00	678,775.00	648.00	540.00	1,600.00	1,500.00	1,056.85	1,010.08
Hunterdon	6	18	24	4,390.00	10,000.00	540.00	425.00	900.00	700.00	731.66	555.55
Mercer	1	143	144	850.00	103,236.00	850.00	350.00	850.00	1,200.00	850.00	721.93
Middlesex	17	130	147	15,100.00	92,045.00	500.00	500.00	1,500.00	1,400.00	888.23	708.03
Monmouth	17	135	152	16,810.00	95,102.60	650.00	495.00	1,500.00	950.00	988.82	704.46
Morris	12	75	87	9,750.00	48,580.00	700.00	450.00	1,000.00	1,000.00	812.50	647.73
Ocean	6	22	28	5,085.00	12,225.00	630.00	405.00	1,300.00	750.00	847.50	555.68
Passaic	14	245	259	11,750.00	187,613.00	500.00	475.00	1,150.00	1,050.00	839.28	765.76
Salem	2	33	35	1,260.00	16,715.50	495.00	400.00	765.00	700.00	630.00	506.53
Somerset	5	41	46	3,480.00	27,800.00	625.00	500.00	925.00	1,050.00	696.00	678.04
Sussex	6	18	24	5,500.00	10,700.00	700.00	500.00	1,200.00	750.00	916.66	594.44
Union	15	188	203	16,250.00	139,812.00	800.00	450.00	1,600.00	1,200.00	1,083.33	743.68
Warren	9	29	38	6,662.50	17,045.00	500.00	360.00	850.00	850.00	740.27	587.75
Total	240	3,158	3,398	$219,316.99	$2,580,424.72	$450.00	$270.00	$2,300.00	$1,500.00	$913.82	$817.10

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male	Number employed—Female	Number employed.—Total	Teachers IX to XII, Inclusive. Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	16	23	39	$23,770.00	$22,900.00	$810.00	$700.00	$2,200.00	$1,200.00	$1,485.62	$995.65
Bergen	28	67	95	34,275.00	61,375.00	600.00	600.00	1,700.00	1,200.00	1,224.11	916.04
Burlington	3	35	38	2,650.00	25,435.00	700.00	600.00	1,200.00	1,000.00	883.33	726.71
Camden	16	47	63	18,860.00	40,555.00	650.00	500.00	1,550.00	1,400.00	1,178.75	862.87
Cape May	10	15	25	9,875.00	11,515.00	665.00	665.00	1,500.00	900.00	987.50	767.66
Cumberland	11	32	43	10,350.00	20,727.50	712.50	450.00	1,300.00	800.00	940.90	647.73
Essex	127	154	281	240,310.00	186,745.50	600.00	500.00	3,400.00	2,100.00	1,892.20	1,212.63
Gloucester	2	22	24	1,575.00	15,325.00	700.00	600.00	875.00	1,000.00	787.50	696.59
Hudson	89	100	189	155,295.00	126,723.00	1,000.00	750.00	3,500.00	1,900.00	1,744.88	1,267.23
Hunterdon	5	19	24	4,500.00	13,375.00	700.00	600.00	1,200.00	900.00	900.00	703.94
Mercer	23	29	52	32,500.00	27,380.00	800.00	600.00	2,000.00	1,600.00	1,413.04	944.14
Middlesex	17	36	53	22,850.00	31,800.00	900.00	550.00	2,000.00	1,300.00	1,344.11	883.33
Monmouth	23	57	80	28,900.00	49,920.00	750.00	600.00	2,000.00	1,200.00	1,256.52	875.79
Morris	18	40	58	19,600.00	32,255.00	700.00	600.00	1,600.00	1,900.00	1,088.88	806.37
Ocean	4	14	18	4,595.00	9,365.00	1,000.00	500.00	1,300.00	1,000.00	1,148.75	668.92
Passaic	36	48	84	48,350.00	48,300.00	1,000.00	900.00	1,800.00	1,200.00	1,343.05	1,006.25
Salem	3	17	20	2,650.00	10,816.25	700.00	522.50	1,000.00	850.00	883.33	636.24
Somerset	5	24	29	5,850.00	19,245.00	850.00	650.00	1,600.00	1,000.00	1,170.00	801.87
Sussex	9	11	20	8,950.00	7,475.00	800.00	550.00	1,500.00	800.00	994.44	679.54
Union	34	63	97	45,640.00	61,450.00	800.00	425.00	1,950.00	1,500.00	1,342.33	975.39
Warren	14	14	28	14,700.00	10,010.00	750.00	500.00	1,400.00	950.00	1,050.00	715.00
Total	493	867	1,360	$736,045.00	$832,692.25	$600.00	$425.00	$3,500.00	$2,100.00	$1,492.99	$960.43

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	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.")									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average.—Male.	Average.—Female.
Atlantic	1	4	5	$900.00	$801.86	$900.00	$142.86	$900.00	$350.00	$900.00	$200.46
Bergen	2	4	6	700.00	1,890.00	200.00	200.00	500.00	950.00	350.00	472.50
Burlington	....	1	1	.....	405.00	.....	405.00	.....	405.00	.....	405.00
Camden	....	2	2	.....	525.00	.....	225.00	.....	300.00	.....	262.50
Cape May	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	....	3	3	.....	1,300.00	.....	300.00	.....	600.00	.....	433.33
Gloucester	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	2	1	3	2,200.00	800.00	1,000.00	800.00	1,200.00	800.00	1,100.00	800.00
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	....	2	2	.....	675.00	.....	300.00	.....	375.00	.....	337.50
Middlesex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	....	1	1	.....	300.00	.....	300.00	.....	300.00	.....	300.00
Morris	1	2	3	400.00	950.00	400.00	400.00	400.00	550.00	400.00	475.00
Ocean	1	....	1	760.00	.....	760.00	.....	760.00	.....	760.00	.....
Passaic	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Salem	2	1	3	180.00	250.00	80.00	250.00	100.00	250.00	90.00	250.00
Somerset	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Union	....	1	1	.....	350.00	.....	350.00	.....	350.00	.....	350.00
Warren	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Total	9	22	31	$5,140.00	$8,246.86	$80.00	$142.86	$1,200.00	$950.00	$571.11	$374.85

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	SPECIAL TEACHERS—SUBSTITUTE TEACHERS (One not assigned to a regular class or one teaching a class for less than four months.)							
				Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic		6	6		$4,380.00		$540.00		$850.00		$730.00
Bergen		3	3		1,700.00		450.00		650.00		566.66
Burlington											
Camden		2	2		950.00		300.00		650.00		475.00
Cape May		2	2		1,140.00		475.00		665.00		570.00
Cumberland		1	1		500.00		500.00		500.00		500.00
Essex		2	2		1,600.00		700.00		900.00		800.00
Gloucester		1	1		100.00		100.00		100.00		100.00
Hudson		11	11		7,298.00		400.00		1,144.00		663.45
Hunterdon											
Mercer											
Middlesex											
Monmouth		1	1		400.00		400.00		400.00		400.00
Morris		3	3		2,200.00		550.00		825.00		733.33
Ocean											
Passaic											
Salem		1	1		300.00		300.00		300.00		300.00
Somerset											
Sussex											
Union	1	4	5	$720.00	2,600.00	$720.00	400.00	$720.00	750.00	$720.00	650.00
Warren		1	1		400.00		400.00		400.00		400.00
Total	1	38	39	$720.00	$23.568.00	$720.00	$100.00	$720.00	$1,144.00	$720.00	$619.95

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Special Teachers—Ungraded and Backward Classes.									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic											
Bergen		1	1		$850.00		$850.00		$850.00		$850.00
Burlington											
Camden		23	23		10,850.00		450.00		800.00		471.73
Cape May											
Cumberland		1	1		650.00		650.00		650.00		650.00
Essex	2	12	14	$2,000.00	13,275.00	$1,000.00	750.00	1,000.00	1,700.00	$1,000.00	1,160.25
Glouster											
Hudson		8	8		7,740.00		600.00		1,440.00		967.50
Hunterdon											
Mercer		8	8		5,690.00		440.00		930.00		711.25
Middlesex											
Monmouth											
Morris		2	2		1,375.00		675.00		700.00		687.50
Ocean											
Passaic		4	4		3,850.00		950.00		1,000.00		962.50
Salem											
Somerset		2	2		1,200.00		600.00		600.00		600.00
Sussex											
Union	1	4	5	1,100.00	3,200.00	1,100.00	750.00	1,100.00	900.00	1,100.00	800.00
Warren											
Total	3	65	68	$3,100.00	$48,680.00	$1,000.00	$950.00	$1,100.00	$1,700.00	$1,033.33	$748.92

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	SPECIAL TEACHERS—TEACHER CLERKS. (Regularly certified teachers used as temporary substitute and general assistant to principal. Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average— Female.
Atlantic	....	1	1	.....	$750.00	.....	$750.00	.....	$750.00	.....	$750.00
Bergen	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	....	1	1	.....	375.00	.....	375.00	.....	375.00	.....	375.00
Cape May	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	....	2	2	.....	760.00	.....	360.00	.....	400.00	.....	380.00
Essex	19	69	88	$26,800.00	64,320.00	$1,000.00	500.00	$2,100.00	1,800.00	$1,410.53	932.17
Gloucester	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	1	34	35	1,000.00	28,086.00	1,000.00	530.00	1,000.00	1,400.00	1,000.00	826.05
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	....	1	1	.....	650.00	.....	650.00	.....	650.00	.....	650.00
Middlesex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	....	4	4	.....	2,450.00	.....	550.00	.....	700.00	.....	612.50
Morris	....	2	2	.....	1,525.00	.....	725.00	.....	800.00	.....	762.50
Ocean	....	1	1	.....	525.00	.....	525.00	.....	525.00	.....	525.00
Passaic	....	2	2	.....	1,175.00	.....	550.00	.....	625.00	.....	587.50
Salem	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	....	2	2	.....	1,200.00	.....	500.00	.....	700.00	.....	600.00
Sussex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1	12	13	1,100.00	7,075.00	1,100.00	475.00	1,100.00	850.00	1,100.00	589.58
Warren	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Total	21	131	152	$28,900.00	$108,891.00	$1,000.00	$360.00	$2,100.00	$1,800.00	$1,376.19	$831.23

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number employed—Male.	Number employed—Female.	Number employed—Total.	MANUAL TRAINING TEACHERS. (Include supervisors and teachers, devoting full time to the work.) Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	3	6	9	$4,050.00	$5,600.00	$1,050.00	850.00	$1,600.00	$1,250.00	$1,350.00	933.33
Bergen	11	16	27	9,725.00	13,375.00	300.00	200.00	1,300.00	1,600.00	884.10	836.00
Burlington	....	2	2	.....	1,200.00	.....	400.00	.....	800.00	.....	600.00
Camden	6	7	13	7,150.00	5,500.00	800.00	650.00	1,600.00	900.00	1,191.66	785.71
Cape May	1	3	4	1,000.00	1,957.50	1,000.00	522.50	1,000.00	760.00	1,000.00	652.50
Cumberland	1	4	5	1,000.00	3,050.00	1,000.00	600.00	1,000.00	900.00	1,000.00	762.50
Essex	27	50	77	36,350.00	53,125.00	350.00	300.00	3,000.00	1,700.00	1,346.29	1,062.50
Gloucester	....	1	1	.....	625.00	.....	625.00	.....	625.00	.....	625.00
Hudson	16	28	44	21,825.00	27,557.00	600.00	480.00	2,675.00	1,380.00	1,364.06	984.18
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	9	9	18	11,000.00	7,900.00	900.00	350.00	2,000.00	1,400.00	1,222.22	877.78
Middlesex	3	10	13	3,250.00	8,175.00	700.00	700.00	1,400.00	1,000.00	1,083.33	817.50
Monmouth	4	14	18	4,050.00	12,116.80	600.00	550.00	1,200.00	1,200.00	1,012.50	865.49
Morris	....	3	3	.....	2,350.00	.....	650.00	.....	900.00	.....	783.33
Ocean	....	2	2	.....	1,700.00	.....	850.00	.....	850.00	.....	850.00
Passaic	10	15	25	13,350.00	12,775.00	810.00	200.00	2,400.00	1,050.00	1,335.00	851.67
Salem	1	1	2	560.00	440.00	560.00	440.00	560.00	440.00	560.00	440.00
Somerset	3	2	5	2,700.00	1,400.00	600.00	650.00	1,500.00	750.00	900.00	700.00
Sussex	1	1	2	900.00	700.00	900.00	700.00	900.00	700.00	900.00	700.00
Union	10	9	19	11,120.00	6,845.00	700.00	240.00	1,900.00	1,000.00	1,112.00	760.55
Warren	1	2	3	1,300.00	1,275.00	1,300.00	450.00	1,300.00	825.00	1,300.00	637.50
Total	107	185	292	$129,330.00	$167,666.30	$300.00	$200.00	$3,000.00	$1,700.00	$1,208.69	$906.30

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Evening School Teachers.—(Do not include "Foreign-born evening school" teachers.) (Teachers considered in the day school tables and teaching in the evening schools will be considered in this table.)									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	9	19	28	$1,950.00	$3,336.00	$160.00	$128.00	$256.00	$192.00	$216.66	$175.57
Bergen	11	15	26	2,056.00	2,461.00	125.00	112.00	320.00	192.00	187.00	164.00
Burlington	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	8	....	8	1,268.25	.....	117.00	.....	171.00	.....	158.53	.....
Cape May	....	3	3	.....	240.00	.....	80.00	.....	80.00	.....	80.00
Cumberland	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	189	272	461	65,777.50	69,702.50	118.00	124.25	480.00	384.00	348.02	256.25
Gloucester	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	88	143	231	18,642.00	23,486.50	96.00	124.00	396.00	264.00	211.84	164.24
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	4	27	31	675.00	4,618.50	168.00	168.00	252.00	294.00	168.73	171.03
Middlesex	13	10	23	2,508.00	1,700.00	154.00	160.00	250.00	188.00	192.92	170.00
Monmouth	4	1	5	672.00	331.90	168.00	331.90	168.00	331.90	168.00	331.90
Morris	5	6	11	926.00	790.50	128.00	128.00	256.00	135.50	185.20	131.75
Ocean	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	33	52	85	6,299.67	8,242.00	136.89	146.00	219.00	219.00	190.90	158.50
Salem	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Union	33	18	51	6,086.50	2,943.50	128.00	108.00	320.00	250.00	184.43	163.53
Warren	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Total	397	566	963	$106,860.92	$117,852.40	$96.00	$80.00	$480.00	$384.00	$269.17	$208.21

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Special Teachers for Defective Classes. (Deaf, blind and sub-normal classes.)									
	Number employed—Male.	Number employed—Female.	Number employed—Total.	Aggregate salary—Male.	Aggregate salary—Female.	Minimum—Male.	Minimum—Female.	Maximum—Male.	Maximum—Female.	Average—Male.	Average—Female.
Atlantic	....	5	5	.....	$4,450.00	.....	$800.00	.....	$950.00	.....	$890.00
Bergen	....	6	6	.....	4,800.00	.....	700.00	.....	1,000.00	.....	800.00
Burlington	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	....	6	6	.....	4,300.00	.....	550.00	.....	800.00	.....	716.66
Cape May	....	1	1	.....	665.00	.....	665.00	.....	665.00	.....	665.00
Cumberland	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	....	41	41	.....	36,860.00	.....	580.00	.....	1,500.00	.....	899.02
Gloucester	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	1	22	23	$725.00	21,418.00	$725.00	850.00	$725.00	1,236.00	$725.00	973.54
Hunterdon	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	....	10	10	.....	8,210.00	.....	520.00	.....	1,000.00	.....	821.00
Middlesex	....	1	1	.....	750.00	.....	750.00	.....	750.00	.....	750.00
Monmouth	....	1	1	.....	900.00	.....	900.00	.....	900.00	.....	900.00
Morris	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	....	2	2	.....	1,650.00	.....	750.00	.....	900.00	.....	825.00
Salem	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	....	1	1	.....	700.00	.....	700.00	.....	700.00	.....	700.00
Union	1	4	5	1,100.00	3,350.00	1,100.00	750.00	1,100.00	1,000.00	1,100.00	837.50
Warren	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....
Total	2	100	102	$1,825.00	$88,053.00	$725.00	$900.00	$1,100.00	$1,500.00	$912.50	$880.53

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE V.—CONTINUED.

Report of Teachers Employed and Salaries Paid for all Counties, State of New Jersey for the School Year Ending June 30, 1913.

COUNTIES.	Number of teachers employed, excluding superintendents, assistant superintendents, supervisors, special supervisors, supervising principals and manual training teachers.			Grand total of all teachers employed. (Teachers reported on pages inclusive.)		
	Male.	Female.	Total.	Male.	Female.	Total.
Atlantic	54	378	432	66	400	466
Bergen	84	879	963	134	913	1,047
Burlington	15	321	336	25	328	353
Camden	37	666	703	57	701	758
Cape May	30	121	151	36	124	160
Cumberland	30	265	295	34	271	305
Essex	373	2,555	2,928	501	2,656	3,157
Gloucester	13	205	218	19	208	227
Hudson	196	2,065	2,261	296	2,159	2,455
Hunterdon	28	161	189	32	161	193
Mercer	31	561	592	50	606	656
Middlesex	48	473	521	72	494	566
Monmouth	74	483	557	93	512	605
Morris	55	335	390	73	346	419
Ocean	31	123	154	39	125	164
Passaic	93	945	1,038	145	993	1,138
Salem	13	151	164	16	153	169
Somerset	14	216	230	29	222	251
Sussex	36	124	160	42	126	168
Union	93	620	713	133	661	794
Warren	32	185	217	36	188	224
Total	1,380	11,832	13,212	1,928	12,347	14,275

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE VI.

Number of Teachers in Day Schools Paid the Different Annual Salaries as Given Below for all Counties, State of New Jersey for the School Year Ending June 30, 1913.

COUNTIES.	AMOUNT OF SALARY PAID.																			
	Less than $300.—Male.	Less than $300.—Female.	$300 to $399.—Male.	$300 to $399.—Female.	$400 to $499.—Male.	$400 to $499.—Female.	$500 to $599.—Male.	$500 to $599.—Female.	$600 to $699.—Male.	$600 to $699.—Female.	$700 to $799.—Male.	$700 to $799.—Female.	$800 to $899.—Male.	$800 to $899.—Female.	$900 to $999.—Male.	$900 to $999.—Female.	$1,000 to $1,099.—Male.	$1,000 to $1,099.—Female.	$1,100 to $1,199.—Male.	$1,100 to $1,199.—Female.
Atlantic	....	4	....	2	2	22	7	45	9	102	5	75	1	76	6	24	3	8	1	13
Bergen	1	3	2	....	....	10	3	195	2	263	3	184	11	146	14	51	11	21	10	12
Burlington	....	8	3	28	2	109	4	81	1	60	3	29	....	8	1	3	2	1	....	1
Camden	....	1	....	16	1	89	1	154	4	123	3	114	2	143	3	20	9	9	3	7
Cape May	....	....	....	3	3	47	5	36	9	18	2	10	3	7	2	1	4	....	....	....
Cumberland	....	....	1	48	7	107	6	65	1	34	6	8	1	7	3	2	3	....	1	....
Essex	....	1	1	3	....	12	1	166	7	352	5	379	6	370	2	184	19	172	15	382
Gloucester	....	1	....	10	4	71	1	81	2	29	2	15	3	....	....	....	....	1	1	....
Hudson	....	....	1	....	....	6	....	61	2	375	2	299	2	372	3	245	8	76	6	157
Hunterdon	....	....	1	12	4	72	3	42	8	24	8	6	....	4	2	1	2	....	....	....
Mercer	....	....	....	7	....	76	3	139	....	104	1	41	3	134	2	23	7	12	3	8
Middlesex	....	....	....	....	....	6	4	166	1	137	3	84	5	37	5	35	5	14	7	1
Monmouth	....	....	....	3	....	35	15	119	13	116	5	116	5	66	6	28	9	16	4	4
Morris	....	....	....	....	2	31	4	118	3	81	17	62	6	33	6	9	8	3	4	1
Ocean	....	1	1	28	10	37	4	29	7	17	2	7	2	4	2	1	5	1	1	....
Passaic	....	1	....	....	1	65	5	220	1	123	6	188	3	152	5	113	7	40	4	15
Salem	2	2	....	22	6	79	2	33	....	8	2	7	....	1	1	....	1	....	1	1
Somerset	....	....	....	4	1	25	5	92	7	43	....	35	1	15	2	5	2	4	....	....
Sussex	....	....	3	9	10	45	5	40	3	22	1	10	4	1	6	....	2	....	1	....
Union	....	....	....	2	....	40	....	69	3	109	4	165	8	125	9	62	11	25	7	15
Warren	1	2	3	53	1	47	4	33	3	25	1	23	8	4	1	2	4	1	3	....
Totals	4	24	16	250	54	1,031	82	1,984	86	2,165	81	1,857	74	1,705	81	809	122	404	72	617

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE VI.—CONTINUED.

Number of Teachers in Day Schools Paid the Different Annual Salaries as Given Below for all Counties, State of New Jersey for the School Year Ending June 30, 1913.

COUNTIES.	AMOUNT OF SALARY PAID.																						
	$1,200 to $1,299.—Male.	$1,200 to $1,299.—Female.	$1,300 to $1,399.—Male.	$1,300 to $1,399.—Female.	$1,400 to $1,499.—Male.	$1,400 to $1,499.—Female.	$1,500 to $1,599.—Male.	$1,500 to $1,599.—Female.	$1,600 to $1,699.—Male.	$1,600 to $1,699.—Female.	$1,700 to $1,799.—Male.	$1,700 to $$1,799.—Female.	$1,800 to $1,899.—Male.	$1,800 to $1,899.—Female.	$1,900 to $1,999.—Male.	$1,900 to $1,999.—Female.	$2000 to $2,499.——Male.	$2,000 to $2,499.—Female.	$2,500 to $2,999.—Male.	$2,500 to $2,999.—Female.	$3,000 and over.—Male.	$3,000 and over.—Female.	
Atlantic	2	9	1	....	4	....	....	....	6	1	1	....	2	....	....	....	5	....	1	....	1	....	438
Bergen	15	9	10	....	8	....	9	....	3	1	3	....	5	....	1	....	7	4	1	....	3	....	1,021
Burlington	3	....	....	....	2	....	1	....	....	....	2	....	....	....	....	....	1	....	....	....	....	....	353
Camden	3	....	2	14	1	8	5	1	4	2	....	....	2	1	1	....	2	1	....	....	1	....	750
Cape May	2	....	....	....	2	....	2	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	157
Cumberland	1	....	1	....	....	....	....	....	....	....	....	....	1	....	1	....	1	....	....	....	....	....	305
Essex	22	135	6	123	12	9	19	24	18	35	9	5	10	18	5	7	66	13	35	....	48	....	2,696
Gloucester	4	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	227
Hudson	9	265	4	20	6	65	20	11	19	4	12	9	10	17	13	5	50	29	16	3	22	....	2,224
Hunterdon	1	....	....	....	....	....	1	....	1	....	....	....	1	....	....	....	....	....	....	....	....	....	193
Mercer	6	11	3	14	4	1	3	6	3	1	....	1	1	....	1	1	4	....	....	....	2	....	625
Middlesex	6	1	....	1	5	1	5	....	3	....	3	....	2	1	....	....	3	....	....	....	2	....	543
Monmouth	7	5	3	2	2	....	8	....	4	....	2	....	....	....	....	....	2	1	2	....	2	....	600
Morris	1	....	6	1	1	....	2	....	3	....	....	....	1	....	....	1	3	....	....	....	1	....	408
Ocean	1	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	164
Passaic	12	16	11	1	9	....	12	2	....	7	....	7	5	....	....	....	7	....	12	....	3	....	1,053
Salem	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	169
Somerset	1	1	2	....	....	....	1	....	1	....	....	....	2	....	....	....	2	....	....	....	....	....	251
Sussex	2	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	168
Union	8	11	7	5	13	3	5	8	6	....	3	2	1	....	3	....	4	1	3	....	6	....	743
Warren	....	....	1	....	1	....	2	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	224
Totals	106	463	60	181	72	87	96	52	71	51	36	24	45	37	25	14	161	49	70	3	91	....	13,312

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE VII.

Experience and Term of Service of Teachers of Public Day Schools of New Jersey for all Counties, State of New Jersey for the School Year Ending June 30th, 1913.

COUNTIES.	One year or less.	Between 1 and 5 years.	Between 5 and 10 years.	Between 10 and 15 years.	Between 15 and 20 years.	Between 20 and 25 years.	Between 25 and 30 years.	Between 30 and 35 years.	Over 35 years.	Total number of teachers in day school.
Atlantic	67	151	104	47	36	14	11	2	6	438
Bergen	98	368	247	137	80	34	28	14	15	1,021
Burlington	8	148	96	33	31	15	7	8	7	353
Camden	53	211	174	105	78	52	35	20	22	750
Cape May	18	47	46	22	11	7	5	1	.....	157
Cumberland	39	98	55	36	27	20	16	8	6	305
Essex	290	884	637	368	230	122	75	57	33	2,696
Gloucester	65	104	33	9	6	5	3	1	1	227
Hudson	134	462	526	378	269	167	126	89	73	2,224
Hunterdon	50	54	29	19	19	10	3	4	5	193
Mercer	39	217	130	90	58	30	27	19	15	625
Middlesex	56	194	127	63	38	21	23	13	8	543
Monmouth	90	244	105	50	35	30	23	12	11	600
Morris	38	165	90	41	30	12	13	11	8	408
Ocean	35	56	31	20	7	7	5	2	1	164
Passaic	87	288	234	162	124	90	38	25	5	1,053
Salem	34	49	43	11	11	8	6	3	4	169
Somerset	29	94	57	30	17	6	6	6	6	251
Sussex	49	58	32	6	9	7	3	3	1	168
Union	108	286	161	62	36	32	23	18	17	743
Warren	31	68	57	17	15	15	13	5	3	224
Total	1,418	4,246	3,014	1,706	1,167	704	489	321	247	13,312

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE VIII.

Teachers' Certificates for all Counties, State of New Jersey for the School Year Ending June 30, 1913.

COUNTIES.	State Certificates.						State Certificates.					County Certificates.				City Certificates.				Number of members of teachers' retirement fund.	Normal Graduate (Give Name of School)				Number of college graduates.
	Elementary—Limited.	Elementary.—Permanent.	Secondary.—Limited.	Secondary.—Permanent.	Supervisor's.—Limited.	Supervisor's.—Permanent.	Limited Special Certificate.	First grade.	Second grade.	Third grade.	Special	First grade.	Second grade.	Third grade.	Special	First grade.	Second grade.	Third grade.	Special.		Trenton.	Montclair.	City training school.	Other schools.	
Atlantic	92	12	13	4	...	1	10	13	111	19	9	36	35	13	1	53	7	2	7	318	73	2	3	185	63
Bergen	240	18	47	...	5	1	46	29	418	49	25	40	31	24	20	20	.....	1	7	810	281	55	12	475	172
Burlington	68	1	16	1	...	...	...	7	113	16	5	36	35	53	2	.....	.....	...	...	281	97	....	7	35	44
Camden	69	8	18	...	1	...	25	18	124	19	10	41	40	49	6	46	209	36	31	658	99	1	167	111	64
Cape May	26	6	11	1	...	1	6	4	26	16	1	18	27	13	1	.....	.....	...	...	95	19	1	.....	25	29
Cumberland	52	5	18	...	...	...	11	5	42	17	...	62	43	39	...	3	6	2	...	243	53	.....	.....	25	27
Essex	197	50	55	3	1	8	92	62	535	64	51	18	14	8	16	121	1,331	1	69	2,041	259	96	918	982	441
Gloucester	43	...	14	...	...	...	3	9	40	7	...	30	52	26	3	.....	.....	...	...	.....	26	2	7	46	30
Hudson	141	33	29	1	...	3	33	86	462	68	24	66	28	18	28	1,166	.....	3	35	.....	235	79	892	392	219
Hunterdon	46	...	18	...	...	1	2	5	39	5	18	26	21	12	...	.....	.....	...	...	156	35	2	2	23	23
Mercer	57	6	20	9	1	2	5	17	180	29	8	9	18	13	7	242	.....	...	2	553	223	2	170	62	65
Middlesex	69	4	17	...	...	...	5	25	209	34	6	39	54	22	5	33	16	5	...	435	201	11	1	140	63
Monmouth	100	11	33	1	1	2	24	15	206	36	11	64	51	34	11	.....	.....	...	...	449	162	7	7	155	18
Morris	92	...	21	...	1	...	8	17	119	25	4	33	44	37	1	2	.....	3	1	303	82	20	3	88	64
Ocean	40	3	12	...	...	...	2	2	21	5	...	24	30	21	4	.....	.....	...	...	124	13	2	2	36	19
Passaic	91	35	57	10	5	2	8	8	106	14	8	11	23	36	9	253	191	186	...	786	100	48	37	682	110
Salem	37	4	5	...	...	...	6	5	29	6	...	15	27	27	8	.....	.....	...	...	126	29	...	.....	15	10
Somerset	52	20	10	7	1	...	4	13	35	31	7	22	12	21	16	.....	.....	...	...	.....	35	7	2	73	45
Sussex	49	4	5	...	...	...	7	2	27	12	1	12	34	11	16	.....	.....	...	...	119	19	2	2	31	23
Union	101	9	29	...	1	2	23	32	182	37	9	26	27	16	12	209	16	...	12	548	82	13	164	228	137
Warren	23	...	3	1	...	1	1	8	24	25	3	66	46	23	...	.....	.....	...	...	.....	20	....	.....	12	11
Total	1,685	229	451	38	17	24	321	382	3,048	534	200	694	692	516	154	2,148	1,776	239	164	8,045	2,143	350	2,396	3,821	1,667

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE IX.

Report of Enrollment, in Day Schools, by Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number of Pupils Enrolled in Kindergarten.			Number of Pupils Enrolled in Grades I to IV Inclusive.			Number of Pupils Enrolled in Grades V to VIII, Inclusive.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	530	479	1,009	3,380	3,258	6,638	1,948	1,973	3,921
Bergen	1,535	1,520	3,055	9,517	8,940	18,457	4,741	4,880	9,621
Burlington	200	199	399	2,598	2,414	5,012	1,193	1,384	2,577
Camden	203	201	404	7,626	7,384	15,010	3,123	3,349	6,475
Cape May	50	73	123	951	965	1,916	548	527	1,075
Cumberland				2,889	2,661	5,550	1,282	1,413	2,695
Essex	6,554	6,585	13,139	25,713	24,479	50,192	13,957	13,770	27,727
Gloucester				1,672	1,590	3,262	807	887	1,696
Hudson	2,123	1,969	4,092	26,824	25,079	51,903	14,060	13,856	27,912
Hunterdon	86	75	161	768	738	1,506	418	423	841
Mercer	1,105	1,119	2,224	5,115	4,974	10,089	2,415	2,448	4,863
Middlesex	604	635	1,239	5,862	5,482	11,344	2,644	2,608	5,252
Monmouth	387	400	787	4,527	4,400	8,927	2,814	2,922	5,736
Morris	149	141	290	2,843	2,593	5,436	1,519	1,496	3,015
Ocean	70	81	151	722	688	1,410	461	460	921
Passaic	2,120	2,086	4,206	10,585	10,200	20,785	5,827	5,854	11,681
Salem	26	33	59	1,076	994	2,070	559	556	1,115
Somerset	294	366	660	1,477	1,374	2,851	866	831	1,697
Sussex	118	118	236	709	686	1,395	449	446	895
Union	697	695	1,392	6,861	6,184	13,045	3,839	3,919	7,758
Warren				1,460	1,384	2,844	617	686	1,303
Total	16,851	16,775	33,626	123,175	116,467	239,642	64,087	64,688	128,775

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE IX.—CONTINUED.

Report of Enrollment, in Day Schools, by Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	Number of Pupils Enrolled in Grades IX to XII, Inclusive.			Total Number of Pupils Enrolled During Year.			One Room.			Two Rooms.			Sub-Normal.			Boys.—Deaf.	Girls.—Deaf.	Boys.—Blind.	Girls.—Blind.	Training school.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Atlantic	477	497	974	7,465	7,245	14,710	582	573	1,155	493	448	941	55	17	72	...	...	...	...	...
Bergen	895	1,197	2,092	17,440	17,234	34,674	259	246	505	453	421	874	40	30	70	...	...	...	...	...
Burlington	319	505	824	6,176	6,131	12,307	1,392	1,221	2,613	474	408	882	...	...	...	...	...	...	...	...
Camden	549	864	1,413	12,536	12,724	25,260	520	493	1,013	468	408	876	47	25	72	...	...	...	...	...
Cape May	189	234	423	2,413	2,434	4,847	246	276	522	419	352	771	10	7	17	...	...	...	...	...
Cumberland	461	649	1,110	5,861	5,764	11,625	563	473	1,036	653	567	1,220	13	1	14	...	...	...	...	...
Essex	3,070	3,816	6,886	49,796	49,065	98,861	20	26	46	180	187	367	266	170	436	30	28	6	4	...
Gloucester	204	359	563	4,164	4,080	8,244	697	599	1,296	784	645	1,429	...	...	...	...	...	...	...	...
Hudson	2,007	2,669	4,676	45,223	43,807	89,030	...	...	...	...	...	...	195	67	262	8	7	6	2	158
Hunterdon	169	330	499	3,232	3,256	6,488	1,433	1,361	2,794	358	329	687	...	...	...	...	...	...	...	...
Mercer	603	916	1,519	10,462	10,342	20,804	620	492	1,112	357	297	654	247	96	343	...	...	...	...	...
Middlesex	571	707	1,278	10,472	10,176	20,648	596	562	1,158	182	172	354	12	10	22	1	...	...	...	...
Monmouth	816	1,030	1,846	10,677	10,577	21,254	1,355	1,103	2,458	770	715	1,485	8	7	15	...	...	...	...	...
Morris	546	720	1,266	6,915	6,615	13,530	942	855	1,797	916	810	1,726	...	...	...	...	...	...	...	...
Ocean	168	261	429	2,336	2,368	4,704	493	477	970	412	398	810	10	3	13	...	...	...	...	...
Passaic	1,202	1,448	2,650	20,277	20,143	40,420	385	401	786	158	154	312	...	...	...	...	...	...	...	...
Salem	155	266	421	2,976	2,859	5,835	937	810	1,747	223	200	423	...	...	...	...	...	...	...	...
Somerset	262	363	625	4,037	3,911	7,948	890	729	1,619	248	248	496	...	...	...	...	...	...	...	...
Sussex	183	280	463	2,679	2,691	5,370	1,089	1,041	2,130	119	117	236	12	3	15	...	...	...	...	...
Union	1,090	1,367	2,457	12,647	12,297	24,944	20	21	41	99	97	196	41	14	55	...	...	...	...	...
Warren	264	464	728	3,675	3,757	7,432	1,056	982	2,038	267	232	499	11	9	20	...	...	...	...	...
Totals	14,200	18,942	33,142	241,459	237,476	478,935	14,095	12,741	26,836	8,033	7,205	15,238	967	459	1,426	39	35	12	6	158

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE X.

Ages of Pupils Enrolled in Day Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIEE.	Number of Pupils Between							
	4 and five years of age—Boys.	4 and five years of age—Girls.	5 and 6 years of age—Boys.	5 and 6 years of age—Girls.	6 and 7 years of age—Boys.	6 and 7 years of age—Girls.	7 and 8 years of age—Boys.	7 and 8 years of age—Girls
Atlantic	68	59	700	616	699	719	704	700
Bergen	490	502	1,590	1,543	1,786	1,770	1,800	1,790
Burlington	40	52	408	436	583	591	622	582
Camden	57	69	645	685	1,254	1,337	1,436	1,381
Cape May	16	30	227	228	230	230	231	214
Cumberland	8	8	468	447	577	507	597	604
Essex	2,611	2,702	4,450	4,419	4,809	4,649	4,760	4,598
Gloucester	5	13	323	313	442	428	410	396
Hudson	534	495	3,393	3,319	4,785	4,500	4,609	4,577
Hunterdon	32	29	233	227	279	308	286	295
Mercer	558	586	1,051	1,011	1,072	1,037	1,037	963
Middlesex	238	272	920	913	1,141	1,099	1,080	1,087
Monmouth	170	196	792	812	961	965	986	964
Morris	30	40	596	576	713	611	680	652
Ocean	52	57	140	176	196	197	210	220
Passaic	610	602	1,978	2,016	2,020	2,062	2,108	1,990
Salem	16	28	203	258	292	266	279	251
Somerset	111	135	332	357	372	407	376	330
Sussex	54	58	204	207	257	232	246	242
Union	245	271	884	787	1,233	1,188	1,282	1,185
Warren	20	18	277	285	366	398	367	367
Total	5,965	6,222	19,814	19,631	24,067	23,501	24,106	23,388

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE X.—CONTINUED.

Ages of Pupils Enrolled in Day Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	NUMBER OF PUPILS BETWEEN.									
	8 and 9 years of age—Boys.	8 and 9 years of age—Girls.	9 and 10 years of age—Boys.	9 and 10 years of age—Girls.	10 and 11 years of age—Boys.	10 and 11 years of age—Girls.	11 and 12 years of age—Boys.	11 and 12 years of age—Girls.	12 and 13 years of age—Boys.	12 and 13 years of age—Girls.
Atlantic	752	773	748	738	695	676	594	650	720	680
Bergen	1,804	1,821	1,723	1,716	1,628	1,569	1,488	1,476	1,560	1,514
Burlington	647	616	680	586	573	611	547	588	624	588
Camden	1,519	1,442	1,357	1,437	1,309	1,308	1,270	1,237	1,249	1,230
Cape May	233	256	216	224	237	252	195	210	230	197
Cumberland	533	541	597	545	555	584	586	509	520	570
Essex	4,681	4,631	4,504	4,405	4,280	4,264	4,090	4,009	4,459	4,250
Gloucester	419	407	406	407	391	369	386	363	379	358
Hudson	4,533	4,600	4,562	4,364	4,463	4,247	4,303	4,143	4,591	4,434
Hunterdon	309	327	320	327	316	309	277	309	315	285
Mercer	1,004	980	940	954	890	933	907	856	956	972
Middlesex	1,082	1,069	983	1,055	967	936	904	940	1,022	919
Monmouth	945	933	965	974	946	956	877	903	972	985
Morris	653	628	617	701	596	588	580	579	687	593
Ocean	226	229	200	212	210	206	220	193	217	197
Passaic	2,045	2,013	1,946	1,986	1,910	1,890	1,707	1,794	1,928	1,856
Salem	312	283	275	272	277	259	247	233	307	277
Somerset	363	372	364	360	375	356	358	315	367	367
Sussex	248	239	231	249	223	227	243	242	235	210
Union	1,326	1,242	1,216	1,177	1,116	1,069	1,112	1,102	1,206	1,158
Warren	409	368	404	335	342	330	337	355	350	343
Total	24,043	23,770	23,254	23,024	22,299	21,939	21,228	21,006	22,894	21,983

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE X.—CONTINUED.

Ages of Pupils Enrolled in Day Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	13 and 14 years of age—Boys.	13 and 14 years of age—Girls.	14 and 15 years of age—Boys.	14 and 15 years of age—Girls.	15 and 16 years of age—Boys.	15 and 16 years of age—Girls.	16 and 17 years of age—Boys.	16 and 17 years of age—Girls.
Atlantic	569	544	530	437	289	285	207	216
Bergen	1,387	1,274	1,052	948	617	630	308	344
Burlington	494	447	419	415	280	278	158	196
Camden	990	969	734	726	384	410	216	266
Cape May	180	186	164	164	116	117	85	70
Cumberland	483	469	384	367	241	254	169	186
Essex	3,891	3,784	3,282	2,936	1,998	1,973	1,066	1,052
Gloucester	384	351	273	270	185	170	99	115
Hudson	4,072	3,700	2,915	2,581	1,471	1,401	579	729
Hunterdon	293	265	259	211	176	175	84	97
Mercer	887	783	591	564	331	359	143	182
Middlesexd	857	731	633	514	366	284	157	205
Monmouth	867	865	842	762	639	587	403	351
Morris	560	502	518	448	371	313	199	203
Ocean	188	179	192	168	129	154	86	108
Passaic	1,731	1,615	1,191	1,074	616	536	284	292
Salem	251	245	213	200	147	132	94	83
Somerset	335	290	283	258	208	183	117	97
Sussex	228	207	169	198	138	148	83	91
Union	976	941	927	863	573	568	293	347
Warren	281	276	210	237	137	193	101	131
Total	19,904	18,623	15,781	14,341	9,412	9,150	4,931	5,361

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE X.—CONTINUED.

Ages of Pupils Enrolled in Day Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	NUMBER OF PUPILS BETWEEN								TOTAL.		GRAND TOTAL.
	17 and 18 years of age—Boys.	17 and 18 years of age—Girls.	18 and 19 years of age—Boys.	18 and 19 years of age—Girls.	19 and 20 years of age—Boys.	19 and 20 years of age—Girls.	20 years of age (and over.)—Boys.	20 years of age (and over)—Girls.	4 to 20 years (and over)—Boys.	4 to 20 years (and over.)—Girls.	4 to 20 years (and over)—Boys and Girls.
Atlantic	102	92	59	46	29	14	.....	.....	7,465	7,245	14,710
Bergen	136	215	57	97	12	23	2	2	17,440	17,234	34,674
Burlington	63	88	30	42	7	14	1	1	6,176	6,131	12,307
Camden	75	136	36	56	3	15	2	20	12,536	12,724	25,260
Cape May	32	35	13	17	7	4	1	.....	2,413	2,434	4,847
Cumberland	87	113	36	45	20	15	.....	.....	5,861	5,764	11,625
Essex	509	726	258	359	119	193	29	115	49,796	49,065	98,861
Gloucester	45	74	15	35	2	9	.....	2	4,164	4,080	8,244
Hudson	284	373	97	210	30	91	2	43	45,223	43,807	89,030
Hunterdon	41	54	10	30	2	8	.....	.....	3,232	3,256	6,488
Mercer	64	86	25	53	6	23	.....	.....	10,462	10,342	20,804
Middlesex	85	108	29	33	6	10	2	1	10,472	10,176	20,648
Monmouth	198	202	80	87	33	34	1	1	10,677	10,577	21,254
Morris	79	119	23	47	12	15	1	.....	6,915	6,615	13,530
Ocean	41	38	18	26	11	8	.....	.....	2,336	2,368	4,704
Passaic	134	206	48	110	16	62	5	39	20,277	20,143	40,420
Salem	40	44	19	20	4	8	.....	.....	2,976	2,859	5,835
Somerset	50	58	19	17	7	8	.....	1	4,037	3,911	7,948
Sussex	46	64	14	38	58	41	.....	.....	2,679	2,691	5,370
Union	162	215	64	127	29	40	3	17	12,647	12,297	24,944
Warren	38	74	24	35	12	12	.....	.....	3,675	3,757	7,432
Total	2,311	3,120	974	1,530	425	647	49	242	241,459	237,476	478,935

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XI.

Report of Regular Day Schools Attendance for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Actual number of days the schools were kept open.	Number of legal holidays the 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.
Atlantic	174	6	2	1,133,507	1,104,373½	2,237,880½	986,265	955,192	1,941,457	147,281½
Bergen	190	7	....	2,829,276	2,803,436	5,632,712	2,552,677	2,500,020	5,052,697	276,599
Burlington	177	6	3	878,287½	910,246½	1,788,534	723,615	755,672½	1,479,287½	154,672
Camden	181	7	0	2,043,509	2,075,681½	4,119,190½	1,688,123½	1,725,019½	3,413,143	356,094½
Cape May	173	7	3	338,735	343,778½	682,513½	291,715½	295,168½	586,884	47,031
Cumberland	176	7	1	912,315	927,165½	1,839,480½	798,270½	812,296½	1,610,567	114,044½
Essex	188	7	....	8,308,316½	8,196,138½	16,504,465	7,563,685½	7,407,677	14,971,362½	733,043
Gloucester	181	8	....	599,413½	612,453	1,211,866½	499,157	517,152	1,016,309	100,256½
Hudson	196	7	....	7,661,270½	7,444,176½	15,105,447	6,982,015½	6,730,282½	13,712,298	679,254½
Hunterdon	186	7	3	478,345	495,667½	974,012½	392,233	414,977	807,210	85,418½
Mercer	189	7	2	1,690,388½	1,695,980½	3,386,369	1,468,412	1,460,689	2,929,101	2,219,976½
Middlesex	188	7	1	1,713,243	1,683,971½	3,397,214½	1,525,294½	1,491,016½	3,016,311	187,948½
Monmouth	182	7	2	1,564,661½	1,591,702	3,156,363½	1,346,697½	1,369,528½	2,716,226	217,964
Morris	186	7	2	1,088,014	1,039,182½	2,127,196½	952,093	907,424½	1,859,517½	135,921
Ocean	173	7	3	330,968½	341,758	672,726½	280,797	288,615	569,412	50,171½
Passaic	190½	7	2	3,340,102½	3,310,362½	6,650,465	3,056,079½	3,012,640½	6,068,720	283,739
Salem	175	6	3	417,844½	432,460	850,304½	356,611½	375,188½	731,800	61,233
Somerset	186	6	2	620,661½	609,501	1,230,162½	545,830½	530,909½	1,076,740	74,831
Sussex	186	7	3	388,970½	396,119	785,089½	326,897½	338,780½	665,678	62,065
Union	188	7	1	2,097,111	2,065,470½	4,162,581½	1,932,191½	1,880,751	3,812,942½	164,919
Warren	179	7	3	564,703½	588,777½	1,153,481	497,987	522,464	1,020,451	65,934
Total	183	7	2	38,999,644	38,668,402	77,668,056	34,766,649	34,291,465	69,058,114	4,220,397½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XI. CONTINUED.

Report of Regular Day Schools Attendance for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Absent.		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")			Per cent. of attendance. (Divide "number of days present" by "possible number of days attendance.")	Average daily attendance. (Divide total days present by actual number of days schools were kept open)	Number of Pupils Not Absent or Tardy During Year		
	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.			Boys.	Girls.	Total.
Atlantic	149,142	296,423½	20,071	14,462	34,533	132,661	.15130	.10901	.26031	.86754	11,158	60	59	312
Bergen	303,416	580,015	30,457	22,031	52,488	318,409½	.09565	.06919	.16484	.89702	26,592	585	630	1,215
Burlington	154,574½	309,246½	12,505	10,426	22,931	104,652½	.11949	.09962	.21911	.82709	8,357	97	139	236
Camden	349,953	706,047½	15,038	11,265	26,303	220,949	.06806	.05098	.11904	.82859	18,857	252	317	569
Cape May	48,598	95,629½	8,316	6,798	15,114	44,859	.18539	.15153	.33692	.85988	3,392	11	17	105
Cumberland	114,869	228,913½	10,208	7,461	17,669	101,454	.10061	.07354	.17415	.87555	9,150	94	92	371
Essex	800,059½	1,533,102½	44,499	31,359	75,858	780,659	.05700	.04017	.09717	.90711	79,635	1,608	2,070	3,678
Gloucester	95,301	195,557½	8,656	6,971	15,627	74,560	.11609	.09349	.20958	.83863	5,614	99	141	240
Hudson	713,894½	1,393,149	37,445	21,756	59,201	719,088	.05207	.03025	.08232	.90777	69,960	1,547	1,792	3,339
Hunterdon	81,384	166,802½	9,170	7,383	16,553	63,212	.14506	.11679	.26186	.82874	4,339	17	35	214
Mercer	235,291½	457,268	16,532	12,053	28,585	163,513	.10110	.07371	.17481	.86497	15,498	209	224	443
Middlesex	192,955	380,903½	16,609	11,626	28,235	168,846	.09837	.06885	.16722	.88787	16,044	.....	.....	710
Monmouth	222,173½	440,137½	22,415	17,381	39,796	176,029	.12733	.09874	.22607	.86055	14,924	.....	.....	584
Morris	131,758	267,679	10,409	7,885	18,294	123,524	.08427	.06383	.14810	.87416	9,998	294	297	591
Ocean	53,143	103,314½	5,216	3,803	9,019	47,721	.10930	.07969	.18899	.84643	3,291	42	5	107
Passaic	298,006	581,745	23,494	16,821	40,315	372,911	.06300	.04510	.10810	.91252	31,856	.....	.....	1,237
Salem	57,271½	118,504½	7,848	5,540	13,388	49,985	.15701	.11083	.26784	.86063	4,181	.....	.....	170
Somerset	78,591½	153,422½	10,793	7,625	18,418	72,482	.14891	.10519	.25410	.87529	5,788	100	121	221
Sussex	57,346½	119,411½	4,625	3,796	8,421	57,638	.08024	.06585	.14610	.84790	3,578	.....	.....	280
Union	184,720	349,639	17,384	10,992	28,376	205,392	.08463	.05352	.13815	.91605	20,281	664	678	1,342
Warren	67,096	133,030	4,269	3,175	7,444	74,712	.05713	.04249	.09962	.88467	5,700	213	201	414
Total	4,389,544½	8,609,942	335,959	240,609	576,568	4,073,257	.08247	.05907	.14154	.88914	377,366	.....	.....	16,368

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XI.—CONTINUED.

Report of Regular Day Schools Attendance for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number of sessions truant.—Total.	Total number of days transported.	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.	Transportation within district.
Atlantic	192	22,172	206	316	53	.....
Bergen	1,121	115,853½	606	1,297	127	.....
Burlington	1,379	111,834	491	522	148	.....
Camden	4,339½	56,680½	248	628	231	.....
Cape May	180	27,235	65	162	35	.....
Cumberland	298½	74,395	392	521	107	.....
Essex	13,078	31,111½	69	2,219	208	123
Gloucester	241	60,216	333	513	115	.....
Hudson	10,482	13,802	90	2,163	41	.....
Hunterdon	.....	42,269½	262	394	49	.....
Mercer	2,914	96,134	249	636	71	.....
Middlesex	4,216	97,694	88	694	201	709
Monmouth	641	163,125½	641	1,103	113	.....
Morris	1,254	84,543	322	902	78	.....
Ocean	353	34,334½	177	215	27	.....
Passaic	1,377	9,757	259	853	61	.....
Salem	58	54,439½	259	282	80	.....
Somerset	128½	26,406½	90	368	22	.....
Sussex	124	68,521½	252	452	28	.....
Union	1,179	16,193½	32	885	95	.....
Warren	80	46,604½	266	360	33	.....
Total	43,635½	1,253,322	5,397	15,485	1,923	832

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XII.

Yearly Table of Distribution and Attendance in Day Schools, by Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Present between ½ and 20½ days, and no more.	Present between ½ and 20½ days, and no more.	Present between 21 and 40½ days and no more.	Present between 21 and 40½ days, and no more.	Present between 41 and 60½ days, and no more.	Present between 41 and 60½ days, and no more.	Present between 61 and 80½ days and no more.	Present between 61 and 80½ days, and no more.	Present between 81 and 100½ days and no more.	Present between 81 and 100½ days, and no more.
Atlantic	335	346	410	395	348	327	325	293	347	352
Bergen	625	590	760	739	821	829	563	577	604	649
Burlington	432	349	436	397	445	402	430	344	467	403
Camden	491	489	605	550	571	578	582	548	685	730
Cape May	183	171	144	154	127	116	107	115	122	134
Cumberland	210	197	301	233	343	236	256	193	275	285
Essex	1,737	1,739	1,871	1,718	1,784	1,832	1,759	1,635	2,027	2,072
Gloucester	282	246	317	258	267	243	246	188	265	237
Hudson	1,274	1,243	1,308	1,331	1,468	1,388	1,481	1,399	2,126	2,158
Hunterdon	233	204	271	229	245	219	181	163	211	191
Mercer	433	429	449	427	456	466	418	403	460	385
Middlesex	346	340	408	369	517	468	377	365	317	336
Monmouth	620	620	733	648	678	580	524	463	612	530
Morris	300	272	360	373	388	392	267	246	330	295
Ocean	159	156	140	142	131	128	117	101	155	155
Passaic	509	512	561	596	615	642	632	604	918	848
Salem	154	123	234	184	243	154	218	125	191	139
Somerset	161	182	219	214	245	224	208	189	185	157
Sussex	170	164	188	167	217	226	141	145	164	137
Union	379	335	448	422	546	459	408	371	423	389
Warren	184	168	204	193	222	189	159	164	206	202
Total	9,217	8,875	10,367	9,739	10,677	10,098	9,399	8,631	11,090	10,784

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XII.—CONTINUED.

Yearly Table of Distribution and Attendance in Day Schools, by Counties, State of New Jersey, Year Ending June 30, 1913.

COUNTIES.	Present between 101 and 120½ day, and no more.	Present between 101 and 120½ days, and no more.	Present between 121 and 140½ days, and no more.	Present between 120 and 140½ days, and no more.	Present between 141 and 160½ days and no more.	Present between 141 and 160½ days, and no more.	Present between 161 and 180½ days, and no more.	Present between 161 and 180½ days, and no more.	Present between 181 days and highest number of days school was in session.	Present between 181 days and highest number of days school was in session.	Total. (The total of this column should equal the "Total number of pupils enrolled.")
Atlantic	483	477	831	829	1,467	1,431	2,121	2,098	798	697	14,710
Bergen	644	706	992	1,047	1,828	1,981	5,415	5,489	5,188	4,627	34,674
Burlington	483	487	633	617	1,015	1,037	1,512	1,682	323	413	12,307
Camden	880	793	1,221	1,300	2,106	2,111	3,740	3,826	1,655	1,799	25,260
Cape May	184	172	305	320	581	612	660	640	.....	.....	4,847
Cumberland	360	322	459	488	926	974	1,559	1,611	1,172	1,225	11,625
Essex	1,834	1,855	2,590	2,548	4,660	5,168	13,686	13,869	17,848	16,629	98,861
Gloucester	340	287	471	388	686	688	940	1,101	350	444	8,244
Hudson	1,415	1,509	2,117	2,111	3,766	3,793	10,350	10,255	19,918	18,620	89,030
Hunterdon	222	206	303	256	392	460	676	683	498	645	6,488
Mercer	523	536	786	784	1,392	1,460	3,250	3,330	2,295	2,122	20,804
Middlesex	491	446	645	632	1,216	1,200	3,272	3,250	2,883	2,770	20,648
Monmouth	781	703	972	967	1,555	1,648	2,932	3,077	1,270	1,341	21,254
Morris	376	344	501	445	929	898	1,972	1,931	1,492	1,419	13,530
Ocean	226	221	328	329	482	456	576	664	22	16	4,704
Passaic	693	683	988	1,056	1,794	1,775	5,084	5,363	8,483	8,064	40,420
Salem	217	203	302	279	442	523	660	709	315	420	5,835
Somerset	219	200	307	296	572	600	1,263	1,195	658	654	7,948
Sussex	194	182	218	191	341	326	558	602	488	551	5,370
Union	462	480	660	731	1,194	1,306	3,513	3,678	4,614	4,126	24,944
Warren	214	232	266	260	521	495	830	940	869	914	7,432
Total	11,241	11,044	15,895	15,874	27,865	28,942	64,569	65,993	71,139	67,496	478,935

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XIII.

Graduates From Full-Year High School Course for all Counties, State of New Jersey, School Year Ending June 30, 1913.

COUNTIES.	GRADUATES.									
	14 years of age (or less.) —Boys.	14 years of age or less.) —Girls.	15 years of age.—Boys.	15 years of age.—Girls.	16 years of age.—Boys.	16 years of age.—Girls.	17 years of age.—Boys.	17 years of age.—Girls.	18 years of age (and over.) —Boys.	18 years of age (and over.) —Girls.
Atlantic					2		9	18	35	36
Bergen			1		14	25	33	63	33	62
Burlington				1	3	13	13	23	17	30
Camden					7	7	10	21	38	63
Cape May			1		4	5	9	5	12	9
Cumberland			3		9	20	14	35	13	25
Essex			3	7	33	38	97	104	268	176
Gloucester				1	2	3	10	10	28	8
Hudson		1	4	4	18	47	61	118	80	158
Hunterdon				2	3	8	6	17	10	20
Mercer			5	2	16	29	24	34	14	43
Middlesex			1	1	7	19	15	36	44	28
Monmouth			3	1	19	19	25	50	39	62
Morris	1	1	1	2	12	20	29	36	15	34
Ocean					10	7	10	15	9	16
Passaic					21	17	36	58	65	105
Salem				1	1	6	6	9	16	9
Somerset			3	2	5	8	9	7	11	9
Sussex	1		2	9	1	4	8	12	15	12
Union			4	3	14	14	39	51	58	94
Warren	1			1	3	10	12	29	24	42
Total	3	2	31	37	204	319	475	751	844	1,041

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XIII.—CONTINUED.

Number of Graduates Who Propose to Enter in Any of the Following Institutions for all Counties, State of New Jersey, June 30, 1913.

COUNTIES.	College or technical schools.—Boys.	College or technical schools.—Girls.	Law schools.—Boys.	Law schools.—Girls.	Medical schools.—Boys.	Medical schools.—Girls.	Dental schools.—Boys.	Dental schools.—Girls.	Training classes or colleges.—Boys.	Training classes or colleges.—Girls.	Normal Schools.—Boys.	Normal Schools.—Girls.	Other institutions.—Boys.	Other institutions.—Girls.
Atlantic	12	5					8	1		1		12		
Bergen	35	19	1		3		6			6		30	2	8
Burlington	8	2			2		1			5	6	20		
Camden	16	9			2		2			15		10	1	2
Cape May	11	4	1				1					5		3
Cumberland	14	8	1		1	1	2			1		18	1	5
Essex	187	66	4		7		5			13	3	180	2	16
Gloucester	9	4								3		13	2	3
Hudson	65	52	11		4		5			61	1	74	1	4
Hunterdon	10	8	1									18		
Mercer	12	6	5		4					23		35		1
Middlesex	17	5					1			2		37	2	3
Monmouth	37	10	2	1	1		5					41	7	9
Morris	19	12	2				2		1	2		33	5	8
Ocean	14	3	1				1					12	1	8
Passaic	52	15	12	1	9		4			6	2	96		7
Salem	6	2										11	3	5
Somerset	14	5										10	5	3
Sussex	11	4	1		1		1					16	1	
Union	62	28	4		2	1	1			2	1	47	2	10
Warren	17	4					1			2	2	21	2	4
Total	628	271	46	2	36	2	46	1	1	142	15	739	37	99

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XIV.

Report of Pupils for whom Tuition is Paid, for the School Year Ending June 30, 1913.

COUNTIES.	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 the tuition is paid by your district.	Number of pupils attending schools in other districts below high school grade for whom 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 districts.	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 districts below high school grade for whom the tuition is paid by other districts.	Rate of tution received in high school.	Rate of tuition received below high school.	Total amount received for tuition.
Atlantic	.....	180	72	.....	.....	$4,705.98	$9,661.69	$3,972.26	$13,633.95	49	173	.....	.....	$4,664.73
Bergen	.....	904	346	.....	.....	47,539.96	15,549.41	2,632.65	18,182.06	801	389	.....	.....	40,970.16
Burlington	.....	382	481	.....	.....	18,978.24	10,042.57	5,782.90	15,825.47	342	546	.....	.....	15,432.09
Camden	.....	286	267	.....	.....	15,035.48	8,067.12	12,210.40	10,277.52	277	185	.....	.....	12,614.44
Cape May	.....	70	37	.....	.....	1,403.25	1,912.40	6,945.88	8,858.28	66	66	.....	.....	1,618.25
Cumberland	.....	176	161	.....	.....	5,870.00	7,736.99	7,920.76	15,660.15	254	128	.....	.....	9,628.50
Essex	.....	45	14	.....	.....	2,375.00	2,098.99	5,245.87	7,344.86	37	24	.....	.....	2,807.75
Gloucester	.....	348	323	.....	.....	16,289.99	9,553.84	1,699.75	11,253.59	309	361	.....	.....	16,214.40
Hudson	.....	379	1	.....	.....	15,691.45	463.50	825.55	1,289.05	403	27	.....	.....	20,958.90
Hunterdon	.....	271	548	.....	.....	17,460.09	15,649.98	658.70	16,308.68	276	441	.....	.....	12,747.10
Mercer	.....	196	248	.....	.....	12,615.00	5,335.30	8,742.96	14,078.26	231	275	.....	.....	15,839.95
Middlesex	.....	345	421	.....	.....	17,877.00	9,198.96	11,611.16	20,810.12	224	420	.....	.....	13,195.50
Monmouth	.....	603	484	.....	.....	28,111.75	15,132.35	10,853.48	25,985.83	613	492	.....	.....	28,211.00
Morris	.....	390	371	.....	.....	17,735.20	14,854.82	8,246.03	23,100.85	451	353	.....	.....	20,115.92
Ocean	.....	158	124	.....	.....	6,038.00	6,917.15	3,163.39	10,080.54	144	224	.....	.....	5,792.00
Passaic	.....	242	39	.....	.....	15,564.58	5,947.30	1,199.43	7,414.48	341	38	.....	.....	17,115.69
Salem	.....	211	184	.....	.....	8,962.86	10,498.03	2,450.67	12,948.70	170	217	.....	.....	8,125.94
Somerset	.....	260	354	.....	.....	12,893.98	9,516.91	2,733.50	12,250.41	223	269	.....	.....	11,750.53
Sussex	.....	265	265	.....	.....	11,647.70	15,187.06	7,521.30	22,708.36	241	261	.....	.....	10,500.00
Union	.....	128	66	.....	.....	5,589.90	1,760.05	1,619.40	3,379.45	291	102	.....	.....	13,892.00
Warren	.....	188	302	.....	.....	8,735.75	10,300.14	2,968.54	13,268.68	231	198	.....	.....	10,355.75
Total	.....	6,027	5,108	.....	.....	$291,121.16	$185,384.56	$99,004.58	284,659.29	5,974	5,189	.....	.....	$292,550.60

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XV.

Report of Evening Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	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 14 and 20 years of age.	Number of female pupils over 20 years of age.	Total number of female pupils.	Total number of pupils between 14 and 20 years of age.	Total number of pupils over 20 years of age.
Atlantic	75	196	206	402	109	321	430	305	527
Bergen	64	307	235	542	172	96	268	479	331
Burlington									
Camden	78	88	64	152	21	7	28	109	71
Cape May	64	34	23	57	31	6	37	65	29
Cumberland									
Essex	90	7,577	2,966	10,345	5,150	2,506	7,656	12,728	5,273
Gloucester									
Hudson	71	3,643	1,964	5,607	2,581	877	3,458	6,224	2,841
Hunterdon									
Mercer	85	501	275	776	174	32	206	675	307
Middlesex	80	373	641	1,014	136	54	192	509	697
Monmouth	64	82	81	163	26	24	50	108	105
Morris	69½	100	123	223	28	13	41	128	136
Ocean									
Passaic	70	1,702	778	2,480	1,202	347	1,549	2,904	1,125
Salem									
Somerset									
Sussex									
Union	67	714	434	1,148	365	132	497	1,079	566
Warren									
Total	73	15,317	7,790	22,909	9,995	4,415	14,412	25,313	12,008

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XV.—CONTINUED.

Report of Evening Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Total number of pupils enrolled in evening schools.	Number of male teachers in evening schools.	Number of female teachers in evening schools.	Total number of teachers employed in evening schools.	Total amount expended for male teachers in evening schools.	Total amount expended for female teachers in evening schools.	Total amount paid teachers in evening schools.	Average salary per week (4 nights) paid to male teachers.	Average salary per week (4 nights) paid to female teachers.	Amount expended for salaries of janitors.
Atlantic	832	9	19	28	$1,950.00	$3,336.04	$5,286.04	$13.54	$10.95	.....
Bergen	810	11	15	26	1,953.00	2,560.00	4,513.00	11.09	10.66	$550.50
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	180	8	.....	8	1,370.25	.....	1,370.25	8.34	.....	181.25
Cape May	94	.....	3	3	240.00	.....	240.00	.....	5.00	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	18,001	189	272	461	64,141.00	69,204.75	133,345.75	12.75	11.50	5,724.13
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	9,065	88	*153	241	18,683.00	23,321.50	42,004.50	11.44	8.92	4,564.50
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	982	4	27	31	675.00	4,618.50	5,293.50	7.94	8.04	718.25
Middlesex	1,206	13	10	23	2,530.00	1,689.50	4,219.50	10.18	9.00	516.00
Monmouth	213	4	1	5	672.00	331.90	1,003.90	10.50	8.09	214.50
Morris	264	5	6	11	926.00	790.50	1,716.50	10.23	8.23	60.00
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	4,029	33	52	85	6,299.67	8,242.00	14,541.67	9.78	9.18	1,045.46
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,645	33	18	51	5,438.50	2,724.50	8,163.00	9.54	8.55	1,175.00
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	37,321	397	576	973	$104,878.42	$116,819.19	$221,697.61	$10.48	$8.92	$14,749.59

*Includes 10 teachers foreign-born evening schools.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XVI.

Table of Distribution of Attendance for Evening Schools, by Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	SESSIONS.									
	1 to 8.	9 to 16.	17 to 24.	25 to 32.	33 to 40.	41 to 48.	49 to 56.	57 to 64.	Over 64.	Total.
Atlantic	165	157	120	71	58	84	60	49	68	832
Bergen	222	180	124	81	70	48	40	45	.....	810
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	14	23	24	24	15	40	40	.....	.....	180
Cape May	23	11	17	19	5	8	6	5	.....	94
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	3,010	2,836	2,240	1,765	1,632	1,612	1,149	1,187	2,570	18,001
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	1,857	1,572	1,190	913	808	711	692	707	615	9,065
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	100	136	97	98	90	61	84	90	226	982
Middlesex	405	278	164	110	66	53	52	44	34	1,206
Monmouth	43	34	27	36	25	16	14	18	.....	213
Morris	44	56	50	30	40	31	13	.....	.....	264
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	749	618	512	393	390	364	342	352	309	4,029
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	427	264	191	163	132	136	131	153	48	1,645
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	7,059	6,165	4,756	3,703	3,331	3,164	2,623	2,650	3,870	37,321

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XVII.

Report of Colored Day Schools for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number of buildings used exclusively for colored schools.	Number of colored teachers employed.	Average annual salary of each.	Number of colored pupils enrolled in all day schools.—Boys.	Number of colored pupils enrolled in all day schools.—Girls.	Number of colored pupils enrolled in all day schools.—Total.
Atlantic	1	30	$698.33	603	664	1,267
Bergen	.....	.....	.....	94	85	179
Burlington	5	11	532.50	229	236	465
Camden	11	46	669.01	760	819	1,579
Cape May	3	7	565.41	94	131	225
Cumberland	2	3	852.50	73	83	156
Essex	.....	.....	.....	293	336	*629
Gloucester	3	6	469.44	149	147	296
Hudson	.....	.....	.....	.....	.....	.....
Hunterdon	.....	.....	.....	.....	.....	.....
Mercer	2	16	673.33	242	271	513
Middlesex	.....	.....	.....	.....	.....	.....
Monmouth	7	17	597.53	443	541	984
Morris	.....	.....	.....	.....	.....	.....
Ocean	1	1	675.00	20	22	42
Passaic	.....	.....	.....	.....	.....	.....
Salem	8	9	399.48	161	154	315
Somerset	2	4	529.00	69	91	160
Sussex	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....
Total	45	150	605.59	3,230	3,580	6,810

*Not accurate.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XVIII.

Report on Private Schools for all Counties, State of New Jersey for the School Year Ending June 30, 1913.

COUNTIES.	Number of sectarian schools.	Number of non-sectarian schools.	Total number of schools.	Total number of pupils enrolled.—Boys.	Total number of pupils enrolled.—Girls.	Total number of pupils enrolled.—Total.	Average daily attendance.—Boys.	Average daily attendance.—Girls.	Average daily attendance.—Total.
Atlantic	6	2	8	554	535	1,089	465	455	920
Bergen	10	7	17	972	1,018	1,990	464	380	844
Burlington	7	10	17	513	383	896	464	330	794
Camden	10	3	13	1,824	2,016	3,840	1,637	1,661	3,298
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	5	5	431	282	713	316	204	520
Essex	46	43	89	7,165	6,901	14,066	6,505	6,278	12,783
Gloucester	.....	2	2	55	5	60	52	3	55
Hudson	39	2	41	12,036	11,922	23,958	10,761	10,590	21,351
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	8	4	12	2,093	1,209	3,302	1,862	1,050	2,912
Middlesex	10	2	12	1,928	1,924	3,852	1,714	1,760	3,474
Monmouth	2	3	5	244	176	420	230	161	391
Morris	10	8	18	1,098	1,247	2,345	989	1,149	2,138
Ocean	1	5	6	67	144	211	59	122	181
Passaic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	10	8	18	2,504	2,537	5,041	2,293	2,341	4,634
Warren	2	.....	2	161	201	362	.....	139	139
Total	161	104	265	31,645	30,500	62,145	27,811	26,623	54,434

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XIX.

Public Lectures for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES.	Number of Centres.	Total number of lectures.	Maximum attendance at any one lecture.	Average attendance.	Average cost per lecture.	Salary of supervisor of lectures.	Total cost of lectures including janitors' wages.
Atlantic	1	24	650	300	$63.75	.....	$1,518.10
Bergen	2	8	1,100	525	15.00	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....
Cape May	1	8	400	175	12.50	.....	100.00
Cumberland	3	20	1,000	.....	.....	.....	1,500.00
Essex	31	365	1,400	341	18.71	778.00	10,301.00
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	17	159	1,000	367	16.32	.....	3,281.96
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	6	35	1,700	673	58.61	.....	1,031.23
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	9	85	600	324	23.12	.....	1,734.90
Warren	.....	.....	.....	.....	.....	.....	.....
Total	70	704	1,700	386	$29.72	$778.00	$19,467.19

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XX.

Report Relating to Medical Inspection for all Counties, State of New Jersey, for the School Year Ending June 30, 1913.

COUNTIES	Medical Inspectors		Per cent. of pupils examined during year.	Number of				Number of		
						Pupils Excluded.				
	Number employed.	Average annual salary.		Visits made.	Physical examinations made, as per card record.	Contagious diseases.	Chronic diseases.	Heart.	Lungs.	Ears.
Atlantic	22	$218.22	93	2,160	13,861	1,954	4	76	52	437
Bergen	67	201.75	95	4,326	31,840	2,023	34	265	107	514
Burlington	21	142.47	89	1,118	6,649	329	1	100	65	147
Camden	26	276.14	87	2,294	8,646	756	2,359	183	95	243
Cape May	14	200.00	93	703	3,840	181	4	27	32	203
Cumberland	12	231.82	78	2,718	8,939	1,579	9	36	14	136
Essex	69	387.83	88	17,108	52,803	5,663	1,519	211	108	885
Gloucester	16	272.93	86	2,282	5,475	339	4	38	51	175
Hudson	34	576.15	79	2,767	34,314	1,953	33	294	105	446
Hunterdon	23	128.93	92	449	2,480	212	.....	34	35	22
Mercer	19	276.65	90	1,654	17,486	1,864	16	162	71	447
Middlesex	24	213.63	87	1,396	17,015	738	27	122	58	193
Monmouth	32	205.00	68	1,744	13,177	820	6	102	39	234
Morris	30	285.74	88	1,991	11,901	849	28	496	81	663
Ocean	22	88.45	96	438	4,337	218	.....	56	13	61
Passaic	22	245.15	93	2,767	21,775	1,011	3	100	25	212
Salem	13	213.84	79	519	4,058	13	1	25	7	33
Somerset	22	155.16	94	1,476	4,199	395	1	61	39	128
Sussex	22	123.63	90	440	4,690	178	1	26	9	142
Union	23	278.19	92	3,190	22,751	2,324	32	136	21	337
Warren	17	202.31	92	1,370	4,848	86	10	18	9	112
Total	550	234.47	88	52,910	295,084	23,485	4,092	2,568	1,036	5,770

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XX.—CONTINUED.

Report Relating to Medical Inspection for all counties, State of New Jersey, fr the School Year Ending June 30, 1913.

COUNTIES.	Ailments Found.							Number of Pupils.			
	Defective vision.	Teeth.	Throat.	Naso-pharynx.	Nasal septum.	Other.		Cured.	Improved.	Not treated.	Reported for treatment.
Atlantic	600	4,874	1,287	499	150			167	642	3,957	3,752
Bergen	2,555	5,852	3,109	1,880	351			922	1,467	3,796	5,318
Burlington	520	1,324	689	377	238	Other 24		280	679	168	268
Camden	1,151	1,813	1,514	1,121	416			739	437	767	3,274
Cape May	627	1,478	976	441	406	Measles 67	Chicken pox 3	118	509	38	973
Cumberland	956	2,875	1,134	579	25	Skin 14	461	33	50	40	334
Essex	5,856	16,958	2,761	2,905	106	Other ailments 13,928		25,439	2,465	2,730	29,504
Gloucester	706	1,022	627	697	99	Enlarged tonsils 139	Brain 9	73	187	173	277
Hudson	3,210	11,601	6,583	2,209	767			2,530	4,462	9,933	16,149
Hunterdon	264	350	315	67	50	Head 3	Eye lids 4	123	135	133	941
Mercer	606	4,623	1,884	1,035	237	Tonsils enlarged 38	Pediculosis 19	1,248	1,911	2,435	3,969
Middlesex	1,133	6,034	2,254	2,493	368	Speech 17	Deformities25	248	696	2,708	3,646
Monmouth	1,212	3,581	1,009	603	270	Other 459	Other 596	196	348	180	236
Morris	1,491	5,074	3,304	2,198	838			507	1,141	520	1,668
Ocean	301	676	505	111	113	Astigmatic 24		127	193	185	105
Passaic	1,584	2,609	3,340	2,533	726	Skin 12		312	1,008	3,586	2,676
Salem	205	972	719	513	18			24	30	29	67
Somerset	474	1,392	539	418	34	Glands 77		535	416	186	1,503
Sussex	723	1,411	708	519	188			25	760		357
Union	1,843	5,937	2,576	829	57	Other ailments 527		1,019	1,517	3,413	6,535
Warren	245	898	368	78	23	Skin 34	Gen'l 88	199	309	540	725
Total	26,262	81,355	36,201	22,105	5,480	15,363	1,205	34,864	19,362	35,517	82,277

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXI.

Apportionment of Reserve Fund for the Year 1913-1914.

COUNTIES.	Number of teachers.	Total days' attendance.	Amount received from State school fund.	Amount received from State fund.	Amount of railroad tax.	Ninety per cent. of State school tax.	Amount paid to reserve fund.
Atlantic	426	1,823,093	$5,489.56	$4,850.36	$143,272.07	$270,513.04	$25,861.39
Bergen	943	4,712,907	14,191.15	5,199.39	153,582.13	289,979.55	38,619.95
Burlington	337	1,397,933	4,209.35	1,436.03	42,418.10	80,089.93	15,898.88
Camden	722	3,370,561	10,149.17	3,661.10	108,143.33	204,186.20	28,787.35
Cape May	158	553,864	1,667.75	1,314.60	38,831.41	73,317.86	8,146.43
Cumberland	296	1,560,703	4,699.47	1,107.17	32,704.03	61,748.71	15,660.97
Essex	2,893	14,449,015	43,507.77	25,499.07	753,203.72	1,422,129.46	137,512.49
Gloucester	217	946,999	2,851.53	1,055.21	31,169.39	58,851.15	9,439.02
Hudson	2,286	13,283,738	39,998.97	22,062.00	651,677.97	1,230,437.96	118,181.61
Hunterdon	183	765,420	2,304.77	917.10	27,089.76	51,148.38	7,883.15
Mercer	607	2,856,895	8,602.46	4,493.58	132,733.59	250,615.26	27,846.14
Middlesex	524	2,815,655	8,478.28	2,978.13	87,969.38	166,095.61	20,212.41
Monmouth	571	2,666,019	8,027.71	4,466.04	131,920.10	249,079.30	27,675.48
Morris	385	1,773,805	5,341.15	2,185.59	64,558.83	121,894.00	16,043.78
Ocean	162	552,950	1,665.00	828.97	24,486.35	46,232.86	6,486.98
Passaic	1,064	5,963,148	17,955.78	7,454.14	220,183.95	415,730.93	46,192.32
Salem	167	703,246	2,117.56	717.12	21,182.42	39,994.86	7,643.87
Somerset	234	994,711	2,995.20	1,418.47	41,899.52	79,110.77	8,790.09
Sussex	170	664,104	1,999.70	687.48	20,307.18	38,342.12	7,760.23
Union	730	3,568,292	10,744.57	6,581.49	194,407.20	367,061.65	35,308.52
Warren	224	997,337	3,003.10	1,086.96	32,107.21	60,621.85	9,735.76
Total	13,299	66,420,395	$200,000.00	$100,000.00	$2,953,847.64	$5,577,181.45	$619,686.82

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXI.—CONTINUED.

Apportionment of Reserve Fund for the Year 1913-1914.

COUNTIES.	Amount received from reserve fund.	Total amount received from State school tax.	Total amount received.	Amount out.	Amount in.	Percentage out.	Percentage in.	Amount per teacher.
Atlantic	$30,057.00	$300,570.04	$454,182.03	$4,195.61		.1395		$995.59
Bergen	32,219.95	322,199.50	495,172.17		6,400.00		.1986	490.93
Burlington	8,898.88	88,988.81	137,052.29		7,000.00		.7866	380.27
Camden	22,687.35	226,873.55	348,827.15		6,100.00		.2688	451.71
Cape May	8,146.43	81,464.29	123,278.05					728.68
Cumberland	6,860.97	68,609.68	107,120.35		8,800.00		1.2826	338.71
Essex	158,014.39	1,580,143.85	2,402,354.41	20,501.90		.1297		775.78
Gloucester	6,539.02	65,390.17	100,466.30		2,900.00		.4434	432.84
Hudson	136,715.33	1,367,153.29	2,080,892.23	18,533.72		.1355		850.47
Hunterdon	5,683.15	56,831.53	87,143.16		2,200.00		.3871	445.13
Mercer	27,846.14	278,461.40	424,291.03					653.12
Middlesex	18,455.07	184,550.68	283,976.47		1,757.34		.09522	506.72
Monmouth	27,675.48	276,754.78	421,168.63					689.12
Morris	13,543.78	135,437.78	207,523.35		2,500.00		.1845	503.84
Ocean	5,136.98	51,369.84	78,350.16		1,350.00		.2628	451.93
Passaic	46,192.32	461,923.25	707,517.12					621.54
Salem	4,443.87	44,438.73	68,455.83		3,200.00		.7200	383.30
Somerset	8,790.09	87,900.86	134,214.05					535.99
Sussex	4,260.23	42,602.35	65,596.71		3,500.00		.8215	360.80
Union	40,784.63	407,846.28	619,579.54	5,476.11		.1342		792.86
Warren	6,735.76	67,357.61	103,554.88		3,000.00		.4453	432.22
Total	$619,686.82	$6,196,868.27	$9,450,715.91	$48,707.34	$48,707.34			

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXII.

Apportionment of School Moneys for the School Year Beginning July 1, 1912.

Amount of State School Tax	$5,858,522.72
Amount of State School Fund Appropriation	200,000.00
Amount of State Appropriation	100,000.00

COUNTIES.	Number of teachers.	Total days' attendance.	Amount received from State school fund.	Amount received from State fund.	Ninety per cent. of State school tax.	Amount received from reserve fund.	Total amount received from State school tax.	Total amount received, not including railroad tax.
Atlantic	384	1,714,368	$5,450.00	$4,093.06	$215,813.76	$21,179.31	$236,993.07	$246,536.13
Bergen	848	4,405,236	14,004.31	5,059.90	266,792.03	36,143.56	302,935.59	321,999.80
Burlington	328	1,297,016	4,123.23	1,471.04	77,563.19	14,588.13	92,151.32	97,745.59
Camden	655	3,218,153	10,230.56	3,755.36	198,007.93	27,500.88	225,508.81	239,494.73
Cape May	148	532,155	1,691.73	1,277.32	67,348.93	7,483.21	74,832.14	77,801.19
Cumberland	287	1,488,469	4,731.87	1,127.79	59,464.79	14,487.20	73,951.99	79,811.65
Essex	2,266	13,496,663	42,906.10	25,492.22	1,344,120.77	129,346.75	1,473,467.52	1,541,865.84
Gloucester	210	921,167	2,928.41	1,074.80	56,670.38	8,196.71	64,867.09	68,870.30
Hudson	1,970	12,569,163	39,957.57	22,848.46	1,204,724.11	115,608.24	1,320,332.35	1,383,138.38
Hunterdon	184	741,317	2,356.66	975.76	51,448.55	7,316.50	58,765.05	62,097.47
Mercer	541	2,730,368	8,679.88	4,320.78	227,820.69	25,313.41	253,134.10	266,134.76
Middlesex	487	2,641,411	8,397.09	2,903.35	153,083.95	20,709.33	173,793.28	185,093.72
Monmouth	547	2,566,075	8,157.59	4,453.61	234,824.08	26,091.57	260,915.65	273,526.85
Morris	372	1,715,722	5,454.31	2,213.84	116,728.17	15,969.80	132,697.97	140,366.12
Ocean	161	537,880	1,709.93	815.76	43,012.67	6,779.18	49,791.85	52,317.54
Passaic	934	5,689,020	18,085.48	7,429.55	391,735.54	43,526.17	435 261.71	460,776.74
Salem	168	697,425	2,217.13	756.11	39,867.22	7,429.69	47,296.91	50,270.15
Somerset	226	988,263	3,141.70	1,398.17	73,721.03	8,191.23	81,912.26	86,452.13
Sussex	163	644,737	2,049.63	721.20	38,026.26	7,225.14	45,251.40	48,022.23
Union	625	3,361,198	10,685.30	6,661.86	351,257.70	34,028.63	385,286.33	402,633.49
Warren	221	956,748	3,041.52	1,150.06	60,638.70	8,737.63	69,376.33	73,567.91
Total	11,725	62,912,554	$200,000.00	$100,000.00	$5,272,670.45	$585,852.27	$5,858,522.72	$6,158,522.72

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIII.

Apportionment of School Moneys for the School Year Beginning July 1, 1913.

Amount of State School Tax	$6,196,868.27
Amount of State Appropriation	100,000.00
Amount of State School Fund Appropriation	250,000.00
Amount of Railroad Tax	2,953,847.64

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 from ninety per cent. State school tax.	Amount apportioned out of 10 per cent. reserve fund by the State Board of Education.	Total amount apportioned by the State.
Atlantic	426	1,823,093	$6,861.95	$4,850.36	$143,272.07	$270,513.04	$25,861.39	$451,358.81
Bergen	943	4,712,907	17,738.93	5,199.39	153,582.13	289,979.55	38,619.95	505,119.95
Burlington	337	1,397,933	5,261.69	1,436.03	42,418.10	80,089.93	15,898.88	145,104.63
Camden	722	3,370,561	12,686.47	3,661.10	108,143.33	204,186.20	28,787.35	357,464.45
Cape May	158	553,864	2,084.69	1,314.60	38,831.41	73,317.86	8,146.43	123,694.99
Cumberland	296	1,560,703	5,874.34	1,107.17	32,704.03	61,748.71	15,660.97	117,095.22
Essex	2,893	14,449,015	54,384.70	25,499.07	753,203.72	1,422,129.46	137,512.49	2,392,729.44
Gloucester	217	946,999	3,564.41	1,055.21	31,169.39	58,851.15	9,439.02	104,079.18
Hudson	2,286	13,283,738	49,998.72	22,062.00	651,677.97	1,230,437.96	118,181.61	2,072,358.26
Hunterdon	183	765,420	2,880.97	917.10	27,089.76	51,148.38	7,883.15	89,919.36
Mercer	607	2,856,895	10,753.08	4,493.58	132,733.59	250,615.26	27,846.14	426,441.65
Middlesex	524	2,815,655	10,597.86	2,978.13	87,969.38	166,095.61	20,212.41	287,853.39
Monmouth	571	2,666,019	10,034.64	4,466.04	131,920.10	249,079.30	27,675.48	423,175.56
Morris	385	1,773,805	6,676.43	2,185.59	64,558.83	121,894.00	16,043.78	211,358.63
Ocean	162	552,950	2,081.25	828.97	24,486.35	46,232.86	6,486.98	80,116.41
Passaic	1,064	5,963,148	22,444.72	7,454.14	220,183.95	415,730.93	46,192.32	712,006.06
Salem	167	703,246	2,646.95	717.12	21,182.42	39,994.86	7,643.87	72,185.22
Somerset	234	994,711	3,743.99	1,418.47	41,899.52	79,110.77	8,790.09	134,962.84
Sussex	170	664,104	2,499.62	687.48	20,307.18	38,342.12	7,760.23	69,596.63
Union	730	3,568,292	13,430.71	6,581.49	194,407.20	367,061.65	35,308.52	616,789.57
Warren	224	997,337	3,753.88	1,086.96	32,107.21	60,621.85	9,735.76	107,305.66
Total	13,299	66,420,395	$250,000.00	$100,000.00	$2,953,847.64	$5,577,181.45	$619,686.82	$9,500,715.91

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.

Total Attendance for State, 1912-1913.

COUNTIES	Total. Attendance.	Loss.	Gain.
Atlantic	1,960,648		137,555
Bergen	5,080,663		367,756
Burlington	1,487,630		89,697
Camden	3,441,489		70,928
Cape May	592,224		38,360
Cumberland	1,614,869		54,166
Essex	15,514,191		1,065,176
Gloucester	1,022,245		75,246
Hudson	14,107,783		824,045
Hunterdon	812,530		47,110
Mercer	3,013,200		156,305
Middlesex	3,033,276		217,621
Monmouth	2,741,100		75,081
Morris	1,879,491		105,686
Ocean	579,835		26,885
Passaic	6,273,204		310,056
Salem	734,504		31,258
Somerset	1,076,473		81,762
Sussex	671,366		7,262
Union	3,852,391		284,099
Warren	1,021,439		24,102
Total	70,510,551		4,090,156

TABLE XXIV.—CONTINUED.

Atlantic County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Absecon	19,224		1,982½
Atlantic City	1,154,114½		87,915½
Brigantine	2,342	520	
Buena Vista Township	117,792		8,734
Egg Harbor City	70,992½		994½
Egg Harbor Township	36,880½		4,954½
Folsom	9,694		466
Galloway Township	41,793½		1,447½
Hamilton Township	64,149	1,438	
Hammonton	187,318½		2,843
Linwood	8,072½	2,346½	
*Longport		1,359½	
Margate City	4,441	260½	
Mullica Township	21,558	474	
Northfield	15,789		426½
Pleasantville	141,822		26,623
Port Republic	11,098½	258	
Somer's Point	15,556		1,182
Ventnor	18,463		4,946½
Weymouth Township	19,547½		1,696
Total	1,960,648	6,656½	144,211½

*No attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Bergen County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Allendale	24,495		1,420
Alpine	9,870		1,112
Bergenfield	86,192		1,518½
Bogota	56,968		7,214½
Carlstadt	142,681½		900
Cliffside	136,777		16,780
Closter	58,365½		5,027
Cresskill	19,135		117
Delford	35,861½		2,403
Demarest	15,554		2,344½
Dumont	76,620		9,925½
East Rutherford	160,252½		7,288½
Edgewater	78,236		5,690
Emerson	26,741½	829½	
Englewood	318,634		9,385½
Englewood Cliffs	6,453½		1,307
Fairview	128,188		24,275
Fort Lee	135,392½		11,095½
Franklin Township	38,559		149
Garfield	413,146		45,570
Glen Rock	34,743		2,561½
Harrington Park	9,548½	110	
Harrington Township	26,586		2,646½
Hasbrouck Heights	84,712½		5,839½
Haworth	17,218	420½	
Hillsdale Township	35,195½		5,515½
Hohokus Borough	15,662		1,691½
Hohokus Township	43,946		2,847
Leonia	61,040½		13,734
Little Ferry	82,741½		643
Lodi Borough	191,719½		27,298½
Lodi Township	17,814		3,191
Maywood	29,718	1,007	
Midland Township	39,950		461½
Midland Park	76,826½	1,861½	
Moonachie	23,363		3,918½
Montvale	17,195		2,140½
New Barbadoes Township	512,196		18,844½
North Arlington	15,913½		3,157½
Norwood	20,003		1,938½
Oakland	17,220½		129
Old Tappan	8,958	301	
Orville Township	28,850½	1,387	
Overpeck Township	220,777½		4,763½
Palisades Park	65,762½		3,638
Palisades Township	33,339½	1,565	
Park Ridge	64,278		2,477
Ramsey	67,603		11,438
Ridgefield	26,553		86½
Ridgewood	221,127½		25,073½
Riverside	23,897½		2,418½
Rivervale Township	12,478		1,307
Rutherford	261,978		1,357½
Saddle River Borough	7,981½		833
Saddle River Township	93,200½		2,395
Teaneck Township	65,196		5,189½
Tenafly	72,510		6,389½
Union Township	201,537		31,257½
Upper Saddle River	4,069		60
Wallington	132,639½		14,108
Washington Township	4,267		859
Westwood	65,422½		2,854
Woodcliff Lakes	8,844		1,389
Wood Ridge	47,958		7,263
Total	5,080,663	7,481½	375,237½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Burlington County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Bass River	13,107½		2,748½
Beverly City	43,150	6,901½	
Beverly Township	36,744½		3,905
Bordentown City	97,984½		4,153½
*Bordentown Township			
Burlington City	166,532		15,082½
Burlington Township	22,419*	1,669½	
Chester Township	144,846		4,245½
Chesterfield Township	34,594½		4,330
Cinnaminson Township	34,224½		6,951
Delran	25,146		61½
Eastampton Township	11,494½	309	
Evesham Township	31,159		1,631½
Fieldsboro Borough	14,970½		621
Florence	63,574½		7,407½
Lumberton	35,917		3,277
Mansfield	31,332½	809	
Medford	47,535		261
Mt. Laurel	31,442½		2,479½
New Hanover Township	21,818		2,498
Northampton Township	152,698½		23,340
North Hanover Township	7,357½	674½	
Palmyra	107,658	1,757	
Pemberton Borough	34,494½		4,947½
Pemberton Township	33,522		3,634
Riverside	97,087		1,119½
Riverton Borough	38,906	1,743	
Shamong Township	7,988		1,489
Southampton Township	33,165½		4,004
Springfield Township	25,635½		3,487½
Tabernacle	7,641	27	
Washington Township	9,660½		44½
Westampton Township	5,720½		1,045½
Willingboro	9,896½		1,188½
Woodland	8,207	365½	
Total	1,487,630	14,256	103,953

*No attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Camden County.

TOWNSHIP OF	Total. Attendance.	Loss.	Gain.
Audubon	58,048	.....	10,308
Berlin	47,369½	.....	1,069½
Camden City	2,090,854	37,942½	.....
Centre Township	97,251	.....	5,976
Chesilhurst Borough	4,626½	351½	.....
Clementon Township	77,585½	10,860½	.....
Collingswood Borough	162,788	.....	8,955½
Delaware Township	25,513	2,176½	.....
Gloucester City	195,113½	.....	17,717½
Gloucester Township	50,515	.....	772
Haddon Township	40,090	.....	1,553
Haddonfield Borough	136,478½	.....	18,748
Haddon Heights	63,779½	.....	13,214
Laurel Springs Borough	20,905	.....	20,905
Merchantville Borough	46,993½	.....	1,692½
Oaklyn Borough	18,956½	.....	5½
Pensauken Township	144,363	.....	9,269½
Voorhees Township	28,311	.....	5,216½
Waterford Township	43,241	.....	950½
Winslow Township	66,779½	1,465½	.....
Woodlynne Borough	21,927½	.....	7,371½
Total	3,441,489	52,796½	123,724½

TABLE XXIV.—CONTINUED.

Cape May.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Avalon	5,741	.....	1,187
Cape May City	75,341½	.....	11,401
Cape May Point	5,018	803	.....
Dennis Township	41,034	877	.....
Holly Beach	.....	57,326½	.....
Lower Township	24,898½	.....	1,695½
Middle Township	90,177	.....	7,545
North Wildwood	21,335	.....	3,426
Ocean City	80,819	.....	7,208½
Sea Isle City	13,935½	.....	1,331
Upper Township	32,966	706	.....
West Cape May	28,778½	2,075½	.....
Wildwood	92,555½	.....	66,273½
*Wildwood Cress	.....	.....	.....
Woodbine	79,624½	.....	80½
Total	592,224	61,788	100,148

*No attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Cumberland County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Bridgeton	425,146½		35,708
Commercial Township	68,048		6,252
Deerfield Township	92,101½		2,989
Downe Township	35,461	1,760	
Fairfield Township	33,461	2,532½	
Greenwich Township	26,773	1,501	
Hopewell Township	52,916	2,165½	
Landis Township	400,455		7,848
Lawrence Township	39,207		1,327½
Maurice River	50,458		867
Millville	375,684		7,050
Stoe Creek Township	15,158		83½
Total	1,614,869	7,959	62,125

TABLE XXIV.—CONTINUED.

Essex County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Belleville	365,129½		21,719½
Bloomfield	497,338½		36,977
Caldwell Borough	95,546		4,388½
Caldwell Township	15,942½	579½	
Cedar Grove	34,680½		294
East Orange	970,027½		54,499
Essex Fells	6,537½		650
Glen Ridge	110,873		7,690½
Irvington	467,741½		65,705½
Livingston	27,747		1,872½
Millburn	87,068		9,924
Montclair	610,607½		30,010
Newark	10,604,709½		671,842½
North Caldwell	6,000	65	
Nutley	227,326		23,009½
Orange	742,144½		56,295
Roseland	12,035½		2,412
South Orange	230,835½		20,807
Verona	53,062		4,926½
West Orange	348,839		52,797½
Total	15,514,191	644½	1,065,820½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Gloucester County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Clayton	58,201		770½
Deptford Township	71,989½		12,403
East Greenwich Township	27,375½	214½	
Elk Township	15,484½		500
Franklin Township	66,924		9,953
Glassboro	90,450		6,857½
Greenwich Township	18,605	540½	
Harrison Township	39,373½		3,703½
Logan Township	34,285½	248	
Mantua Township	43,277½		4,732½
Monroe Township	79,412		4,637½
National Park	6,431½		6,431½
Paulsboro	73,080		28
Pitman	54,623½		4,130½
South Harrison Township	13,045½		204
Swedesboro	80,397½		9,490
Washington Township	26,989½		666½
Wenonah	17,057½	1	
West Deptford Township	47,786		1,617½
Woodbury	157,456		10,124½
Total	1,022,245	1,004	76,250

TABLE XXIV.—CONTINUED.

Hudson County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Bayonne	1,776,640		178,132
East Newark	60,368½		2,936
Guttenberg	162,472½		7,032
Harrison	269,333½		44,396½
Hoboken	1,607,386½		12,637½
Jersey City	6,456,161½		343,689½
Kearny	578,158½		43,573½
North Bergen	598,709½		40,541½
Secaucus	106,526½		3,402½
Town of Union	645,074½		23,303
Weehawken	293,336½		16,145½
West Hoboken	1,029,025½		67,006½
West New York	524,589½		41,249
Total	14,107,783		824,045

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Hunterdon County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Alexandria	16,322½		708
Bethlehem	15,306		1,098
Bloomsbury	17,499½		1,415½
Clinton, Town of	34,850½		4,169
Clinton Township	38,139½		360½
Delaware	33,994		2,173
East Amwell	12,703	92½	
Flemington	96,991½		11,160
Franklin	21,750½		4,127
Frenchtown Borough	22,387½	2,797½	
Hampton Borough	33,307½		302½
High Bridge Borough	69,038		10,638½
Holland	19,190		460½
Kingwood	17,318½	3,805½	
Lambertville City	115,812		17,119½
Lebanon	62,236½	3,345½	
Milford	19,174½	2,698½	
Raritan	34,842		163
Readington	58,437		2,422½
Stockton Borough	16,297½		1,620½
Tewksbury	26,019		2,221½
Union	17,446	2,420	
West Amwell	13,467		2,110
Total	812,530	15,159½	62,269½

TABLE XXIV.—CONTINUED.

Mercer County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
East Windsor	89,807		8,751½
Ewing	41,441		3,742
Hamilton	241,384		32,965
Hopewell	139,554½		8,618
Lawrence	63,361½		6,960½
Princeton Borough	124,937		6,375
Princeton Township	11,936		612
Trenton	2,254,384½		86,416
Washington	22,821½		762
West Windsor	23,573		1,103
Total	3,013,200		156,305

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Middlesex County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Cranbury	37,295	1,225½	
Dunellen Borough	70,682½		8,624½
East Brunswick	51,688½		2,859
Helmetta Borough	21.363	637½	
Highland Park Borough	54,954		7,670½
Jamesburg Borough	80,052½		2,509½
Madison	36,414		4,611½
Metuchen Borough	70,215		6,898
Middlesex Borough	33,914		33,914
Milltown Borough	48,205	1,811	
Monroe	36,003½		3,881
New Brunswick	509,398		38,687½
North Brunswick Township	14,035		2,208
Perth Amboy	1,035,541		86,358
Piscataway	61,131	28,879	
Raritan	77,646		6,631½
Roosevelt Borough	184,475		13,146½
Sayreville	73,309½	216	
South Amboy	114,106		4,668½
South Brunswick	78,326½		5,368½
South River Borough	93,680		432
Spotswood	16,174	1,747	
Woodbridge	234,667		23,668½
Total	3,033,276	34,516	252,137

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Monmouth County.

TOWNSHIP OF	Total. Attendance.	Loss.	Gain.
*Allenhurst			
Asbury Park	328,583		6,954
Atlantic	24,335		1,543½
Atlantic Highlands	56,654½	3,364	
Avon	13,375		916
Belmar	56,338½		4,021
Bradley Beach	60,903½		8,072½
*Deal			
Eatontown	50,615½		1,918½
Fair Haven	33,176½		2,250½
Farmingdale	19,630		2,488½
Freehold Town	133,150		11,615½
Freehold Township	33,684½		1,911½
Highlands	41,932	3,358	
Holmdel	24,965		4,113½
Howell	56,115		2,376
Keyport	108,179½	2,474	
Long Branch	435,790½	14,663½	
Manalapan	44,645½	1,137	
Manasquan	63,965		6,906½
Marlboro	41,770		3,649
Matawan	84,319½		5,928½
Middletown	142,350		4,667½
Millstone	36,152½		3,245
Monmouth Beach	12,858½	1,099½	
Neptune City	16,091		1,521½
Neptune Township	200,703½		5,012
Ocean	34,979		348½
Raritan	43,910½		4,333
Red Bank	225,137		13,439
Rumson	46,164	4,988	
Sea Bright	38,493	347	
Shrewsbury	43,617½	577½	
Spring Lake	19,853		1,035
Upper Freehold	59,457		993½
Wall	93,791½		6,755½
West Long Branch	15,414		1,074
Total	2,741,100	32,008½	107,089½

*No attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Morris County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Boonton Town	119,168	2,168	.....
Boonton Township	9,820	.....	155
Butler Borough	73,606	.....	7,720½
Chatham Borough	57,887	.....	4,097
Chatham Township	24,818	.....	1,653½
Chester	29,602½	.....	895
Denville	23,438½	.....	23,438½
Dover Town	284,777½	.....	13,918
Florham Park Borough	12,085½	.....	938½
Hanover	77,511	.....	4,833
Jefferson	29,636	1,741	.....
Madison Borough	109,317	.....	8,397
Mendham Borough	27,443½	.....	3,683½
Mendham	16,911	.....	552
Montville	49,276	.....	5,108½
Morris	51,165	.....	6,131
Morristown	277,841	.....	23,558½
Mt. Arlington Borough	6,118	515	.....
Mt. Olive	27,968	.....	1,490
Netcong Borough	60,375	.....	6,257
Passaic	48,393½	.....	374
Pequannock	46,558	.....	4,955
Randolph	56,805	.....	3,830½
Rockaway Borough	78,706½	.....	1,734½
Rockaway Township	98,548	19,699½	.....
Roxbury	71,515½	.....	3,124½
Washington	42,954	.....	3,192½
Wharton Borough	67,246	228	.....
Total	1,879,491	24,351½	130,037½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Ocean County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Barnegat City	1,579	.....	698
Bay Head	7,395	.....	1,042
Beach Haven	9,143	.....	636½
Berkeley	11,340	.....	1,776
Brick	47,580	.....	5,260
Dover	77,045	.....	3,689½
Eagleswood	14,699	.....	1,358
*Harvey Cedars	.....	.....	.....
Island Heights	7,254	.....	452
Jackson	31,793	.....	1,311
Lacey	12,342	.....	554
Lakewood	151,748½	.....	11,361½
*Lavalette Borough	.....	.....	.....
Little Egg Harbor	9,616	1,265	.....
Long Beach	962½	.....	159
Manchester	21,520½	174½	.....
*Mantoloking	.....	.....	.....
Ocean	7,652	.....	712½
Plumsted	29,821	1,471½	.....
Point Pleasant	39,552½	1,059½	.....
*Seaside Heights Borough	.....	.....	.....
Seaside Park	5,153½	.....	401½
Stafford	21,011	3,740	.....
Surf City	1,223	.....	81½
Tuckerton	40,128½	2,351½	.....
Union	31,276	.....	7,454
Total	579,835	10,062	36,947

*No attendance.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Passaic County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Acquackanonk	552,680		62,671
Haledon Borough	95,527		2,776½
Hawthorne Borough	119,873		5,206
Little Falls	109,026		9,629
North Haledon Borough	20,559		526
Passaic City	1,493,821		140,755
Paterson City	3,510,045		74,788
Pompton	113,894½		838
Pompton Lakes Borough	34,039½		816½
Prospect Park Borough	86,847½		1,715
Totowa Borough	40,301		2,281½
Wayne	61,427		4,622½
West Milford	35,163½		3,431
Total	6,273,204		310,056

TABLE XXIV.—CONTINUED.

Salem County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Alloway	34,217		1,923
Elmer	35,561		2,870
Elsinboro	7,559	438½	
Lower Alloway Creek	29,693	510	
Lower Penn's Neck	24,447	673	
Mannington	30,711½		3,267½
Oldman's	30,921	804	
Penns Grove	77,563½		2,138
Pilesgrove	104,727½		2,897½
Pittsgrove	60,031	32½	

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Somerset County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Bedminster	37,436½	.....	4,215
Bernards	159,978	.....	23,411
Bound Brook	138,652	.....	8,410½
Branchburg	31,223½	.....	4,729
Bridgewater	105,276	.....	14,467
East Millstone	8,070	675½	.....
Franklin	40,324½	1,422	.....
Hillsborough	43,583½	.....	2,854
Millstone	3,474	150	.....
Montgomery	23,227½	.....	2,627
North Plainfield Borough	174,142½	.....	5,395
North Plainfield Township	14,985½	899½	.....
Peapack-Gladstone	34,267	.....	492½
Rocky Hill	13,783½	.....	1,784
Somerville	188,102½	.....	14,033
South Bound Brook	35,990	.....	3,079½
Warren	23,956½	588½	.....
Total	1,076,473	3,735½	85,497½

TABLE XXIV.—CONTINUED.

Sussex County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Andover Borough	14,545	1,924	.....
Andover Township	7,726½	.....	269½
Branchville	18,881½	3,625½	.....
Byram	5,166	.....	578½
Frankford	22,013	.....	1,598½
Franklin Borough	49,229½	.....	49,229½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXIV.—CONTINUED.

Union County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Clark	11,036 ½		5,629 ½
Cranford	131,058 ½		2,200
Elizabeth	1,609,914		91,608
Fanwood	56,492		5,164 ½
Garwood	53,677 ½		8,422 ½
Hillside	54,009 ½		54,009 ½
Kenilworth	30,813 ½		4,524
Linden	120,792 ½		28,214
Mountainside	7,771		2,152
New Providence Borough	32,722 ½		1,979 ½
New Providence Township	19,100	4,318 ½	
Plainfield	581,917 ½		28,420
Rahway	282,720 ½		22,257 ½
Roselle	128,823 ½		18,016
Roselle Park	167,816 ½		15,936 ½
Springfield	41,694	576 ½	
Summit	204,107		23,217
Union	78,823	34,382	
Westfield	239,101 ½		11,625 ½
Total	3,852,391	39,277	323,376

TABLE XXIV.—CONTINUED.

Warren County.

TOWNSHIP OF	Total Attendance.	Loss.	Gain.
Allamuchy	10,070 ½	951 ½	
Alpha	38,899		7,831
Belvidere	50,918	794 ½	
Blairstown	35,710 ½	598 ½	
Franklin	33,194 ½		3,190 ½
Frelinghuysen	15,285		49
Greenwich	19,141	2,787 ½	
Hackettstown	87,994 ½		3,779 ½
Hardwich	4,284 ½	63 ½	
Harmony	26,866 ½		1,248 ½
Hope	17,367 ½	921	
Independence	11,435 ½	2,623 ½	
Knowlton	25,770	34 ½	
Lopatcong	21,120		671
Mansfield	20,403 ½		407 ½
Oxford	45,887 ½	26,098	
Pahaquarry	2,530 ½	1,452 ½	
Phillipsburg	377,022		20,546 ½
Pohatcong	33,652 ½	1,968	
Washington Borough	97,288	2,771 ½	
Washington Township	20,562 ½		1,407 ½
White	26,035 ½		26,035 ½
Total	1,021,439	41,064 ½	65,166 ½

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXV.

County Superintendents.

COUNTIES.	NAMES.	ADDRESS.
Atlantic....	HENRY M. CRESSMAN....	Egg Harbor City.
Bergen.....	B. C. WOOSTER.....	Hackensack.
Burlington.	HERMAN A. STEES.....	Mount Holly (Court House).
Camden....	CHARLES S. ALBERTSON	Magnolia.
Cape May..	AARON W. HAND.....	Cape May Court House.
Cumberland	J. J. UNGER.....	Bridgeton.
Essex.....	OLIVER J. MORELOCK...	Newark (Court House).
Gloucester..	DANIEL T. STEELMAN..	Woodbury (Court House).
Hudson....	M. H. KINSLEY.....	Jersey City (Court House).
Hunterdon.	JASON S. HOFFMAN.....	Flemington.
Mercer.....	JOSEPH M. ARNOLD.....	Princeton.
Middlesex..	H. BREWSTER WILLIS..	New Brunswick.
Monmouth.	JOHN ENRIGHT.....	Freehold.
Morris.....	J. HOWARD HULSART....	Morristown.
Ocean.....	CHARLES A. MORRIS....	Toms River.
Passaic....	EDWARD W. GARRISON..	Paterson.
Salem.....	OSCAR O. BARR.....	Salem.
Somerset..	HENRY C. KREBS.....	Somerville.
Sussex.....	RALPH DECKER.....	Newton.
Union.....	J. J. SAVITZ.....	Elizabeth (Court House).
Warren....	FRANKLIN T. ATWOOD..	Belvidere.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE XXVI.

City Superintendents.

CITIES.	NAMES.
Asbury Park	FRED S. SHEPHERD.
Atlantic City	C. B. BOYER.
Bayonne	JOHN W. CARR.
Bloomfield	GEORGE MORRIS.
Bordentown	H. V. HOLLOWAY.
Bridgeton	H. J. NEAL.
Camden	JAMES E. BRYAN.
East Orange	E. C. BROOME.
Elizabeth	RICHARD E. CLEMENT.
Englewood	ELMER C. SHERMAN.
Gloucester City	WILMER F. BURNS.
Hoboken	A. J. DEMAREST.
Irvington	FRANK H. MORRELL.
Jersey City	HENRY SNYDER.
Kearny	HERMAN DRESSEL.
Long Branch	CHRISTOPHER GREGORY.
Millville	ZENOS E. SCOTT.
Montclair	DON C. BLISS.
Newark	A. B. POLAND.
New Brunswick	GEORGE H. ECKELS.
Orange	JAMES N. MUIR.
Paterson	J. R. WILSON.
Passaic	U. G. WHEELER.
Perth Amboy	S. E. SHULL.
Phillipsburg	LEWIS O. BEERS.
Plainfield	HENRY M. MAXSON.
Rahway	W. J. BICKETT.
Salem	W. B. DAVIS.
Summit	CLINTON S. MARSH.
Trenton	EBENEZER MACKEY.
Town of Union	N. C. BILLINGS.
West Hoboken	M. H. KINSLEY.

You Are Viewing an Archived Copy from the New Jersey State Library

Reports of County Superintendents.

You Are Viewing an Archived Copy from the New Jersey State Library

Reports of County Superintendents.

ATLANTIC COUNTY.

HENRY M. CRESSMAN, SUPERINTENDENT.

A brief report of the work of the schools of Atlantic County for the year ending June 30, 1913 is herewith respectfully submitted. In casting about for items on which to base this report one of the first that comes to notice is an increase in the per cent. of attendance that seems worth while to note. Fourteen of the nineteen districts show increases which in some cases are quite marked. For several years the rural district of Buena Vista Township held the first place in the County in per cent. of attendance. This year she takes second place although having an increase of two per cent. over last year's record. I submit a comparison between the attendance of 1911-1912 and 1912-1913.

	1911-1912	1912-1913
Absecon	.87091	.87012
Atlantic City	.84720	.87195
Brigantine City	.83769	.88427
Buena Vista Township	.89347	.91397
Egg Harbor City	.8690	.91689
Egg Harbor Township	.8197	.87414
Folsom	.84878	.82910
Galloway Township	.8126	.83989
Hamilton Township	.8372	.86249
Hammonton	.8137	.83113
Linwood	.81505	.71983
Longport	.9718	.....
Margate City	.83441	.75824
Mullica Township	.80590	.78240
Northfield	.8207	.90
Pleasantville	.8142	.85817
Port Republic	.8206	.82428
Somers Point	.82119	.89526
Ventnor City	.85621	.87745
Weymouth Township	.74653	.83643

The teaching force on the whole was quite satisfactory, especially in the districts employing a supervising principal. In the non-supervised rural districts the schools differ not only by districts but individually depending largely on the care exercised in the selection of teachers.

We continue to have a number of weak school districts that would be vastly benefited by consolidation with other districts for the purposes of supervision. During the past year the Board of Education of Hamilton Township, by resolution, agreed to have supervision for their district. Principal Simon G. Huber was employed for the current year.

Medical Inspection. All the districts of the County employ a Medical Inspector. In some districts medical inspection has been quite effective; in others, as I reported last year, "too perfunctory." However, it was better than last year and we shall do our best to improve it during

You Are Viewing an Archived Copy from the New Jersey State Library

the coming year. Its success depends largely upon two factors,—the Board of Education and the Medical Inspector. Unless the Board of Education insist upon obtaining *quid pro quo* they some times receive nothing worthy of the name. If a medical inspector is not consecrated to the service of mankind, if he is not interested in helping children and improving their physical condition he is a failure as a medical inspector. It is a pleasure to see the excellent service rendered by a physician whose motive is that of service.

Buildings. Atlantic County did not erect many new buildings during the year. A number, however, were remodeled, rebuilt or enlarged in order to furnish better sanitary conditions or more room for school purposes as the case happened to require. Egg Harbor City added four rooms and remodeled the original building. The building now contains fourteen cheerful school rooms, artificially ventilated, properly lighted and heated. This was done at an outlay of about $16,000. The school building at Folsom was enlarged and rebuilt. This building now contains three rooms, modern in every respect, properly lighted, heated and ventilated by jacket stoves.

Other districts which improved one or more of their rural buildings or built new ones are Galloway Township, Egg Harbor Township, Buena Vista Township and Weymouth Township. Money has been appropriated or voted in the following districts for new buildings: Somers Point City, Northfield City, Absecon City, Port Republic City, Galloway Township, Hammonton, Buena Vista Township, Weymouth Township and Mullica Township.

The work in Manual Training in Hammonton continues to meet with approval. Excellent work is done there under the supervision of Mr. Braman. During the year it was introduced also into the rural schools of this district. Manual Training, in an elementary form, is taught in practically all the schools of the County. Excellent exhibitions of work done were held at Hammonton, May's Landing, Scullville in Egg Harbor Township, Buena Vista Township, Folsom, Northfield and Somers Point during the past year.

Teachers' Meetings. During the year a number of teachers' meetings were held, first and foremost, the County Teachers' Institute held at Atlantic City on October 30th, 31st and November 1st. The principal speakers were Dr. Charles S. Chapin, Mr. Frank A. Parsons, Dr. Henry H. Goddard, Dr. Wm. G. Schauffler, President of the State Board of Education, the Commissioner of Education, Dr. Calvin N. Kendall and one of his assistants, Mr. A. B. Meredith. Another County Teachers' Institute was held at Pleasantville on March 28th and 29th. The subjects discussed there were "The Detection and Training of Defective Children" by Miss Lucy Quinn of Atlantic City. Addresses were also made by Assistant Commissioner of Education Mr. A. B. Meredith, City Superintendent Charles B. Boyer of Atlantic City, Miss Myra Billings, Supervisor of Primary Grades, Atlantic City. Prof. T. D. Sensor of the Department of Public Instruction spoke on the subject of "Boys' and Girls' Clubs." In the afternoon the Commissioner of Education, Dr. Calvin N. Kendall spoke to a large audience composed of teachers, members of Boards of Education from various parts of the County and residents of Pleasantville and vicinity. Local Teachers' Institutes were held at several centers throughout the year. One center embraced the districts of Egg Harbor Township, Linwood, Somers Point and Northfield. Mr George Collins presided over these meetings. Several meetings of teachers of Galloway Township and Absecon City were held at Absecon center. Principal E. D. Riley was the chairman of this group. Frequent meetings of teachers were also held in the districts presided over by Supervising Principals.

You Are Viewing an Archived Copy from the New Jersey State Library

The County Board of Education held its sessions as usual. One of the meetings was held at the Hotel Chelsea, Atlantic City, the other at Pleasantville. These meetings were well attended and have been the means of accomplishing a considerable degree of good. The County Board was honored by the presence of Assistant Commissioner of Education Mr. J. Brognard Betts who spoke upon "Recent Legislation and its Application in the Administration of School Affairs," also by Assistant Commissioner of Education Mr. George A. Mirick who spoke upon the subject "What Subjects should be taught in Elementary Schools." County Superintendent John Enright of Monmouth County spoke upon "Agriculture in Grammar and High School." All of these were very practical addresses and well adapted to the interests of those who attended this meeting.

Numerous Teachers' and Parents' Meetings were held throughout the County. The following districts have Parent Teachers Organizations: Somers Point, Galloway Township, Egg Harbor Township, Buena Vista Township and Northfield.

Field Day exercises were conducted at Somers Point in the early part of the spring. These exercises were under the auspices of the schools of Egg Harbor Township, Linwood, Northfield and Somers Point. The events consisted of different competitive games at ball, relay races, folk dances, drills, etc., etc.

Transportation to High Schools. A large number of pupils from various parts of the County were transported by automobiles to the Atlantic City High School. This transportation is not satisfactory in all cases. The distances are frequently too great and the transportation at times uncertain. One of our greatest needs is a High School at some center such as Pleasantville to take care of the comparatively large number of boys and girls who would avail themselves of such advantages, if more convenient. Altogether there were transported by automobile to the Atlantic City High School about forty pupils.

A Corn Growing Contest was conducted by the County Superintendent of Schools in cooperation with the County Board of Agriculture and a number of local granges. One hundred dollars in money was distributed together with twenty-five subscriptions to the School News and twenty-five fruit trees, contributed by the Egg Harbor City Grange. The money was furnished by the people of the County interested in the boys and girls, in contributions varying from $1 to $10. About one hundred and fifty were engaged in the contest. More than one hundred exhibitions were made at the Court House, May's Landing, N. J. The exercises were held on the 29th day of November. On this occasion some of the work in Manual Training and Drawing produced by the pupils of Hammonton and May's Landing was exhibited. The meeting was largely attended and addresses were delivered by Rev. Thomas J. Cross of Atlantic City, Prof. T. D. Sensor and Mr. E. D. Riley of Absecon. The judges in the Corn Growing Contest were Mr. John Huenke, President County Board of Agriculture, Mr. A. J. Rider, Treasurer, State Board of Agriculture, Mr. Alfred Chalmers, Vineland, N. J., R. D., Mr. Andrew English, May's Landing, N. J. R. D., Mr. William Hauenstein and Mr. Henry Pfeiffer, Cologne, N. J. The best of the corn exhibited, at the request of the Secretary State Board of Agriculture, was later on exhibited at New Brunswick and at Trenton and four of the twenty-four prizes offered by the State Board of Agriculture were awarded to boys and girls of Atlantic County. A very creditable showing, we think, for their first attempt.

The County Commencement Exercises were held at Pleasantville on the evening of July 3d. Eighty-five boys and girls representing all the districts of the County except Hammonton, May's Landing, Egg Harbor

You Are Viewing an Archived Copy from the New Jersey State Library

City and Atlantic City received diplomas. The exercises consisted of recitations, essays and an address by Rev. Robert A. Elwood of the Boardwalk Church, Atlantic City. Senator Walter E. Edge also delivered an address and presented the diplomas. Excellent music on this occasion was rendered by a male double quartette composed of Pleasantville talent.

In conclusion please let me say that our greatest need in Atlantic County is more teachers able to combine industrial work with disciplinary studies in order that we may be able to induce a larger number of capable pupils between twelve and fifteen years who are now indifferent to school advantages to remain there. Our school buildings, teachers, and equipment, generally speaking, are quite satisfactory. One of our misfortunes is the fact that frequently the teachers who are prepared along industrial lines will find better places and are some times followed by teachers who do not possess this ability. The Cape May Summer School has given us considerable help in this direction and I am pleased to say that during the last few years Atlantic County has been well represented there. Since the establishment of the school from seventy-five to one hundred teachers have availed themselves of this privilege. I gratefully acknowledge the cooperation of Boards of Education, of teachers and of the Department of Public Instruction in whatever I have attempted to do in Atlantic County and I hope that I may be favored with their valuable assistance and advice in the future.

BERGEN COUNTY.

B. C. WOOSTER, SUPERINTENDENT.

Dear Sir:—The following is my annual statement of school conditions and needs in Bergen County for year ending June 30, 1913.

There was an enrollment in day schools of 34694 pupils, 3055 in kindergarten, 19390 in primary, 10067 in grammar grades, 2092 in high schools and 70 in special classes. In addition there were 810 enrolled in evening schools. The increase over last year was 2149.

There is a very noticeable improvement in attendance. An increasing number of districts employ truant officers; and with the new attendance laws, better understanding, and more interest, we feel encouraged in the belief that a reasonable degree of regularity can be obtained. Per capita cost based on enrollment compared with cost based on attendance has shown in one or two instances that nearly half of the money spent was wasted because enrolled children were not in school. This argument has caught the attention of some boards of education and has been effective in producing improvement. There is need of a school census kept up to date and frequently consulted by proper authorities. Too many children "drop out" of school unnoticed, and many others never really get in school.

The number of teachers employed was 1047, of these, 30 were in evening schools, 133 were male and 914 were female. This is an increase over last year of 13 men and 75 women.

Of the 169 teachers employed for the first time in New Jersey and who entered through the schools of Bergen County, all but four were normal or college graduates. These four teachers were four year high school graduates and two of them had special training.

You Are Viewing an Archived Copy from the New Jersey State Library

Average salaries compared with previous year,

	1911-12	1912-13
FOR WOMEN		
Kindergarten	$654.50	$674.77
Primary	616.66	608.61
Grammar	707.20	728.74
High	920.50	1076.75
FOR MEN		
Grammar	994.17	1103.20
High	1181.25	1124.10

The high quality of our new teaching force and the increase in salaries are due mainly to incessant care about teachers' certificates and well known unwillingness to issue provisional certificates unless the applicant can produce evidence of creditable effort in the past.

A high grade certificate does not necessarily insure high teaching ability but it is the nearest available guarantee, that we have. It usually indicates relative ambition, ability, and preparation. We may, occasionally, lose a good teacher because she has no valid license, but this is vastly better than filling our schools with untried teachers who must spend their energies in preparing for examinations and who must in some proportion fail to succeed.

We have demonstrated during the past year that Bergen County can pay for and can get, a sufficient number of properly licensed teachers to creditably fill its teaching ranks.

During the year more than thirteen hundred pupils finished the elementary grades and a considerable number will enter high school. New high schools were established in Leonia, Cliffside and Westwood and courses were extended to four years in Closter and Dumont. Notwithstanding this considerable increase in accommodation, the larger and older high schools continue to be filled to utmost capacity.

Seventeen buildings have been erected or considerably enlarged. These are situated in Closter, Demarest, Dumont, East Rutherford, Garfield, Hohokus Township, Lodi, Leonia, New Barbadoes, North Arlington, Orvil Township, Overpeck Township, Ramsey and Rutherford. New buildings are in course of erection or are proposed for Allendale, Edgewater, Fairview, Garfield, Little Ferry, Lodi, Lodi Township, Moonachie, Palisades Park, Teaneck Township, Union Township, Wallington and Westwood.

Many minor improvements have been made elsewhere in the heating, ventilation, lighting and sanitary arrangements of old buildings and considerable progress has been made toward making these buildings comfortable and attractive.

Results of medical inspection are only fairly satisfactory. Where inspectors are conscientious in discharge of their duties benefit is unquestionable but in many instances, inspection is perfunctory and infrequent.

Classes for subnormal children are established in Garfield, Englewood, Lodi and New Barbadoes; total enrollment 70.

In certain very important lines some of which are mentioned above, Bergen County as a whole has made unusual and very satisfactory progress. The county is exceedingly strong educationally. Its people want good schools and are willing to pay well to get them. All that is necessary in most cases is to "show" the people the need, in fact, the need is usually accepted on faith. There are, however, serious exceptions to this general statement. Our greatest need is probably a better "balance of effort." There are 64 school districts in the county, many more than

You Are Viewing an Archived Copy from the New Jersey State Library

there should be. Children of one district have the very best obtainable school opportunity, while those of an adjoining district may have just enough to pass a very liberal interpretation of "suitable school facilities and accommodations."

Per capita cost based on average attendance varies from $21.62 to $99.50. Without doubt school facilities suited to modern needs cannot be furnished at the former rate, and it is equally evident that the higher figure is extravagant. In some districts there is a supervisor to every ten teachers, and in other sections scores of teachers are practically without help. Small, poorly equipped high schools are made necessary because large districts exclude "out of town" pupils altogether or charge exorbitant tuition rates. Probably many causes contribute to produce these conditions, but two seem to predominate over the others. First, the jealousy and rivalry of different communities prevent cooperation and consequent economy of effort and money. Second, the laws governing apportionment of money toward teachers' salaries and toward supervision favor the larger communities which are quick and rich enough to take advantage of their provisions. Districts which refuse high school accommodation to out of town pupils, or which charge $90 annual tuition rate should get along without the double State subsidy for teachers, and there should be some limit to the number of supervisors to a district receiving State aid.

BURLINGTON COUNTY.

HERMAN A. STEES, SUPERINTENDENT.

I submit herewith a brief statement of the conditions and interests of the public schools of Burlington County for the year ending June 30, 1913.

The following table is interesting and encouraging in that it shows an increase in each of the larger items of expense and an increase in total expenditure of 16 per cent. over that of the year immediately preceding.

	1912	1913	Increase
Total Expenditure	$328,413.12	$380,981.78	$52,568.66
Teachers' Salaries	179,302.65	191,285.31	11,982.66
Transportation	13,910.66	15,625.98	1,715.32
Tuition	14,217.36	18,776.24	4,558.88
Medical Inspection	2,434.10	3,188.57	754.47
Attendance Officers	498.85	922.00	423.15
Building, Repairing, Enlarging, etc.	59,909.70	82,916.50	23,006.80

From this table it will be seen that teachers' salaries are increasing. Perhaps the more accurate statement would be this: in most of the school districts fair salaries are paid and there is a yearly improvement; in a few districts the average increase in ten years is scarcely perceptible; in the remaining districts the tendency is downward. The number of teachers was but fifteen more than in the preceding year, while the amount paid to teachers increased nearly $12,000. This is a substantial gain per teacher; and, if it were true of every section of the County, would be cause for rejoicing; but so long as there is a teacher who receives $270 for a term's services there is no call for excessive exultation. Minimum salary laws may have their weaknesses, and no doubt many years will pass before New Jersey will enact such a law; but, in the name of decency, should there not be some way of prohibiting boards of education from employing teachers at starvation wages?

You Are Viewing an Archived Copy from the New Jersey State Library

The teacher must live 365 days in each year and six out of every ten must help in the support of homes; how this can be done in these days of high cost of living on seventy three cents a day is a problem which only those can solve who are facing dire necessity. There were eight teachers in the County last year who received less than $300 each; thirty-nine who received less than $400 each, and one hundred and fifty who received less than $500 each. If there are persons in the County who feel proud of this condition or complacent or indifferent, may their taxes increase.

The increasing cost of transportation and tuition is a wholesome sign; it is likewise a cause of great unrest in certain sections of the County. The taxpayer has a perfect right to protest against a waste of public funds; more than this, it is his duty to direct that the money which he has paid into the common fund shall be expended, wisely expended, for public needs and for such needs only. This is a self-evident and undeniable truth. It is not given to all men, however, to know what is best for so large a unit as a state; in many the vision is circumscribed. The great State of New Jersey has placed herself squarely before the world as desiring and demanding equal educational advantages for all her children. To accomplish this purpose it is necessary that in rural districts where ways are long and the going rough that the small child shall be carried from the home to the school; and, if to a school in a neighboring district, that a fee shall be paid for tuition. The first cost of these two items may be large; but, since the State, because she wishes to educate those out-of-the-way children, is willing to pay three fourths of the cost of transportation and a large part of the cost of the tuition, the taxpayer is not burdened nor is his money wasted. Surely, it would be difficult to find a better use for public funds than in the education of youth, and particularly of those children who are remote from influences that tend toward enlightened citizenship.

Here is another interesting but discouraging table.

Possible Number of Days' Attendance	1,788,534
Actual Number of Days' Attendance	1,479,287½
Number of Days Absent	309,246½

The total loss in attendance for the year is more than 17 per cent. Granting that part of this absence is necessary or unavoidable, the fact remains that by far the greater part is due to indifference or to some other cause equally baneful. The money loss to the various districts permitting this condition to exist was $9,277.39½, a sum of money greater than the final cost of transportation for the entire County. The other, and by far the more shameful loss, is the waste in offered opportunities. The attention of boards of education has been called, by circular letters and by personal appeal, to this unnecessary and deplorable waste in money and in educational values, and some boards are making strenous efforts to correct these evils; but in some few districts there seems to be a paralyzing indifference to both these forms of waste. Just what can be done to arouse a proper educational spirit in these lax communities is a perplexing problem.

There have been organized in the County during the year a supervisors' association and a high school teachers' association. This gives us a total of four county organizations, having for their object the advancement of educational interests, as follows:

Burlington County Teachers' Association,
Burlington County Board of Education,
Burlington County Supervisors' Association,
Burlington County High School Teachers' Association.

You Are Viewing an Archived Copy from the New Jersey State Library

Each of these bodies has held one or more meetings during the year, and it is not too much to say that each meeting was interesting and beneficial. In each meeting the attendance was very satisfactory.

Early in the year Mr. Murrel Dobbins, City Treasurer of Philadelphia and a former resident of Burlington County, signified his willingness to pay substantial sums of money to any board or boards of education in the County that would establish an industrial or vocational school, provided the State or the district accepting his gift would duplicate the amount. Up to the present time this generous offer has not been accepted by any board. Numerous meetings of boards have been held for the discussion of this important matter, and all admit the need of such instruction, but the cost of maintaining such a school seems to deter boards from favorable action.

On May 16th, representatives of the Florence Board of Education, Mr. D. E. Maxfield, representing the Florence Iron Works, Mr. L. H. Carris, Assistant Commissioner of Education, and the County Superintendent, held a meeting at Florence for the purpose of perfecting some plan for the establishment of an industrial school in Florence. There is every reason to believe that this beginning of this form of education will become an assured fact. The Board of Education will submit the project to the legal voters of Florence Township at the next annual school meeting; and, as all parties seem vitally interested, no doubt the people of Florence will show their appreciation of the generous offer made by the R. D. Wood Company.

Thursday, March 6th, was a gala day in Mount Holly. The cause for rejoicing was the dedication of the new High School Building which had been erected and equipped at a cost of $41,000. During the day the pupils held meetings appropriate to the occasion, and in the evening the formal dedication took place. The programme for this important event was as follows:

Prayer—Rev. R. H. Baker,
Piano Solo—Miss Florence Worth,
Vocal Solo—Miss Annie Grigg,
Address—Samuel A. Atkinson, Esq., President,
Chorus—High School Girls,
Vocal Solo—Jerome G. Harris,
Address—Herman A. Stees, County Superintendent,
Vocal Solo—Miss Marcella Oatman,
Address—Mr. John W. Harris,
Chorus—Grammar School Girls,
Address—Hon. Calvin N. Kendall,
Commissioner of Education,
Music—Four Grammar School Boys,
Music—Audience, "America",
Benediction—Rev. James Stoddard.

The Mount Holly High School is built of brick, contains an auditorium, a gymnasium, rooms for Manual Training, Physical and Chemical Laboratories, Board of Education, Supervising Principal and classes. Every requirement of the present building code has been observed. In short, this building is a credit to Mount Holly, and the Board of Education and the citizens are to be congratulated and commended.

It may not belong to this year's report, but it is because of this year's work that I am able to record that several new buildings will be erected during the next school year. In Chester Township the Board of Education will erect two school buildings; the cost and equipment of the one in Moorestown will be $90,000, and the one at Lenola, a two-room rural school, at a cost of $10,000. Mansfield Township has voted to build a six-room building at Columbus, one of two rooms at Hedding, one of

You Are Viewing an Archived Copy from the New Jersey State Library

one-room at Mansfield and one of one-room at Georgetown. Riverside Township has purchased a lot of five acres and has voted to erect thereon and to equip a building at a cost of $50,000.

The Board of Education of Pemberton Township has opened a room at Browns Mills for the special instruction of fifteen pupils who are mentally below normal. The room and the equipment are not all that could be desired, but the teacher is capable and is doing much for the children.

The Board of Education of Westampton Township has closed its two school buildings and is transporting all its children of school age to Mount Holly schools. This is a wise move from every point of view.

One of the most helpful and hopeful forms of education in the County was carried on under the care and direction of the County Committee of the Young Men's Christian Association. During the year they succeeded in interesting 142 boys, all attending the public schools, in growing corn, potatoes and poultry. Fifty of these boys recently placed parts of their products on exhibition at the Mount Holly High School, and several of them wrote essays on "How I Grew My Corn." A number of good women organized a Home Making Club and enrolled one hundred and twenty-five school girls who exhibited at the same time and place some of their handiwork; such as bread, pies, cakes, fancy-work and garments of many kinds. These two organizations are doing a splendid work for the school children, and it is hoped that each year a much larger number may be enrolled.

I wish to express my thanks for valuable assistance received from the State Department of Public Instruction. Burlington County is large and its interests are varied, and consequently there are many perplexing problems to be solved. I think I have received help from every person connected with the Department.

CAMDEN COUNTY.

CHARLES S. ALBERTSON, SUPERINTENDENT.

The school year 1912-1913 has, in most respects, been a very satisfactory one. My statistical report shows a steady advance along all educational lines.

I have visited each room in the County at least twice, and of course, many of them oftener. I have tried to keep in sympathetic touch with the work of teachers and pupils. This phase of my official duties appeals to me. I regret that the administrative duties require so much of my time that I find it impossible to become intimately acquainted with the real and vital problems of teachers and pupils and to sympathetically help them. Much of my supervisory work is done in company with supervising principals, and I am increasingly impressed with the influence and effect of sympathetic and judicious supervision.

Supervised and directed play is receiving the attention of many of our principals and teachers. Several school grounds are supplied with play-ground apparatus which is appreciated and enjoyed by the children. We find that this "play work" adds much to the health and happiness of the children, is helpful in disciplining and is educational in number work, language and ethics.

The monographs issued by your Department have, I find, been eagerly read by nearly all of our teachers and many of them are using them in planning and performing their work. All our supervising principals are insisting on and securing work in accordance with the plans and suggestions indicated in the pamphlets. I regret that the pamphlet on

You Are Viewing an Archived Copy from the New Jersey State Library

Agriculture did not meet with the response that it deserves. I shall make an effort to interest teachers and pupils in the several pamphlets on this subject.

All the Boards of Education are progressive and responsive to the demands for improvements. Nearly all of them have taken prompt action on suggestions from your Department. I have attended several Board meetings, and have had numerous conferences with Board officials and committees. A County Meeting of School Board Members was held in May. This meeting was addressed by Lewis H. Carris, Assistant Commissioner of Education. His subject was "Vocational Work in the Schools and the Establishment of Vocational Schools." The address brought out much interest and prompted earnest discussion. These County Meetings of School Board Members are always most interesting and valuable. They are, however, not well attended and I am at a loss to know the cause of the neglect or how to secure better attendance.

Nearly all the school buildings in the County are in good condition and are modern in construction and appointment. There are a few, however, that should be replaced with new buildings, and I think this will be done without much delay. The following Districts have buildings under construction or have authorized them: Audubon Borough, two four-room brick buildings; Clementon Township, a four-room brick building at Lindenwold to replace an old one, and a one-room addition to the Watsontown building; Gloucester Township, a four-room building at Chews and two-room building at Erial, both of them to replace old buildings; Haddonfield Borough, a four-room brick building at West Haddonfield; Haddon Heights Borough, a four-room brick building on the west side of the Borough; Voorhees Township, a one-room addition to the Ashland building; Waterford Township, a one-room addition to the Waterford building; Winslow Township, a one-room brick building at North Tansboro and a four-room brick building at Elm, both to replace old buildings; Woodlynne Borough, a four-room brick building.

The Board of Education of Winslow Township has several times submited to the voters the question of a new school building at Sicklerville. The proposition has been defeated each time by a small majority. That a new building is necessary is the opinion and judgment of nearly all the patrons of the school, all the members of the Board, and the County Superintendent. With your approval I condemned the building and withheld the State money from the District. I regret that this course was necessary and I am hopeful that the voters will become interested, attend the next meeting and vote for the proposition. The Board is a progressive one, and is unanimously in favor of the new building.

The legislature at its 1913 session established the Borough of Laurel Springs, a new school district set off from Clementon Township. A Board of Education for the new district was, as provided by law, appointed by the County Superintendent. This Board immediately organized and took action providing for next year. The new Borough will probably combine with the Township in retaining the services of the Supervising Principal.

A very interesting and helpful Teachers' Institute was held at the Camden High School on Saturday, November 16, 1912. Excellent addresses were made by Assistant Commissioners Meredith and Mirick. Dr. Suzzalo of Columbia University spoke on "Tradition and Reform in Teaching" and also on "Three Functions of the School." O. J. Kern of Winnebago County, Illinois had for subjects for his two illustrated lectures, "Improvement in School Buildings and Grounds" and "Nature Study Agriculture in Country Life."

The Camden County Teachers' Association has held regular meetings which have been well attended by the teachers of the County. At these

You Are Viewing an Archived Copy from the New Jersey State Library

meetings we have had a number of able addresses and some valuable discussion. All the districts having supervising principals have organizations which hold regular meetings.

The Camden County Superintendents' and Supervising Principals' Association has held regular meetings on the second Wednesday afternoon in each month. These are round table conferences and we find them interesting and valuable.

All the Districts have Medical Inspectors and some of the Districts receive good service. To secure good results from Medical Inspection, Boards should be more exacting and physicians accepting this position should conscientiously perform the duties attendant upon it.

Several districts have Manual Training departments with special teachers. Nearly all our schools have some form of manual work. Particular mention should be made of the cane work and weaving done at the Haddonfield colored school. A number of the districts hold regular exhibitions of manual training work. These are well attended and much interest is manifested.

On the 16th of November, 1912, the exhibition of the Camden County Corn Growing contest was held at the Grange Hall in Blackwood. In connection with this was held the Home Economics Contest for girls. There was a very large attendance and much enthusiasm. Interesting addresses were made and prizes awarded.

These contests were under the direction of a committee representing the County Board of Agriculture, the Y. M. C. A., the schools, the Granges, and the Mothers' Congress of New Jersey. Early in the year a reorganization of these agencies was effected at a series of meetings held at Haddonfield at which more comprehensive plans were formulated and much enthusiasm shown.

A number of valuable prizes were offered by business firms and individuals. The Secretary and members of the Committee canvassed the County, visiting each rural school. They skillfully presented the various phases of the contest to the boys and girls and secured a long list of contestants.

I have inspected with much interest several lots of boys growing corn which were indeed very promising. Throughout the rural sections there is a good natured but keen competition among the contestants, and we anticipate a very good showing at the exhibit to be held at Berlin on November 22. Quite a large number of girls will compete in the "Home Making Contest."

We have some school gardens. Pensauken Township, under the direction of Supervising Principal George B. Fine, is taking the lead in this movement. I inspected these gardens and found them very creditable. The pupils are very interested in all the details of "making" the garden, and in its cultivation and care. They are eagerly anticipating results.

The "needs" of the schools of the County are still as was reported last year—more trained teachers, specially equipped teachers for rural schools, more supervision, more effective work in manual training and vocational training, better medical inspection, and the enforcement of the Compulsory Education law.

CAPE MAY COUNTY.

AARON W. HAND, SUPERINTENDENT.

The school year just ended has been an eventful one in school matters in this County, and substantial progress has been made in important particulars.

You Are Viewing an Archived Copy from the New Jersey State Library

VISITS TO SCHOOLS.

I began my visitations to the various schools in the rural sections, early in September in order to confer with the teachers, both new and old, and remove difficulties as much as possible, at the very beginning of the school year, so that there might be uninterrupted development. The results from these early visits were gratifying and mutually helpful. Teachers who were new to our County or new to the responsibilities of the teacher's work, were able to realize that they were part of a far-reaching system intent upon supporting them in their work, upon assisting in making it effective, and, in turn, asking for and needing their co-operation and assistance, in order to approach, as nearly as possible, to the ideal of accomplishment in the uplift of children and communities.

NEW INSTITUTE PLAN.

You, very kindly, permitted a plan of institute new to us, during the year now closing and this, too, helped to foster the idea of mutual interest and mutual helpfulness. Many teachers have expressed their satisfaction with the new plan and their thorough enjoyment of the various features.

The plan consists in the holding of sessions on three separate days during the school year, one in October, one in January and one in April. Friday was the day chosen, in each case, because its use for this purpose would cause the least disturbance in the schools and, also, because it enabled me to retain for a Saturday's session of the County Boards' Association some of the available lecturers.

The first day's sessions were held at Ocean City, the second at Wildwood and the third at Cape May. Three departments or sections were organized: Primary, Grammar and Secondary, the sectional sessions being held in the morning. An eminent instructor was provided for one period in each department, whenever possible, and the programs completed by giving the other two periods for the presentation by our own teachers of discussions upon various subjects of interest. The final features of the department programs were round-table talks upon various set subjects. The effort was made to make the department work continuous from one institute day to the other and this effort was partially successful.

The first periods in the sessions of the afternoon were devoted to the discussion of matters relating particularly to our county, and the two subsequent periods, to lectures upon general topics by men, well-known in educational work.

The final sessions of the year are to include an evening lecture on Thursday, followed by a banquet, to be participated in by as many teachers as desire to do so; and an exhibit of school work from the various schools of the county during Friday.

Through the newspapers and by other means, I make it a practice to invite the general public to attend all of our sessions, and send special invitations to all of the members of our boards of education.

I am convinced that some form of institute is essential for teachers; that meeting together of the members of the various county boards at stated times, is also necessary; and finally that public meetings, particularly in the rural sections and in the smaller cities and towns, for the discussion of school matters before the general public, is as vitally necessary as are the meetings for teachers and members of our boards.

There will be much less opposition to plans for rational school betterments when the people at large are made more familiar with the purposes sought to be accomplished, and it is probable that such meetings would arouse the public, often lethargic upon school matters, if not frequently hostile, and develop a sentiment which would win active support

You Are Viewing an Archived Copy from the New Jersey State Library

and initiative, and cause thoughtful people to open their eyes to the larger aspects of the public school question. The fact that the school authorities of the state are actively engaged in an effort to secure for the children in the public schools, training in practical things and in useful knowledge, has not yet dawned upon many of the critics who are demanding this very thing but doing nothing practical to assist in bringing it about.

CAMPAIGN FOR BETTERMENT.

The campaign for betterment in school buildings and school facilities, has been urgently pushed during the year with results which have liberally rewarded the effort put forth, if not always the best that were hoped for.

In our townships, I endeavored to reach the public through mass meetings at different points, having the able assistance at two of these meetings of Secretary T. D. Sensor, of the State Board of Examiners, and County Superintendent H. M. Stees, of Burlington County. I also organized in three of our townships, parent and teachers' associations, obtaining rather remarkable results and greatly stimulating interest in school matters. In this work the assistance of the pioneer parents and teachers' association, of our County, at Sea Isle City was cheerfully and freely given as was that, also, of the New Jersey Congress of Mothers. Mrs Augustus H. Reeve, the president of the latter organization, has responded to our invitations twice, to assist in the work of organization, and Mrs Alexander Marcy, Jr., first vice-president, has given us her assistance once. The associations so far organized have affiliated with the Mothers' Congress and have thus obtained important and beneficial support. We have these organizations now in five districts of our County and hope to increase their membership during the coming year.

Teachers' Clubs have also been organized during the year, in each of the townships.

I have contributed to various county newspapers, comprehensive discussions of school betterment plans and the reasons for them, as I see them, and have distributed pamphlets and circular letters upon these topics in all of the township districts in which my campaign has been waged, for better school accommodations. One of the discussions of the subject which was freely used, follows:

THE PUBLIC SCHOOLS.

By Aaron W. Hand.

The efforts of the State Board of Education to secure better school facilities and opportunities for the children of the rural districts are not always understood by the people at large and are, therefore, sometimes opposed by many, who, if they were better informed, would join the ranks of the supporters of the proposals of the state authorities. The schools are pre-eminently the people's business, but they have been nevertheless, shockingly neglected, in many places, particularly in some rural districts, and the time has come when, for the sake of the children, the manifest evils and wrongs and neglects must be corrected.

The state authorities are asking that "each school district shall provide suitable school facilities for all children residing in the district and desiring to attend school therein." This is the requirement of the statute.

Another act, known as the "Compulsory Education" law, states that "Every parent, guardian or other person having control of a child between the ages of seven and seventeen, inclusive, shall cause such child to regularly attend a day school, etc."

You Are Viewing an Archived Copy from the New Jersey State Library

It becomes necessary, therefore, for a Board of Education, representing the people of any district, to provide suitable facilities for all the children in the district between seven and seventeen years of age. This is the minimum requirement, because children between these ages MUST go to school, and there are means provided by law to compel their school attendance. Parents refusing to comply with this legal requirement by not seeing that their children between these ages are sent to school regularly, are adjudged "disorderly persons," and may be apprehended and punished accordingly. Each Board of Education is under obligations to enforce the Compulsory Law, even if it requires the procedure above cited, against indifferent parents and guardians.

A loss of money to the district results when pupils who are required to attend school neglect to do so. Each day's attendance of each child brings to the district 13 cents of State money, under the apportionment of the present year, for Cape May county, and each day's absence, by any child, causes a loss, absolute and irrevocable, of 13 cents to the district. This looks like a small sum and, standing alone, it is, but multiply it by 1,000 and you have $130; multiply it by 5,000 and you have $650; multiply it by 10,000 and you have $1300, and so on.

The actual number of days the schools are kept open during the year is not often less than 170. If in any township, or other district, there are 30 absentees per day, there will be a loss of 5,100 days per year, or in dollars $663. If there are 50 absentees per day there will be 8,500 days lost to the district during the year, or in dollars $1105.

In a township of seven school buildings, an absence of five pupils per day in each school, would be thirty-five per day for the township, or a loss of $773.50 for the year. An absence of seven per day in each school would be forty-nine for the township, or a loss of $1,082.91 for the year.

In one of our city school districts the truant officer was discontinued, and in one of the schools, enrolling between 400 and 500 pupils, there were immediately daily absences of from 75 to 90 pupils. It is perfectly evident, therefore, that there is not a township in the County, in which the matter of compulsory attendance is neglected, that is not losing anywhere from $700 to $2000 per year in consequence.

In considering the question of "suitable facilities," what has been said above deals merely with the question of room, and points out that the law requires that room be provided for all of the children between five and twenty years of age, who desire to attend school, and particularly for those between 7 and 17 years of age who are to be, if necessary, compelled to attend school.

Under "facilities" are included not only room, but proper lighting, heating, ventilation, books and supplies, proper janitor service, proper water and toilet accessories, and all other details required for the comfort, health and training of the children sent to school.

The State Board of Education has formulated, under the laws, a building code, which carefully describes how a school building should be built, and requires that all plans for school buildings shall be approved by the State Board of Education, before any new school buildings are built. As the building proceeds it is inspected by the State Inspector, so that no neglect may be shown and no plans altered after approval.

The law requires, also that all old buildings, not conforming to the Building Code, must be made to do so, or be formally condemned as unfit for school purposes; this action carrying with it the witholding of State school moneys. In this county, the cities and boroughs respond promptly to the request for making their school buildings conform to the requirements of the law, and there is no reason to enter condemnations against these districts. In some of the township districts, where it

You Are Viewing an Archived Copy from the New Jersey State Library

is somewhat more difficult to obtain results, several condemnations have been necessary, Middle Township being distinguished as one which has promptly taken hold of the question.

The amount of State moneys apportioned to the several townships for the present school year follows:

Dennis Township	$10,004.00
Lower Township	5,369.47
Middle Township	16,849.95
Upper Township	8,173.14

Middle Township's large apportionments are due not so much to larger population as to strict attention to the matter of providing proper facilities, and enforcement of the compulsory law.

I stated above that borough and city school districts respond promptly, as a rule, to all suggestions which improve their schools. It is true also, that, as a rule, the larger the city the better and more comprehensive its school system, and the more willing its people to supply what money is necessary to provide adequate school facilities. Why is this? Is it not for the reason that the people of the larger communities realize the value of good schools? If there were any legitimate doubts on this point, the people of communities of this kind would not be slow to express them, and would not be slow about making their influence felt in the stopping of development along this line. Instead of indications of a sentiment of this kind, however, there is overwhelming evidence that the people of the larger communities value these schools, as never before, and do not retard but encourage every movement for their betterment. Why is not this the attitude in the rural districts?

"The schools exist for the children."

This motto or proverb should be kept in mind by everybody who administers or considers school matters, for unless it is, the conclusions arrived at are apt to be erroneous. The schools properly handled, will not include anything in environment, in equipment, in supplies, or in the daily management, which will not inure to the benefit of the children in attendance. The children's health, comfort, moral welfare, physical and mental growth are all to be considered. A school building without sufficient light, or with light so provided as to have a damaging effect on the eyes; one which is unclean; one which is not of uniform temperature because of defective heating apparatus; one which is provided with double seats instead of single, thus requiring the intimate intermingling of children of all kinds; one in which the toilet facilities are neglected—school houses in which all or any of these conditions exist menace the health of every child attending them. The same agency destroys all sense of comfort, and the ease of mind which any child or adult needs to successfully attack any mental task.

The physical discomfort and the squalid and dingy surroundings are equally threatening to the moral welfare, since an environment which does not uplift and assist the mind to contemplate brighter things and the beautiful ideals, will invariably assist it to reach low levels of thought and action, and to receive irreparable injury during impressionable childhood and youth. The same sordid influences have a vicious effect upon the physical development, and supply the means for the spread of disease germs, as of typhoid, tuberculosis and less serious afflictions which may wreck children physically, mentally and even morally.

This will suffice for a picture of the more or less typical one-room rural school house from what may be termed the physical side. Let us take it now from the standpoint of the teacher's work:

The usual conditions confronted by a teacher who begins work in a one-room rural school house are, that she is required to teach eight

You Are Viewing an Archived Copy from the New Jersey State Library

grades of children, each grade, excepting the primary grades, including from five to eight subjects, making necessary from twenty-six to thirty classes. The most meagre equipment is furnished; there are rarely charts, never enough books. The best of our ungraded teachers rarely secure more than ten minutes to each recitation, and as this amount of time is totally inadequate for the proper handling of the lesson, the teacher, (finding it impossible to do otherwise) merely "hears" the lessons and such preparation as is made must in the great majority of cases, be without her aid or influence. Children who have parents able and willing to assist them at home, secure this aid. Children who have sufficient aptitude and ambition manage to prepare for themselves. The great majority of the pupils in such a school, unable to obtain proper aid, finding the going very difficult, limp along in some fashion for a few years and, discouraged and disgusted, quit school at the very first opportunity. The maintenance of such schools as these is a shameful waste of public moneys. No business man in the management of his affairs would tolerate for an instant such a condition; so large an outlay yielding such trifling returns, especially when said condition can be easily remedied by applying simple, everyday business common sense to the problem.

The keynote of modern progress is consolidation. It has been found in every line of human activity that strength is to be found in union, and that isolated effort obtains the most meagre reward. The time has come for the elimination of the single room building wherever it is feasible and possible to do it. The time is here for the union in schools of two rooms or more, of all of the children now required to attend single room schools. The time is ripe because the State's requirements for school buildings would make the alteration of several one-room buildings cost nearly or quite as much as the erection of a new and modern building to supply accommodations for the children of two or more one-room buildings. Some transportation might be required, but the State now pays seventy-five per cent. of this expense. What would be some of the effects of this union or consolidation?

1. There would be the benefit of two or three or more teachers in each building, uniting their efforts to upbuild the school and to secure greater efficiency.

2. Twenty to thirty minutes could be obtained for each recitation, and teachers would have an opportunity to straigten out difficulties and remove the discouragements of each pupil, thus securing the attention and interest of all pupils and causing a larger number, if not all, to willingly remain in school until the course is completed. In addition to this, study periods could be arranged in which a teacher would be available to assist any pupil in the preparation of a lesson.

3. In every school in the land drawing and music at least, and where possible elementary manual training and domestic art, as sewing, should be taught, and this could be arranged for with very little additional expense in a school of three or more rooms. Teachers qualified to teach the grades and also in music, drawing, etc., could be readily secured, and one or more periods per week could be alloted for these subjects without hindering or diminishing the regular academic work.

4. Children transported would be protected from the stormy and severe weather to which they would be exposed in walking to and from school, as at present, and upon arriving at the building would be thoroughly comfortable, thoroughly protected from all menaces to health, and surrounded by bright, cheering and uplifting inflences. It has invariably proven to be the case that voluntary school attendance and interest increases many per centum under such circumstances. Incidentally I desire to state that the transportation facilities are now under the super-

You Are Viewing an Archived Copy from the New Jersey State Library

vision of the county superintendent in each county, and will be required to be not only ample but thoroughly comfortable in every case. Whenever it is clearly shown that transportation facilities are inadequate or uncomfortable, prompt action will be taken to secure a correction of such a condition. Boards in appointing or contracting with men for the driving of omnibuses in this service must employ none but men of good characters, and must then vest in them the power belonging to each teacher for the maintenance of good order among their charges on the way going to and from school, reporting insubordination or unruly conduct to the Board.

The matter of transportation should be taken up as an item of the business of conducting the schools of the district, to be arranged for according to the needs of the situation, not according to some arbitrary rule or price without reference to the needs. In fair weather when walking is good it may be feasible and proper to arrange for children to meet the school wagon at certain junction points. On stormy days or after a rain or snow storm, when the roads are not fit for walking the arrangements with the driver of the school wagon should be to go to the homes of all children who would be hindered from going to school otherwise by stormy conditions or the state of the roads. Anybody will agree that this is the only reasonable course to pursue, if he thinks upon the subject but a moment, for the transportation facilities are provided to get the children to school. If they fail to do this, they fail utterly and entirely to do the thing for which they were created, and the public money invested is wasted. If a man desiring a house built were to ascertain the cost of the structure and then hand to the builder quarter, half or three-quarters of this cost and say, "go as far as this will let you, I will not spend any more," he would get a house, quarter, half or three-quarters complete and his neighbors would say uncomplimentary things of him. Nevertheless, he would be just as sensible as a school officer would be, who would endeavor to solve a school problem or meet a school need by applying quarter, half or three-quarters of the amount of money required. Remember, too, that in this case, as in all others, the school district loses 13 cents per day for every child of school age who is not in school.

THE APPROPRIATIONS FOR IMPROVEMENTS.

All of these agencies have materially assisted in promoting proper school sentiment and some of the results are enumerated below:

Lower Township, a vote favorable to the alteration and repair of each of four buildings, to conform to the State Building Code, appropriating	$5,000
Middle Township, vote favorable to the purchase of land and the erection of one new school building, two rooms, at Green Creek, and new and modern outhouses at all of the buildings in the township, about	7,000
Dennis Township, vote favorable to the purchase of land and the erection of a new two-room building at Eldora to take the place of two old one-room buildings, one at East Creek and the other at Eldora, appropriating	4,100
Upper Township, vote favorable to erecting one two-room school house and two one-room houses, to replace old ones and to altering and repairing two one-room houses, appropriating.	15,000
Making total appropriations in townships	31,100
In addition to this Avalon Borough has voted for the purchase of land and the erection of a new school building	8,000

You Are Viewing an Archived Copy from the New Jersey State Library

Woodbine Borough, for land and high school building will spend about	10,000
Cape May Point will expend for alterations and repairs, about	2,000
Sea Isle City, for land and new building	25,000
Ocean City has purchased land and erected a fine new building	35,000
North Wildwood has erected an addition to its fine brick building	12,000
Making for cities and boroughs a total of	92,000
Total for county	123,000

The total valuation of school property in the county, as reported last year was $216,780. The improvements voted this year are, therefore, 56% of last year's total. This is the greatest record in building ever made in this county, and there is reason to believe that, proportionately, it may establish a record for the State.

The buildings and improvements thus provided for, will all be completed during the year and Cape May County will start in the school year 1914-15 in almost ideal shape with reference to its school buildings and equipment.

NEXT YEAR'S PROGRAM.

I am endeavoring now to secure the erection of a high school building in Cape May City and the improvement of its present buildings in conformity with State's code. Identical improvements have been asked for in the City of Wildwood. The Boards of Education in both cities are composed of men interested in school progress, and I anticipate no difficulty in reaching an agreement with them.

West Cape May Borough, which has been having difficulty with its school betterment program, seems likely, in the end, to decide in favor of a new building.

These operations will constitute the new school building program for the coming year.

WORK OF TEACHERS' CLUBS.

The teachers' clubs organized this year in each township, as stated above, have been useful in several directions. Through this mediumship we have secured some very good work in agriculture, both theory and practice. Pamphlets prepared by W. H. Shipe of the Middle Township Club, science teacher in the Township High School, proved valuable in all parts of the county, and the use of Assistant Commissioner Carris' monographs was, also, urged upon the teachers.

THE TEACHING OF AGRICULTURE.

We have been struggling with agriculture in the schools for a number of years and I feel that we have obtained better results this year than ever before. I am convinced, however, that enthusiastic interest will be aroused in but one way, that being by the arrangement of contests, work to be done at home, and the provision of a sufficient number of adequate prizes. It is open to discussion, whether this is a proper incentive, but it is at least an effective one.

The singular condition with which we have been confronted in this work, is the almost invariable indifference of the farming community and of the individual farmer.

Some of our results in this line of work, were school gardens, at Woodbine, Wildwood, Holly Beach, Palermo, South Dennis, Dennisville and Petersburg. Seed testing was practised in a number of schools and a course in poultry raising introduced in Middle Township High School.

HIGH SCHOOL SITUATION.

Our high school situation is constantly improving. We have reduced the number in the county to six, in the place of nine which existed

You Are Viewing an Archived Copy from the New Jersey State Library

two years ago. Two were taken from the list this year, (1912-13) by the consolidation of Holly Beach with Wildwood, and West Cape May with Cape May City, and next year, (1913-14) the Dennis Township High School which has been limping along for several years, will be abolished, and its students sent to Middle Township High School, at Court House. This will give the latter enrollment of over 100 students.

The erection of a high school building at Woodbine will place that school in fine shape. Our county will, therefore, be possessed of six strong high schools, with excellent facilities, adequate equipment, and capacity for growth and development along proper lines.

PUBLIC SCHOOL MAY-DAY.

One of the most enjoyable, as well as one of the most important and successful of school events that has ever occurred in our county, was the County Public School May-Day. It was celebrated by field sports and a spelling contest and was probably, the first county school of the kind that ever occurred in this State.

The organization of such an affair had been a matter of thought with me for several years, but circumstances have never seemed to be just ready for it until this year. The proposition to provide for it was made to the Supervisors and Principals' Association of the county at its meeting in February, and the members became enthusiastic about it immediately; and while the committees were appointed, and effected organization, every male member of the Association was an active worker, both in his school and also on the field.

THE ATHLETIC MEETS.

A County School Athletic League was organized, with Lanning Myers, Principal of Wildwood High School, president; Henry Chalmers, Supervisor of Holly Beach Schools, vice-president; J. E. Clark, Principal of Middle Township High School, secretary and William H. Wile, Jr., Principal of Dennis Township High School, treasurer. Constitution and by-laws were adopted. Messrs. Clark, Myers, and A. C. Davis were appointed a committee on Field Sports and J. B. Hastings, a committee on the Spelling Contest. It fell to the lot of the County Superintendent, as president of the Association, to receive the plans of the committees, complete the organization and advertise the arrangements to the schools of the county.

The day fixed upon was Saturday, May 10th, 1913. A High School Athletic Meet and Grammar School Athletic Meet were provided for, and the events consisted of running and jumping contests, shot puts, ball throws and pole vaulting. There were over one hundred entries, a large percentage of the schools of the county being represented.

County Superintendents, J. J. Unger and H. M. Cressman, and city Recorder, T. W. Millet, of Cape May, kindly consented to act as judges.

The County Fair Grounds, at Court House, were utilized and an admission fee of 25 cents to adults and 5 cents to pupils of the various schools, charged, yielding about $100, which was expended for silver medals awarded to first and second places in each event for individuals, and two banners, one for the high school winning the greatest number of points in the high-school events, and one for the school winning the grammar-school relay races.

About 1200 people were present and the affair was most successful throughout. Next year's invitation to participate will be responded to by every school in the county and a much larger number of spectators is expected.

THE SPELLING CONTEST.

The Spelling Contest was, also, a most gratifying success. There were entries from twenty-eight schools, all districts being represented and the total number of entrants being 75.

You Are Viewing an Archived Copy from the New Jersey State Library

The contest was limited to Seventh and Eighth Grade pupils, and the auditorium of the Middle Township High School Building, at Court House, was utilized for the event.

A card disk containing a number, was sent to each entrant to be worn in a conspicuous place, when he appeared for the contest. The desks in the auditorium were provided with duplicate numbers. Ten high school girls were appointed ushers, and as contestants appeared, a glance at the number worn enabled the ushers to escort the applicants to their proper seats without confusion. A committee of eight teachers constituted the examiners, and three judges were appointed, including Alfred Cooper, President of Middle Township Board of Education; Reuben Clouting, President of Upper Township Board of Education, and Stephen Jefferson, District Clerk of Dennis Township.

This organization worked like a charm and reduced the time and the labor of examining to a minimum.

A contribution of $10 by Principal J. B. Hastings, and a similar amount by the County Superintendent, provided for prizes as follows:

First Prize, $5; Second Prize, $3; Third Prize, $2; Fourth Prize, Webster's High School Dictionary, contributed by the American Book Co.; and ten prizes of $1, each.

The words were 100 in number, kindly selected, at the request of the Committee, by Assistant Commissioner Mirick, of the State Department. I presided at the Contest and pronounced the words as arranged in the list below.

The following ten words were used in constructing ten sentences, each word to have a sentence built up around it:

prefer	entitle
special	secure
panel	appreciate
issue	experience
assure	premium

Each sentence without a blemish was to count five; one point for correct spelling, one for correct use of word, and three for language and structure. Fifteen minutes were allowed for the writing of these sentences. In the following list, the figures which follow each word indicate the number of contestants who spelled it incorrectly:

separate,	23	examination,	2	Christmas,	2
board,	2	develop,	30	building,	2
thought,	1	convenience,	17	believe,	16
terrible,	6	committee,	20	assistance,	14
absence,	22	claim,	4	arrive,	5
statement,	5	busy,	2	application,	11
splendid,	5	wonder,	2	wear,	2
receive,	10	weather,	1	tomorrow,	3
relative,	4	volume,	20	success,	7
recommend,	26	visit,	2	several,	4
president,	3	unfortunate,	17	salary,	7
practical,	17	trouble,	5	prompt,	4
pleasant,	13	towards,	4	promise,	3
sincerely,	14	ticket,	0	obtain,	2
instead	2	surprise,	3	nice,	0
impossible,	5	signature,	7	father,	1
illustrate,	6	ready,	0	expense,	13
hospital,	3	direction,	1	especially,	8
honor,	1	decide,	16	further,	4
finally,	6	consider,	5	different,	5

You Are Viewing an Archived Copy from the New Jersey State Library

appear,	5	leave,	1	earliest,	8
representative,	22	hour,	0	whether,	12
recent,	5	convenient,	16	teacher,	0
reach,	3	certain,	7	shipment,	4
pleasure,	0	business,	9	pamphlet,	24
measure,	0	service,	6	necessary,	10
church,	0	personal,	3	either,	7
Wednesday,	8	particular,	6	daughter,	0
receipt,	16	leading,	1	reason,	1
mention,	6	February,	8	refer,	14

IN CONCLUSION.

There are many other interesting matters which have occupied our county schools during the past year, but my story should not be extended to any greater length. The statistical report will cover the drier details of the work.

In conclusion, I desire to express my entire appreciation of the cordial support and assistance you and your staff have given me on all occasions and to express the belief that our State is obtaining great results from the vigorous administration of school affairs which prevails.

CUMBERLAND COUNTY.

J. J. UNGER, SUPERINTENDENT.

In this, my first annual report, it is my purpose to give in brief outline the conditions which exist in Cumberland County, and to suggest a remedy for these conditions in some instances.

Perhaps there is no county in New Jersey in which the building conditions, speaking very generally, are more unsatisfactory. It must be frankly admitted, at any rate, that all the counties contiguous to Cumberland have better building conditions than Cumberland has. Several reasons might be assigned for this state of affairs, but the chief reason is, compared with the surrounding counties, Cumberland is the poorest as the following statistics will show:

TABLE.

Showing comparatively the financial conditions upon which largely depend the school conditions in Cumberland and the surrounding counties:

COUNTIES.	*Net valuation upon which County and State School taxes are apportioned. 1912.*	*Number of pupils enrolled.—1912.*	*Valuation per pupil.*	*Total amount of State appropriation*	*State aid received per pupil.*	*District Tax raised for Current Expenses.*	*District Tax raised per pupil.*
Atlantic	$110,913,765	14,362	$7,723	$359,498	$25.04	$125,950	$8.77
Cape May	29,959,974	4,598	6,516	113,053	24.59	39,587	8.61
Gloucester	23,906,077	7,858	3,042	98,533	12.54	71,687	9.12
Salem	16,400,418	5,837	2,810	71,138	12.19	46,602	7.98
Cumberland	24,920,710	11,529	2,162	110,937	9.62	106,071	9.20

You Are Viewing an Archived Copy from the New Jersey State Library

It will be readily seen from the foregoing table that a pupil residing for example in Atlantic County receives an apportionment from the State of about two and six-tenths times as much as a pupil residing in Cumberland but that the amount raised per pupil by taxation for school current expenses in the surrounding counties is less than the amount raised in Cumberland. It shows therefore that the desire of parents to educate their children is just as intense in Cumberland as it is in the surrounding counties and that poor school conditions are a result of unfortunate circumstances rather than of voluntary neglect.

BUILDINGS.

Not including the two cities, Bridgeton and Millville, there are in the county thirty-eight one-room, twenty-two two-room, three three-room, five four-room, six six-room, three eight-room and one fifteen-room buildings. Eight of the one-room buildings have been abandoned, in seven of which cases the pupils have been transported to other schools in the district.

Bridgeton stands at the head of the list for uniformily good, substantial buildings. The building known as the Academy least conforms to present requirements of the building code. The Board of Education, however, is proposing to expend $75,000 for alterations to this building and building an annex, the whole to be used for a High School. If this requisition is granted by City Council, the city will have a very creditable High School building.

The City of Millville has three good buildings and plans are under way to abandon one of the present very unsatisfactory buildings by the erection of an annex to the New Western building. It is also proposed in the not distant future to erect a large building somewhere in the northern part of the city. If this be done, it will permit the abandonment of two or three unsatisfactory buildings in that section of city, and will afford an opportunity for better grading and better work in general.

In the townships, there are some very unsatisfactory buildings which should either be abandoned, or remodeled to conform to the requirements of the building code, or, in the case of one-room buildings, be abandoned and the pupils be transported to the nearest graded school. To attain this end, I have considered it both a duty and a pleasure to meet with Boards of Education for a full and free discussion of these vital questions, and though not much has been accomplished as yet, lines have been laid which I fully expect will accomplish some results in this direction before another year has passed.

TRANSPORTATION.

As said before, seven one-room schools were closed last year, and the pupils transported. Of this number one was closed in Commercial, one in Lawrence, three in Downe, and two in Deerfield. In Downe Township all the pupils were housed in two buildings, one at Newport and one at Dividing Creek. The experiment of transporting the children and closing up the small one-room schools has been very satisfactory both from the standpoint of economy as well as efficiency of school work.

Transportation should be extended and the one-room schools with few exceptions should be closed. That the advantages offered to children in a graded school are superior to those of the one-room school, no one will dispute. That it is more economical, the following comparison will show:

You Are Viewing an Archived Copy from the New Jersey State Library

One-room School.		*Transportation.*	
Cost of Teacher	$400	172 days at $2	$344
Cost of Janitor	50	State appropriation of 75 per cent	258
Cost of Fuel	40		
Cost of Repairs	30		
Interest on Investment	75	Net cost to district	$86
Total cost	$595		
State apportionment Teacher	200		
Net cost to district	$395		

This comparison shows that a district will save over $300 provided transporting any small school will not necessitate more teachers in the school to which transportation is made. But should an extra teacher be needed it can still be shown that the cost is not any more, yet the advantages derived are vastly superior.

SUPERVISION.

I am particularly pleased to report that some progress has been made in getting expert supervision for several townships in the northwestern part of the county, namely, Hopewell, Greenwich and Stow Creek have united in the employment of a supervising principal at a salary of eighteen hundred dollars a year. The three districts jointly have twenty-nine teachers. The joint districts of Vineland and Landis Township, having sixty-seven teachers, have had a supervising principal since their consolidation in 1895. Two districts, Fairfield and Lawrence, have each a principal who visits each room in the district at regular intervals. Downe Township has all the children in two buildings with a principal in each building. Commercial, Deerfield and Maurice River have principals in the larger buildings, who are engaged all the time or nearly all the time in actual teaching. This plan is unsatisfactory, and the teachers, particularly those of little or no experience, cannot get the help and the encouragement of a supervisor, which they so much need.

The solution to the problem of good rural schools rests almost entirely upon efficient teachers and expert supervision. The former are not always available at such salaries as the districts will afford. All the more necessary therefore is the work of the expert supervisor who should not be hampered in his work of supervision by having classes to teach regularly. He should be in a position to spend a half day a week with each of the less experienced teachers, especially so, near the opening of the school year. This is impossible if he must teach a regular class.

A district not having a supervising principal could be joined with two other districts for the employment of such a principal. If Deerfield, Fairfield and Lawrence were joined, they would form a district of thirty-seven teachers, about two-thirds of whom could be reached by train or trolley. If Downe, Commercial and Maurice River were joined they would form a district of thirty-nine teachers, of whom about two-thirds would be accessible by train or trolley. The expense of any one district would be exceedingly small, while the advantages derived would be very great. I hope to be able to report progress in this direction by another year.

TEACHERS INSTITUTES.

When I entered upon my duties in March last, I made a brief visit to each school in the townships of the county for the purpose of ac-

You Are Viewing an Archived Copy from the New Jersey State Library

quainting myself with actual conditions. In many instances I found poor building conditions, but in twenty-seven rooms in the county I found an inexperienced teacher, and in twenty rooms a teacher with absolutely no professional training. In other words, fifteen per cent. of the teachers were teaching their first year, and seventy-four per cent. of these had never attended a normal school. In the strictly rural schools, fifty-two in number, there were employed twenty-eight teachers whose experience was three years or less, and ten of these, only thirty-five per cent., were normal graduates. A large number of these inexperienced and untrained teachers had received no supervision whatever during the year.

To remedy this condition in the absence of larger salaries which would command better teachers, I would recommend local teachers' institutes for each district, or where the districts are small two or three districts might be joined for a local institute on a Saturday. It will be my purpose to hold a series of local institutes throughout the county early in the fall so as to be of most service to the teachers. Model class exercises by some of the best teachers should be a prominent feature of these local gatherings of teachers. Methods of teaching should be discussed and the teachers themselves should be encouraged to ask questions. In this way the young inexperienced teacher will get the help she most needs. I have also in mind two or three meetings during the year exclusively for the beginning teachers.

These local institutes however cannot take the place of the County Institute. We need the County Institute for three days, if possible. It is here that the teachers get inspiration and a renewed determination to improve their work. The local meeting, held even after the County Institute has been held, consisting of a smaller group of teachers, offers a better opportunity for the individual teacher, especially the teacher who is lacking in professional training and experience.

In closing I want to express my thanks to the Department for the excellent monographs that have been distributed to the teachers, and for the help the Commissioner of Education and his assistants have given me in endeavoring to solve some of the problems that have arisen in my county.

ESSEX COUNTY.

OLIVER J. MORELOCK, SUPERINTENDENT.

I hereby submit to you my annual report on the schools of Essex County for the year ending June 30, 1913.

Inasmuch as my incumbency in this office dates from February first of the present year, and my opportunity to get familiar with detailed conditions in the various districts has been necessarily limited, I shall confine my narrative to a few of the important matters, as they appear to me, and to a few general impressions of conditions and needs of the schools under my supervision, and to the deductions from these impressions upon which I have based, tentatively at least, certain administrative aims. At this point I embrace the opportunity to say that my impression of the schools of the County as a whole, both in their intellectual and physical aspects is a very favorable one, and to acknowledge my indebtedness as an administrative official to my predecessors in this office, for the excellent foundation they have laid. It is my earnest desire not only to continue, but also to extend the usefulness of this office to the schools of the County, in which endeavor I feel assured I shall be carrying out the spirit of the policy of my predecessors.

You Are Viewing an Archived Copy from the New Jersey State Library

To furnish a bird's-eye view of the year's work and a quick interpretation of the same that may be helpful and readily grasped, I shall organize this narrative report under two main headings; first, the narrative portion of events that seem important, and second, my impressions and conclusions.

In the matter of physical changes the year has been a noteworthy one. In West Orange a substantial and beautiful hollow tile construction, two story school building to accommodate the pupils of St. Marks School and higher grammar grades from other schools is nearing completion. The sum of $72,000 in addition to the $50,000 insurance money has been voted for a new hollow tile construction building to take the place of the Gaston Street School lost by fire last February, and $16,000 to provide a new primary building for the children of the extreme southern part of the district. In South Orange the new brick two story Hamilton Primary and Grammar School building, a structure worth a visit by building committees about to undertake new building projects, both for its utilitarian and aesthetic features, will be ready for use at the opening of the coming school term. An appropriation of $65,000 has been voted by the district to build a primary school in that part of the district lying between the villages of South Orange and Maplewood, and another apportionment of $42,000 for an addition to the Maplewood Elementary School. In Caldwell Borough the new two story brick high school building, with eight class rooms and laboratories and an auditorium will also be ready for occupancy with the opening of the coming term. In Livingston Township, after one annual, and two special elections, $22,000 has been voted for a central six-room and auditorium brick building, to be located between Northfield and Livingston Centre, about three fourths of a mile south of the latter village. In Millburn the new two-room concrete construction White Oak Hill rural school has been in use during the school year. In Belleville the new brick and concrete two story school building, No. 5, is about ready for occupancy and the two-room addition to Montgomery Street School is under way. The next building operation in this district will involve in all probability, a new high school building and certainly a remodelling of Cortland Street, No. 1, which is at present under condemnation; a new commodious and substantial fire escape is being constructed to assure safety to all the pupils of this building. In Essex Fells, the new four-room hollow tile building with tile roof will be ready for use early in the coming term. This building will be very commodious and convenient and with its large auditorium will afford accommodations to the people of the community for social and civic gatherings. I am pleased to bear testimony to a gratifying spirit of progress, manifest in the attitude of the boards of education throughout the County, toward the demands that higher standards of physical comfort are making upon them, in the matter of school buildings and equipment. These boards, practically without exception, are not only desirous of complying with the building requirements of the State Department, but of going even further and giving to their communities buildings that are enduring and attractive.

The intellectual aspect of the year's history of the schools of Essex County presents three noteworthy phases: 1. The establishment of classes for defectives, 2. Steps taken to meet the new vocational requirements now being laid upon the schools by society, and 3. A movement to provide more efficient high school instruction to the rural districts comprising the northern section of the county.

There is a realization on the part of Superintendents, Principals and teachers, not to mention school boards, that something is due to that not inconsiderable group of public school pupils well characterized by some one as "different" from their more academically inclined and conventionally amenable schoolmates, for which the traditional class room and tradi-

You Are Viewing an Archived Copy from the New Jersey State Library

tional class instruction do not provide. Outward evidence of this fact is manifest in the noteworthy increase of so-called classes for defectives. In Montclair the number of such classes has increased from two to nine, in East Orange from one to three, in Orange from none to two, in Millburn from none to one, in Bloomfield from one to three. Definite arrangements have been made by West Orange for the establishment of at least two such classes and by South Orange of at least one special class. A serious obstacle in the way of establishing these "special" classes on a right basis, is the lack of a correct conception of the term defective. Teachers and principals, and even some superintendents seem to confound "defective" children with mentally unbalanced, idiotic, and mildly insane pupils, all of which groups properly belong in state institutions, and should be debarred from the public schools entirely. The fundamental fact of mental heredity, with all its aspects of variability as between different members of a group, and of variability as between the mental character inherited, is one that filters but slowly into minds possessed with the "democratic" feeling that all public school children are on equal footing at the beginning of their school career, and that potentially all may go forward at nearly the same pace and along nearly the same lines of development. The idea that some children are born "short" in certain mental characters, and that this deficiency cannot be made up in any way, and must be taken into account as the essential fact in determining the kind of training these children are to receive, seems repugnant to many teachers, not to speak of the feeling that parents are likely to have regarding a classification of their children that seems to them to put a stigma upon them. The use of the descriptive word "special" rather than the phrase "for defectives", tends to disarm prejudice against these classes. This movement, it seems to me, is one of far reaching significance, not merely in that it actually takes into account this fundamental fact of difference in mental heredity, but also in that it implies a consciousness of the necessity of providing for the individual differences in so-called normal children, and indicates a tendency actually to transfer the focus of educational attention from subject matter and curricula to children and their characteristics.

In the matter of vocational education in the districts under my supervision, evidences of progress are to be found in the increased interest in, and the revised attitude toward, the subject of Manual Training, on the part of Supervising Principals and Boards of Education. Higher salaries are being paid to procure and to retain, strong and resourceful teachers in this subject, and equipments and methods of teaching are being modified so as to meet vocational ends rather than so called "pedagogical" ends. The work being done in the manual training department of the Caldwell Borough High School is a good instance of this newer manual training. The South Orange "Preparatory Trade Class" on the other hand represents a distinct effort to meet the new vocational requirement laid upon the elementary school by society. This class is interesting as a departure from traditional lines because it is an outgrowth of a conviction, felt for some time by the Supervising Principal, that there were pupils in the elementary grades to whose nature and needs the traditional course of the elementary school was very poorly adapted, and that the failure of these pupils was primarily the fault of the traditional curricula and methods, and not that of the inherent nature of the pupil. Hence this class which occupies itself with work that is distinctively practical and hence vocational, is really an attempt to meet both the need that arises out of the hereditary mental deficiencies of the pupils and the need imposed upon the school from without, that it provide a training equipping children more definitely for vocational pursuits.

You Are Viewing an Archived Copy from the New Jersey State Library

The third matter to which I invite your attention is a movement to provide adequate high school facilities for the pupils of Livingston, Roseland, Essex Fells, Cedar Grove, Caldwell Township, North Caldwell, Verona and Caldwell Borough. The problem involved is one that has engaged the attention of both of my immediate predecessors in office, and a beginning has been made by them toward its solution in the creation of public sentiment to close the two year high schools in the smaller districts. The proposed action of the State Board to withdraw State approval of the two year high school course in the district of Cedar Grove is a definite step in the direction of high school consolidation on the part of the districts above named. I am pleased to report that the recommendation of the Commissioner, Assistant Commissioner in charge of High Schools, and of the County Superintendent, that this action be taken has the hearty support of a large part of the school patrons in these districts, in fact, of all those whose desire for the best possible high school training for their children outweighs lesser considerations. The County Superintendent recommends that the high school pupils of that district be sent to the Caldwell High School, which school by the way, is centrally located, adequately equipped and manned, and is the school which logically should become the consolidated high school for all the districts named.

A few briefly worded conclusions and suggestions will conclude this report.

The action by the State Legislature apportioning $500 to a district, for each and every properly established and properly equipped class for mental defectives, has necessitated the formulation of certain standards of judgment by the County Superintendent, which he might apply to each class for which the apportionment is claimed in order to determine whether or not the class in question is one within the intent and meaning of the law. The following requirements have appealed to me as being both reasonable and necessary and, I am pleased to say, have been acceptable to superintendents and supervising principals:

1. That the teacher have the necessary special certificate.

2. That the class number not less than ten nor more than fifteen pupils.

3. That the selection of these pupils be made by some one who has had considerable experience in the application of the Binet-Simon, or some similar scientific tests, from among those pupils who are obviously defective and those who are three or more years behind the grade that is the normal one for their age.

4. That the room in which the class works shall be furnished with tables and chairs and NOT with the conventional desks.

5. That the classes be provided with manual training and domestic science equipments adequate to conducting the work from a vocational viewpoint.

The first two are requirements fixed by the State Department and are so obviously necessary as to need no further comment. The third requirement, in my judgment, is a wise one for several reasons. 1st. The pupils for these special classes are intended by the law to be those whose *mentality* is below the normal, and not those whose *school attainments* merely, are below those of normal pupils. This fact can and should be determined scientifically. The Binet-Simon tests, with their modifications, are scientific tests of *general intelligence* that have been tried and proven valuable, for determining the mental capacity of a child to react toward its general environment. But like all other scientifically derived measuring rods, the validity of the results obtained in using them depends quite as much upon the skill and experience of the user, as upon the character of the tests. Again, every effort must be

You Are Viewing an Archived Copy from the New Jersey State Library

made both to dignify the work of teaching these classes, a work that requires talent of a high order as well as a certain humanitarian spirit on the part of the teacher, in order to attract the kind of teachers required, and to prevent these classes from becoming mere "dumping grounds" for all incorrigible pupils of other classes. The lack of appreciation of the real character of the work intended by the law to be done in these classes, on the part of both teachers and principals, constitutes a standing menace that these special classes may suffer just such a fate.

The fourth requirement is one that to my mind rests upon a very fundamental psychological fact. The pupils who are culled from the various classes of the school, to make up classes for "mental defectives," are practically all in a state of arrested mental development, and hence in a habitual mood of listlessness and apathy toward the conventional school. To place them in a conventional furnished class room is very unwise, to say the least, for the reason that this conventional school room environment inevitably induces their habitual "set" of the mind toward it, and the teacher would be seriously handicapped at the very start, in her attempt to awaken latent interests and inherent but dormant mental powers, and to get the pupils to make a fresh start, so to speak, and to take heart anew.

The fifth requirement justifies itself both from a psychological viewpoint, in that it insures a training that results in the forming and fixing of useful and wholesome habits, and from a sociological point of view in that it fits these children to become self supporting and makes them a helpful influence in their homes along the lines of more sanitary, more wholesome and more economical housekeeping.

As to matters of vocational education and improved rural high school facilities through consolidation, it is my present purpose to accomplish something definite along both of these lines by urging the Caldwell Borough authorities to establish a thorough course in Agriculture with experimental garden and home extension work. The Supervising Principal is in sympathy with this plan and together with the Assistant Commissioner for Vocational Education we hope to prevail upon the Caldwell Borough Board to take the necessary steps to create such a department within the present school year. A strong teacher qualified both by virtue of scientific training and practical farming experience would find the northern part of Essex County to be an excellent field in which to accomplish noteworthy results. Moreover, such a high school department would not only serve the vocational interests of that section and react beneficially on its community life, but it would tend so to raise the school in the esteem of all the people of the surrounding school districts that they would all regard it as the high school to patronize and to support. This seems to me to be the only practical method of high school consolidation for this region.

GLOUCESTER COUNTY.

DANIEL T. STEELMAN, SUPERINTENDENT.

I herewith submit my annual report for the school year ending June 30, 1913.

The enrollment this year as compared with that of last year shows an increase of 386 pupils. One hundred and eighty-three of this number were enrolled in the primary grades, 77 in the grammar grades and 106 in the high school grades. The average daily attendance was 5615, an increase of 349 over that of last year. The total number of cases of tardiness were decreased 1815. Two hundred and forty pupils were awarded "Neither Absent nor Tardy" certificates.

You Are Viewing an Archived Copy from the New Jersey State Library

Five new buildings have been in the course of erection during the year. Buildings at Downstown, Sewell and Bornsboro are completed. The new brick high school building, which is being erected at Glassboro at a cost of $36,000, is nearing completion. It will be ready for occupancy during the coming year. This building will be used exclusively for high school purposes. The building at New Sharon is completed. Ground has been broken for the erection of a two-room building at National Park. The building at Downstown replaces the one destroyed by fire, while those at Sewell and Barnsboro replace old buildings.

More attention has been given to the beautifying of the school grounds this year. In some of the districts we have had what we termed "cleaning-up" day, early in spring, when the pupils would clean and put the school grounds in order, under the direction of the teacher. Last fall, the pupils were urged to plant beds of tulips and other plants that would bloom before the close of school for the summer vacation. The result was several fine beds of tulips this spring.

This year an innovation was made by combining the work which had previously been exhibited in the local schools, at the Court House and the Woodbury High School building. Every school in the County exhibited. The exhibit was held for three days and it is estimated that it was visited by at least 4000 interested persons, from this and adjoining counties. Work done by the pupils in wood, metal, raffia, reed, sewing, embroidery and baking was exhibited. This exhibit was the product of the regular class periods and represented the actual work of the children. The practical character of all forms of work exhibited called forth much favorable comment. The management of Alcyon Park has erected an educational building this year, which is now used exclusively for exhibiting the work of the pupils of the public schools at the Grangers Fair, which is held annually, for three days, in the month of August. The work is collected and arranged by a committee of ladies appointed from the various Granges of the County.

A Boys' Corn Growing Contest and a Girls' Home Making Contest are being conducted in the schools of this County. The County Y. M. C. A., the New Jersey Congress of Mothers, and several other organizations are cooperating. Prof. Alvah Agee, of Rutgers College, visited the schools of the County, in the interest of the movement, on March 27th and 28th, and gave interesting and helpful addresses to students assembled in convenient centers. A large number of pupils are enrolled in the contests, and the First Annual Exhibit, to be held in connection with the meeting of the County Board of Agriculture at Glassboro on November 29th, promises to be an interesting and creditable one.

The Teachers' Institute was held in the Woodbury High School on October 19th. The following were the instructors: Dr. E. B. Bryan, Miss Kate D. Stout, Mr. A. B. Meredith and Mr. George A. Mirick. The sectional meetings, which were somewhat in the nature of round-table conferences, proved to be very interesting and profitable.

Two meetings of the Gloucester County Teachers' Association were held during the year. At the meeting held January 11th, Miss Myra I. Billings, Supervisor of the Primary Work in the Atlantic City Public Schools, gave an address on "Word Study." Mr. George A. Mirick, Assistant Commissioner of Education, gave an address on what should be taught in the Elementary Schools. Mrs. A. H. Reeve, President of the New Jersey Congress of Mothers, talked upon the "Relation of Good Roads to the Public Schools." The address was beautifully illustrated with stereopticon views of roads both good and bad and school buildings which were in harmony with the roads. A very interesting meeting was held on Saturday, April 5th, when themes of a medical aspect were presented. Dr. Henry A. Cotton, Medical Director of the State Hospital at Trenton, gave an illustrated address on "Eugenics." Dr. Madeleine A.

You Are Viewing an Archived Copy from the New Jersey State Library

Hallowell, Superintendent of the New Jersey Home for Feeble-Minded Women, delivered an illustrated address on "Mental Defectives and Our Duty to Them." Miss Merian S. Peters, Supervising Principal of the Calhoun School, Philadelphia, spoke on the "Teaching of Primary Reading."

A largely attended meeting of the County School Board Association and the Medical Inspectors was held in January, the principal speaker being Dr. J. H. Hunter, medical inspector of Deptford Township.

Regular monthly meetings of the Supervising Principals and the Principals have been held at the Court House. The monographs issued by the State Department have formed interesting and profitable topics for study and discussion at these meetings.

The following are some of the general school needs of this County:

SPECIAL CLASSES.

The establishment of special classes for retarded pupils in Woodbury, Glassboro and Williamston.

CONSOLIDATION.

The consolidation of the rural schools in the districts of Harrison, S. Harrison and East Greenwich. In Harrison Township at least three small schools should be closed. The buildings are old and the attendance small. South Harrison Township maintains three small schools which should be closed and the pupils transported to the central school at Harrisonville. East Greenwich should erect one central school at Mickleton and Mt. Royal.

SUPERVISION.

Supervising Principals are greatly needed in the Townships of Franklin and Harrison.

MEDICAL INSPECTION.

More efficient medical inspection is needed in some of the districts and more active cooperation on the part of the parents in carrying out the recommendations of the medical inspector.

SCHOOL PROPERTY.

A greater pride and more active cooperation on the part of Boards of Education, teachers, and pupils in beautifying and caring for school buildings and grounds. Better janitor service is needed in some of our schools.

COMPULSORY EDUCATION.

There is need of a more strict enforcement of and compliance with, the Compulsory Education Law.

HUDSON COUNTY.

M. H. KINSLEY, SUPERINTENDENT.

In conformity with the requirements of the law I submit herewith the annual report of the schools of Hudson County for the year ending June 30, 1913.

The districts of North Bergen, Secaucus and West New York made a careful study of pupils for the purpose of finding the number of children who were three or more years retarded on account of being subnormal. As a result of this investigation North Bergen and West New

You Are Viewing an Archived Copy from the New Jersey State Library

York formed each one class for such children and Supervising Principal Saunders strongly recommends to the Secaucus Board that such a class be formed in that district. It is not probable that a sufficient number of children of this character would be found in East Newark or Guttenberg for the formation of a class as required by law, while there is no doubt that Harrison would find a sufficient number for the formation of a subnormal class. However, Harrison has been much handicapped on account of the size of its classes and insufficient class rooms.

It is pleasing to note by the following table that the matter of punctuality and the persistence of attendance is receiving much attention in this County. The table shows the number of children having a perfect attendance for the year ending June, 1912, and for the year ending June, 1913. It will be noted that 144 more pupils had a perfect attendance in 1913 than in 1912. This is a gain of a little better than 25%.

District.	1912	1913
East Newark	13	16
Guttenberg	15	19
Harrison	20	55
North Bergen	361	429
Secaucus	39	32
Weehawken	70	67
West New York	48	92
	566	710

Harrison is much in need of an addition to School No. 2. I have recommended to the Board of Education that such addition be erected, and that the position of the toilets in this building should be changed.

North Bergen has been unable to make any material repairs in its school buildings during the past year on account of the fact that bonding proceedings have been improperly conducted upon at least two occasions. I understand, however, that an issue of $96,000 has recently been approved by the State Department and that the Board of Education is now negotiating for the sale of the same.

The roof on School No. 3 Secaucus, which heretofore had given great trouble, has been satisfactory since the No. 1 slate was laid during the summer of 1912.

West New York relieved the overcrowded conditions of their schools by the erection of two temporary buildings; one eight-room building in connection with School No. 1, and one four-room building in connection with School No. 3. The sale of the $125,000 bonds for the erection of School No. 5 in West New York has been consummated and contracts let for the erection of a 24 room building.

The teachers of Hudson County as a body are conscientious in the discharge of their duties and progressive in their work. A large number of the teachers are availing themselves of the opportunities offered by the colleges and the State to improve their scholarship. Many are taking advanced courses, not for the purpose of passing examinations, but that they may have a higher culture and a wider influence in the community and among their pupils.

In closing this report it seems fitting to thank the Commissioners and others in official positions in the State Department for the many favors which I have received at their hands during the twelve years that I have been County Superintendent of Schools for Hudson County.

You Are Viewing an Archived Copy from the New Jersey State Library

HUNTERDON COUNTY.

JASON S. HOFFMAN, SUPERINTENDENT.

I am pleased to present a brief survey of school conditions in Hunterdon County for year ending June 30th, 1913.

The very material assistance given by your department in the way of monographs, circulars, and personal visitations and inspections by yourself and your assistants is bearing fruit, not only in the betterment of physical and material conditions, but also in the vital processes of the school room. The monographs contain the best educational thought and practices in convenient form, with concrete illustrations in method, supplying the teacher with a well selected handbook on each subject—a source to which she may go daily for instruction and stimulation.

The Hampton building is nearing completion. It is built in entire comformity with the new building code, and expresses the most modern thought in school construction. The school facilities in this Borough, with a population of about one thousand, may be looked upon as a standard in its class.

High Bridge Borough has completed an additional structure also built under the new code, and now has ample room for the increasing demands as a high school centre.

Union Township has completed a new one-room building which will be ready for use September first.

Raritan Township is remodelling the Klinesville school.

Delaware Township is planning for a two-room school at Sergeantsville, and a consolidation of two one-room buildings at a convenient center near the Dunkard church.

The much needed improvement in Lambertville is still delayed by legal proceedings. The same is true with the Quakertown school proposition in Franklin Township.

Kingwood Township board is making a rather tardy effort to build a new school house in the vicinity of Barbertown, after a long-drawn and seemingly futile effort to consolidate its eight one-room buildings at three convenient centers. Every effort has been made to arouse public sentiment to a realization of the need of better school conditions, but repeated meetings for conference and propositions submitted to the voters have alike failed to remove the withering blight of indifference and neglect.

The Ridge school building in Readington Township was entirely consumed by fire and money has been voted to rebuild on the same plot. Our efforts for consolidation in this section have met such determined opposition that we are now seeking the union of the schools in White House and Whitehouse Station with a fair chance of success.

In an effort to stimulate an interest in agricultural pursuits and lead our schools to recognize and in a measure meet the trend of modern educational thought and practice, we are deeply indebted to Mr. Alexander B. Allen of Flemington, who donated the sum of One Hundred Dollars to be awarded in prizes in a corn contest among the school children of the County. The following circular was generously distributed throughout the County, viz:

HUNTERDON COUNTY CORN GROWING CONTEST.

Flemington, N. J., January 28, 1913.

To Boards of Education, Teachers, Pupils and Patrons of the Public Schools of Hunterdon County.

A corn growing contest has been organized for the children enrolled in the public schools of the County, in an effort to introduce elementary agriculture and to give to this subject an educational content, as well as

You Are Viewing an Archived Copy from the New Jersey State Library

a practical and utilitarian trend, that shall stimulate the schools and elicit the interest, support and co-operation of the homes and communities.

Through the liberality of Mr. Alexander B. Allen of Flemington, who has donated the sum of $100, we are able to award that amount in cash prizes this year.

The granges of this County and many progressive farmers have offered co-operation. A committee having in charge the management and promotion of the contest will be announced later.

GENERAL PLAN.

1. Printed enrollment blanks will be prepared by the County Superintendent of Schools and forwarded to the various schools.

2. The contest will be restricted to the boys and girls enrolled in the public schools of Hunterdon County.

3. Beginning with the week opening February 3rd, 1913, at least one hour each week must be devoted to the study of the pamphlets issued by the Commissioner of Education entitled "Introduction to the Teaching of Elementary Agriculture" and "Leaflet No. 3, Corn Growing." These pamphlets may be secured by application to the County Superintendent of Schools.

The Leaflet on Corn Growing will be the basis of study this year, and the bulletins recommended in this leaflet on pages 4 and 5 should be applied for at once by addressing the U. S. Senators or Congressmen from this State.

The teacher's attention is particularly directed to pages 7, 8 and 9 and the plan of correlation there suggested.

This course, if followed consistently during February, March and April, should fit each contestant with ability to select and test the seed to be used and to face the planting season with intelligent interest.

It is desired that a committee of at least two practical farmers may be secured in the locality of each school who may be willing to visit the schools on the last Friday afternoon of February, March and April to inspect the work done in this line and to supplement with practical suggestions, criticism and advice the educational work as it may apply to the immediate neighborhood.

4. Each contestant must cultivate at least one-eighth of an acre.

5. The choice of seed, testing, planting, fertilizing, cultivating, selecting corn for exhibition purposes, and all labor connected with the growing of the corn, except the heavy plowing, harrowing, etc., which necesitates the use of horses, must be done by the boy or girl who enters the contest.

6. Samples of corn for exhibition shall consist of ten ears and three stalks.

7. A record of the testing, planting, fertilizing, cultivating, progress of growth, and the maturing of the crop, must be made by each contestant and reported on blank forms to be furnished later.

8. An exhibit will be arranged some time during the month of September next, when the following cash prizes will be awarded.

Class A, Heaviest and Most Economical Yield. Any variety of corn. Not less than one-eighth of an acre to be considered.

1st prize, $20. 2nd prize, $10. 3rd prize, $5.

Class B, Ten-ear Exhibit.

Lot 1, Ten ears, any Flint variety. 1st prize, $5; 2nd prize, $2.

Lot 2, Ten ears, any Yellow Dent variety. 1st prize, $5; 2nd prize, $2.

You Are Viewing an Archived Copy from the New Jersey State Library

Lot 3, Ten ears, any White Dent variety. 1st prize, $5; 2nd prize, $2.
Lot 4, Sweepstakes, Best ten ears, any variety, prize, $5.
Lot 5, Champion ear. Any variety, prize, $2.

Class C, Best Three Stalks.
1st prize, $5; 2nd prize, $3; 3rd prize, $2.

Class D, Educational. Best essay of not more than five hundred words on experience of the pupil growing out of the contest. 1st prize, $10; 2nd prize, $7; 3rd prize, $5.

Through the courtesy of the various granges I was given an opportunity of meeting with these organizations and discussing the local school needs. I found most cordial receptions, helpful suggestions and hearty cooperation. The support and encouragement thus given has proved invaluable aid in molding a favorable public sentiment and in securing the sympathy and support of the homes in this contest.

I am convinced that this method of approach will bring the desired response and develop an increasing interest in the closer relation of the home and the school.

Seventy contestants are at work in the County and we are looking forward with interest to the result of this effort.

Further assistance has been rendered in home and school co-operation by the Home and School League of Flemington, organized during the present year. Monthly meetings are held, school problems are discussed from the home view-point, a strong spirit of appreciation has developed. The League has introduced sewing among the Grammar school girls, teachers are provided by the League, and a most valuable line of work in the Domestic Arts is now a regular part of the curriculum.

The Garden Club of High Bridge has also incorporated the school plant as one item in its many activities for beautifying and improving this progressive Borough. The artistic arrangement of grass plots, shrubbery and flower mounds about the school building is a forceful evidence of a commendable interest that I sincerely trust may lead this helpful organization of ladies into a fuller cooperation with all the vital elements of the school plant.

I am convinced that one of the most valuable assets the school can possibly secure is the motherhood of its community,—if right relations may be established.

The Oregon plan of school credit for home industrial work was given a trial in the Ringoes school. The principal, Mr. Seymour G. Winans, has given me a full and interesting report from which the following are excerpts:

> Liberal credit was allowed for all hygienic activity, as well as for actual work done; each bath allowed thirty minutes; cleaning teeth and nails and combing hair, ten minutes; sleeping with windows open, five minutes, etc.
>
> All home work done received credit, the boys usually claiming for barn work, the girls for house work.
>
> I noticed that the best work at school was done by the ones who were most interested in the contest. The boys and girls displayed a livelier interest in school work and developed a greater school spirit after the contest had begun in February.
>
> The school grounds were more easily kept clean, for there was a better spirit among the pupils, and habits of cleanliness were being formed.

You Are Viewing an Archived Copy from the New Jersey State Library

From conversations with parents in this locality, I have learned that the attitude of these children toward the duties of home-life has shown a decided improvement, and the tasks formerly considered drudgery now become pleasurable duties. The appreciation of the home and the school has transformed the "scowl" into a "smile" and the most desirable response in any educative process has been attained.

The trend of modern educational thought is breaking down the stolid conservatism of our educational inheritance and education will find its highest expression in *living* and *doing*.

All the regular and formal duties of this office have received careful attention and the year's results as tabulated in statistical report show a gradual development along all lines.

MERCER COUNTY.

J. M. ARNOLD, SUPERINTENDENT.

While the school year just closed has not been marked by any unusual events or radical changes, yet it was one of commendable activity, consistent effort and of commensurate results along rational lines of progress.

The total enrollment in the schools of the county, exclusive of the City of Trenton, was 5777 with an average daily attendance of 3994. These figures show an increase of 242 in the enrollment and 363 in the daily attendance. Our teaching force of 13 males and 161 females was an increase of 11 over the previous year. The increase in the enrollment and in the number of teachers employed is the normal increase each year, while the daily attendance has been somewhat better.

The amount expended for teachers' salaries was $107,163.39 an increase of $10,335.39. The total amount expended for the current or operating expenses of the schools was $181,920.64. The cost per pupil on the total enrollment was $31.49 and on the average daily attendance $45.55.

In the 27 one-room rural schools, 1081 pupils were enrolled, and 613 attended in the 7 two-room buildings. Of the teachers employed in the one-room schools, 10 had had no previous experience and 12 had received a Normal training.

Within the last few years, 10 of the one-room schools have been closed and the pupils transported to graded schools. During the past year, 450 were transported, by wagons or trolley, within the districts; 248 pupils below high school grade attended schools in districts other than those in which they live, and tuition and transportation were provided for 196 pupils attending High Schools without the districts. The total amount paid for tuition of pupils attending schools outside the districts was $12,615.00 and for their transportantion $5,335.30. For transportation within the districts $8,742.96 was expended.

The Hickory Corner School in East Windsor township was closed at the beginning of the school year. The Etra and Cedarville schools in the same township will also be abandoned and the pupils transported to the Hightstown schools. This is the first district in the County to close all the one-room rural schools and transport to a central school. The Tidds School in Hopewell township will be closed and the pupils transported to Hopewell. The pupils from West Windsor township—some twenty in number—who have attended the Clarksville School in Lawrence township will be transported to the Dutch Neck School. Whenever possible the pupils of the upper grammar grades are transported from the one-room buildings to graded schools.

You Are Viewing an Archived Copy from the New Jersey State Library

Our County with its good roads and reasonable distances offers excellent opportunities for the consolidation of its schools, and it is becoming evident to many of our township people, though somewhat slowly, that transportation and consolidation are not only a matter of economy, but have decided advantages looking to the progress and welfare of the children.

Few, if any, of these schools have been closed without some opposition on the part of the patrons. This is due very largely to the fear of poor transportation service and to the hesitancy in placing the smaller children in charge of incompetent persons. Where Boards of Education, however, provide suitable and comfortable wagons and place their management in charge of careful and responsible drivers this opposition soon disappears. During the past year we have had very little complaint concerning the conveyance service.

The spirit and interest in agriculture and industrial work is growing. In November, exhibitions were held in the several townships and prizes were awarded in the Corn Growing Contest and in the Girls' Home Culture Contest, conducted under the auspices of the New Jersey Congress of Mothers. These contests created much interest throughout the districts and the work of the pupils evoked many favorable comments.

Prizes were awarded to the boys for the best 10 ears of corn grown from seed furnished by Mr. C. Ribsam of Trenton, and to those who had grown the best pumpkin, squash, egg plant, citron, pop corn, etc. To the girls prizes were given for sewing, patching, darning and for the baking of bread, biscuit, cake, etc.

The prize winners in the township Corn Contest competed in the State Contest held in conjunction with the annual meeting of the State Board of Agriculture in the Armory, Trenton, January 6th to 10th. Three boys in Mercer County were successful contestants.

In the early spring, Boys' Corn Clubs were organized and a One-Acre Contest begun. This movement has the cooperation of the Mercer County Farm Bureau, the County Board of Agriculture and the Granges. Forty-seven boys throughout the County are at present engaged in raising a measured acre of corn and in keeping an accurate record on blanks furnished by the United States Department of Agriculture.

The field work in connection with this contest is under the personal supervision of Mr. John H. Hankinson, Agent of the Mercer County Farm Bureau. We are indebted to Mr. Hankinson and also to the Chamber of Commerce, Trenton, for help and assistance given in this work.

Through the courtesy of the Mechanics' National Bank of Trenton the sum of $300 has been placed at our disposal for prizes. These prizes will be awarded at the meeting of the State Board of Agriculture in January. Prizes will also be given for the best essay on "How I grew my Corn."

In addition to the one-acre contest many boys throughout the County are growing a quarter acre and will compete in the township contests. An exhibit will be made at the State Fair; also an exhibit of vegetables raised in the school and in the home gardens.

In Hamilton township, Mr. E. S. Willey gave the use of about three acres of land for a school garden in connection with the A. K. Rowan school, Broad Street Park. Here thirty-seven pupils have taken up this work under the direction of Mr. W. Raymond Stone, a graduate of the Agricultural College. Each boy was given a plot 25x100 feet and each girl a plot 25x50 feet. When an inspection was made at the close of the school year, these gardens were in a thriving condition and the interest of the boys and girls in this work was greatly in evidence.

Industrial work in some form is given in nearly every school. In some districts, however, it is not carried on to the extent desired owing to the lack of material, and, in some cases, to the inability of the teach-

You Are Viewing an Archived Copy from the New Jersey State Library

to do this work. The districts of East Windsor and Hopewell employ a special teacher for drawing in the person of Miss Bertha R. Oliver who also has charge of the Industrial Work. Every school in the Hopewell district held an exhibition of the drawing and Industrial Work on Patrons' Day, May 16th, displaying work of pupils in drawing, paper cutting, cardboard, weaving, matting, basketry, sewing and wood-work. The rooms were decorated with this work and were visited by many patrons and those interested in the schools. No less pleasing was the industrial exhibition held in Hightstown and also in the schools of Hamilton township.

The plan of allowing "School Credits for Home Industrial Work," as outlined by State Superintendent Alderman of Oregon, was followed out with much success in some of our rural schools. Lists of home duties for which credit would be given, including habits of neatness and cleanliness, were printed and given to the pupils. Note books were furnished in which daily records were kept of the amount and kind of work done in the home. These records were signed by the parents and from time to time given to the teacher. A lively interest was thus aroused and the home and school brought into closer relation. The parents especially were pleased with this plan and many reported to the teachers its successful operation in the home, or as one mother wrote, that instead of being constantly reminded of the chores to be done before and after school, her children now did them without being told and seemed to enjoy doing them. We hope to continue and enlarge upon this work during the present year.

Two new buildings were completed during the year. The De Cou building in Hamilton township, erected near White Horse to relieve the crowded condition of the Maple Shade School, is a four-room brick structure, modern in every particular. This building was ready for use in September when the four rooms were opened, two of which were filled with classes transported from Broad Street Park in order to relieve the conjested condition of the A. K. Rowan School.

A two-room brick building was erected at Eldridge Park in Lawrence township to provide needed school accommodations for this rapidly growing community. This school was opened in April with an enrollment of 72. It will be necessary in the very near future to increase the capacity of this building and it is to be regretted that one of four rooms was not built at this time.

A new $40,000 High School building has been erected at Hightstown and will be ready for occupancy at the beginning of the school term. Increased educational facilities in this district have long been imperative and the Board of Education is to be commended for erecting a building so well fitted for every modern need as well as for providing grounds of such ample dimensions.

The building is constructed of red pressed brick and terra cotta with stone trimmings. It has two stories and basement, making it practically three stories.

On the first floor are five class rooms and rooms for principal and teachers. On the second floor are four class rooms, laboratory and auditorium. In the basement are rooms for domestic science and manual training, and recreation rooms for the boys and girls.

A brick building of eight rooms is being erected at Broad Street Park, Hamilton township and will be ready for occupancy about January first. This building is needed to relieve the crowded condition of the Rowan School and will, at the same time, provide for the rapidly increasing school population in this part of the district.

Improvements have been made during the year in many buildings throughout the County in the way of providing more adequate equipment, better heating and ventilation as well as in the general improve-

You Are Viewing an Archived Copy from the New Jersey State Library

ment of the grounds. Very few of our one or two-room rural schools are not now equipped with the Waterbury Heating and Ventilating System and the upkeep generally of these buildings is good with the exception of those in two districts. In the one, these buildings will now be closed; in the other, some improvements have been made during the summer.

The work of the Medical Inspection shows an improvement over past years. The individual examinations have been made more nearly at the beginning of the year and the inspections have been carried on systematically in every district and have been more thorough. In some cases, however, the records of the individual examinations are not kept as carefully as desired. Again, in some districts, the Boards of Education do not keep in close touch with the work of the Inspectors, in that no reports of any nature are required, either as to the sanitary condition of buildings or the health of pupils. A blank, or form, is needed for the use of Inspectors in reporting those minor ailments so frequently found in children and which might be remedied if called to the attention of parents.

In some districts the compulsory law was not enforced to any extent during the past year. We hope, however, with the present law and with attendance officers, as required, that more attention may be given to those who fail to attend school with any degree of regularity.

The County Institute was held in the Auditorium of the Trenton High School, October 17th and 18th. From a practical as well as a professional view point ,it was of high inspirational and instructive value. The department conferences for primary, grammar and high school teachers were especially valuable. The instructors were Dr. John Dewey of Columbia University, Dr. Henry H. Goddard of Vineland, Dr. E. B. Bryan, President of Colgate University, Miss Lillie A. Williams and Miss Kate D. Stout of the Trenton Normal School and Assistant Commissioners Meredith and Mirick.

Monthly meetings of the Teacher's Club were held throughout the year and were well attended and helpful. At these meetings the time is largely spent in the discussion of school problems in which the teachers take an active part. During the year we were assisted in these meetings by Assistant Commissioners Mirick and Carris, Dr. Levi Seeley of the Normal School, Dr. K. C. Davis of Rutgers College and Miss Coleman of New York.

Through the courtesy of Dr. J. M. Green, the March meeting of the club was held in the Auditorium of the Normal School. To this meeting, members of Boards of Education and pupils of the schools were invited and many were present. At the morning session Mr. O. B. Benson, Specialist in charge of Club Work, U. S. Department of Agriculture, spoke on "Training the American Boy and Girl for Home and Farm." At the afternoon session, he gave an illustrated talk on "Educating the American Boy through Potatoes and Corn."

The first meeting of the School Board Association was held December 20th at which the Supervisors furnished the program. The second meeting was held in conjunction with the Teachers' Club.

Of the 174 teachers employed, 102 had received a Normal training and 15 were graduates of College.

Many of our teachers attended Summer Schools, some at Rutgers, others at Cape May, Columbia and New York University, thus manifesting a desire to keep abreast with the latest and most improved methods in the educational world of to-day. In the rural schools especially we need teachers who have had some specific preparation for their work in rural communities.

You Are Viewing an Archived Copy from the New Jersey State Library

MIDDLESEX COUNTY.

H. BREWSTER WILLIS, SUPERINTENDENT.

Herewith is submitted my report of the condition of the Public Schools in the Boroughs and Townships of the County of Middlesex for the school year 1912-1913.

STATISTICAL REPORT.

Average number of days the schools were kept open	188
Total number of pupils enrolled	10,544
Number of pupils below high school, attending outside of District	421
Number of pupils attending high school outside of the District	345
Number of teachers employed	299
Number of teaching Supervising Principals	8
Number of non-teaching Supervising Principals	11

COUNTY SPELLING LIST.

A carefully selected list of 3000 words for the use of the grammar grades has been prepared by the Supervising Principals' Association, after a tryout of a year in the schools.

The result has induced the Association to print the list in a substantial padded form for the teacher and in loose sheets for the pupils.

These words have been alphabetically arranged, in blocks of five, for the respective years of work. The list will be placed in all the schools of the County at the opening of the schools in September and the work required along the lines of the spelling monograph prepared by the State Department.

SCHOOL AGE ILLITERACY IN BOROUGHS AND TOWNSHIPS.

The following statement will show the number of pupils between the ages of 10 and 16 years who cannot read and write the English language residing in the Boroughs and Townships of Middlesex County, reported by the Supervising Principals.

BOROUGHS.

Name of District.	*Males.*	*Females.*	*Native White.*	*Foreign Born.*
Dunellen	2	0	0	2
Helmetta	1	0	0	1
Highland Park	0	0	0	0
Jamesburg	3	4	7	0
Metuchen	0	1	0	1
Milltown	0	0	0	0
Roosevelt	3	0	0	3
South River	0	0	0	0
Spotswood	0	0	0	0
Total	9	5	7	7

You Are Viewing an Archived Copy from the New Jersey State Library

TOWNSHIPS.

Name of District.	*Males.*	*Females.*	*Native White.*	*Foreign Born.*
Cranbury	1	0	1	0
East Brunswick	7	1	4	4
Madison	0	0	0	0
Monroe	3	0	0	3
North Brunswick	0	0	0	0
Piscataway	0	0	0	0
Raritan	4	4	1	7
Sayreville	0	0	0	0
South Brunswick	1	0	1	0
Woodbridge	3	2	0	5
Total	19	7	7	19

SUMMARY.

Boroughs	9	5	7	7
Townships	19	7	7	19
Total	28	12	14	26

Not five illiterates, of school age, to the thousand pupils.

UNIFORM SCHOOL BLANKS.

All the school districts now use the Uniform District School Blanks, some twenty in number, prepared by a Committee of the Supervising Principals' Association and purchased by the several Boards of Education in one large order from one printer for all the districts, thereby reducing the cost per district to a very insignificant sum.

UNIFORM SCHOOL CABINET CARD RECORDS.

Several thousand uniform individual teacher's records and several thousand uniform individual pupil's accumulative cabinet record cards, covering a period of ten years of school work, to be filed in the office of the Supervising Principal, have been purchased by the Boards of Education of the respective Districts in one large order from one printer, thus reducing the cost to a minimum price.

OHIO FLOOD SUFFERERS.

The teachers and pupils of the respective districts voluntarily donated the sum of $1,059.56 for the relief of the teachers and pupils who suffered in the Ohio Districts that were flooded last Spring. A check for said amount was forwarded to the United States Commissioner of Education by the County Superintendent.

COURSE OF STUDY IN GEOGRAPHY AND HISTORY.

Courses in Geography and History, prepared by a Committee of the Supervising Principals' Association have been reported.

The object of the Committee is to eliminate the nonessentials and reduce the elementary course in both Geography and History to seven years of work.

The Geography Course has had one year of trial and has been recommended by the Association.

You Are Viewing an Archived Copy from the New Jersey State Library

STATE EIGHTH YEAR PUPILS EFFICIENCY EXAMINATION.

Results in Arithmetic, Writing, Spelling, English, History and Geography.

BOROUGHS.

Name of District.	*No. of Pupils Taking Examination.*	*Examination Centers.*	*Percentage of Successful Pupils.*	*No. of Pupils who could have taken the examination but did not.*
Dunellen	26	Whittier School	81	0
Helmetta	6	School House	83	0
Highland Park	24	School House	75	0
Jamesburg	26	School No. 1	88	0
Metuchen	25	School House	80	0
Milltown	17	School House	94	0
Roosevelt	35	School No. 2	86	0
South River	24	School No. 2	92	1
Spotswood	6	School House	83	0

TOWNSHIPS.

Cranbury	13	School No. 1	77	0
East Brunswick	18	School No. 3	94	0
Madison	15	School No. 4	66	0
Monroe	7	School No. 2	85	0
North Brunswick	3	Milltown School	66	0
Piscataway	31	School No. 3	64	2
Raritan	16	School No. 4	86	0
Sayreville	11	School No. 2	82	0
South Brunswick	22	School No. 12	69	0
Woodbridge	49	High School	80	0

The above credits show an average of over 80% in each subject required by the State examination.

You Are Viewing an Archived Copy from the New Jersey State Library

DISTRICT COMPARISON, 1912-1913 PERCENTAGE OF INCREASE.

BOROUGHS.

District.	*Enrollment.*	*Attendance.*	*Manual Training.*	*Sewing.*	*Teachers' Salary.*	*Janitors Salary.*
Dunellen	12	14	32	42	3	0
Helmetta	2	3	90	60	0	0
Highland Park	16	16	90	90	5	3
Jamesburg	5	1	51	56	5	0
Metuchen	11	11	75	75	7	13
Milltown	0	0	5	5	9	0
Roosevelt	4	7	43	28	6	10
South River	8	1	90	80	0	0
Spotswood	5	0	80	80	15	25

TOWNSHIPS.

Cranbury	6	3	0	0	2	0
East Brunswick	2	5	20	0	0	0
Madison	5	2	3	5	5	10
Monroe	4	2	80	75	3	20
North Brunswick	0	9	0	0	10	30
Piscataway	8	6	25	0	4	5
Raritan	3	9	100	20	8	20
Sayreville	5	0	0	0	5	20
South Brunswick	0	8	0	0	0	0
Woodbridge	13	15	13	23	10	9
Ave. Increase per cent	7	7	52	49	7	15

NEW SCHOOL DISTRICT.

The Borough of Middlesex has been recently taken from the territory of the Piscataway Township School District, by act of the Legislature.

The new district includes the settlements of East Bound Brook, Beechwood Heights and Lincoln, practically embracing one-third of the territory, valuation and school population, of the school district of Piscataway Township.

A Board of Education has been appointed and the necessary steps taken to begin the school year in the two school buildings within the new territory.

NEW SCHOOL BUILDINGS.

The Borough of Roosevelt is erecting a $40,000 eight-room addition with auditorium.

The Township of Raritan is erecting a new graded school building at Piscataway town.

The Township of South Brunswick has nearly completed the new school building at the Ridge.

The Township of Woodbridge is erecting a new graded school building near Avenel, and a four-room addition to the Port Reading School.

You Are Viewing an Archived Copy from the New Jersey State Library

SCHOOL BUILDINGS CLOSED.

During the year the one-room school at Avenel and at Washington, in Woodbridge Township, and Scott's Corner, in South Brunswick Township, have been closed.

Three other one-room schools are under consideration.

RUTGERS COLLEGE SUMMER SCHOOL.

Of the 314 students attending the Rutgers College Summer School, 154 of said students were from Middlesex County. Many of these students pursued three courses, and the benefit to the pupils of this County during the coming year, in school management, drawing, manual training, sewing, agriculture and methods of teaching can scarcely be estimated.

TEACHERS' INSTITUTE.

The Teachers' Institute was held in Perth Amboy October 21st, all teachers in attendance. State Commissioner of Education C. N. Kendall, Assistant Commissioners A. B. Meredith and George A. Mirick, Dr. Charles H. Judd and Dr. S. Parkes Cadman were on the program. The occasion was inspiring.

INDUSTRIAL EXHIBIT.

At the closing exercises in the school districts of Woodbridge, Raritan, South Brunswick, Sayreville, Monroe, Milltown and Cranbury, quite an extensive exhibit of Manual Training and Sewing was displayed in the lecture rooms of the Churches and school rooms, much to the delight of pupils and parents. Manual and Industrial Training is finding its way rapidly in the rural districts.

SCHOOL ORGANIZATIONS.

The County School Board, Supervising Principals' Association, Teachers' Monthly District Meeting and County Library Board have all done progressive work and been favored with the help of many leading educators.

NEW TEACHERS.

	State Normal Graduates.	*Training School Graduates.*	*College Graduates.*	*Normal Graduates. Other States.*	*Graduates of four and three years High Schools.*
Elementary . . .	16	1	10	10	4
Secondary. . . .	1	..	..	2	..
Total.....	17	1	10	12	4

Total Elementary.. 41
Total Secondary. 3

Total. 44

You Are Viewing an Archived Copy from the New Jersey State Library

SCHOOL DISTRICT IMPROVEMENTS.

The Townships of East Brunswick, Madison, Monroe, North Brunswick, Raritan and South Brunswick have ordered the Assessor to assess and the Collector to collect considerable sums of money for the improvement of the out-houses, in the respective districts, as required by law, and have called meetings of the legal voters to raise money to improve the school buildings as recommended by the State Building Inspector. There is a manifest willingness to improve.

The School Year has been a moving one. Many School improvements which have been held up by the school bonding limitation law and the municipal tax limit rate are now under way. The school spirit has been most excellent and the school work has certainly excelled that of any previous year.

Much of the progressive work in teaching has been due to the valuable school monographs issued by the State Department. These have been carefully considered at the bi-monthly meetings of the Supervising Principals' Association and the Monthly Meetings of the teachers of the respective districts.

We are beginning to appreciate the fact that a child's success in life will depend mainly on his character, power and skill; that the school accommodations, equipment, surroundings, course of study, program, play and instruction are all largely maintained for these purposes.

The supervisory and teaching forces will be requested to give more attention to the status of the individual pupil, in view of frequent promotion, grouping and combination.

This requirement will make necessary some modification of our present school organization, as gifted, ordinary, slow, backward, and mentally defective children are to be given consideration, as far as possible.

The period has been reached when we must begin to differentiate the abilities of children, in rural districts as well as in City districts, and to estimate the results of school work in terms of an individual standard as well as in terms of a general standard.

In closing, it is but just to say that the school boards, supervising principals, teachers, pupils and school organizations have displayed a very encouraging spirit of co-operation and progressiveness.

As one evidence of progressiveness, among the many, may be mentioned the $25,000 increase of teachers' salaries over the amount of last year.

MONMOUTH COUNTY.

JOHN ENRIGHT, SUPERINTENDENT.

I herewith submit my annual report of the condition of the schools in Monmouth County for the school year ending June 30th, 1913.

The schools have in my judgment held on to the good things which experience and care have suggested in the past and gone forward a little, may it be hoped, in those things which pertain to the laws of progress. There is one important thing in which the schools of Monmouth County have attained some degree of distinction—not perhaps peculiar to this county but nevertheless significant. It is the confidence that is placed by the people in the management and conduct of the schools. Boards of education are trusted implicitly with the management and direction of the schools. It is rare indeed to have a board of education ask for moneys from the voters and not get it. There will, of course, always be some objection to taxation of any kind. That is natural. But there is no one who objects to good schools. There has not occurred dur-

You Are Viewing an Archived Copy from the New Jersey State Library

ing the year an instance wherein a board of education has asked for moneys for school purposes and did not have it freely voted. This condition has prevailed heretofore in Monmouth County, and I am pleased to say that its reputation in that respect has been sustained during the year.

Some idea of the work done in the schools and the cost of doing it, may be gathered from the following figures. The total number of boys and girls enrolled in the schools during the year is 21,254. Of these 10,677 are boys and 10,577 are girls. For a number of years the enrollment of boys has been greater than that of girls. This year brings the number more nearly equal than ever before; the difference, which is only 100, is in favor of the boys. The number was distributed as follows: primary grades 12,198, grammar grades 7,210, high school 1,846. The greatest ratio of increase has been in the high school. To direct the education of all of these boys and girls it has taken just 600 teachers and principals. Of these 89 are males and 511 females. The proportion of male teachers to female teachers remains about the same. If any difference, there is a slight increase in the number of male teachers. There were trained in normal schools and city training schools 331; trained in colleges 101; and those without special training 168. There were new in the schools of Monmouth County last year 90 teachers. This proportion of new teachers seems to remain the same from year to year. It represents altogether too many changes.

The cost of operating the schools for the current year is $687,008.88. This includes all of the ordinary repairs to buildings. It does not include the cost of new buildings nor the payment of bonds. The per capita cost on the enrollment for the whole county is $32.32 and the cost on the average attendance is $46.03 per pupil. This expenditure of course represents many things not provided in former years. There has been an increase in the cost for transportation. This year it cost $25,986.63. The cost for medical inspection is $8,042.85, and for attendance officers $2,865.05.

SCHOOL BUILDINGS.

A magnificent school building is nearing completion in Asbury Park. This with the grounds and equipment will cost $175,000. This building is finished in stucco outside. It is splendid and imposing in appearance. No pains have been spared to make it attractive in appearance and all that present knowledge of sanitary appointments could suggest.

A handsome two-room building has been erected at Cliffwood in Matawan Township. This was occupied for the first time in January last.

Keyport remodeled its old building and made of it practically a new building. A beautiful auditorium was provided, coat rooms on one floor, toilets on all three floors, and a rearrangement of all the class rooms so as to provide for better light, a good ventilating and heating system, etc. This was done at a cost of $40,000.

Long Branch completed and occupied its new intermediary school. This building connects the high school and grammar school. It is designed to so regulate the eighth and ninth years of the course of study as to make the step between these grades less precipitous. The buildings are now so arranged that departmental teaching can be done in the eighth and ninth years and the course of study so modified that the usual shock experienced by first year high school pupils will be much lessened. The new structure has a large and beautiful auditorium. The entire cost of the new building and equipment is $110,000.

A very complete one-room building was erected during last summer at Robertsville in Marlboro Township. The arrangement of coat rooms,

You Are Viewing an Archived Copy from the New Jersey State Library

entry room, room for towel and water basin, makes this a model yet inexpensive one-room building. The whole cost was only $1,700.

A new brick building has been completed at Keansburg in Raritan Township, costing $22,000. There are four class rooms and an assembly room. The building is well equipped and furnished. There are inside toilets fixed with modern sanitary plumbing.

Red Bank has erected a new four room building in the west end of the town and has remodeled and extended its Oakland Street building by adding four new class rooms. The district has also added a splendid athletic field to its Branch Avenue High School grounds. For these buildings and grounds Red Bank has issued bonds to the extent of $49,750.00.

A new commodious one-room building was erected at Tinton Falls in Shrewsbury Township to replace the building fired by lightning and burned down in August of last year.

Besides these new buildings there has been generous attention to repairs and upkeep of school property throughout the county. Among the rural districts Howell Township is notable for its attention to the upkeep of its school houses. It has eleven buildings. All but two of these are single room structures. Last year this township spent over $400 for outside toilets. Raritan Township spent $500 for the same purpose. The amount spent for toilets was reported under the head of repairs in many cases. Except in two townships special attention was given to the building and care of the toilets. During the coming year it is expected that all outside toilets will be put in good condition. No one questions the importance of care in respect to the toilets.

The course of study has been extended in some parts of the county so as to include agriculture. The Leonardo High School in Middletown Township has made its science department tend toward practical agriculture. In the rural schools there has been stimulation in the line of agriculture by corn growing contests. Notably in Freehold the tendency to teach agriculture in a practical way has been taken up. A greenhouse 26x50 was erected. This house was erected in the best possible manner. It is known as an all iron structure. Attached to the house is a working agricultural laboratory. The greenhouse has the hot water system of heating. The laboratory is equipped with the usual apparatus for teaching agriculture. A Babcock milk tester, drying ovens for testing soils, a balopticon for screen work pertaining to the subject, and all the necessary apparatus have been provided. The greenhouse was made possible by the generous gift of Charles H. Sanford, who donated the sum of twenty-five hundred dollars. This was supplemented by the board of education with fifteen hundred dollars. This total amount, four thousand dollars, was duplicated by the State. So that a very considerable working plant to teach scientifically the subject of agriculture was provided. The Freehold board of education is imbued with the idea that agriculture shall be taught in the school in a most thorough and scientific manner. There are enrolled in the Freehold school 235 boys and girls. More than one-half of these come from fertile farms surrounding Freehold for a distance of twelve or fourteen miles. The purpose is to bring to these boys and girls those things that shall increase an interest in the things of the farm and intensify an appreciation of farm life. When scientific methods are applied to the teaching of agriculture there will come to the occupation of the farmer a greater dignity and interest. The course of study covers not only the cultivation of the soil and farm management but it also provides for the teaching of proper heating, lighting, and general sanitation of farm houses. The course includes not only agriculture but also horticulture. Something has been done in this latter line previously. The high school building is situated in the center of a botanical garden. In this garden are found ornamental shrubbery, trees in

You Are Viewing an Archived Copy from the New Jersey State Library

variety, and beds of annual flowers. There is also a vegetable garden in which is grown for testing purposes different vegetables and experimentation is made with different grades of fertilizers. The course runs through the four years of high school and includes the study of injurious insects, their life history, and how to destroy them. A special teacher from Rutgers Agricultural College is engaged to do the work. It is not the purpose in adding this course to take anything away from the usual traditional subjects taught in the high school. The aim will be to show that most of the traditional subjects are related to the things of life after all and that the things of the school are intimately related to the ordinary occupations outside of the school. In a word, the purpose is to give to all the usual scientific subjects a trend toward agriculture. Physiography, biology, physics and chemistry are presented in terms of the garden and the field.

A good County Institute was held at Asbury Park in October for two days. The attendance was good and interest was well sustained. The Monmouth County Teachers' Association held a meeting at Keyport in May. The attendance was not so large as it should have been. Yet there was a large amount of enthusiasm and interest. There was held at Freehold in April one of the largest County School Board meetings ever known in this county. Assistant Commissioners Betts and Carris gave interesting addresses.

The State examinations for eighth grade pupils were held in this county at three different times to suit the convenience of various sections. The examinations were conducted by the principals of the large schools or by the supervising principals in the rural schools. 673 took the examination. This number does not include those who took the examination in the cities of Long Branch and Asbury Park. These examination were taken so far as they went for the former examinations for grammar school certificates. The additional requirements were that the teacher shall certify that the student had successfully pursued a course in physiology and in civics. 551 successfully passed the examination and received grammar school certificates which entitle the holders to entrance to any high school in the county.

In closing this report it is well perhaps to suggest some of the needs of the schools. In material things, the merely external, there is nothing greatly needed. The individual teacher still remains the important factor. I believe this is being more and more recognized. We need more good teachers. We perhaps will always need them. I mean that the need will never reach satisfactory fulfillment. We have many good ones. We have many full of promise. We need to place more responsibility for all things on the individual teacher. Too much supervision is quite as bad as too little. The teacher must not be encouraged in habits of dependence. Nothing is so withering as that. Following beaten paths is safe but nothing new will ever be discovered in them. Teachers should be encouraged to do things outside the ordinary. We are indeed unprofitable servants if we do only that which it is our duty to do. The profit comes from doing more.

MORRIS COUNTY.

J. Howard Hulsart, Superintendent.

The following report of the condition and growth of the schools of Morris County for the school year ending June 30, 1913, is respectfully submitted.

The following table of comparative statistics indicates in the several particulars the progress of the schools of the county during the past school year.

You Are Viewing an Archived Copy from the New Jersey State Library

	1911-12.	1912-13.
Number of pupils enrolled	13,012	13,530
Number of pupils in High School	1,163	1,266
Possible days attendance	2,066,193	2,127,196
Days present	1,761,430	1,859,517
Percentage of attendance	85.3	87.4
Times tardy	16,699	18,294
Number of pupils neither absent nor tardy	584	591
Number of teachers and supervisors	387	408
Number of Normal School graduates	181	193
Number of College graduates	51	64
Average salary of male teachers, exclusive of Supervising Principals and Principals not teaching	$778.96	$849.50
Same for female teachers	$610.74	$632.01

It will be noticed that while the number of teachers increased twenty-one during the year, the number of normal school graduates and college graduates combined increased twenty-five, thus leaving, with more teachers employed, a less number of untrained teachers. It will also be observed that the salaries of male teachers were raised from $778.96 to $849.50—an increase of $70.54, and of women teachers from $610.74 to $632.01—an increase of $21.27. The day of ridiculously small salaries in many rural communities has passed.

Improvement in the work of the teachers and in the general efficiency of the schools cannot be reduced to figures or arranged in tables. If it could be graphically set forth, however, I believe that a similar gradual improvement in most important particulars would be discovered. While much is yet to be desired in the way of trained and efficient teachers and more effective supervision we are encouraged by the gradual improvement and advancement made in these lines from year to year.

Improvement in buildings has been and is a prominent feature in the progress of the schools of the county. During the past school year four new schools have been completed and four others have been enlarged or remodeled. Since July 1st, the beginning of the current school year, two other new buildings have been completed and will be occupied at the approaching re-opening of the schools. In addition to the above, provision has been made for seven new schools and one enlargement. Four of these—a four-room school at Morris Plains, Morris Township; a four-room school at Mt. Pleasant, Rockaway Township; a two-room school at Bowlbyville, Randolph Township; and a one-room school at Cross Roads, Mt. Olive Township,—are now nearing completion. There are several other schools, however, in poor condition or inadequate for the number of pupils attending them. I am urging the abandonment of some of the smaller of these and the transportation of the pupils to other schools. In the case of others I am urging new buildings.

There is a noticeable growth of interest in Industrial Work. In addition to the few schools of the county that have been conducting Manual Training the following arrangements have been made for the present year: The introduction of both Manual Training and Domestic Science in the Dover Schools, in the Morristown Schools, in all the schools of Morris Township, in Mendham Borough and in Mendham Township; and Domestic Science has been added in the Madison Schools.

A successful corn-growing and domestic science contest was conducted last year. Five districts of the county held local exhibits and awarded local prizes. There was then held a County Exhibit at which eight districts were represented, and at which prizes to the amount of $120

You Are Viewing an Archived Copy from the New Jersey State Library

were awarded. Both a corn-growing contest and a domestic science contest are being conducted again this summer. A very efficient committee of ladies has charge of the domestic science contest and considerable interest is being manifested in this line of work. We are expecting an exhibit of even greater interest and larger proportions than that of last year.

We have the following county educational organizations—The Morris County School Board Association, The Morris County Principals' Association and The Morris County Teachers' Association. In addition to the meetings of these associations, held from time to time, many district meetings of teachers are held under the direction of the Supervising Principals and Principals. I attend these district meetings as frequently as possible, and I occasionally call together myself the teachers of the few small districts having no local supervision, in district meetings. All these meetings have an excellent effect in unifying and standardizing the work of the schools and in promoting the professional interest and spirit of the teachers.

OCEAN COUNTY.

CHARLES A. MORRIS, SUPERINTENDENT.

The following report of school conditions and interests in Ocean County is made for the year ending June 30, 1913.

During the year preceding the one for which this report is made an urgent campaign was waged in all the districts of the County for better equipped school buildings. This better equipment included improved toilet facilities, the present equipment in many of the schools being extremely unsatisfactory. The following is an indication of what has been accomplished during the year to provide the better facilities needed.

Barnegat City Borough: The one school needs ventilation and better toilets. Not yet provided.

Bay Head Borough: The one school needs new toilets. Not yet provided.

Beach Haven Borough: A thoroughly modern, brick, four-room school building has been erected in this borough to replace the old and very unsatisfactory two-room building. The new building is equipped with good ventilating system, basement toilets, play rooms, drinking fountains, ventilated cloak-rooms, ample storage closets and very complete classrooms, two of which are in use. The building cost $12,000 and the site $3,000.

Berkeley Township: Needs three of its buildings remodeled with respect to light, two of the four rooms in those buildings given suitable ventilation and all of them need to be painted and provided with suitable toilets. In addition a new building is needed at Ocean Gate. To provide for these needs an issue of bonds was authorized in May, 1913, and a modern one-room building will be built at Ocean Gate, and the other improvements made during the next long vacation of the schools.

Brick Township: Needs an adequate system of ventilation in its school at West Point Pleasant, the remodelling of three of its buildings with respect to light and ventilation, and the abandonment of two old and dilapidated buildings with the substitution therefor of a new three-room school centrally located. The toilets at all but one building are unsatisfactory. To provide for the needs of this district, a series of bonds was authorized in June, 1913, to purchase a suitable site and erect the new three-room school to take the place of the schools at Cedar Bridge

You Are Viewing an Archived Copy from the New Jersey State Library

and Osbornville. In the same way funds were provided to remodel the schools at Herbertsville and Mantoloking. The ventilation needed at West Point Pleasant is not yet provided for.

Dover Township: Needs additional room for its school at Toms River, improved ventilation and new toilets for several of its small schools. This need has already been provided in some of its schools, but no action has yet been taken to provide the additional room at Toms River, or for the other needs.

Eagleswood Township: Needs two of the schools remodeled with reference to light and ventilation, and improved toilet facilities at all its schools. Provision has been made to provide for these needs.

Island Heights Borough: Needs a new building to replace its present old and unsatisfactory three-room school. No definite action has as yet been taken.

Jackson Township: Needed a new building at Leesville to replace the one burned. The provision of better light and ventilation in nearly all of its ten schools and improved toilets at all. A new one-room school has been provided at Leesville, and the buildings at Holmanville, Hyson and Whitesville have been remodeled into satisfactory condition. New toilets have been provided at these four schools.

Lacey Township: Needs improved light, ventilation and toilets at two of the schools and a new school building at Cedar Crest. Improved toilets have been provided at Forked River, otherwise definite action has not yet been taken.

Lakewood Township: Needs improved light in one-room school and better toilets at all its one-room schools. Outside toilets in accordance with the suggestive plans of the State Board of Education have been built at five one-room schools and plans are being made to close the school in which light is unsatisfactory and transport the pupils to a central graded school.

Little Egg Harbor Township: Needed improved light, ventilation and toilets for its one-room school at Sea Haven. This work has been completed.

Manchester Township: Needs a two-room addition to its school at Lakehurst, a one-room addition to its school at Whitings, remodelling one-room school at Ridgeway and improved toilets for all. The work at Whitings and Ridgeway has been completed and that at Lakehurst is well under way.

Ocean Township: Needs a new two-room school building to replace the dilapidated one at Waretown, improved ventilation in the building at Brookville and improved toilets at both. Plans have been approved for the new building at Waretown and same will be built in the near future.

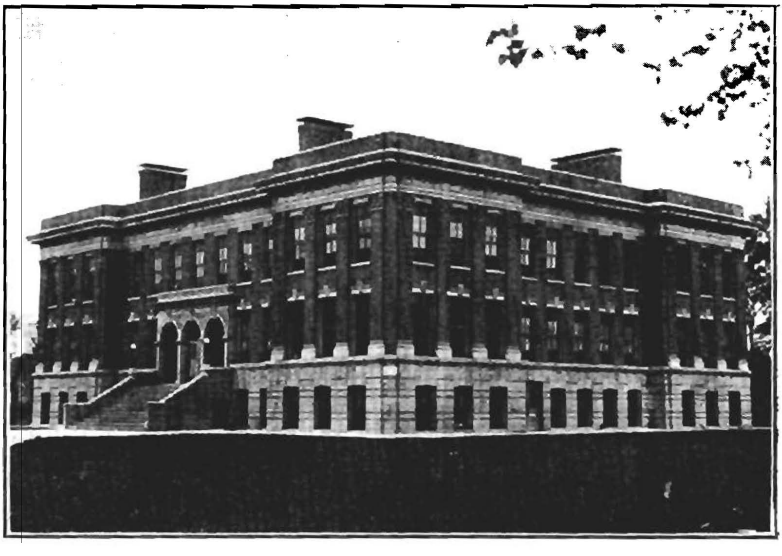
Plumsted Township: Needs a new building at New Egypt to replace the present very unsatisfactory five-room building, a new building at Colliers Mills to replace the one burned, the abandonment of the Brindle Park school and improved light, ventilation and toilets at all its buildings. The new building at Colliers Mills has been authorized, Brindle Park school abandoned and the pupils transported to New Egypt, and improved toilets have been erected for all the buildings.

Point Pleasant Borough: In July, 1912, the new brick building in this district was practically all destroyed by fire, the walls only escaping serious injury. During the year the building has been rebuilt on a plan differing somewhat from the original building. The auditorium located

You Are Viewing an Archived Copy from the New Jersey State Library

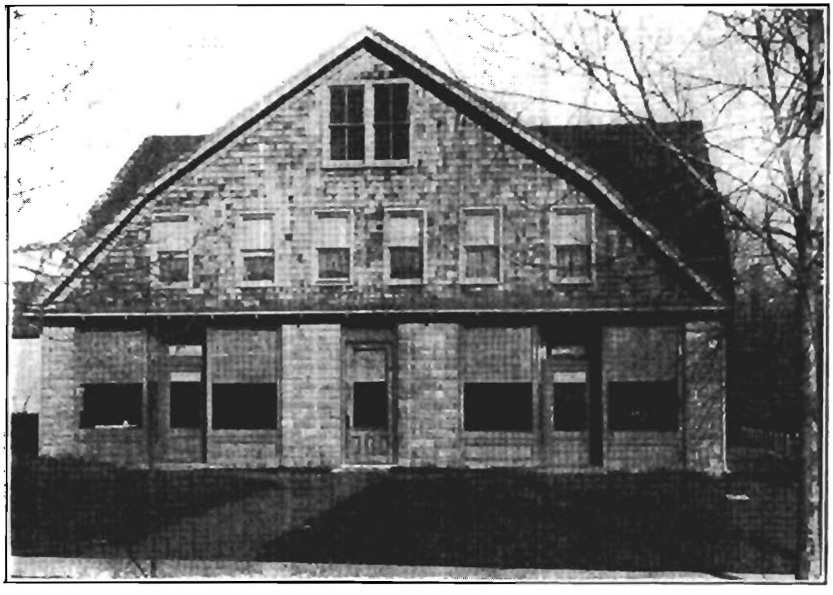


Primary Grade Room, Wildwood, Cape May County.

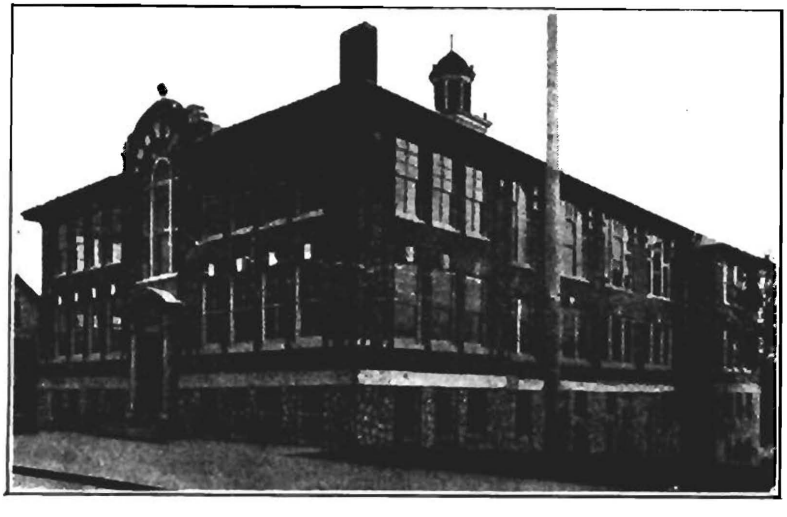


Woodbridge High School, Middlesex County.

You Are Viewing an Archived Copy from the New Jersey State Library



Industrial Arts Bldg., Park Ridge High School.



Mount Holly High School, Burlington County.

You Are Viewing an Archived Copy from the New Jersey State Library

on the fourth floor in the old building was not rebuilt so that the greatest need in this district is an assembly hall. There is also a lack of available storage room and the building is now barely large enough to accommodate the present enrollment.

Seaside Heights Borough: This is a newly created borough and needs either a suitable school building of its own, or a union with the adjoining district of Sea Side Park in the maintenance of one school for the two districts.

Sea Side Park Borough: Needs a suitable addition to its present one-room school.

Stafford Township: Needs improved light, ventilation and toilets in the Manahawkin school, improved ventilation and toilets at Cedar Run and improved toilets at Warren Grove. No definite action has yet been taken.

Surf City Borough: Needs improved light, ventilation and toilets for its school room; which is located in the borough hall. No action taken.

Tuckerton Borough: An addition of three rooms was completed during the year to the recently erected building in this district and new toilets, suggested by the plans of the State Board of Education, have been built. All the pupils of the district are accommodated in one central school, a two-room school having been closed and the pupils are transported therefrom.

Union Township: More room is needed for the school at Barnegat, and the ventilating system in the present building needs to be made more efficient. No action was taken before the end of the school year.

Most of the districts which still have unsatisfactory school buildings will have improvements under way during the present school year. With the improvements of many of the buildings, we find that the walls are being left bare and little attention given to improving the appearance of the school grounds and surroundings. It is hoped that each board of education and the teachers in each school will make an effort to increase the number of buildings in which may be found good collections of framed pictures, and will increase the number of school grounds which show care in their keeping and pleasing arrangement.

Two meetings of the Ocean County School Board were held; the first at Lakewood in December, and the second at Barnegat in February. Assistant Commissioner Meredith attended the second one and spoke to the school board members and the people of the town who assembled with them.

The regular meeting of the County Teachers' Association was held at Toms River, April 5th. The speakers were: W. H. S. Demarest, D. D., President of Rutgers College; L. H. Carris, Ass't. Commissioner of Education; Miss Anna S. Cressman, Ass't. Director of Physical Training, Philadelphia Public Schools; Mrs. A. H. Reeve, President of N. J. Congress of Mothers. An interesting feature of this meeting was an exhibition of Girls' Home Culture Work in Sewing and Baking. The exhibits were made by schools and grouped into classes in accordance with the number of rooms in the schools making the exhibits. Banners representing first and second prizes were awarded in each class to be retained by the winner for one year, when the banners are again to be contested for.

The Exhibition of Corn and Sweet Potatoes grown by boys and girls in the schools of the County was held at the Court House on November 28, in connection with the Farmers' Institute. Thirty-five pupils made exhibits and through the generosity of Mr. W. H. Fisher, of Toms River, $50 in prizes was awarded. At the same time the girls in many of the

You Are Viewing an Archived Copy from the New Jersey State Library

schools of the County made an exhibition of Home Culture Work in Sewing and Baking and through the generosity of the N. J. Congress of Mothers, suitable prizes were awarded.

The Annual Institute was held in Lakewood, October 21, 22 and 23. The speakers were: Dr. Thomas M. Balliet, New York University; Dr. Cornelia MacMullan, State Normal School, Montclair; Dr. Charles H. Judd, University of Chicago; Miss Charlotte D. Herckner, Director Manual Training, Hackensack; Dr. K. C. Davis, New Jersey College of Agriculture; Rev. Henry M. Rose, D. D., Newark; Dr. William G. Schauffler, President State Board of Education; Mr. A. B. Meredith, Assistant Commissioner of Education; Mr. George A. Mirick, Assistant Commissioner of Education; Dr. Calvin N. Kendall.

Following the plan of previous years bi-monthly reports were received of the absences of individual pupils and this year, so far as possible, the reasons for the absence were ascertained. The following is a tabulation of the absences for the various reasons.

DAYS ABSENT FOR FOLLOWING CAUSES.

District.	Sickness and Quarantine.	Bad Weather and Bad Roads.	At Work Without Exemption Certificate.	Unfit Clothing.	Truancy.	Suspension.	Pleasure.	Other Reasons.	Total.
Barnegat City	29	13½		4½			21	16½	84½
Bay Head	694	54½	307½	6½	3	9	106½	61½	1341½
Beach Haven	570½	25	83½	4			254½	87½	1024½
Berkeley	406	31	117½	13		12½	43	253	876
Brick	1635½	35½	2133½	47	29	1½	282	2396	6552
Dover	5246½	554	1577½	49½	28½	6½	409	809	8671½
Eagleswood	376	43	1050	9½	4	3	335	175½	1996
Island Heights	396½	368½	787½				43½	74½	1660½
Jackson	1852½	355	1229	2		13½	444	295½	4191½
Lacey	1079½	17½	275	8½			113½	98	1592
Lakewood	6622	300½	1090½	61½	112½	88½	348	1663½	10287
Little Egg Harbor	419½	54	289		10½		118½	835	1706
Long Beach	21½		5				23	13	62½
Manchester	2115	58½	510	34	9	8	306	158	3198½
Ocean	343	125½	329	16			21½	768	1603
Plumsted	1484	413	1151	144½	20½	1	512	1131	4858
Point Pleasant	1462	61½	403	41	59½		246	774½	3048½
Sea Side Park	59		39	26½			5½	464	594
Stafford	979½	127½	283	5	107½	1½	181½	539	2216
Surf City	56	29½	27	14		1			127½
Tuckerton	1595	40½	521½	4½	4½	7	380	1839	4387
Union	1881	96½	1077½	23½	29½		1617½	493½	5220
Total	29302½	2794½	13285½	516	420	143	5811½	12835½	65298½

You Are Viewing an Archived Copy from the New Jersey State Library

You Are Viewing an Archived Copy from the New Jersey State Library

The following detailed study of school conditions will be interesting as a basis of comparison:

	Number.	*Average Salary.*
Number of Supervising Principals and Supervisors...	8	$1173.75
Number of Kindergarten teachers..	4	531.25
Number of teachers in grades I-IV.....	35	484.71
Number of teachers in grades V-VIII.....	28	618.22
Number of teachers in grades IX-XII.....	18	775.55
Number of teachers in one-room schools.....	39	447.71
Number of teachers in two-room schools.....	28	413.04

District.	*Total No. Pupils.*	*Days' Atten. 1912-1913.*	*Increase.*	*% of Atten.*	*Dist. Tax Raised.*
Barnegat City.....	11	1670	789	.90886	$350.00
Bay Head..	76	7394	1041	.79762	1150.00
Beach Haven.	85	9143	636½	.88185	2300.00
Berkeley..	150	11290	1726	.87983	2100.00
Brick..	474	48191½	5871½	.78434	4840.00
Dover....	490	73312½	*43	.85710	8990.00
Eagleswood..	135	14256	915	.77717	1450.00
Island Heights. ..	62	7275½	473½	.90271	1200.00
Jackson..	270	31507	1025	.84596	4500.00
Lacey..	137	12342	554	.82362	1900.00
Lakewood..	1061	152080½	11693½	.86900	37570.00
Lavallette..	9				400.00
Little Egg Harbor..	101	8591	*2290	.79778	2630.00
Long Beach..	14	975½	172	.92376	650.00
Manchester..	202	21133½	*561½	.82251	3700.00
Mantoloking..	3				300.00
Ocean....	81	7674½	735	.75805	250.00
Plumsted..	263	29622	*1630½	.83209	2402.00
Point Pleasant. ..	255	39547½	*1064½	.89223	7510.00
Seaside Heights....					1000.00
Sea Side Park.....	41	4713	*39	.69967	1577.50
Stafford..	199	21011½	*3739½	.86707	1750.00
Surf City..	9	1223	81½	.80144	350.00
Tuckerton.	275	35151½	*7328½	.85746	3377.50
Union..	219	31267	7445	.84929	2540.00
Total.....	4622	569412	16461	.84643	$95577.00

*Decrease.

You Are Viewing an Archived Copy from the New Jersey State Library

District.	*Tax Rate for Schools*	*Received from St. & Co.*	*Total Operating Expenses*	*Amount per Pupil*	*No. Teachers*	*Average Salary*
Barnegat City	.32	$335.57	$634.60	$57.69	1	$414.00
Bay Head	.12	1,284.48	2,972.03	18.88	2	517.50
Beach Haven	.26	1,417.89	2,223.94	26.16	2	540.00
Berkeley	.23	2,849.97	4,123.73	27.49	5	426.00
Brick	.67	6,764.58	9,917.20	20.92	12	427.50
Dover	.52	10,026.71	21,135.39	43.13	20	549.38
Eagleswood	.83	2,124.79	2,981.60	21.31	4	389.25
Island Heights	.26	1,337.78	2,278.63	36.75	3	450.00
Jackson	.95	5,023.46	8,004.13	28.70	11	405.00
Lacey	.60	2,502.48	3,974.26	29.00	3	420.00
Lakewood	.60	16,511.28	38,040.24	35.85	35	728.86
Lavallette	.17	261.06	374.78	41.64		
Little Egg Harbor	.92	1,697.55	3,952.85	39.13	4	371.25
Long Beach	.11	322.51	994.24	71.01	1	450.00
Manchester	.71	3,557.92	6,196.32	30.67	6	517.50
Mantoloking	.13	159.00	248.00	82.67		
Ocean	.15	1,056.04	1,329.96	16.41	3	345.00
Plumsted	.39	5,111.63	6,842.34	26.01	8	418.56
Point Pleasant	.52	5,430.73	10,747.17	42.14	12	622.92
Seaside Heights	.29					
Sea Side Park	.20	618.52	1,112.03	27.12	1	517.00
Stafford	.54	3,748.94	5,598.23	23.10	7	392.14
Surf City	.41	262.71	587.60	65.28	1	360.00
Tuckerton	.72	5,296.17	8,347.00	30.36	9	444.72
Union	.57	3,318.74	5,560.46	25.39	6	475.00
Total.....		$81,020.51	$148,176.73	$32.06	156	$538.94

Amounts expended for permanent investment and interest on debts not included. It has not been possible to add to the days' attendance the allowances which will be made on account of quarantined pupils.

PASSAIC COUNTY.

E. W. GARRISON, SUPERINTENDENT.

I herewith submit a brief report of the school work ending June 30, 1913.

Interest and enthusiasm for improvements along the line of school work has not been lacking in Passaic County during the past year and much good has been accomplished through the hard, earnest work of the several boards of education, the supervising principals, principals and teachers. The people have stood loyally for good schools and good teaching; not once have they failed to vote the necessary money in order that their children might have the best. While there is much still to be done, we feel greatly encouraged at the progress made.

Acquackanonk Township has erected two modern buildings containing fourteen class-rooms. The high standard set by this township has been maintained throughout the year. The High School is in a prosperous condition, many of the graduates standing at the head of classes in Princeton and other eastern colleges.

You Are Viewing an Archived Copy from the New Jersey State Library

The Borough of Hawthorne opened their new eight-room building at the beginning of the school year and greatly relieved the unpleasant condition in this locality. The legal voters ordered money raised for the purpose of installing industrial work in the schools. Through some error the money was raised but cannot be placed to the credit of this fund without further action on the part of the people. This is rather an unfortunate situation as it has stood in the way of progress along this line.

Haledon and North Haledon have progressed normally during the past year, nothing of special note has taken place.

Little Falls Township has, possibly, made the greatest improvement in school work of any district in Passaic County. The adding of industrial work in this system has surrounded it with an atmosphere that is conducive to excellent work. The shop work has been continued by the installation of a second shop at School No. 6, West Park. In the kitchen at School No. 1, the girls have been taught the art of cookery. The work in other grades has been so connected with this that marked improvement has been the result throughout the entire system. The practical hand work in this township has not been confined to graded schools. In the two one-room schools in this township the pupils have been taught practical basketry. The grasses used in making these baskets are gathered and prepared by the children. One of the most noteworthy improvements in the township is the laying out and grading of the grounds at School No. 1. What was heretofore a rough, uncared for common now appears as a beautiful well-kept lawn.

We have spoken several times in the highest terms of our one-room school at Ringwood. It is a pleasure to mention this spot. The work done in this school this year is possibly more encouraging than that of any preceding year.

Pompton Lakes has been encouraged to further the industrial phase of the work by adding a kitchen. This has largely emanated from the excellent work of Miss Maude Fisher, who for the past two years has been giving the girls of the school A-1 teaching in sewing.

The other districts have had normal progress, so that on the whole we are well satisfied with the year's work. We have accomplished a great deal and have our eyes opened to greater success.

Our teachers' institute held in October last was a grand success. Passaic County has been living without this educational treat for several years past; but we all feel as though we cannot again dispense with it as long as the standard set this year is continued. During the month of May, the Associated School Boards of Passaic County entertained the State Commissioners. Expressions were heard from all quarters as to the profitable and enjoyable time spent.

In closing I desire to thank the Department for the ever ready and valuable assistance given me in my work.

SALEM COUNTY.

OSCAR O. BARR, SUPERINTENDENT.

I herewith submit my third annual report of the condition of the schools of Salem County.

A brief summary of several of the important items in the statistical tables with data for comparison taken from the report of 1909-1910 may be interesting to you and the readers of this report.

You Are Viewing an Archived Copy from the New Jersey State Library

	1908-1909.	1912-1913.
Total amount expended for schools	$144,979.16	$151,442.81
Teachers' salaries	$73,013.65	$81,145.50
Number of teachers employed	169	169
Number of pupils enrolled	5,986	5,835
Total days' attendance	721,535	731,800
Normal graduates among teachers	31	44
College graduates among teachers	7	10
Bonded indebtedness	$31,600	$114,650
Per capita cost of education based on total enrollment	$17.55	$23.18
Schools closed—pupils transported	4	10
Number days transported	20,328½	54,439½
Amount paid for transportation	$5,733.00	$12,579.73

A decrease in the number of children enrolled during the past four years is somewhat surprising since there has been a slight increase in the entire population of the county. However, it is very gratifying to note that even though there is a decrease in the enrollment, there is an increase of 10,265 in the total days' attendance.

SCHOOL ACCOMMODATIONS.

No very great strides have been made in building operations during the year, although an excellent beginning has been made. There has just been completed in Salem the new high school at a cost of $60,000. This building will be devoted exclusively to high school purposes. It contains eight class rooms, two laboratories and an auditorium with a seating capacity of five hundred.

The Township of Pittsgrove built a two-room school at Alliance costing $3400. At the special school election held for the purpose of voting to bond the district for the above amount, there was not a single vote cast against the proposition.

For several years the district of Pilesgrove Township has been in need of better and larger school accommodations in Woodstown. Four special school meetings were held before the voters finally decided in favor of them. Fifty-five thousand dollars ($55,000) was voted for land and building. On account of the necessity for condemnation proceedings the Board of Education has been delayed in beginning building operations. The owner has refused to sell the land for the amount, $5000, voted by the people.

On June seventeenth last the legal voters of the Township of Oldmans voted to bond the district for $20,000 for the erection of a six-room building at Pedricktown.

The Borough of Penn's Grove recently held a special school meeting for the purpose of voting on a proposition to bond the district for $39,500 for the purchase of land and for the erection of a school building. The proposition was carried by a large majority but at this writing the proceedings have not been approved by the Attorney General.

HIGH SCHOOLS.

Three four year high schools, Salem, Woodstown and Penn's Grove, and one three year school, Elmer, provide education for the pupils in the county.

Salem only can boast of suitable accommodations for its high school pupils. All the other schools lack in proper equipment and suitable class rooms. Provision is being made for better facilities in Woodstown and

You Are Viewing an Archived Copy from the New Jersey State Library

Penn's Grove, but Elmer has taken no steps to better conditions. In the latter place there are sixty-four pupils enrolled in the high school department. One large class room and a small room originally used as a cloak room are used for recitation purposes. Several of the high school pupils are seated in a room with pupils of the elementary grades. Of the sixty-four pupils enrolled in the school but twenty reside in the Borough of Elmer, the other forty-four are non-resident pupils. If facilities are not bettered there during the ensuing year, the non-resident pupils should be transferred elsewhere and the approval of the school be withdrawn.

STATE EXAMINATIONS.

The examinations prescribed by the State Department to test the efficiency of the schools were used also for promotion to the high school.

The yearly class standing of each pupil counted two-thirds and the examination standing counted one-third in computing the standing for promotion. One hundred ninety-three grammar grade certificates were granted.

The results of the efficiency test were as follows:

	Arith.	*Pen.*	*Sp.*	*Eng.*	*Hist.*	*Geog.*
No. Taking Examinations. 268	268	268	265	257	241
No. Receiving 90 or more..... 41	86	132	79	69	70
No. Receiving 70-89. 94	174	96	113	127	94
No. Receiving 50-69. 52	8	22	53	38	47
No. Receiving 49 or less..... 81		18	20	23	30

The examinations were held at nine centers throughout the county in charge of supervising principals and principals. By the above table you will see that there were more failures in arithmetic than in any other subject, yet an inspection of the daily programs of our schools shows that teachers and pupils devote more time to that subject than to any other subject. The results in spelling and writing are very gratifying and I trust that the impression, very general in the minds of the public, that our pupils are poor writers and poor spellers will soon change.

A closer study of the results of these examinations by schools and districts shows that the best work is done in schools having close supervision, in schools that are well graded and in schools where there are not changes of teachers every year. Of the one-hundred sixty-nine teachers in the county, eighty-three have taught less than five years and thirty-four of these have taught one year or less. Forty-three of our teachers have taught fifteen years or more.

TRANSPORTATION OF PUPILS AND CONSOLIDATION OF SCHOOLS.

Each year shows an advance along these lines, $4,846.73 more being spent for transportation than in 1908-1909. This increase is due mainly to the closing of several one-room schools and transporting the pupils to graded schools.

Alloway Township is now transporting pupils from three closed schools, four counting the high school, closed three years ago.

The Township of Oldmans is transporting pupils from three closed schools to the graded schools of Pedricktown. After the completion of its new school building, this district will have but two school buildings, one containing six rooms and the other two rooms.

You Are Viewing an Archived Copy from the New Jersey State Library

Two years ago Upper Penn's Neck Township, as an experiment, closed one of its schools and transported the pupils to Penn's Grove. The experiment proved a success and last year another school was closed and the pupils transported to Penn's Grove.

The Township of Pilesgrove several years ago closed the Laurel Hill school and is transporting the pupils to Sharptown. After the completion of the new building in Woodstown the Eldridge Hill school will be closed.

TEACHERS' SALARIES.

Salaries remain low, and yet conditions have improved during the past three years. The average annual salary paid in the county during the past year was $480.30; three years ago it was $432.03.

Below is given the average annual salary by grades for the past two years:

	1911-1912.		1912-1913.	
	Males	*Females*	*Males*	*Females*
Grades I to IV		$436.62		$455.25
Grades V to VIII	$681.75	501.39	$630.00	506.53
Grades IX to XII	975.00	621.09	883.00	636.24
Rural Sch. One Room	440.00	382.15	447.50	396.02
Rural Sch. Two Room	450.00	405.00	540.00	427.50

The Township of Elsinboro pays the lowest salary in the county, one teacher receiving $292.50. Eleven teachers throughout the county receive $360 each. Outside of Salem City but twenty-six teachers receive $500 or more.

EDUCATIONAL MEETINGS.

The annual teachers' institute was held jointly with that of Atlantic County at Atlantic City, October 30th and 31st and November 1st. There was considerable criticism from outside sources on account of the place of meeting, the main argument being that Atlantic City was so far from Salem County that teachers would be put to considerable expense to attend the meeting. The majority of our teachers felt that they were well repaid because the institute was so very instructive and interesting.

A meeting of the county boards of education was held in the Court House of Salem on January 30th. Superintendent John Enright of Monmouth County addressed the meeting on the subject of "Agriculture in the High School." Assistant Commissioner A. B. Meredith spoke at the afternoon session. An hour or more was devoted to the discussion of transportation and the rural school. A committee was appointed to draft a constitution and by-laws and for the forming of a permanent organization.

The Salem County Teachers' Association met in the Salem High School on February 8th. The speakers were Mr. A. B. Meredith, Assistant Commissioner of Education, Mr. George Mirick, Assistant Commissioner of Education and Miss Myra Billings, Supervisor of Primary Schools at Atlantic City.

Salem, Woodstown and Penn's Grove have regularly organized Parent-Teacher Associations. Monthly meetings are held and each district reports a thriving and successful organization.

COUNTY OFFICE.

At the June 1913 meeting of the Board of Chosen Freeholders it was decided to furnish an office for the County Superintendent in the Court

You Are Viewing an Archived Copy from the New Jersey State Library

House and a large room has been equipped with modern office appliances. The County Pedagogical Library containing about two hundred sixty volumes has been placed in the office. The Board has also provided a salary allowance of five hundred dollars per annum for clerical assistance.

SOMERSET COUNTY.

H. C. KREBS, SUPERINTENDENT.

Substantial progress has been made during the year 1912-13 in the school affairs of Somerset County.

Buildings: Bernards Township occupied its new $40,000 high school on October 1. This is an excellent school building, handsomely equipped. Situated in the growing village of Bernardsville, the new school was filled as soon as occupied, and additional accommodations will be required in the near future. This district is also erecting a new four-room school at Far Hills, to cost $20,000. Mr. G. B. Schley, a public spirited citizen of this district, drew his check for $3,000 for the purpose of equipping this building with baths. Bernards Township installed a new heating and ventilating system and indoor toilets at Basking Ridge, and a new heating and ventilating system at Liberty Corner.

Bedminster Township opened a new two-room building at Bedminster on February 1. This building replaces an old one-room school, and costs $6,500.

Bound Brook installed a complete manual training system, and engaged the services of a competent male teacher two days per week. This district also used its new eight-room addition costing $40,000—with the best of equipment.

Branchburg Township has taken the first step in a plan of reorganization by erecting at Neshanic Station a four-room school to replace the present crowded one-room school, the cost being $10,000. Only two rooms will be finished at present. This district also provided three ventilating stoves, and new single desks for three schools.

Bridgewater Township is remodeling the Green Knoll and Raritan schools, and installed one ventilating stove. This district has for several years maintained a partial high school, which has now been discontinued, as the Somerville high school is convenient of access, and the pupils can be educated there at less expense than at Raritan.

Franklin Township installed a ventilating stove at Middlebush.

Hillsborough Township voted one addition and two new school buildings, the latter to replace two old buildings, the whole to cost $10,000.

Montgomery Township is erecting a new school building near Skillman station, and is arranging to replace the Riverside school also.

North Plainfield Borough is carrying out alterations in the Somerset School as agreed upon with the State Inspector of Buildings. A new heating and ventilating plant has been installed at a cost of $18,000, and a toilet system costing $9,000 has been voted.

Peapack-Gladstone has become an independent school district, with a progressive board of education.

Somerville opened last fall its handsome new $40,000 addition. This district also improved its manual training facilities, and has introduced an agricultural course into its high school, with an instructor who has taken a four-year agricultural course at Rutgers College.

South Bound Brook voted $21,000 to remodel its present school and double its size by adding a four-room second story.

You Are Viewing an Archived Copy from the New Jersey State Library

Warren Township has voted one new building at Mount Bethel, at $3,000, and $1,500 to remodel the Warrenville school.

A summary of the building operations completed during the past year, or now under way, is as follows:

Bedminster	$6,500
Bernards	64,300
Branchburg	10,600
Bound Brook	40,000
Bridgewater	2,000
Hillsborough	10,000
Montgomery	3,200
N. Plainfield Bor	27,000
Somerville	40,000
So. Bound Brook	21,000
Warren	4,500
Total	$229,100

Music: Special mention should be made of the excellent results in this subject at Bound Brook and North Plainfield Borough under the direction of Mr. Herbert Lloyd, and at Somerville under Miss Elizabeth Vosseller. Somerville has a fine Victrola, which affords opportunity for musical appreciation. These three schools participated in the music festival held at Westfield last winter.

Medical Inspection: Every district has been under regular medical inspection, and the work carried on has been an improvement over previous years.

Transportation: This year the amount spent for the transportation of pupils was $12,569, of which $2,753 was for transportation within the districts. In Somerset County as elsewhere in the State there is much objection to the transportation of small pupils. I am convinced, however, that its advantages far outweigh its disadvantages; and I hope that a number of small schools may be discontinued after this year, and pupils transported to graded schools. Automobile transportation is becoming increasingly available, and this will overcome many of the objections to the arrangement.

Meetings: The Somerset County School Board Association met twice during the year. At the April meeting comparative charts were used, similar to those introduced some years ago by Superintendent Willis in Middlesex County. These charts showed various school statistics, and enabled boards to see the rank of their respective districts.

The Somerset County Teachers' Association held its three regular meetings, all of which were interesting and helpful.

Attendance Officers: Bound Brook showed last year the highest average attendance in Somerset County; and it is very likely that this result is due to the efforts of a *female* attendance officer, who is at the school every morning and afternoon, and devotes her entire time to getting the children into school. Somerville has employed a female attendance officer for the coming year. I believe that the general adoption of this plan, especially in villages and towns, would be a great help in securing regularity of attendance.

County School Exhibit and Field Day: This was the great school event of the year in Somerset County. It was held at Somerville on Saturday, May 31. The attendance of children, parents, and teachers was very large. The athletic events consisted of running races, basket

You Are Viewing an Archived Copy from the New Jersey State Library

ball and baseball. The school exhibit was confined to all forms of handwork. The woodwork shown by Bound Brook and Somerville was very creditable. The other handwork was equally good. Bernards Township filled two entire rooms. The eighth grade girls of Bernardsville exhibited their graduating dresses, made by themselves, with cost attached. Bridgewater Township, though without a supervisor, made an excellent display, filling one room. The sewing exhibit of the Somerville colored school was very good. There was hardly a rural school, however remote and small, that was not represented with excellent work. Bread, cakes, hammers, doilies, baskets, mats, and many other articles shown by these small schools were in many respects on a par with those of the graded schools. A penmanship exhibit of Somerville pupils is worthy of special mention. Samples of the pupils' writing, taken in October and again in May, were fastened together so as to show the improvement. The whole affair was most interesting; and it is believed that a great impetus was given to industrial work in the county.

Teachers: The success of any school depends on the teachers. I am glad to pay tribute to the worthy corps of teachers of Somerset County. Their efforts have been most commendable, and their cooperation has been highly appreciated.

Salaries: Only one township in Somerset County has a minimum salary below $500. Great care is taken in the selection of teachers. Very seldom does a teacher prove incompetent, and if she does boards of education seldom retain her. Even our rural schools have either trained or experienced teachers. There is no duty of a board so important as that of engaging the best possible teaching talent. Only in this way can children receive the opportunities to which they are entitled in this State.

The Coming Year: Efforts will be made to secure better school buildings and better equipment; a strict enforcement of the attendance laws; a careful observation of the State courses of study through frequent Saturday county teachers' meetings; a union of school work with home industries; a creditable school exhibit and field day next May; public debates; a county music festival; the closing of small schools and the transportation of the pupils to neighboring graded schools.

SUSSEX COUNTY.

RALPH DECKER, SUPERINTENDENT.

I herewith submit to you my Annual Report of the schools of Sussex County for the school year ending June 30, 1913.

Finances. Last year, owing to the fact that a part of the Railroad Tax for the year had not been paid by the State, several of our districts were forced to borrow money to complete the school year and very few reported balances and in each case these were small. This year we are pleased to report a more favorable condition of affairs. Two or three of the districts, owing to bad management, poor calculations, or unforeseen developments, have deficits which had to be made up by borrowing in anticipation of taxes, but the majority report most satisfactory balances. The total balance on hand is $7,036.69. The total of all money expended is $199,129.77, an increase of nearly $20,000 over last year.

The amount of money raised by the several districts for Current Expenses is an exceedingly fine showing, being gradually on the increase and has for several years exceeded the amount furnished from the State funds. This year the amount of money appropriated by the State is $69,596.63, while the amount thus far voted for Current Expenses is $78,350.

You Are Viewing an Archived Copy from the New Jersey State Library

The following table will show the gradual increase:

	1911.	1912.	1913.
Andover	$1,100.	$1,100.	$1,400.
Boro of Andover	1,900.	1,600.	1,600.
" " Branchville	1,600.	2,500.	2,500.
" " Franklin			9,000.
" " Hopatcong	300.	300.	650.
" " Stanhope	3,900.	3,000.	3,500.
" " Sussex	3,110.	3,000.	4,500.
Byram	1,000.	1,000.	1,000.
Frankford	2,500.	3,000.	3,000.
Fredon	750.	1,000.	1,800.
Green	1,500.	1,600.	2,000.
Hampton	1,200.	1,500.	2,000.
Hardyston	14,500.	16,800.	5,000.
Lafayette	1,050.	1,200.	1,700.
Montague	1,565.	1,557.31	2,000.
Newton	7,000.	13,500.	15,000.
Sandyston	550.	650.	3,800.
Sparta	8,000.	4,900.	5,850.
Stillwater	1,000.	2,500.	2,150.
Vernon	5,000.	4,800.	5,000.
Walpack	200.	450.	700.
Wantage	3,500.	6,200.	4,200.
	$61,225.	$72,157.31	$78,350.

This increase has been due to increase in salaries, repairs, tuition, transportation and medical inspection.

The per capita cost varies little from last year, and would be considerably less on the average daily attendance if the Compulsory Act was more strictly enforced in several districts. The following table shows the cost in the several districts:

	Total Enrollment	*Average daily Attendance*
Andover	$48.48	$89.71
Boro of Andover	35.95	48.73
" " Branchville	37.43	49.66
" " Hopatcong	32.01	75.56
" " Stanhope	25.69	37.53
" " Sussex	34.18	42.32
Byram	30.69	81.86
Frankford	42.03	68.83
Fredon	41.12	59.96
Green	24.86	43.82
Hampton	21.58	39.40
Hardyston	49.44	61.48
Lafayette	28.04	48.38
Montague	27.14	52.08
Newton	27.69	34.87
Sandyston	26.80	45.42
Sparta	31.13	44.69
Stillwater	30.11	55.56
Vernon	33.20	53.80
Walpack	20.12	38.53
Wantage	26.89	44.24
Average	$32.84	$48.79

You Are Viewing an Archived Copy from the New Jersey State Library

Attendance. The enrollment for the year is 5370, a slight increase over last year, due to the fact that more pupils are attending High Schools, and do not leave school when reaching the age limit.

The average daily attendance was 3837 and the percentage of attendance was 85 which is fairly good for a rural county.

The highest percentages of attendance were:

Borough of Andover.....	94	Borough of Sussex.....	93
Green Township.....	93	Newton.....	91

The lowest were:

Byram Township.....	68	Montague.....	71

The number of pupils neither absent or tardy is 280. Of this number 119 were reported from the town of Newton; Sussex Borough was second with 39.

The Compulsory Act needs to be enforced in a few of the districts, and this is one thing that will receive our closest attention for the coming year.

Tardiness is on the decrease.

Consolidation of Schools. For several years we have been placing special emphasis on this, but not until this year has it borne much fruit. This year nine (9) schools were closed and transported to other schools. Thus far five (5) more have been reported for next year. This will make seventeen (17) schools still, with an average attendance of less than twelve (12) pupils, which would indicate still further need of consolidation.

The districts and the number of such schools in each is shown below:

Andover	Township.....	1	Sandyston	Township.....	1
Byram	"	1	Stillwater	"	1
Frankford	"	3	Vernon	"	2
Green	"	1	Walpack	"	2
Montague	"	1	Wantage	"	4

High Schools. There were enrolled in the High Schools of the County last year, 463 pupils, distributed as follows: Newton, 264; Hamburg, 135; and Sussex, 64. Of this number over one half, 241, were from adjoining districts. The number sent out by the several districts is as follows:

Andover.....	11	Borough of	Andover.....	13	Lafayette....	10
Byram.....	5	"	"	Branchville.....	20	Montague...	4
Frankford...	15	"	"	Hopatcong.....	2	Sparta.....	41
Freedon.....	16	"	"	Stanhope.....	11	Vernon.....	33
Green.....	8	Sandyston.....	8	Wantage....	36
Hampton....	14	Stillwater.....	18		

Sixty-four pupils were graduated from the three High Schools. Of this number 16 will enter College, 1 a Law School, 16 Normal Schools, and 1 some other institution, while several will teach.

Medical Inspection. This is the first year that every district has had a Medical Inspector. The total cost for these inspectors has been $2,720. In all 4690 children were examined. Of this number 723 were found with defective vision, 1411 had defective teeth and 708 had throat trouble, mainly enlarged tonsils and adenoids. Only 9 were found with

You Are Viewing an Archived Copy from the New Jersey State Library

lung trouble, which certainly speaks well for the "pure air of the Sussex hills." A large number of these defects have already been treated, and the coming year will see very much more done along this line.

School Buildings. During the year Green Township has fixed all their buildings so they comply with the law in all respects, by changing the windows and installing proper heat and ventilation.

Other districts are contemplating such improvements fixing one or two a year until all are up to standard.

The buildings in Frankford and Wantage Townships were inspected by the State Building Inspector during the year and several buildings in each Township were recommended for condemnation. Movements are now on foot to improve conditions in both these Townships.

During the year all outhouses have been screened and put in better shape. A few still need attention and an extra effort will be put forth during the coming year to have them all put in a clean and wholesome condition.

Manual Training. Newton and Hamburg have added Manual Training to their Courses of Study which supplies a long felt want. These departments have proved very popular with the pupils, many of whom have shown considerable skill and proficiency in the work.

Spelling Contest. During the year a contest in Spelling was held in the Grammar and High Schools of the County. One thousand words were submitted to each, two hundred and fifty each on the last Friday of January, February, March and April. Certificates were issued to the schools having the highest percentage, also to the pupil standing highest in each school. The standings of the schools were as follows:

HIGH SCHOOLS.

Newton.....	77%	Hamburg.....	75%	Sussex.....	72%

GRAMMAR SCHOOLS.

Glenwood.....	79%	Andover.....	70%	Branchville...	64.3%
Newton.....	75%	Sussex.....	67.8%	Vernon.....	61.5%
Stanhope.....	71.5%	Hamburg.....	67%	Sparta.....	57.5%
Franklin.....	70.3%	Lafayette.....	65%	Ogdensburg...	57.2%

The certificates were awarded to Newton High and Glenwood Grammar. The best individual records were by Miss Edna Higgins of Hamburg High who missed but 15 out of the 1000 and Tunis Conquy of Newton Grammar who missed but 57.

A similar contest will be held during the coming year.

Agricultural Contests. In co-operation with Mr. W. H. Gilbertson, in charge of the Sussex County Farm Bureau, and Mrs. Gilbertson, contests have been arranged in Corn Growing, Pumpkin and Squash growing and Tomato growing and canning.

Prizes to the amount of $117, have been contributed by interested parties for the Corn Growing, $6 for the pumpkin and squash, and $25 for the Garden and Canning.

Forty boys have entered the Corn Growing, 60 boys and girls the pumpkin and 35 girls the Garden and Canning contest.

We propose to hold an exhibit in the Fall, when the prizes will be awarded, and a program given which we hope will add impetus to the work.

You Are Viewing an Archived Copy from the New Jersey State Library

Field Day. On Saturday, May 10, 1913, the First Annual Field Day for the schools of the County was held at Munson's Grove, Franklin Furnace. This was attended by 3000 people. Athletic contests for the High, Grammar and Primary schools were held and badges were given to every successful individual and the schools scoring the most points were given blue, red, yellow and white banners in order of merit.

The rivalry, both individual and school, was keen, the spirit fine and the sport clean, making the day a success. This will become an Annual event.

Grammar School Examinations. Two hundred eighty-nine pupils took the Eighth Grade examinations in June. The result showed improvement in Academic work that was very encouraging. Two hundred thirty had a passing mark of 70 or more in Arithmetic, 250, in Writing, 258 in Spelling, 236 in English, 255 in U. S. History, 231 in Geography, 244 in Physiology and 260 in Reading.

Miscellaneous. Arbor Day was suitably celebrated.

The usual number of Teachers' meetings were held during the year.

Annual Teachers' Institute was the best ever held. The departmental work was a strong feature.

More visits than ever were made to the schools by the Superintendent, and the usual number to Boards of Education.

About 20 Sussex County teachers attended the various Summer Schools in the State.

The new Borough of Franklin was formed by an Act of the last Legislature. Its school system will be modeled after the famous Gary Schools of Gary, Indiana.

A class for Defectives was organized in the Newton School last September. It was a success both from the standpoint of the betterment of the individuals of the class and for the classes from which they were taken.

Prospective. During the coming year we hope to emphasize:

(1) Better enforcement of Compulsory Act,
(2) Improvement of school buildings, especially outside closets,
(3) Better handwriting and spelling,
(4) Better work by teachers, in closer adherence to work as suggested by the Monographs issued by the State Department.

UNION COUNTY.

J. J. SAVITZ, SUPERINTENDENT.

I have the honor to submit herewith my sixth and last annual report as superintendent of the schools of Union County.

Certain phases of progress in the organization and management of a school system are customarily measured by a comparison of statistics. Below are given statistics which show the growth of our school system and the advance made in various features of the work during six years so far as they may be numerically determined:

You Are Viewing an Archived Copy from the New Jersey State Library

	1907-1908	1912-1913
Number Enrolled	19,329	24,944
Days Attended	2,756,110	3,812,942
Average Daily Attendance	14,649	19,966
Average Days per pupil	142	152
Pupils Neither Absent nor Tardy	658	1,342
Cases of Tardiness	24,482	28,376
*Cases of Tardiness	6,573	6,353
Pupils in Kindergarten	766	1,392
Pupils in Primary Grades	11,482	13,045
Pupils in Grammar Grades	5,619	7,758
Pupils in High School	1,462	2,457
*Pupils per teacher	36	31
*Number of Teachers	150	254
*Teachers—College Graduates	36	50
*Teachers—Normal Graduates	72	146
Average Salaries of Teachers:		
Male	$864.39	$1,432.26
Female	577.85	760.65
Per Capita Cost, Enrollment	28.56	37.88
Per Capita Cost, Attendance	37.69	47.32

*Cities not included. Remaining statistics include entire County.

In many respects these statistics show a gratifying condition and a healthy growth. According to the table the average child attends school ten days longer each year than six years ago; the number of cases of tardiness has decreased while the enrollment has increased; the percentage of gain in the enrollment of high and grammar school pupils is much in excess of the gain in the primary department, showing that more of the pupils find their way into the upper grades; there has been a marked decrease in the number of pupils per teacher; a greater number of teachers are normal and college graduates; the salaries of the teachers have increased very materially; and there is a decided increase in the per capita expenditure for education.

Progress has been made in other directions which cannot be so clearly indicated by figures. Ungraded schools have given way entirely to graded schools; so many new buildings have been built, or old ones rebuilt, that practically every child is comfortably housed in a modern school building; a uniform course was adopted with uniform standards for high school admission; four additional high schools were placed on the approved list, and the remainder were closed and the pupils are now attending larger high schools nearby; all but two districts, each employing two teachers, employ supervising principals, there being, therefore, only four teachers not under local supervision; departmental instruction is provided for all the upper grammar grade pupils, excepting in two rooms; the Kindergarten has been established in every district where it is feasible to maintain such instruction, altogether in all but three districts; evening schools have been organized in ten of the nineteen districts; vacation schools are maintained in a number of districts; music and drawing are well taught to practically all the pupils of the County; manual training is gradually being introduced into all the districts; and the character of the teaching has greatly improved through the professional zeal of the teachers manifested particularly in the large number of teachers attending Summer Schools, or taking extension courses.

You Are Viewing an Archived Copy from the New Jersey State Library

These changes have been brought about by no single agency but by hearty cooperation of all who are responsible for the success, or failure of the school. Teachers, supervisory officers, members of education and, last but not least, the citizens through their splendid financial support, have contributed to make the results effective.

BUILDINGS.

At present, Cranford is building a new high school building on a plot of ground costing $30,000 and unsurpassed in this county, as well as an eight-room grade building also splendidly situated; Fanwood is preparing to build a six-room addition to the Scotch Plains School; Garwood is completing a fine eight-room building; Hillside is building a $50,000 building at Lyons Farms, and finishing the upper floor of the eight-room Saybrook building, erected two years ago; Linden is building two new six-room buildings, which when completed will put this district among the first in the county in accommodations; New Providence Township consolidated five schools in the new Columbia building during the year; New Providence Borough voted a fine two-room building for the Murray Hill section; Roselle voted a new high school building; Roselle Park is rapidly completing the new Sherman School of eight rooms; Union has voted a new eight-room building in the Hilton section and an addition to the school at Union, erected a few years ago; and Westfield has voted a new high school building to cost $110,000. This building activity would seem to indicate that provision is being made to accommodate the rapidly growing school population.

PARENT-TEACHER ASSOCIATIONS.

Persistent efforts have been made by the supervising principals and interested parents to secure greater cooperation between parents and teachers by forming parent-teacher associations. Organizations of this kind exist in many of the districts and, in not a few districts, the school committee of the local Woman's Club does effective work in bringing school and home together. In Westfield and Cranford particularly these committees have greatly assisted and in the former district a committee of the Woman's Club serves as an Advisory Board, by invitation, to the local Board of Education. The Mothers Congress of Plainfield has been very helpful in securing cooperation and in organizing Parent-Teacher Associations. They stand ready to do even more effective work in school work that will enrich the children's experience by providing greater opportunity for expressive activities.

SCHOOL EXHIBITIONS.

Instead of a musical contest, the Tri-County Music Supervisors Association arranged for a musical festival in Westfield on February 10th in which grades from Bound Brook, North Plainfield, Plainfield, Westfield, Cranford, Roselle Park and Rahway participated. The elementary grades gave their exhibition in the afternoon and the high school grades in the evening. Large audiences greeted these youthful performers and their songs were enthusiastically received. A feature of the festival was an orchestra formed by a union of all the orchestras from the districts participating. Dr. Kendall was present and in a brief speech outlined the advantages of musical training and expressed strong approval of musical instruction in the schools.

The exhibition in spelling in which all the schools of the county participated was held in the Roselle High School on May 16. A list of words from 500-1000, according to the grade, was arranged for each

You Are Viewing an Archived Copy from the New Jersey State Library

grade from the third to the eighth inclusive and a separate list for the high school pupils. All pupils who could spell this preliminary list were entitled to enter the county contest and were awarded a County Spelling Badge. The contest itself was a "spelling down and out" affair, using specially prepared words for each grade by a committee of supervising principals. In spite of the much heralded opinion that our pupils cannot spell, no grade list was sufficiently long to determine the winner and, in most cases, the list provided for the next higher grade was exhausted. A prize of a Students Standard Dictionary was awarded the winner in each grade.

The Oratorical Contests were held May 22nd, for the elementary grades, in the afternoon, at Westfield, and for the high schools, in the evening at Roselle Park. Most of the schools were represented at one or more contests. Competent judges declared this to have been the finest contest of its kind ever witnessed by them. Our young people acquitted themselves splendidly. As a consequence of these contests much attention is given to reading in the schools and a number of the schools in which departmental work is feasible engage a teacher specially qualified to teach reading.

SPECIAL ACTIVITIES.

Through the zeal and forsight of Supervising Principal Walton, Springfield introduces Manual Training for the coming year. The Principal conceived the idea of arranging an exhibit of the work done in Manual Training in a number of nearby districts so that the citizens might see what other progressive districts were doing. He arranged a fine exhibit in the Springfield School and took great pains to explain the work to the patrons who attended. As a result the citizens practically unanimously voted the necessary amount to introduce this new feature of school work.

Cranford has taken an advanced step in providing proper playground and athletic facilities for its young people by the purchase of the Golf Club House and the renting of the grounds belonging to it. Supervising Principal Johnson and his committees deserve great credit for their untiring effort in raising $12,000 for this project by private subscription. This liberality of the Cranford citizens is to be especially commended since they had just voted a $175,000 bond issue for school buildings. A specially trained Director is in charge of this Club House and arrangements have been made for all kinds of Athletics and other boy activities.

Roselle has taken the initiative, through its Woman's Club, in using the moving picture for educational purposes. Instead of the Council granting a license to operate a moving picture theatre, the ladies installed a machine in the high school auditorium and gave afternoon and evening exhibitions to old and young during the long summer vacation. This plan especially commends itself to all right thinking people as it makes use of an effectual educational agency without any of the demoralizing influences of the ordinary picture show.

Westfield maintained a Vacation School during the month of July. To the surprise of the most enthusiastic advocates more than one fourth of the school enrollment applied for admission. The attendance at the sessions was equally satisfactory, the per cent. on the enrollment being 92.

A greater number of Evening Schools were maintained than during the preceding year. Besides the schools maintained in the cities, Kenilworth, Linden, Union, New Providence Borough, Garwood and Westfield maintained such schools. The enrollment in these schools was satisfactory and the interest and enthusiasm on the part of the students were most gratifying.

You Are Viewing an Archived Copy from the New Jersey State Library

AN URGENT NEED.

With good school buildings so well cared for that the comfort and health of the pupils are assured, with a good and continually increasing equipment, with local supervision and a constantly improving corps of teachers, with a regularity of attendance hardly surpassed, perhaps not equalled in the state, with the assistance and stimulation of the Commissioner of Education and his worthy Assistants through personal contact and the publications of the Department of Public Instruction, with intelligent and efficient boards of education, and with a splendid school spirit fostered by liberal appropriations and by the interest and cooperation of patrons and citizens, it would seem that the school situation is ideal. Nevertheless there is one thing lacking.

The population of Union County, composed as it is of commuters, furnishes many opportunities for enriching the life of children not enjoyed by young people in other localities. However, this fortunate condition also limits the experience of the young in several respects, which is most unfortunate. Certain phases of human experience full of tendency to stimulate and develop the "budding powers" of the young are wholly foreign to them. Young men particularly have no opportunity of knowing at first hand any of the industries and activities in which men engage. Most of them have never had the opportunity of becoming acquainted with industrial and commercial activities in which they must sooner or later engage and consequently when they come to choose a calling they must do so blindly. This is doubly unfortunate since most of them have never had an opportunity to become acquainted with their fathers sufficiently to profit by their advice. Being specialists themselves, the fathers are peculiarly limited in their own experience as well as in the knowledge of the capacities of their sons. Young people do not have an opportunity even to profit by the development that usually results from doing the many odd jobs connected with the care of gardens, horses and lawns.

What, therefore, the home and society withholds from the young, or fails to provide for them, must be provided by the school. This may be expensive but it is more expensive not to provide for these experiences. What shall all our money and conveniences avail us if we dwarf the development of our children! Each community should, therefore, provide so far as possible opportunities in the way of shops, counting rooms, school gardens, in fact all forms of manual training and industrial activities which will enable pupils to enrich their experience to such an extent that they will know how to choose their callings wisely and to pursue them effectually. The welfare of the individual and society here are identical. An individual who chooses wisely will not only provide for his own development and material wellbeing but also for the welfare of society.

Union County, which is so highly favored in the character and ability of its men and women, hailing as they do from all sections of the country, should devote itself to the task of laying the broadest possible foundation in an education which will result in industry, efficiency and service.

Regretting that personally I could contribute so little, and happy in the thought that I was permitted to serve with such capable and earnest teachers, members of boards of education, superintendents, principals, and the Department of Public Instruction, with all of whom my relations were of such a nature as to stimulate me to greater effort, this report is respectfully submitted.

You Are Viewing an Archived Copy from the New Jersey State Library

WARREN COUNTY.

F. T. ATWOOD, SUPERINTENDENT.

I herewith submit my *annual report* for the school year ending June 30, 1913.

The Statistical Report shows a total of all balances on hand at the beginning of the school year $16,319.74, a total of all receipts during the school year $220,048.71, making a grand total of all balances on hand at the beginning of the school year and receipts during the school year $236,368.45. The expenditures amount to $208,035.87, leaving a balance on hand of $28,332.58. The total amount of indebtedness at the close of the year is $127,500.00.

The cost of education per pupil based on the total number of pupils enrolled during the year is $26.13. The cost of education per pupil, based on the average daily attendance is $35.21.

The total value of school property is $501,985.00. There are seventy one-room buildings, eleven two-room buildings, two three-room buildings, one four-room building and twelve five or more room buildings. There are 231 class rooms, with 9910 seats for pupils.

In this County we have one City Superintendent, two Supervising Principals, 34 male teachers and 182 female teachers. The average salary paid to females in the primary grades is $547.38. In the grammar grades the average salary paid to males is $740.27; to females, $587.75. In the high school, the average salary paid to males is $1,050, and to females $715.

There are 31 teachers whose experience in teaching is one year or less, 68 between one and five years, 57 between five and ten years, 17 between ten and fifteen years, 15 between fifteen and twenty years, 15 between twenty and twenty-five years, 13 between twenty-five and thirty years, 5 between thirty and thirty-five years, and three of over thirty-five years experience.

Thirty-three teachers are normal graduates and eleven college graduates.

The short term of service, in the rural schools especially, is discouraging. In one school district the board of education refused to engage any teacher whose term of service would place her under the Tenure of Office law. This has a tendency to work harm to the schools and is an injustice to the teachers.

There are 3,675 boys and 3,757 girls enrolled in the schools, giving a total of 7,432. The total number of days present is 1,020,451, the days absent 133,030, the times tardy 7,444, the percentage of attendance, .88,467, the average daily attendance 5,474, the number of pupils not absent or tardy during the year 414.

There are eighteen districts employing Medical Inspectors. The Borough of Alpha has voted money for a new two-room building on a new site centrally located.

Blairstown has completed its new high school building, putting in new metal ceilings and the ventilation required by the State Code.

Franklin has voted to bond the district to build a new two-room building at Broadway. The old site has been enlarged also. Also Frelinghuysen has voted to bond the district to build new one-room buildings at Ebenezer, Southtown and Franklin, and a new two-room building at Johnsonburg. The other buildings are also being placed in condition to comply with the law.

The proposition to consolidate the Ebenezer, Southtown and Franklin schools at Johnsonburg was voted down.

Oxford Township has voted $20,000 to remodel the high school building.

You Are Viewing an Archived Copy from the New Jersey State Library

In Pohatcong funds have been voted to erect a new one-room building at Springtown, and to place all the other buildings in condition to meet the requirements of the Building Code.

Broadway and Alpha are the two places in the County where there was an attendance of over 50 pupils. The new buildings at Broadway and Alpha will do away with the crowded conditions.

Many more new buildings and changes in the present buildings are required to place all the schools in the County in a suitable condition. There is great need of consolidation. As soon as the central buildings are in condition to receive the pupils it will be possible to close a number of schools and give the pupils the benefit of a graded school course.

The Township of Oxford has been divided into two districts, the Old District of Oxford and the New District of White. The District of Oxford consists of school No. 1 and the Pittengerville School No. 2. The New District of White comprises the following schools: No. 1, Little York; No. 2, Mt. Pleasant; No. 3, Oxford Church; No. 4, Bridgeville; No. 5, Sarepta; No. 6, Buttzville; No. 7, Pace; and No. 8, Lomasson Glen.

Two meetings of the County School Board Association have been held. Meetings of the principals and teachers have also been held as usual.

The County Institute held at Phillipsburg was remarkably successful and seemed to meet the real needs of the teacher in a practical and helpful manner.

Without doubt the summer school which was opened at Phillipsburg on July 6th and continued for six weeks has wonderfully increased the efficiency of every teacher who was in attendance. The work given was practical and such as the teachers are putting into active use every day in their schools. The total enrollment was 142, 106 of these were from Warren County, and of the 106, 75 were teachers in service and 31 students expecting to teach. A number of teachers also attended the summer schools at Rutgers College and Cape May. Fully 50 per cent. of the teachers of the County availed themselves of the privileges made possible by the legislature in apportioning the funds for this purpose. Surely no money has ever been expended for school progress which has done so much to increase the efficiency of our public school system. It is to be hoped that the sum apportioned by the next legislature will be increased and that the summer schools will be continued.

You Are Viewing an Archived Copy from the New Jersey State Library

Annual Report of the Trenton State Normal and Model Schools

For the Year Ending June 30th, 1913.

JAMES M. GREEN, Ph. D., Principal.

You Are Viewing an Archived Copy from the New Jersey State Library

You Are Viewing an Archived Copy from the New Jersey State Library

Trenton State Normal School.

JAMES M. GREEN, PRINCIPAL.

The enrollment of the Normal School was 634, an increase of 10 over that of last year; that of the Model School was 494, a decrease of 6. The total was 1128, an increase of 4.

During the year 286 new students entered the Normal School: 233 in September and 53 in February. Of these new students 276 entered directly as high school graduates; 6 were re-entering after a period of absence, 3 entered on college diplomas, and 1 entered on examination.

The enrollment represented every county,—seven counties having less than a quota of 6 for each member of the legislature, the others having more than this quota.

We took for the year a larger enrollment than we really should have taken considering the size of our building and the number of our teachers, and yet we were not able to receive more than half of those who wished to come. The provision of the law that secures the rights of the more distant counties to their proportion of our enrollment is wise, but it is especially hard that those living near us cannot all be received. An intimate acquaintance with the disappointment of not being able to enter the normal school when one is prepared reveals conditions that are often pathetic. Many of those who wish to teach have very modest means of support, and it sometimes happens that if they cannot enter the normal school immediately upon graduation from the high school they are obliged to turn to some line of activity that is unsatisfactory. This experience would have no greater force with regard to entering the normal school than to engaging in any other activity were it not for the great need of more trained teachers in our State, and the desire of our people to meet that need.

The effort that is being made on the part of our faculty and the high school teachers of the State to co-operate in preparing pupils for the normal schools is bearing good fruit. The students who are coming to us show the advantages of improved teaching in the essentials in academic matter of an elementary nature, such as English, arithmetic, geography, American history, hygiene, plant lessons, and so on.

The greatest need in our State at this time is a better understanding of the meaning of education in the school sense. Education is expensive at best, hence for the sake of economy and efficiency the State should be very definite in the part it assumes by means of taxation.

The tendency is to use terms very indiscriminately. Education is made to mean anything from a trip to the North Pole or South Africa, to speculating on the motives of a work of fiction. We are constantly plied with requests to have in our schools lectures and exercises on all manner of subjects and covering a scope extending from the kindergarten to the university, and including amusements as well as studies.

It is dangerous in these days to refer to the simple past, but there is one definition of education given long ago that is worth recalling: "Education is the influence of the teacher over the pupil with a *definite* end in view." There is instruction that is key-knowledge,—it unlocks the various avenues of learning. This kind of instruction is funda-

You Are Viewing an Archived Copy from the New Jersey State Library

mental. It is appropriate for the schools and by means of the tax budget. It should be constantly emphasized.

The State normal schools are an organic part of the school system of the State. They grow out of the State system as a directorate grows out of a company. They are set apart from the other schools of the State only as a department in any institution is separated from the rest of that institution. It is hard to appreciate this fact only as it is difficult to acquire a State view-point and realize large community action. The word State has had such emphasis in our vocabulary that we think of it as a being apart from the people,—hence we hear localities remark that they would resent State interference, or invite State aid. How much more pertinent it would be should they remark that they would resent interfering with themselves, and invite helping themselves.

The public schools are the State's institutions for the teaching of whatever the people wish taught. The normal schools are provided for the preparation of teachers to teach in the public schools whatever the people wish taught in those schools. The problems of education are so intimate in all their parts that conference and co-operation should be the constant talisman.

The greatest danger to education is the adherence to customs and traditions because of their honorable origin long after the causes that brought them into existence have become modified or entirely changed. There was a time when Latin was the one thing needful, but to-day the sciences have been born and are expressing themselves in our occupations. The study of an ancient subject may be of value as a process of thinking, but if it solves no useful problem it is extravagant.

There never was a time when there was greater need of true economy of effort, true efficiency in education, than there is at present. The unrest that is prevalent in labor, in business, in the professions and in government has pervaded the schools. Some would commercialize them, some would make of them mere trade centers, some would make of them mere amusement halls, some would make of them places of detention, some would make of them time markers, some would make of them machines to perpetuate their own peculiar notions. This unrest will be followed by development or deterioration, depending upon the clearness of our thought and the nature of our purpose.

The above comments are made to emphasize the fact that education is not a private or local matter, but rather a general or state matter, and that if our State is to succeed it must be organized and have its State centers as well as its local centers of learning. These State centers should be the normal schools, the institutions the State has built for its State work.

Learning to teach is learning the problems of education, and learning the problems of education is learning the people's interests, the interests of all the people, and not simply of any one class, as the very young children's.

We have not yet fully outgrown the disposition to patent education and commercialize it, but we are making progress. Our normal schools should teach the health conditions and the health laws of the State, the industrial conditions and practices, etc., and those interested in these various lines should visit the normal schools and co-operate in every way they can for the sake of the common interests of the people. It makes no difference by what names State institutions are called, but it makes a great difference what use is made of these institutions.

The legislature of last winter responded graciously to the most urgent need of our school. They made an appropriation of eighty-five thousand dollars for enlargement and improvements. Plans were prepared by the State architects and bids were received with the result that we were able to contract to build a new wing to accommodate the li-

You Are Viewing an Archived Copy from the New Jersey State Library

brary, manual training, domestic science, botany and zoology, physics, and class music departments, and to add another story to our gymnasium.

The legislature also gave us an appropriation of sixteen thousand dollars for the purchase of a lot on Model Avenue for a play-ground, and the consequent release of our present ball field for plant growth and outdoor activity of a narrow range. These changes and improvements will enable us to take some more students, and will greatly expand the nature of our work and increase our usefulness.

The legislature likewise so amended the school law that the townships are permitted to send pupils to the State Model High School, as well as to the city high schools. This act brought us to our own, and made us really and truly a State institution in every sense of the word.

We have great reason to appreciate the confidence shown us in so practical a manner by the legislature of 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

Annual Report of the Montclair State Normal School

For the Year Ending June 30th, 1913.

CHARLES S. CHAPIN, Principal.

You Are Viewing an Archived Copy from the New Jersey State Library

Montclair State Normal School.

CHARLES S. CHAPIN, PRINCIPAL.

The membership of the New Jersey State Normal School at Montclair for the year ending June 30, 1912 was 438; for the school year ending June 30, 1913, 477. The enrollment for the Fall term 1913, as indicated by registration cards already received, will be 483.

This school has been in existence five years and has graduated 433 persons. Of these 21 have married and are not teaching, five have removed from the State.

CHANGES IN THE FACULTY.

Six changes in the faculty became effective June 30, 1913.

Miss Edith M. Tufts, who has been for three years at the head of our department of practice teaching, resigned to marry. Her ability, skill, and tact have made this department of our work very successful and much of the success of the school is due to the character of this work.

Miss Myra I. Billings, who will succeed Miss Tufts, was associated with me at the Rhode Island Normal School in a similar capacity and has had a wide range of experience as principal of the elementary department of the Jacob Tome Institute and as primary supervisor of Atlantic City.

Miss Minnie L. Davis, associate in psychology, leaves us to become primary supervisor in the public schools of Richmond, Va. She is succeeded by Dr. Helen D. Cook, a member of the psychological department of the faculty of Wellesley College.

Mr. Cheshire I. Boone, head of the Manual Training department since the opening of the school in 1908, has retired from school work and is now engaged in business in Washington, D. C.

Miss Leonora E. Taft resigns and has become superintendent of schools in a New England town.

Miss Isabel C. Bonnell of Vassar College succeeds Miss Taft.

Miss Mary M. Craig, who has been teacher of vocal music and registrar since the opening of the school, 1908, resigns in order to marry. Her place will be occupied by Charlotte G. Marshall, B. A., who has filled a similar position at the Montclair High School.

Miss Blanche E. Welch, teacher of penmanship, has resigned and is succeeded by Miss Gertrude A. Grant, who will also have charge of the vocal music, formerly under the direction of Miss Craig.

IMPROVEMENTS.

The improvements to the grounds are nearly completed. The lawn at the north of the building has been remade and the contract completed. The driveway with gutters is completed, and a concrete sidewalk five feet wide has been laid from the junction of Valley Road and Normal Avenue to the Erie Railroad station. Three tennis courts have been built. The grounds at the front of the building have been graded, the lawn has been made and a retaining wall constructed on the Normal

You Are Viewing an Archived Copy from the New Jersey State Library

Avenue side. The contract of the F. W. Gibbs Contracting Co. and the second contract of Barney Recennillo have been completed satisfactorily and the work has been accepted. The Committee on Normal Schools has not accepted the front lawn, which has been made under the first contract of Barney Recennillo, but will withhold a part of the contract price until next Spring, when he will have an opportunity to complete his work in a satisfactory manner.

PROGRESS OF THE SCHOOL.

A great Frenchman has said that "the annals of peace are stupid." This year has been so quiet and uneventful that the record of the school would make uninteresting reading. There have been no changes of policy. The attempt of the year has been to strengthen the class room work and to inspire in pupils the spirit of willing and thorough work. In a large measure the attempt has been successful and I feel that the school has never been stronger at any time since its beginning.

I call your attention to an apparent need of definite legislation by your Board. The Committee on the Montclair Normal School of the former State Board of Education voted, "All candidates for admission shall be examined by a woman physician selected by the school to determine whether they are free from any disease or infirmity which would unfit them for teaching; and any student may be examined by this physician at any time in her course to determine whether her physical condition warrants her continuance in the school." So far as I know, this rule applies only to the Montclair State Normal School. As some discussion has been made of this requirement for admission, it would be well to harmonize the rules for admission and the practice of the three State Normal Schools.

The practice at Montclair has been to reject a candidate who was too lame to engage in gymnastics on the ground that gymnastics is a part of the prescribed course of study for every student and that the principal cannot sign a diploma which states that a student has covered satisfactorily the work of the course, unless she has taken gymnastics as well as other subjects. We have admitted and graduated lame students, provided they were not too lame to do all our required work. Applicants who are too deaf to hear the ordinary speaking voice across a school room have been rejected. Cases sometimes arise which are perplexing, but the general principle has been that a Normal School ought not to graduate a student who has any defect or infirmity, or disease which would make her an unfit teacher. The present rule at Montclair seems to me to be well expressed and to be sufficiently explicit, provided that it is administered impartially and fairly. In view of correspondence and discussions between members of the Board and myself on the subject, I suggest that the present State Board of Education pass upon this rule or frame another which shall guide the principals in the selection of candidates along the lines of physical qualifications.

APPROPRIATIONS.

I call the attention of the Board to a few brief statements of our financial needs for the year beginning November 1, 1914.

The maintenance appropriation for the present year will not need to be increased. It was obtained for a school of 477 pupils and, as we have reached our maximum capacity, we have demonstrated that the present appropriation is sufficient.

The appropriation for repairs, improvements, and insurance, will need to be increased. Our present appropriation is $3,000. The insurance upon the building and contents will expire November 20, 1914.

You Are Viewing an Archived Copy from the New Jersey State Library

As the present insurance cost $881.26, it would seem wise to ask for an appropriation of $4000 for the year beginning November 1, 1914.

The failure of the Legislature of 1913 to grant our request for $1500 for practice teaching in the supplemental appropriation and $8000 for the same object in the general appropriation leaves us in a very unsatisfactory condition. Unless we can have a supplemental appropriation of at least $1500, we shall be obliged to abandon some of this work for the Spring term of 1914. The present appropriation of $6000 does not enable us to train classes of the size which we are now graduating. I urge upon your Board most earnestly that a special attempt be made to secure $1500 for practice teaching in the supplemental bill and $8000 in the general bill. I submit again two paragraphs on the matter of appropriations for practice teaching copied from my annual report for year ending June 30, 1912.

"A regular annual appropriation for practice teaching will enable us to assemble gradually a picked force of critics, who will gain in efficiency with each added term of service. It is difficult to understand why the appropriation for practice teaching should not be made a part of that for maintenance, so that the Normal Schools may know that they can depend upon it in making their plans for each school year. If both appropriations could be merged in one, to be known as the appropriation 'for maintenance including practice teaching,' the State Board of Education would be able to shift expenditures from one part of the appropriation to the other as the needs of the work might appear.

"Such an arrangement would cost the State no more and would add materially to the permanency, ease and efficiency of administration of the Normal Schools."

In conclusion it is a pleasure to express my appreciation of the confidence which your Board has given to me and of the efficient and devoted service of the Normal School Committee.

You Are Viewing an Archived Copy from the New Jersey State Library

Annual Report of the New Jersey School for the Deaf, 1912-3

JOHN P. WALKER, Superintendent.

You Are Viewing an Archived Copy from the New Jersey State Library

School for the Deaf.

JOHN P. WALKER, PRINCIPAL.

Gentlemen: The thirtieth year in the history of the School for the Deaf was closed on the 31st day of October, and, happily, the first year of its fourth decade opens with ample space within its buildings to accommodate all of the deaf children of the state applying for admission. We were able to receive all wishing to enter in the fall of 1908.

Since that time we have been obliged at the beginning of each session to defer action upon a number of applications, and, in the fall of 1912, the waiting list had grown to twenty-eight. The outside capacity of our school, heretofore, has been but a hundred and fifty, although, at times, more have been crowded in. The building provided for at the last meeting of the Legislature, and completed in August of the current year, will alone accommodate a hundred and twenty boys. On the first floor of this building there is an office, a finely equipped study and reading room, forty by eighty, and a supervisor's sleeping room; on the second floor, a supervisor's room, a dormitory, forty by eighty, containing sixty beds, and a wash-room and toilet, and a third floor similar to the second. The basement is divided into three parts, the main central section being a locker-room containing an ample steel locker for each boy and having sufficient space for the trunk of each, with well appointed bath-rooms and toilets at each end. The building is fire-proof throughout and modern in every way, and affords, in ample measure, the opportunity for expansion so long sought by the school. The removal of the boys to the new hall not only brings segregation to the sexes, but, as well, gives amplitude of space to the girls who remain in the old building. The benefits accruing from the addition are many and various, and the school is to be especially felicitated upon the fact that by a little rearrangement we may now receive almost as many again children as in the past, a number that we probably shall not be called upon to exceed for two or three years to come. The single regret is that the girls' hall is not a completely fire-proof one also. In their hall, however, the danger is reduced to a minimum by the installation of fire-buckets, fire-extinguishers and auxiliary fire-alarms, and by the presence of three broad stair-ways, ample fire-escapes, broad piazzas and fire-ladders. The occupants of each dormitory are under the immediate care of a member of the resident household who is responsible for their safety and well-being.

Of the 170 children thus far enrolled for the coming term, 101 are boys and 69 are girls. They are all residents of the state and every county except one is represented.

With the expanded household and increase in the number of pupils there has been re-arrangement and expansion of both academical and industrial work. There has been better classification and the course of study arranged by a committee of the Teachers' Association consisting of Miss Vail, Mr. Sharp, Mr. Johnson, Miss Tilson and Miss Brian, has been found a great aid, and the fact that children are coming to us younger, many now entering at six or very soon thereafter, all tend to produce better results in every branch of their education. This is especially noticeable in the greater facility with which they are learning speech and the more ready acquisition of an ability to read the lips of

You Are Viewing an Archived Copy from the New Jersey State Library

those around them. Then too, the existing law allowing the child the advantages of the school between the ages of six and twenty-one, if it comes at six it has an amplitude of time to acquire a good common school education and a thorough knowledge of a trade. The brief course our children have had with us, heretofore, has been a great handicap. As stated in my last report, the children leaving during the summer of 1912 had averaged scarce more than five scholastic terms of ten months each with us, the lure of the shop and of home taking them away when they were but half educated. Not a few come to us long after the age of six, when the years allotted for their instruction are largely passed, and their time with us is necessarily brief. To get the best results, we must have the child as soon as it reaches the prescribed time for entering, and then be allowed to keep it at least until it is eighteen. The children who left us in June of the current year averaged seven terms, a marked improvement in this regard.

With the new courses of study that have been arranged for the children, there have come a number of changes in the academical work of the school tending greatly to increase its value. A system of rotation of the higher classes has been established, reading periods have been arranged, a full hour of close application has been insisted upon during the evening of each day, absenteeism has been reduced to a minimum, and every possible effort has been made to bring out the best there is in each child.

The trade has continued to hold a place of the highest importance, every child of sufficient size and strength being engaged for at least two hours a day in learning some kind of handicraft. The aim of the industrial department continues to be, not a general manual training, but the specific teaching, to each, of some particular trade, something that the child can turn to immediately upon leaving school and make a good living. To the trades already taught, those of linotype operating, printing, half-tone engraving, wood-working, shoemaking, painting, dressmaking, millinery, embroidering and scientific repairing there has been added, during the summer, that of baking. This trade has been taught for some years in the Pennsylvania Institution for the Deaf and Dumb, and the boys learning it have been uniformly successful in obtaining paying positions after their graduation, and for this reason and because it also furnishes the children with a supply of the most wholesome bread, our Committee decided to have it installed. The rooms in the Industrial Building being completely occupied, the large room on the second floor, at the south end of the west wing of the main building was taken for the purpose, and an oven was erected. Mr. Burtus Carson was placed temporarily in charge, and work was begun on the 1st of October. The quality of bread turned out since, has been of the finest, and the boys assigned to the work have taken hold with commendable interest.

A second linotype has been placed in the Printing Department, making it the only department of the kind in any school for the deaf in the world possessed of two such machines. Experience has taught us that linotype-operating is one of the very best of all occupations for the deaf, our boys uniformly attaining the highest success in its use and commanding salaries rarely obtained by the average workman in any other line; and already we have more applicants for instruction on the new machine than can be accommodated. The other needs of the printing-office have been supplied, and, as well, the requirements of all the other trade departments have been fully met, the instructors are all thoroughly skilled ones, and the progress of the classes was never more gratifying.

The physical condition of the children has been especially safeguarded. The most careful attention by a skilled physician, a trained nurse, a painstaking physical director and watchful supervisors, has been vouchsafed them, and pure air, nutritious food, and hygienic sur-

You Are Viewing an Archived Copy from the New Jersey State Library

roundings have ever been theirs. Especial effort has been made to conserve their manners and morals and to eradicate every blemish of character that might militate in any measure against their future success.

A careful pruning of the trees, sedulous care of the lawns, and complete repairs to the buildings together with re-painting of the latter inside, and out, have kept our plant in the best possible condition for the work to be done.

The monthly discussions of every phase of the work of the school at the meetings of our Teachers' Association, and the presence of your superintendent at the conference of superintendents and principals in Indianapolis, have kept us apace with all modern thought in regard to the education of deaf children.

The moving picture machine introduced in the fall of 1912, has proved to be of the greatest value to the school, as a means of instruction. The processes of manufacture of articles in every-day use, the geography of the various countries of the world and the manners and customs of their inhabitants have been brought to the school-room, and Bible history, natural history, and the history of nations have been placed before the minds of our little ones with such vividness, as to make indelible the impressions, giving not only the salient facts of the lessons, but, at the same time, developing rapidly the judgment and reasoning of the child. The films are being extended to take in every variety of subject and the machine promises to be of yet greater value as the years go by.

There has been but a single change in the personnel of our teaching staff during the twelve-month; the addition of Miss Ethel Brown Warfield. Miss Warfield is a normal graduate who has taken a number of courses at the Johns Hopkins University, and who has been especially fitted by a long experience for the position she has taken with us. Her work thus far gives every promise of the highest success.

The standard maintained, in every department, during the year just closed, has been distinctly in advance of that during any preceding year in the history of the school. The provision for the work has been sufficient to meet every necessary demand, the work done by the Committee on the school has been "without ceasing" and the results have justified the provision and the effort. With the conditions continued the future cannot but be as full as now, of fruition to the work.

You Are Viewing an Archived Copy from the New Jersey State Library

Annual Report of the Manual Training and Industrial School for Colored Youth

You Are Viewing an Archived Copy from the New Jersey State Library

Manual Training and Industrial School for Colored Youth.

JAMES M. GREGORY, PRINCIPAL.

Gentlemen: I herewith submit the following report of the Manual Training and Industrial School for Colored Youth at Bordentown, New Jersey for the School year ending August 28, 1913. The financial statement which is included in this report covers the fiscal year ending October 31, 1913.

There were enrolled in the school during the year 116 students (54 boys and 62 girls) our accommodations not permitting us to receive any more. These students represented 13 of the 21 counties of the state.

We have devoted our energies this year to the vitalizing of the industrial feature of the school. We have striven to make the trade the center or core of the instruction, fortifying and making more intelligible this work by closely related academic training. Following the suggestion of Assistant Commissioner Lewis H. Carris, we have adopted the project plan and have found it very effective in testing and developing the efficiency of the student.

The date of the Commencement was changed from June 15 to August 28, because of the summer session of the school. A departure was made in the character of the Commencement in that practical demonstrations were given of work in the different industrial departments by members of the senior class. We feel that the originality and uniqueness of these demonstrations mark a forward step in objectifying to the public the work of the vocational school. These demonstrations were given by Harrison Delaney in Tree Surgery, Lena Mathews in Making Yeast Bread, Marion Allen, Harriet Reed and Madeline Tucker in Butter Making, Andrew Woodlyn in Corn Growing, Quincy Jones in Hanging a Window, and Bella Farmer in the Care of a Room. These, with Luella Jones, Catherine Mitchell, Phillis Rydings, Sadie Wright and Blanche Lee received the diploma for completing the regular course of the School. Industrial certificates were granted to Lena Mathews in Dressmaking, Harriet Reed in Dressmaking and Dairying, Luella Jones in Dressmaking and Cookery, Marion Allen in Dressmaking and Dairying, Madeline Tucker in Dressmaking and Dairying, Blanche Lee in Dressmaking and Household Arts, Sadie Wright in Cookery, Phillis Rydings in Household Arts, Bella Farmer in Household Arts, Andrew Woodlyn in Agriculture, Harrison Delaney in Horticulture and Quincy Jones in Carpentry. Blanche K. Lee delivered the valedictory.

Col. D. Stewart Craven, Chairman of the Manual Training and Industrial School Committee, delivered an address in which he congratulated the School upon its Commencement exercises and also upon the excellent work of the school year. He pledged his energies to the advancement of the School and declared that political influence should play no part in the conduct of the Institution.

Dr. John P. Sampson of Morristown, the Chairman of the original meeting called to establish the School and consequently acquainted with

You Are Viewing an Archived Copy from the New Jersey State Library

its entire history, gave a stirring address to the class, in which he feelingly referred to the administration of the School in its courage and in its indomitable pursuit of the purposes for which the School was founded, and urged the graduates on to industry, intelligence and goodness.

Assistant Commissioner Carris presented the diplomas and certificates to the graduates and took occasion to refer to the Commencement exercises as unique in the educational history of the State. Mr. Carris gave a very clear statement of the policy and ideals of vocational education, laying stress upon the obligation of the State to educate all her citizens for the earning of a livelihood, excluding no one on account of limited abilities. We are deeply indebted to Mr. Carris for his valuable suggestions in pointing out to us the standards of vocational education and in sympathetically guiding us toward these standards.

The music consisted of selections by the Ironsides Band made up of boys in the School, and chorus singing by the students for which instruction was given by Mrs. Ellen N. Brooks.

The following prizes were awarded by Dr. Matthew Anderson, Principal of the Berean Manual Training and Industrial School of Philadelphia. The Dr. William H. Shipps Prize of a silver medal for the highest scholarship during the year was awarded to James W. Johnson of Bound Brook; The James M. Gregory Prize of a sewing outfit for the greatest advancement in Plain Sewing was awarded to Virginia Johnson of Elizabeth; The Mrs. James M. Gregory Prize for the best notes of lectures on Household Arts was awarded to Bella M. Farmer of Plainfield; The Sneider Prize for proficiency in the mending of harness was awarded to John Washington of Bordentown; The George W. Clark Prize of $2.50 for proficiency in the planting and cultivation of field crops was awarded to Edwin Collins of Woodstown; The George W. Clark Prize of $2.50 for proficiency in the care of live stock to John Washington of Bordentown.

The exhibits displayed in the morning of Commencement day in sewing, cookery, canning, carpentry, gardening, animal husbandry, farming, and in English as correlated with the industrial work, were regarded by the throng of visitors as the most satisfactory in the history of the school. The large and representative gathering of people of both races from different sections of the State was loud in its praises of the practical character of the Commencement exercises and all expressed a confident hope in the increasing usefulness and power of the School.

In the Agricultural Department every effort has been made to produce the best and largest crops by properly plowing, planting and cultivating. No weeds or pests have been allowed to exist where it was practicable to prevent their growth. The result is seen in the following crops:

400 bu. Oats	225 bu. Wheat
60 " Rye	250 " Potatoes

These crops would have been even larger had it not been for the growth of mustard with the oats, the unusually dry weather in the case of the potatoes and the turning under of the rye to plant corn. Our potato crop was made up of first size tubers with but few second size ones, showing that it is possible to grow a high grade of potatoes under favorable conditions. The ground from which the potatoes were dug has been properly worked up and a cover crop composed of rye, vetch, crimson clover and turnip has been planted. This cover crop will be grazed and turned under next spring and potatoes again planted. 40 tons of hay have been cut and stored away in excellent condition. Our sweet potatoes, amounting to 20 bushels, and our corn crop, amounting to 2000 bushels, have been harvested. Rape, peas, oats, buckwheat, millet, vetch and crimson clover have been planted for green feed or soiling crops. By their use all stock has been kept in splendid condition. Mangel wurzel has been grown as winter feed for the poultry.

You Are Viewing an Archived Copy from the New Jersey State Library

In ten months our dairy herd has produced 18,302 quarts of milk at 5 cents or a total value of $915.10. Four beef calves sold at the rate of $18.00 per head and one calf and one heifer are now in hand.

In seven months 8993 eggs have been produced and over 700 chicks hatched. Poultry husbandry is young here and one of the growing industries of the department of Agriculture.

5302 lbs. of pork has been killed and many pigs sold; 19 head are now on hand for killing. Our herd has been strengthened by the purchase of a pair of registered Berkshire pigs.

Two mules are held by the department of Horticulture, leaving five horses for the department of Agriculture. These horses are looked after daily and kept in the best possible condition.

During the summer session the creamery was opened and the students given practice in handling milk, testing it, and in butter making. This field is a very attractive one, especially for the girls. A special building is needed for this work.

Regular instruction has been given throughout the year in Animal Husbandry, Agriculture, Swine Husbandry and Dairying. In addition to the text books the bulletins from the various Agricultural Experiment Stations have been freely used in instruction. Special attention has been paid to plant diseases, insects and insecticides, and the eradication of weeds. A strict account of the income and outgo of the department has been kept and has given the students excellent practice in practical bookkeeping.

Because of the growth of the School it was found necessary to establish the Department of Horticulture and pleasing results have been already secured in this field. A general plan is being pursued in connection with the development of the campus. The work done to date includes the finishing of paths, removal of stumps, grading, and the doctoring of trees.

The gardens were in charge of the Junior class and were worked on the project plan, that is each student was given a particular section to cultivate and was held responsible for it. A careful daily record was kept of the work done and of the vegetables produced. The boarding department and the families of instructors have been kept supplied with the products of these gardens at regular market prices. The following articles have been thus disposed of: 42 bushels Kale; 176 crates squash; 1 bushel cucumbers; 25 bunches pie plant; 251 quarts cherries; 25 gallons sour krout; 6 bushels beets; 52 dozen ears of corn; 28 bushels peas; 20 baskets of peaches; 35 bushels string beans; 265 heads cabbage; 308 quarts strawberries; 17 bushels navy beans; 8 bushels mustard; 18 bushels spinach; 500 heads lettuce; 40 quarts blackberries; 16 quarts raspberries; 35 bushels dried onions; 12 bunches beets; 776 bunches asparagus. Besides these articles we had watermelons, muskmelons, grapes, eggplants, brussels sprouts, lima beans, cauliflower, peppers, pumpkins, okra, peaches and apples.

In the Carpentry Department the results have reached the high standard of former years. Regular instruction was given throughout the year and the Department has the following results to show:

1	Chicken house, 100 ft. by 16 ft. (10 pens)	$500.00
1	Colony house, 6 ft. by 10 ft.	25.00
3	Brooder houses, 5 ft. by 2 ft., @$15	45.00
12	Dining room chairs, @ $12	144.00
1	Wagon tongue	2.50
3	Sets of double trees, @$5	15.00
6	Single trees, @$1	6.00
1	Marker rod for corn planter	1.00
	Moving tool barn	150.00

You Are Viewing an Archived Copy from the New Jersey State Library

	Railing at Girls building	7.00
	Setting pump at farm house	10.00
3	Wire screen doors, @$3.50	10.50
1	Lathe bench	12.00
	Building mule stalls	150.00
	Concreting cow barn	55.00
	Concreting dairy entrance	100.00
1	Rip saw table	15.00
	Addition to Carpentry Shop 26 by 22 ft	250.00
	Total value of work done	$1498.00

In addition to the above work repairing and miscellaneous work was done by this department as follows:

Window and door panes	$14.50
Covering 382 ft. with wire netting	11.43
Repairing 40 sets bed room screens....@20c	8.00
14 Pocket shelves	66.00
Repairing 18 chairs....@50c	9.00
Repairing 2 pairs double doors	10.00
Placing 10 morticed locks	12.30
Repairing 12 locks....@25c	3.00
Painting walls	15.00
Repairing dresser	22.00
Painting 573 yds. wall surface....@25c	143.00
Painting Metal ceiling	6.50
1 Portable pig house	20.00
Varnishing 50 yds. wood work....@20c	10.00
Laying 336 ft. concrete walk....@14c	47.00
Adjusting refrigerator in creamery	15.00
Concreting floor in creamery	8.00
4 Screen doors and partitions	19.00
Laying 120 ft. drain pipe	25.00
70 ft. of 5½ chair-back moulding	8.00
Commencement platform	70.00
Repairing sills to barn	14.00
	$498.86

The Girls' Department saw marked development during the year. Good results were obtained in the Sewing Department. The students aside from doing the regular sewing and mending made their own dresses and those made by the seniors for Commencement are especially worthy of mention. Excellent results were obtained also in basketry during the summer session.

The Laundry has handled practically all of the washing of the school, the girls doing the major portion of it. The Laundry was conducted during the summer session by one of the senior girls.

In the Department of Cookery the girls have accomplished more than in any previous year; and during the summer the dining room work and the preparation of the food, were done by the girls, while the baking, canning and general cooking were all carried on with student labor.

In the Housekeeping Department satisfactory results were realized, the girls not only acquiring a skill in caring for a home, but also a real delight in the work itself.

The general community life of the School was pleasant and wholesome, the conduct of the students good and the general moral tone high.

You Are Viewing an Archived Copy from the New Jersey State Library

FINANCIAL REPORT FOR YEAR ENDING OCTOBER 31, 1913.

Annual Appropriation	$18,000.00
Additional Appropriation for extending school term	1,000.00

Received from scholars, teachers and others:

For Board	$5,631.93	
" Laundry	412.25	
" Music	77.00	
" Medical fees	117.00	
" Farm Products	363.50	
" Sundries	103.13	
" Registration	86.00	
		$6,790.81
Total Receipts for year		$25,790.81

Expenditures:

Administration Expenses	$12,877.41
School Supplies	248.75
Table Supplies	3,847.64
House Supplies	202.64
Heat, Light and Power	1,539.77
Betterments	1,450.00
Repairs	913.35
Miscellaneous Expense	1,364.12
Farm, stable and grounds	3,438.82
	$25,782.50
Balance unspent	8.31
	$25,790.81

Special Appropriations for year 1912-1913.

For New Boys' Dormitory	$20,000.00
" Remodeling and Improving Girls' Dormitory	500.00
" Enlarging Carpenter Shop	250.00
	$20,750.00

In regard to these appropriations the Boys' Dormitory is let out on contract and the building under way.

The Girls' Dormitory has been completed and the money expended added to the valuation of the building.

The Carpenter shop has been enlarged and the money used has been added to the valuation of the building.

ITEMIZED STATEMENT OF MISCELLANEOUS EARNINGS FOR YEAR ENDING OCTOBER 31, 1913.

Dressed Pork	$420.00
Pigs, alive	134.55
Horse and Cart	4.00
Calves	54.75
Wood	152.50
Dressmaking Dept.	36.74
Vegetables	2,585.83
Miscellaneous	54.37
Milk	1,002.73
Chickens	462.33
	$4,907.80

You Are Viewing an Archived Copy from the New Jersey State Library

Of this amount $470.65 was cash receipts from farm products, sundries, etc.

The balance of $4,437.15 represents farm products used or consumed by the school during the year.

TRIAL BALANCE NOV. 1, 1913.

Land	$11,200.00	State of N. J. operating.	$2,520.22
Administration Bldg	23,800.00	Acc. payable (Oct.)	1,639.45
Mansion	6,000.00	Appropriation for Water supply	3,421.14
Girls' Dormitory	19,125.00	Appropriation for New Boys' Dormitory	20,000.00
Laundry Bldg	4,197.00	State of N. J. Investment	101,936.97
Farm	300.00		
Carpenter shop	1,150.00		
Stable and Hennery	500.00		
Printing Shop	574.00		
Farm Bldg	2,123.42		
Farm House	1,400.00		
Infirmary	4,779.00		
New House	1,500.00		
New chicken house	499.50		
Furniture and fixtures	9,166.82		
Live stock	3,836.00		
Sewer system	542.65		
Water system	2,475.00		
Trees and shrubbery	2,677.85		
Farm machinery and tools	2,444.39		
Machinery and tools	1,229.35		
Fire system	793.95		
Wagon carriages, etc	442.00		
Table supplies	300.45		
New green house	675.00		
Heat, light and power	169.50		
Repairs (Bricks and cement on hand)	80.00		
Farm, stable and grounds	2,800.00		
Walks, roads and fences	507.04		
Accounts receivable	221.44		
State Treas. Imp. Appropriation	23,421.14		
Cash	588.28		
	$129,517.78		$129,517.78

In conclusion I wish to say that our efforts to develop the school in its industrial efficiency and social influence would have been of no avail without the wise and sympathetic direction of the members of the State Board of Education, and of the gentlemen of the Manual Training and Industrial School Committee in particular, Col. D. Stewart Craven, Dr. John C. VanDyke and Mr. Robert A. Sibbald, together with the expert supervision of Assistant Commissioner Lewis H. Carris of the Department of Public Instruction.

You Are Viewing an Archived Copy from the New Jersey State Library

School of Industrial Arts of Trenton.

You Are Viewing an Archived Copy from the New Jersey State Library

School of Industrial Arts of Trenton.

ROBERT C. BELVILLE, SECRETARY BOARD OF TRUSTEES.

Financial Statement of Board of Trustees of Schools for Industrial Education of Trenton for Year ending June 30th, 1913.

RECEIPTS.

Balance City Appropriation for City fiscal year ending February 28th, 1913	$8,000.00	
State Appropriation, duplicating City Apprn.	10,000.00	
Tuition and enrollment fees	2,309.58	
Materials sold pupils	1,645.71	
Interest on Deposits	101.98	
Rent of Prudence Hall	95.00	
Prize Money	198.69	
	$22,350.96	
Balance on hand July 1st, 1912	656.02	$23,006.98

DISBURSEMENTS.

Teachers' Salaries	$14,461.78	
Janitors' Salaries	870.00	
Fuel	484.95	
Light and Power	675.60	
Furniture and Equipment	1,180.07	
Printing	630.10	
Materials	1,474.48	
Advertising	129.42	
Secretary's Salary	250.00	
Repairs	373.00	
Miscellaneous	770.21	
Models	229.50	
Library	92.75	
Prizes	227.84	
	$21,849.70	
Cash Balance June 30th, 1913	1,157.28	$23,006.98

I submit herewith my annual report of the School of Industrial Arts of the City of Trenton.

The School was established (1898) in pursuance of "An Act providing for the Establishment of Schools for Industrial Education," approved by the Senate and General Assembly of the State of New Jersey, March 24, 1881.

The Act provides for "the establishment and support of schools for the training and education of pupils in industrial pursuits (including agriculture), so as to enable them to perfect themselves in the several branches of industry which require technical instruction."

You Are Viewing an Archived Copy from the New Jersey State Library

The School is supported by the State of New Jersey and the City of Trenton, and is in charge of a "Board of Trustees of Schools for Industrial Education of the City of Trenton," appointed by the Governor of the State.

The School offers courses in fine art, industrial art or fine art applied to the industries, in several of the art-crafts and in dressmaking and millinery. It offers, in evening classes, to men and boys employed during the day, vocational courses for the machine, building, electrical and pottery trades, and, in day classes, courses for boys who wish to fit themselves for careers in the industries. In co-operation with the State Normal School at Trenton it offers courses for the training of teachers of industrial art for the public schools, and, in addition, it conducts classes for children on Saturday mornings.

ENROLLMENT OF STUDENTS 1912-13.

Total number enrolled		645
Males	455	
Females	190	645
Attending evening only	523	
Attending day only	99	
Attending both day and evening	23	645

SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL.

Machinists and Machinists' Apprentices	95	
Others employed in Shops, Mills and Factories	58	
At Home	58	
Students from other schools	102	
Clerks, Stenographers, Bookkeepers, etc	79	
Art Students	14	
Employed in the Potteries	45	
Building Trades	40	
Electrical Trades	17	
School Teachers	31	
Pattern Makers	11	
Draftsmen and Designers	13	
Housekeepers	10	
Dressmakers	6	
Various other trades and professions	56	
No occupation reported	10	645

ENROLLMENT IN DEPARTMENTS.

Fine Art	178	
Art-Crafts	37	
Mechanical	257	
Architecture	55	
Electrical	10	
Chemical	37	
Dressmaking and Millinery	72	
Childrens' (Saturday only)	41	
	687	
In more than one Department	42	645

Respectfully submitted,

FRANK F. FREDERICK.

Director School of Industrial Arts.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of Hoboken Industrial School.

You Are Viewing an Archived Copy from the New Jersey State Library

Hoboken Industrial School.

DAY SCHOOL FACULTY.

1912-13.

E. G. Traua		Principal
P. R. Stewart	Wood Shop	Instructor
F. R. Davis	Vocational Education	"
A. T. Haralla	Wood Shop	"
E. E. Haddenhorst	Clay Modeling	"
Hazel M. Backus	Household Science	"
	Vocational Education	"
Helen Gunkel	Sewing	"
	Vocational Education	"
Marie Meharg	Sewing	"
Minnie Birch	Sewing	"
Evelyn L. Backus	Clerk	"
	Vocational Education	"

EVENING SCHOOL FACULTY.

1912-13.

E. G. Traua		Principal
Leo Smith	Third Year Drawing	Instructor
E. J. J. Sievers	Second " "	"
C. A. Hoffman	First " "	"
Stewart Bell	Mathematics	"
Jennie Stratton	Third Year Dressmaking	"
	Second " "	"
Catherine Cutler	First " "	"
Hazel M. Backus	Household Science	"
Estella Leonard	Third Year Sewing	"
Helen Gunkel	Second " "	"
Minnie Birch	First " "	"
Ruth Johnson	" " "	"
Francis Cassidy	Millinery	"

PRINCIPAL'S REPORT.

Lady and Gentlemen: You will find herewith submitted the Twenty-Sixth Annual Report of the Department of Industrial Education.

DAY SCHOOL.

The Day School Department of Industrial Manual Training has been carried on very much the same as in the preceding year. Slight changes have been made in the Course of Study whenever necessary to increase the working efficiency of the school.

DAY SCHOOL ATTENDANCE.

Weekly Enrollment	1576
Average Weekly Attendance	1461

You Are Viewing an Archived Copy from the New Jersey State Library

PRE-VOCATIONAL SCHOOL.

For some years past, Hoboken has felt the need of some form of education that would better prepare boys and girls who intend or are forced to enter the industries. Such a school was organized and put into operation on Feb. 1, 1913. We began work with a class of five boys and ten girls. Since that time the class of boys has increased to a membership of seven, and the girls to fifteen. There have been many other applicants whom we have been unable to accommodate, owing to the lack of room. It is hoped that arrangements will be made for taking care of all who may wish to enter our school.

The Course of Study and other data will give some idea of what is being done.

COURSE OF STUDY.

Boys	*Periods per week*	*Girls*	*Periods per week*
Shop Practice	10-60 Min.	Household Arts	10-60 Min.
Wood		Sewing.	
Soft Iron		Hand	
Copper		Machine	
Foundry		Plain Cooking	
		General Housekeeping	
Shop Drawing	5-60 "	Design	5-60 "
Free Hand			
Mechanical			
Business Arithmetic	5-30 "	Practical Arithmetic	5-30 "
English and Composition	5-60 "	English and Composition	5-60 "
Reading		Reading	
Writing		Writing	
Spelling		Spelling	
Geography and History	4-30 "	Geography and History	4-30 "
Hygiene and Personal Habits	1-30 "	Hygiene and Personal Habits	1-30 "

You Are Viewing an Archived Copy from the New Jersey State Library

WEEKLY TIME CARD.

No.....

NAME.....

Week Ending

DAY	*Morning*		*Afternoon*		*Loss or Overtime*		TOTAL	JOB
	IN	OUT	IN	OUT	IN	OUT		
Mon.								
Tue.								
Wed.								
Thu.								
Fri.								
Sat.								

TOTAL TIME.....HRS.

Sup't.....

MATERIAL CHECK.

JOB_____

Lumber

Kind_____

_____

Quantity _____

_____

_____

_____

_____

Waste_____

_____

You Are Viewing an Archived Copy from the New Jersey State Library

Hardware

Kind _____

_____

Quantity _____

_____

_____

_____

Workman _____

Sup't _____

Date _____ to _____

JOB SLIP.

To Superintendent:

JOBS FOR BOYS.

Repair Call Bell in Janitor's Office.

Indicator works, but bell does not ring.

E. G. TRAUA,
Director.

PRE-VOCATIONAL ATTENDANCE.

Daily Enrollment	18
Average Daily Attendance	15

EVENING SCHOOL.

The interest manifested in the Evening School was more pronounced this year than the preceding year. The average nightly attendance has increased, and since we have made each subject a Three Year Subject, men and women of a more advanced age are entering our school. They recognize the possibilities of securing a good working knowledge of any one subject in three years of conscientious work. In previous years, a period of one hundred hours was considered sufficient, where three hundred hours are now given to each subject. We should consider this change a very important one, as we may now grant a diploma at the end of the course, which really stands for something. It is a pleasure to mention that we have many students, who, having completed a Three Year Course in one subject, are taking another subject.

Owing to the increase of students in the Dressmaking Department last fall, it was found necessary to organize another class, and secure the services of another instructor.

Two additional instructors have been added to the Evening School Faculty in the past two years, and if present indications do not fail, an assistant in Household Economics will be needed this coming fall.

The success of our Evening School is acknowledged by Educators and others who have visited our school while in session, and since the splendid exhibit mounted in our building March 13 and 14, 1913, and car-

You Are Viewing an Archived Copy from the New Jersey State Library

ried to New York on the occasion of the Eastern Art and Manual Training Association Meeting, March 20-21-22. Since this exhibit, we have had many calls at our Building for information along our line of work. It is a pleasure to be able to say that the success of the school is due to the splendid cooperation of the Trustees for Industrial Education in conjunction with a most perfect corps of efficient, pains-taking and loyal teachers.

Again, our being able to provide a line of instruction fitting the needs of the working boy and girl is reaping the reward in another way other than keeping up a record attendance. Twenty-four men, during the month of March, requested that classes in Mathematics and Drawing be maintained during the balance of the year, that they might prepare themselves for Entrance Examinations to Cooper Union. These men are doing excellent work, but perhaps it is not to be wondered at when we remember that they are all men who are out in the trades and realize the necessity of a well rounded education along the lines of their daily work.

EVENING SCHOOL ATTENDANCE.

	1910-11	1911-12	1912-13
Nightly Enrollment.....	203	313	246
Average Nightly Attendance.....	173	215	224

The following is a recommendation made by request of Your Honorable Board; after due deliberation by the City Board of Education and the Board of Trustees for Industrial Education, said recommendation was adopted and it will be put into operation this fall:

"Upon request of the Board of Trustees for Industrial Education, it has been my privilege to make a careful study of the Evening School Classes with this object in view:—To provide ways and means of eliminating the teaching of the same subjects in both schools.

"At present Drawing and Mathematics are being taught in both schools. This does not seem wise, as they should be taught in conjunction with the shop courses. Therefore, I would advise that this part of the Industrial Work be carried on in the High School Department.

"In so far as the Industrial Work for Girls is concerned, the Industrial School is very thoroughly equipped for teaching Domestic and Household Arts. Therefore, it would appear advisable that this department of the work be taken up entirely in that building.

"By following the above recommendations, there will be a saving in the number of teachers required and the amount of material used, and, at the same time, the efficiency of each school will be greatly increased by making each subject a Three Year Subject, with a special teacher for each year of the work."

CONTINUATION EVENING SCHOOL.

A Continuation School for a class of twenty-four men was organized on April 8, 1913. On April 15, 1913, these men reported for duty. A Mathematics Class covering Algebra and Geometry was formed and placed in charge of an instructor, while another class in Arithmetic and Mechanical Drawing was given to another instructor. These classes meet each Tuesday night from 7:30 to 9:30 P. M. at the Industrial School.

You Are Viewing an Archived Copy from the New Jersey State Library

Most of the work done by these men is done at home. They meet their instructor one night per week that he may help them over the difficult part of the work, and at the same time, meeting as they do tends to keep them interested in that which they have undertaken.

CONTINUATION EVENING SCHOOL ATTENDANCE.

Nightly Enrollment	22
Average Nightly Attendance	18

The writer wishes to express due appreciation for the splendid support, assistance and guidance given by all connected with the Department of Industrial Education.

Respectfully submitted,

E. G. TRAUA,
Principal.

You Are Viewing an Archived Copy from the New Jersey State Library

STATEMENT OF EXPENDITURES.
DAY SCHOOL.

(1)	General Administration.		
	(a) Personal service.		
	Secretary	$374.97	
	Clerk to Principal	400.00	
	(b) Supplies and Material.		
	Printing and stationery	20.80	
	Supplies	82.32	
	(c) General Expenses.		
	Telephone service	42.95	
	Advertising	78.50	
	sub-total		$999.54
(2)	School Administration and Instruction.		
	(a) Personal service.		
	Supervision	794.82	
	Teaching	5,508.98	
	Retirement fund	90.53	
	(b) Supplies and Material.		
	Clay modeling	69.48	
	Domestic Science	156.53	
	Sewing	40.68	
	Wood-working	725.51	
	(c) Equipment.		
	Domestic Science.		
	Sewing	18.00	
	Wood-working	40.70	
	Clay modeling	11.00	
	sub-total		7,456.23
(3)	Operation of School Plant.		
	(a) Personal service.		
	Janitor	999.96	
	Supplies and Material	36.67	
	Heat	600.00	
	Light and Power	300.15	
	Water	13.28	
	Miscellaneous	229.43	
	(b) Maintenance of plant.		
	Repairs	134.76	
	Equipment and replacement	35.90	
	sub-total		2,350.15
	Total cost of operation—Day school		$10,805.92

You Are Viewing an Archived Copy from the New Jersey State Library

EVENING SCHOOL.

(a)	Personal service.		
	Teachers salaries	$1,927.00	
(b)	Supplies and Material.		
	Domestic Science	277.41	
	Sewing	51.37	
	Drawing, etc	235.89	
(c)	Janitor's salary	130.00	
	sub-total		2,621.67

EVENING CLASS EXTENSION.

(a)	Personal service.		
	Salaries	50.00	50.00

PRE-VOCATIONAL WORK.

(a)	Salaries	475.00	
	Supplies and Material	24.78	
	sub-total		499.78

RECAPITULATION OF EXPENDITURES.

Cost of operation—Day school	10,805.92	
Cost of operation—Evening school	2,671.67	
Cost of operation—Pre-Vocational	499.78	
Total expenditures		$13,977.37

RECEIPTS.

Balance of fund, July 1st., 1912	606.13	
Appropriation City of Hoboken	7,000.00	
Appropriation State	7,000.00	
Interest on bank balances	94.54	
Balance of fund, June 30th, 1913		723.40
	$14,700.77	$14,700.77

SPECIAL FUND FOR EDWARD RUSS MEMORIAL.

Cash in Hoboken Bank for Savings $1,000.00

Respectfully submitted,

JAMES SMITH.

Treasurer.

You Are Viewing an Archived Copy from the New Jersey State Library

Report of Newark Technical School

(477)

You Are Viewing an Archived Copy from the New Jersey State Library

Newark Technical School.

Sir: The Newark Technical School has had an increased attendance in its Evening Classes during the year 1912-1913, which has been specially noticeable in the number of men from 25 to 40 years of age. While these men, as a rule, have not the quick power of perception of the younger students, they are as a rule more serious and realize their deficiencies so that there is no difficulty in holding their attention and keeping up their interest.

A class of foundrymen was graduated this year from a two year course whose members had been present every evening their class was scheduled for. These men were all moulders, working in foundries where it is not always possible to quit work at a certain time.

The general technical course of five years still remains the most popular, but the course in building construction is increasing in popularity as the character of the instruction given becomes better known by the outside work of those who attend.

The day classes in toolmaking and electricity are now firmly established, the equipment of the two laboratories having been further augmented during the year, so that we are now ready to give instruction in all the divisions included in those courses, and we have reason to believe the year 1913-1914 will show a considerable increase in the number of students.

In view of the great interest and large expenditures proposed for roads, pavements and public utilities for municipalities, it is proposed to establish a professional course in municipal engineering in 1914, if sufficient funds to carry on the work and provide suitable equipment can be obtained.

This course would be given to day classes and extend over four years. The field for such a course of instruction is a broad one and the lack of adequate knowledge as to the best types of pavements and road-making suitable for various conditions, such as traffic, climatic and sanitary, would seem to make it an attractive one for research and experimentation.

It is hoped to make the standard of scholarship required to complete this course such that it shall be worthy of a degree of Bachelor of Science in Municipal Engineering.

At a later date a syllabus of the proposed course will be forwarded to you for comment and approval.

Appended is the financial statement of the School for the year ending April 30, 1913:

PAYMENTS.

Salaries	$17,242.13
Expense account	3,983.23
New Equipment	2,781.44
Merchandise purchased	1,134.08
Lighting	861.82
Repairs	659.13
Furniture	550.50
Library	244.85
Power	183.84

You Are Viewing an Archived Copy from the New Jersey State Library

Mechanical Laboratory	186.38
Chemical "	179.94
Plumbing "	156.11
Electrical "	120.06
Plating "	61.02
Physical "	33.11
Electric Wiring "	9.09
Department of Design	45.00
Paid Models for services	99.28
Partition in Laboratory Building	75.00
Total payments	$28,606.11

RECEIPTS

Balance on hand May 1st. 1912		$17,989.51
City Appropriation		20,000.00
State Appropriation		10,000.00
Tuition fees received		2,152.50
Merchandise sold		1,073.13
Interest on deposits		712.96
Donation from Richard Varley, Class of 1888		257.00
Donation from a Graduate (anonymous)		200.00
Chemical apparatus destroyed		56.68
Received for Locker rents		10.50
Refund on Equipment		2.70
Total receipts		$52,454.98
Total payments	$28,606.11	
Transferred to Sinking Fund	5,000.00	
	$33,606.11	
Balance on hand	18,848.87	
	$52,454.98	$52,454.98
Mortgage loan		$40,000.00

SINKING FUND.

Transferred from expense account	$5,000.00
Interest	27.39
	$5,027.39

You Are Viewing an Archived Copy from the New Jersey State Library

Report of the Board of Trustees of the Teachers' Retirement Fund

For the Year Ending June 30th, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

Teachers' Retirement Fund.

REPORT OF THE BOARD OF TRUSTEES OF THE TEACHERS' RETIREMENT FUND FOR THE YEAR ENDING JUNE 30th, 1913.

Report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year 1912-1913; presented to the Annual Convention of the Teachers' Retirement Fund, held in the Assembly Chamber, State House, Trenton, New Jersey, at twelve o'clock, noon, on Saturday, September 27th, 1913.

To the Members of the Teachers' Retirement Fund of the State of New Jersey:

In compliance with the law, I have the honor to submit the report of the Board of Trustees of the Teachers' Retirement Fund for the fiscal year which ended June 30th, 1913.

Respectfully,

ELIZABETH A. ALLEN,
Secretary.

STATE TREASURER'S REPORT.

(NOTE.—*In presenting the State Treasurer's report, the Secretary has taken the liberty of inserting, in the statement of assets, the maturity of Atlantic City Bonds and the net interest-yield of bonds on which premium was paid.*)

The State Treasurer's report is as follows:

STATE TREASURER'S OFFICE,

TRENTON, JULY 25, 1913.

The Board of Trustees, Teachers' Retirement Fund.

GENTLEMEN:—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

RECEIPTS.

Balance in bank, July 1, 1912		$62,983.50
Members' dues	$181,692.76	
Interest on Investments	12,691.59	
Interest on Deposits in Bank	1,887.83	
Interest on arrearage of dues	72.21	196,344.39
		$259,327.89

DISBURSEMENTS.

Annuities	$154,354.75	
Dues (Deducted in error and returned)	259.46	$154,614.21
Balance in bank June 30, 1913		104,713.68
		$259,327.89

PERMANENT PRINCIPAL.

RECEIPTS.

Balance in Bank, July 1, 1912		$14,280.00
Duplicate certificates	$16.00	
Investments (Payments on account of bonds and mortgages)	1,000.00	
Donations	538.04	1,554.04
		$15,834.04

DISBURSEMENTS.

Duplicate certificates	$1.00
Balance in Bank June 30, 1913	15,833.04
	$15,834.04

ASSETS.

The following is the condition of the Fund at the close of business June 30, 1913.

Investments	$234,750.00
Balance in Bank, Investment Account	15,833.04
Balance in Bank, General Account	104,713.68
	$355,296.72

You Are Viewing an Archived Copy from the New Jersey State Library

SECURITIES HELD BY FUND.

The following are the securities of the Teachers' Retirement Fund.

BONDS AND MORTGAGES.

Trustees of the Olivet Presbyterian Church. Atlantic City, N. J., rate, 5%	$9,000.00
Katherine H. Scholl, rate, 5%	4,500.00
Arvine H. Phillips, rate, 5%	8,000.00
Atlantic City Loan and Bldg. Assn., Atlantic City, rate 5%	10,000.00
Lewis T. and Mary L. Bryant, rate, 5%	15,000.00
Sarah & Morris Abrams, rate 5%	5,000.00
Mutual Land Impt. Co. of Plainfield, N. J., rate, 5%	3,750.00
Samuel Ginsburg, rate, 6%	7,500,00
Samuel Ginsburg, rate, 6%	7,500,00
Morris & Sarah Abrams & Abraham & Annie Kunzman, rate, 5%	10,500.00
Sophie B. & Peter R. Watson, rate, 6%	6,000.00
Joseph Perry, et ux., rate, 5%	4,000.00
Wolf Levien, rate, 6%	5,000.00
Hyman & Annie Kramer, rate, 6%	6,000.00
Max & Rose Slaff, rate, 6%	4,000.00
Abaham Kanter, rate, 6%	4,000.00
Jennie & Samuel Rich and Eva Gordon, rate, 6%	7,000.00
	$116,750.00

BONDS.

School District of Atlantic City Bonds, rate, 3½%	$25,000.00
Mature—$10,000.00 March 1, 1915 10,000.00 March 1, 1916 5,000.00 March 1, 1917	
Board of Education of Bor. of Lodi, Bergen County School Bonds, rate, 5%	3,000.00
Borough of Haddon Heights, Camden County School Coupon Bonds, rate, 4½%	10,000.00
Margate City, Atlantic County Water Bonds, rate, 5%	15,000.00
Margate City, Atlantic County Sewerage Bonds, rate, 5%	5,000.00
Margate City, Atlantic County School Bonds, rate, 5%	20,000.00
*Bor. of Holly Beach City, Coupon Bonds, rate, 5%; yield 4.675%	5,000.00
*Township of Bernards, Somerset County School Coupon Bonds, rate, 5%; yield 4.375%	10,000.00
*Board of Education of Township of Overpeck, Bergen County Coupon Bonds, rate, 5%; yield 4.40%	20,000.00
*Board of Education of Township of Overpeck, Bergen County Coupon Bonds, rate, 5%; yield 4.40%	5,000.00
	$118,000.00

*Premium paid.

You Are Viewing an Archived Copy from the New Jersey State Library

RECAPITULATION.

Bonds and Mortgages	$116,750.00
Bonds	118,000.00
Total assets, June 30, 1913	$234,750.00

Respectfully submitted,

E. E. GROSSCUP,

Treasurer.

ANNUITIES GRANTED IN 1912-1913.

Following is a schedule of annuities granted in the year that ended June 30, 1913, which shows: (1) Annuity and membership numbers; (2) Name of annuitant, and school district retired from; (3) Date annuity was granted and began to accrue; (4) Annual value of annuity. (*Note*—All annuities granted under Acts prior to that of 1907 are subject to a deduction of one per cent. for the Fund, and begin to accrue on the first day of the quarter succeeding the date of granting. Annuities granted under the Act of 1907 are not subject to deduction, and begin to accrue from the day they are granted. Annuities under Acts prior to 1907 are indicated by a dagger— †. Deceases are indicated by an asterisk— *. In some cases under the Act of 1907, the *net* annuity is a few cents less than the *gross*, caused by the way the quarterly payments figure out; in such cases, the gross annuity is stated in connection with the name, and the net annuity in the last column; these are indicated by— §.)

ANNUITY AND MEMBERSHIP NUMBERS.	NAME, DISTRICT AND COUNTY.	ANNUITY GRANTED AND BEGAN TO ACCRUE.	ANNUAL VALUE.
416— 907:	Agnes Riley, Camden City, Camden Co.	Sep. 20, 1912	$522.00
417—3468:	Charles K. Middleton, Camden City, Camden Co.	" " "	650.00
418—2315:	Mrs. Ella S. B. Dodge, Commercial Township, Cumberland Co.	" " "	250.00
419—6951:	Mrs. Lura Del Mayhew, Commercial Township, Cumberland Co.	" " "	250.00
420—1962:	Ida Virginia Fitz Randolph, Bridgeton City, Cumberland Co.	" " "	265.20
†§421— 36:	Julia M. Davis, Stow Creek Township, Cumberland Co., Sep. 20, 1912; (Act of 1896, $250 less 1%; began to accrue Oct. 1, 1912.)	Sep. 20, 1912, Oct. 1, 1912	247.48
422—3503:	M. Helen Du Bois, East Orange City, Essex Co.	Sep. 20, 1912	510.00

†Granted under an Act prior to 1907.
§Net annuity figures out less than gross.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY AND MEMBERSHIP NUMBERS.	NAME, DISTRICT AND COUNTY.	ANNUITY GRANTED AND BEGAN TO ACCRUE.	ANNUAL VALUE.
423—6985:	Randall Spaulding, Montclair Town, Essex Co.....	Sep. 20, 1912	$650.00
424— 448:	Mrs. Addie Beers Whittemore, Newark City, Essex Co.....	" " "	617.04
425— 511:	Henry S. Anderson, Newark City, Essex Co.....	" " "	650.00
426— 753:	Elizabeth Moore, Newark City, Essex Co.....	" " "	528.00
427— 772:	Jessie B. Mikels, Newark City, Essex Co.....	" " "	650.00
428—2932:	Mary A. McNeill, Newark City, Essex Co.....	" " "	579.84
429—1885:	Mary Edith Lawler, Hoboken City, Hudson Co.....	" " "	650.00
430—1918:	Mrs. Alice S. Mills, Hoboken City, Hudson Co.....	" " "	650.00
431—1425:	Cornelia M. Wigent, Jersey City, Hudson Co.....	" " "	650.00
432— 141:	Mrs. Clara Miller, Lambertville City, Hunterdon Co...	" " "	357.60
433—7478:	Mrs. Edna A. Davis Van Pelt, Hopewell Township, Mercer Co.....	" " "	294.00
†§434—3389:	Martha E. Lewis, Trenton City, Mercer Co., Sep. 20, 1912; (Act of 1902, $405.60 less 1%; began to accrue Oct. 1, 1912.).....	Sep. 20, 1912, Oct. 1, 1912	401.52
435—3305:	Lulu E. Clark, Long Branch City, Monmouth Co.....	Sep. 20, 1912	441.60
436—2214:	Thomas H. Mahany, Netcong Bor., Morris Co.....	" " "	564.00
437—1054:	Mary E. Berger, Paterson City, Passaic Co.....	" " "	636.00
438—1065:	Sarah Johnston Van Wyck, Paterson City, Passaic Co..	" " "	510.00
439— 359:	Joel Horton, North Bergen Township, Hudson Co.....	Oct. 18, 1912	650.00
*440—2268:	Priscilla Herckner, Rutherford Bor., Bergen Co.....	Nov. 8, 1912	442.20
441— 6:	Sarah E. Wilson, Voorhees Township, Camden Co.....	Dec. 20, 1912	351.00
442— 450:	Jane E. Allen, Newark City, Essex Co.....	" " "	650.00
443— 577:	Ann Eliza Sayre, Newark City, Essex Co.....	" " "	650.00
444— 762:	S. Eveline Durand, Newark City, Essex Co.....	" " "	617.04
445— 930:	Ida M. Quinby, Orange City, Essex Co.....	" " "	445.20

†Granted under an Act prior to 1907.
§Net annuity figures out less than gross.
*Deceased.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY AND MEMBERSHIP NUMBERS.	NAME, DISTRICT AND COUNTY.	ANNUITY GRANTED AND BEGAN TO ACCRUE.	ANNUAL VALUE.
446—1546:	Mary E. Benton, Jersey City, Hudson Co.	Dec. 20, 1912	$650.00
447— 786:	Mame E. Yates, West Hoboken Town, Hudson Co.	" " "	650.00
448—3836:	Chrissie Bunn, Union Township, Hunterdon Co.	" " "	259.20
449—1347:	Ella Schermerhorn, Trenton City, Mercer Co.	" " "	650.00
450—9751:	Elizabeth Merrick, Trenton City, Mercer Co.	" " "	415.20
451—3666:	Clara E. Ball, Hanover Township, Morris Co.	" " "	307.20
452—5191:	Joseph R. Steelman, Stafford Township, Ocean Co.	" " "	432.00
†§453—2042:	Richard Martin Creed, Woodland Township, Burlington Co., Feb. 21, 1913; (Act of 1896, $250, less 1%; began to accrue Oct. 1, 1903)	Feb. 21, 1913, Oct. 1, 1903	247.48
454—5509:	Kathryn Jay, Atlantic City, Atlantic Co.	Apr. 4, 1913	441.60
§455—2148:	S. Fanny Haines, Medford Township, Burlington Co. (Gross, $263.65; Qr., $65.91.)	" " "	263.64
456—2899:	George E. Megargee, Chester Township, Burlington Co.	" " "	650.00
457— 845:	Frances J. Messler, Camden City, Camden Co.	" " "	421.92
458— 526:	David Maclure, Newark City, Essex Co.	" " "	650.00
†§459— 532:	Emma J. Smith, Newark City, Essex Co., Apr. 4, 1913; (Act of 1896, $600, less 1%; began to accrue July 1, 1913.)	Apr. 4, 1913, July 1, 1913	594.00
460— 771:	Juliet Dettmer, Newark City, Essex Co.	Apr. 4, 1913	624.96
461—1758:	Agnes Warwick, Jersey City, Hudson Co.	" " "	650.00
462—2307:	Anna H. Park, Tewksbury Township, Hunterdon Co.	" " "	250.00
§463—1047:	Mrs. Caroline E. Thomas, Paterson City, Passaic Co. (Gross, $601.99; Qr., $150.49.)	" " "	601.96
464—1118:	Anna B. Poole, Paterson City, Passaic Co.	" " "	574.20
465—1172:	William H. Barry, Paterson City, Passaic Co.	" " "	650.00
466— 195:	Louise B. Runyon, Plainfield City, Union Co.	" " "	459.00
467—3544:	Jeremiah D. Gray, Lopatcong Township, Warren Co.	" " "	378.00

†Granted under an Act prior to 1907.
§Net annuity figures out less than gross.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY AND MEMBERSHIP NUMBERS.	NAME, DISTRICT AND COUNTY.	ANNUITY GRANTED AND BEGAN TO ACCRUE.	ANNUAL VALUE.
468—3651:	Hon. Charles J. Baxter, Department of Public Instruction	June 13, 1913	$650.00
469— 399:	Sara E. Merry, Newark City, Essex Co.	" " "	629.64
470—1812:	Laura Herbert, Hoboken City, Hudson Co.	" " "	650.00
471—1945:	Clara V. Havens, Hoboken City, Hudson Co.	" " "	650.00
472—1599:	Hannah E. Eltringham, Jersey City, Hudson Co.	" " "	650.00
473—2674:	William B. DuRie, Jersey City, Hudson Co.	" " "	650.00
474—1364:	Sallie Callis, Trenton City, Mercer Co.	" " "	504.00
475—1369:	Harriet S. Dickinson, Trenton City, Mercer Co.	" " "	578.40
476—1387:	Joanna M. Krumholz, Trenton City, Mercer Co.	" " "	486.72
477—1421:	Lewis C. Wooley, Trenton City, Mercer Co.	" " "	650.00
†§478—3324:	Anne Shotwell, Linden Township, Union Co., June 13, 1913; (Act of 1902, $325.00, less 1%,—Qr. $80.43,—began to accrue July 1, 1913.)	" " "	321.72
TOTALS—63			$32,570.56
AVERAGE			516.99

†Granted under an Act prior to 1907.
§Net annuity figures out less than gross.

ANNUITIES DECEASED IN FISCAL YEAR 1912-1913.

Following is a schedule of annuities deceased in the fiscal year 1912-1913, with annuity and membership numbers; district retired from; date of decease; amount of annuity; amount paid to Fund, and amount received therefrom.

NUMBERS.	NAME, DISTRICT AND COUNTY.	DATE OF DESEASE.	AMOUNT OF ANNUITY.	PAID TO FUND.	RECEIVED FROM FUND.
† 62— 42:	Rachel H. Strong, Waterford Township, Camden Co.	July 2, 1912	$297.00	$120.00	$2,823.11
181—1382:	Kate Houghtaling, Trenton, Mercer Co.	July 12, 1912	480.00	254.40	2,281.25
339—1530:	Sarah K. Peck, Jersey City, Hudson Co.	July 16, 1912	588.24	153.42	925.51

†Annuity granted under an Act prior to 1907.

You Are Viewing an Archived Copy from the New Jersey State Library

NUMBERS.	NAME, DISTRICT AND COUNTY.	DATE OF DECEASE.	AMOUNT OF ANNUITY.	PAID TO FUND.	RECEIVED FROM FUND
332—2217:	Mrs. Anna C. King, Dover Town, Morris Co.	Aug. 1, 1912	$309.00	$82.02	$573.49
285—1888:	Jean Livingston, Hoboken, Hudson Co.	Aug. 4, 1912	580.32	134.32	1,540.26
231—2061:	Mary Louise Mack, Phillipsburg, Warren Co.	Aug. 18, 1912	492.00	117.75	1,664.17
† 71—2188:	Edith E. Hulin, Bloomfield, Essex Co.	Aug. 20, 1912	272.24	110.00	2,419.82
† 65— 97:	Mrs. P. K. Hendrickson, Freehold Township, Monmouth Co.	Aug. 25, 1912	247.48	72.00	2,326.85
358—3494:	Cherrie B. Thomas, Kearny, Hudson Co.	Aug. 25, 1912	489.00	91.05	591.62
266— 910:	Mary Ella Swan, Orange, Essex Co.	Oct. 22, 1912	582.00	170.90	1,668.68
† 27—1417:	Janet F. Wright, Trenton, Mercer Co.	Nov. 14, 1912	247.48	100.00	3,061.89
† 75—1422:	Marcia M. Wright, Trenton, Mercer Co.	Nov. 14, 1912	356.40	144.00	3,251.43
340—1795:	Elizabeth A. Vernon, Jersey City, Hudson Co.	Nov. 23, 1912	650.00	206.63	1,252.31
440—2268:	Priscilla Herckner, Rutherford Bor., Bergen Co.	Jan. 15, 1913	442.20	124.23	82.10
† 50— 217:	Minnie Whitehead, Rahway, Union Co.	Feb. 22, 1913	247.48	100.00	2,696.84
204—2006:	Anna Margaret Morton, Beverly City, Burlington Co.	Mar. 28, 1913	270.00	66.94	1,203.74
† 3—2131:	Abby M. Munn, Montclair, Essex Co.	Apr. 8, 1913	371.24	150.00	5,700.01
† 21—2127:	Mrs. Harriet J. Strang, Monroe Township, Gloucester Co.	May 29, 1913	247.48	64.20	3,319.22
TOTALS—18			$7,169.56	$2,261.86	$37,382.30

†Annuity granted under an Act prior to 1907.

You Are Viewing an Archived Copy from the New Jersey State Library

RECAPITULATION OF 1912-13 DECEASES.

Eighteen annuities deceased:	Total value	$7,169.56
	Average value	398.30
	Total paid to Fund	2,261.86
	Average paid to Fund	125.65
	Total received from Fund	37,382.30
	Average received from Fund	2,076.79

1912-1913 NET INCREASE IN ANNUAL ANNUITY OBLIGATIONS.

Total value of annuities granted in year 1912-1913	$32,570.56
Decreased by deaths	7,169.56
Net increase for year	$25,401.00

APPLICATIONS FOR ANNUITY PENDING JUNE 30th, 1913.

At the close of the last fiscal year, the following applications for annuity were under consideration by the Board of Trustees:

NUMBER, NAME, DISTRICT AND COUNTY.	FILED WITH SECRETARY.	PRESENTED TO BOARD.	AMOUNT CLAIMED.
1326—Spencer P. Irvin, Trenton, Mercer Co.	Nov. 23, 1912	Dec. 20, 1912	$594.00
3118—Elizabeth Van Kirk, Camden City, Camden Co.	Mar. 1, 1913	Apr. 4, 1913	504.00
107—Sarah R. Everett, Eatontown Township, Monmouth Co.	" " "	" " "	333.00
2543—Margaret A. Clark, Elizabeth, Union Co.	" " "	" " "	492.00
2947—Helen M. Bleakly, Camden, Camden Co.	Mar. 8, "	" " "	600.00
1250—Frances T. Mackey, Elizabeth, Union Co.	" 11, "	" " "	498.00
2449—Mary Updyke Davis, Camden, Camden Co.	" 20, "	" " "	456.00
1294—Bertha C. Mackey, Elizabeth, Union Co.	" 31, "	" " "	600.00
1399—Mrs. Rebecca C. R. O'Hara, Trenton, Mercer Co.	" " "	" " "	504.00
2029—Martha Kase, Mt. Olive Township, Morris Co.	" " "	" " "	300.00
2769—Harriet A. La Pierre, Camden, Camden Co.	" " "	" " "	650.00
6556—Martha A. Boyle, Ocean City, Cape May Co.	" " "	" " "	355.20
2825—Susanna Woolman, Camden, Camden Co.	Apr. 8, "	June 13, "	454.80
2095—Daniel A. Gormley, Lafayette Township, Sussex Co.	" 16, "	" " "	250.00
894—Alice C. Wentz, Camden, Camden Co.	" 19, "	" " "	462.00
3045—Louise B. Struble, State Model School, Trenton.	May 6, "	" " "	528.00

You Are Viewing an Archived Copy from the New Jersey State Library

NUMBER, NAME, DISTRICT AND COUNTY.	FILED WITH SECRETARY.	PRESENTED TO BOARD.	AMOUNT CLAIMED.
2282—Sallie Mulford, Millville, Cumberland Co.	May 14, 1913	June 13, 1913	$354.00
2152—Mrs. Mary A. Heisler, Burlington, Burlington Co.	" 16, "	" " "	288.00
5614—Mrs. Mary Weir Davis, Hopewell Township, Cumberland Co.	May 21, 1913	June 13, 1913	$275.40
852—Bessie Laverty, Camden, Camden Co.	" 23, "	" " "	450.00
3041—Sarah Y. Ely, State Model School, Trenton.	" 26, "	" " "	650.00
5886—Vernon L. Davey, East Orange, Essex Co.	" 28, "	" " "	650.00
742—Lurena Dey, Newark, Essex Co.	" 29, "	" " "	650.00
3475—Mary E. Coffin, Asbury Park, Monmouth Co. . . .	" " "	" " "	650.00
1718—Emma L. Ballou, Jersey City, Hudson Co.	June 2, "	" " "	650.00
1734—Miss A. Frank C. Smith, Jersey City, Hudson Co.	" " "	" " "	650.00
4351—Fannie D. Brineshults, Lawrence Township, Cumberland Co.	" " "	" " "	276.60
880—Clara E. McCully, Camden, Camden Co.	" 4, "	" " "	650.00
15—Cornelia V. Stonaker, Princeton Bor., Mercer Co.	" 5, "	" " "	512.40
2153—Annie L. Phillips, Florence Township, Burlington Co.	" " "	" " "	300.00
3646—Emma M. Bolling, Jersey City, Hudson Co.	" " "	" " "	650.00
6004—Mrs. Chloe L. D. Smith, Newark, Essex Co.	" " "	" " "	650.00
1488—Mrs. Annie L. Bubier, Jersey City, Hudson Co.	" 7, "	" " "	650.00
1490—Elva A. Betts, Jersey City, Hudson Co.	" " "	" " "	650.00
3249—Lizzie H. Kaighn, Camden, Camden Co.	" " "	" " "	462.00
453—Annie C. Day, Newark, Essex Co.	" 9, "	" " "	650.00
1121—Margaret A. Wright, Paterson, Passaic Co.	" 11, "	" " "	540.00
7827—Mrs. Ann E. C. Maskell, Maurice River Township, Cumberland Co. . .	" " "	" " "	250.00
1766—Mrs. Kate E. Foster, Jersey City, Hudson Co. . .	" 12, "	" " "	650.00
TOTALS—39.			$19,739.40
AVERAGE.			506.13

You Are Viewing an Archived Copy from the New Jersey State Library

SYNOPSIS OF BUSINESS OF FISCAL YEAR 1912-1913.

The operations of the year which ended June 30th, 1913, may be summarized as follows: Receipts, $196,898.43, of which interest contributed $14,651.63, enough to pay 58 annuities of $250.00 each. (NOTE:—*The above receipts do not include $1,000.00 received on account of investments.)* Disbursements were $154,615.21, of which $154,354.75 was for annuities. Surplus on the year's business, as shown by the State Treasurer's report, was $42,283.22, but, because a large amount of dues creditable to 1912-13 was not received by the Treasurer till after the close of the fiscal year,—June 30th, 1913,—the actual surplus was much larger, and is estimated to have been in the vicinity of $58,000.00. Sixty-three annuities were granted; annual value, $32,570.56; average, $516.99. Fourteen annuities were granted to men; average, $580.10; and forty-nine to women, average, $498.96. All but five were granted under the Act of 1907. Twelve annuitants paid their deficit in a lump sum; the other 51 took advantage of that clause of Section 217 (Article XXV.) of the School Law which permits the deficit to be liquidated by the accruing annuity. Eighteen annuities deceased; annual value, $7,169.56; average, $398.30. The 1912-1913 decedents paid to the Fund an average of $125.65, and received an average of $2,076.79. Net increase in annual value of annuity obligations, $25,401.00. On June 30th, 1913, thirty-nine applications were pending action by the Trustees; annual value, $19,739.40; average, $506.13. At the close of business 1912-1913, three hundred and eighty-three annuities were living and in force; annual value, $167,939.72; average, $438.48. Assets, $355,296.72. Liabilities, *none.*

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
ATLANTIC COUNTY—									ATLANTIC COUNTY—
Atlantic City.	4—	$1,668.60—	$3,608.90	3—	$1,349.40	$3,052.07	.	.....	Atlantic City.
Galloway Twp.	1—	313.20—	1,185.55	1—	313.20	112.12	.	.....	Galloway Twp.
Pleasantville Bor. . .	1—	302.40—	1,827.68	1—	302.40	188.71	.	.....	Pleasantville Bor.
Weymouth Twp. . . .	1—	253.80—	396.56	1—	253.80	57.15	.	.....	Weymouth Twp.
Atlantic Co. Totals....	7—	$2,538.00—	$7,018.69	6—	$2,218.80				*Atlantic Co. Totals.*
BERGEN COUNTY—									BERGEN COUNTY—
Carlstadt Bor.	1—	$247.48—	$95.13	Deceased.		$197.00	.	.....	Carlstadt Bor.
Fort Lee Bor.....	1—	600.00—	2,548.36	1—	$600.00	263.60	.	.....	Fort Lee Bor.
Haworth Bor.	.	.....	.....	.	.....	74.11	.	.....	Haworth Bor.
Ridge Wood Twp....	1—	513.00—	918.66	1—	513.00	324.46	.	.....	Ridge Wood Twp.
Rutherford Bor. . . .	3—	1,404.04—	2,591.08	1—	650.00	746.12	.	.....	Rutherford Bor.
Wallington Bor. . . .	1—	288.00—	797.58	1—	288.00	99.50	.	.....	Wallington Bor.
Wood Ridge Bor....	2—	966.00—	3,521.00	2—	966.00	67.98	.	.....	Wood Ridge Bor.
Bergen Co. Totals.....	9—	$4,018.52—	$10,471.81	6—	$3,017.00				*Bergen Co. Totals.*
BURLINGTON COUNTY—									BURLINGTON CO.—
Beverly City.....	2—	$517.48—	$2,812.36	1—	$247.48	$82.09	.	.....	Beverly City.
Beverly Twp.....	2—	511.48—	2,819.13	1—	264.00	80.40	.	.....	Beverly Twp.
Bordentown City. . .	2—	645.72—	1,967.26	2—	645.72	202.75	.	.....	Bordentown City.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
BURLINGTON CO.—(CON.)									BURLINGTON CO.—(CON.)
Chester Twp.	1—	$650.00—	$155.35	1—	$650.00	$429.80	.	.....	Chester Twp.
Florence Twp.	.	.....	.....	.	.....	131.00	1—	$300.00	Florence Twp.
Lumberton Twp.	2—	494.96—	3,402.85	1—	247.48	67.63	.	.....	Lumberton Twp.
Mansfield Twp.	1—	270.00—	281.86	1—	270.00	61.50	.	.....	Mansfield Twp.
Medford Twp.	2—	913.64—	1,227.00	2—	913.64	129.75	.	.....	Medford Twp.
New Hanover Twp.	1—	247.48—	1,856.10	1—	247.48	11.00	.	.....	New Hanover Twp.
Northampton Twp.	3—	744.96—	5,647.39	3—	744.96	185.47	.	.....	Northampton Twp.
Springfield Twp.	1—	252.00—	1,147.80	1—	252.00	60.75	.	.....	Springfield Twp.
Washington Twp.	1—	247.48—	1,326.47	Deceased.		20.65	.	.....	Washington Twp.
Woodland Twp.	1—	247.48—	2,165.45	1—	247.48	11.55	.	.....	Woodland Twp.
Burlington Co. Totals.	19—	$5,742.68—	$24,809.02	15—	$4,730.24		1—	$300.00	*Burlington Co. Totals.*
CAMDEN COUNTY—									CAMDEN COUNTY—
Audubon Bor.	1—	$480.00—	$2,259.94	1—	$480.00	$65.62	.	.....	Audubon Bor.
Camden City	23—	10,112.96—	37,542.29	20—	9,123.80	6,877.80	3—	$1,562.00	Camden City.
Gloucester City	2—	841.48—	2,358.90	Deceased.		497.22	.	.....	Gloucester City.
Merchantville Bor.	1—	402.00—	1,521.80	1—	402.00	151.40	.	.....	Merchantville Bor.
Pennsauken Twp.	1—	247.48—	759.63	Deceased.		316.20	.	.....	Pennsauken Twp.
Voorhees Twp.	1—	351.00—	185.99	1—	351.00	63.60	.	.....	Voorhees Twp.
Waterford Twp.	2—	547.00—	3,712.49	1—	250.00	49.40	.	.....	Waterford Twp.
Camden Co. Totals.	31—	$12,981.92—	$48,341.04	24—	$10,606.80		3—	$1,562.00	*Camden Co. Totals.*

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
CAPE MAY COUNTY—									CAPE MAY CO.—
Cape May Point Bor.	.	.....	.....		.....	$21.60	.	.....	Cape May Point Bor.
Dennis Twp.	1—	$286.20—	$447.18	1—	$286.20	96.57	.	.....	Dennis Twp.
Cape May Co. Totals..	1—	$286.20—	$447.18	1—	$286.20				*Cape May Co. Totals.*
CUMBERLAND COUNTY—									CUMBERLAND CO.—
Bridgeton.....	10—	$3,275.24—	$11,097.30	8—	$2,532.76	$582.42	.	.....	Bridgeton.
Commercial Twp. . .	5—	1,244.96—	3,851.04	4—	997.48	96.23	.	.....	Commercial Twp.
Deerfield Twp.	1—	247.48—	2,165.45	1—	247.48	95.85	.	.....	Deerfield Twp.
Hopewell Twp.	1—	250.00—	692.26	1—	250.00	122.13	1—	$275.40	Hopewell Twp.
Landis Twp.	1—	265.20—	1,126.37	1—	265.20	356.28	.	.....	Landis Twp.
Lawrence Twp.	1—	250.00—	763.74	1—	250.00	82.28	1—	276.60	Lawrence Twp.
Maurice River Twp.	1—	247.48—	948.88	Deceased.		79.44	1—	250.00	Maurice River Twp.
Millville.....	5—	1,624.68—	1,992.50	3—	825.20	609.63	.	.....	Millville.
Stow Creek Twp....	1—	247.48—	185.61	1—	247.48	46.28	.	.....	Stow Creek Twp.
Cumberland Co. Totals.	26—	$7,652.52—	$22,823.15	20—	$5,615.60		3—	$802.00	*Cumberland Co. Totals.*
ESSEX COUNTY—									ESSEX COUNTY—
Bloomfield Town. . .	7—	$2,264.12—	$16,274.64	5—	$1,719.64	$1,203.19	1—	$650.00	Bloomfield Town.
Cedar Grove Twp...	1—	498.00—	1,590.72	Deceased.		100.50	.	.....	Cedar Grove Twp.
East Orange.....	3—	1,539.00—	5,837.69	3—	1,539.00	2,533.59	.	.....	East Orange.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.		NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
ESSEX COUNTY—(CON.)								ESSEX CO.—(CON.)
Irvington Town. . . .	1—	$534.00—	$834.37	1—	$534.00	$710.57	. .....	Irvington Town.
Montclair Town. . . .	4—	2,113.24—	8,618.54	3—	1,742.00	2,260.41	. .....	Montclair Town.
Newark.	84—	44,573.12—	165,704.52	74—	39,492.44	26,231.35	3— $1,950.00	Newark.
Orange.	11—	4,706.12—	22,120.26	9—	3,876.64	1,158.14	. .....	Orange.
South Orange Twp..	2—	1,085.16—	874.94	1—	491.16	412.68	. .....	South Orange Twp.
Essex Co. Totals.....	113—	$57,312.76—	$221,855.68	96—	$49,394.88		4— $2,600.00	*Essex Co. Totals.*
GLOUCESTER COUNTY—								GLOUCESTER CO.—
East Greenwich Twp.	1—	$247.48—	$1,732.36	1—	$247.48	$28.03	. .....	East Greenwich Twp.
Franklin Twp.	1—	247.48—	2,165.45	1—	247.48	72.50	. .....	Franklin Twp.
Glassboro Twp.	3—	744.96—	6,213.76	3—	744.96	141.67	. .....	Glassboro Twp.
Mantua Twp.	.	.....	.....	..	.....	83.75	. .....	Mantua Twp.
Monroe Twp.	2—	497.48—	4,833.60	1—	250.00	85.41	. .....	Monroe Twp.
Pitman Bor.	1—	300.00—	675.00	1—	300.00	85.05	. .....	Pitman Bor.
Gloucester Co. Totals..	8—	$2,037.40—	$15,620.17	7—	$1,789.92			*Gloucester Co. Totals.*
HUDSON COUNTY—								HUDSON CO.—
Bayonne.	3—	$1,950.00—	$5,291.60	2—	$1,300.00	$4,255.11	. .....	Bayonne.
Hoboken.	20—	11,442.52—	39,914.74	16—	9,593.40	4,821.82	. .....	Hoboken.
Jersey City.	39—	22,168.44—	62,234.59	27—	15,870.64	14,601.89	6— $3,900.00	Jersey City.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
HUDSON COUNTY—(Con.)									HUDSON CO.—(Con.)
Kearny Town.	1—	$489.00—	$591.62	Deceased.		$1,277.38	.	.....	Kearny Town.
North Bergen Twp..	2—	1,021.24—	1,513.33	1—	$650.00	1,293.02	.	.....	North Bergen Twp.
Town of Union.....	1—	396.00—	413.40	1—	396.00	1,302.73	.	.....	Town of Union.
West Hoboken Town	4—	2,263.48—	6,335.68	3—	1,613.48	5,282.19	.	.....	West Hoboken Town.
W. New York Town.	1—	429.76—	1,528.94	1—	429.76	859.10	.	.....	W. New York Town.
Hudson Co. Totals....	71—	$40,160.44—	$117,823.90	51—	$29,853.28		6—	$3,900.00	*Hudson Co. Totals.*
HUNTERDON COUNTY—									HUNTERDON CO.—
Clinton Town.....	1—	$247.48—	$852.73	Deceased.		$118.25	.	.....	Clinton Town.
Delaware Twp.	1—	247.48—	2,041.71	Deceased.		29.80	.	.....	Delaware Twp.
Franklin Twp.	3—	747.48—	4,376.44	3—	$747.48	34.00	.	.....	Franklin Twp.
Holland Twp.	1—	250.00—	323.48	1—	250.00	31.00	.	.....	Holland Twp.
Kingwood Twp.	1—	247.48—	1,325.79	Deceased.		103.59	.	.....	Kingwood Twp.
Lambertville.	7—	2,408.08—	12,575.12	7—	2,408.08	151.47	.	.....	Lambertville.
Lebanon Twp.	2—	494.96—	4,825.86	2—	494.96	100.81	.	.....	Lebanon Twp.
Raritan Twp.	1—	250.00—	1,510.96	1—	250.00	56.02	.	.....	Raritan Twp.
Tewksbury Twp. . . .	1—	250.00—	59.75	1—	250.00	46.00	.	.....	Tewksbury Twp.
Union Twp.	2—	506.68—	137.34	1—	259.20	44.32	.	.....	Union Twp.
Hunterdon Co. Totals.	20—	$5,649.64—	$28,029.18	16—	$4,659.72				*Hunterdon Co. Totals.*

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
MERCER COUNTY—									MERCER CO.—
Ewing Twp.	1—	$305.16—	$954.05	Deceased.		$71.47	.	.....	Ewing Twp.
Hopewell Twp.	1—	294.00—	228.49	1—	$294.00	296.55	.	.....	Hopewell Twp.
Princeton Bor.	2—	598.04—	4,424.65	2—	598.04	320.99	1—	$512.40	Princeton Bor.
Trenton.	25—	10,662.16—	38,397.42	17—	7,852.08	6,364.06	.	.....	Trenton.
Mercer Co. Totals.....	29—	$11,859.36—	$44,004.61	20—	$8,744.12		1—	$512.40	*Mercer Co. Totals.*
MIDDLESEX COUNTY—									MIDDLESEX CO.—
Cranbury Twp.	1—	$247.48—	$779.84	Deceased.		$98.70	.	.....	Cranbury Twp.
New Brunswick. . . .	9—	3,340.60—	12,692.22	5—	$1,959.12	1,025.10	.	.....	New Brunswick.
So. Brunswick Twp.	1—	247.48—	1,732.36	1—	247.48	158.13	.	.....	So. Brunswick Twp.
Middlesex Co. Totals..	11—	$3,835.56—	$15,204.42	6—	$2,206.60				*Middlesex Co. Totals.*
MONMOUTH COUNTY—									MONMOUTH CO.—
Asbury Park.	.	.....	.....	..	.....	$906.85	1—	$650.00	Asbury Park.
Farmingdale Bor. . .	1—	$318.76—	$2,231.32	1—	$318.76	21.50	.	.....	Farmingdale Bor.
Freehold Twp.	1—	247.48—	2,326.85	Deceased.		44.50	.	.....	Freehold Twp.
Howell Twp.	2—	494.96—	5,382.69	2—	494.96	103.90	.	.....	Howell Twp.
Long Branch Town.	8—	3,204.28—	10,644.20	7—	2,907.28	894.08	.	.....	Long Branch Town.
Manalapan Twp. . . .	1—	250.00—	692.26	1—	250.00	93.00	.	.....	Manalapan Twp.
Manasquan Bor.....	1—	326.40—	825.76	1—	326.40	183.00	.	.....	Manasquan Bor.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
MONMOUTH CO.—(CON.)									MONMOUTH CO.—(CON.)
Middletown Twp.	1—	$342.00—	$1,956.20	1—	$342.00	$232.79	.	.....	Middletown Twp.
Ocean Twp.	1—	402.00—	1,113.15	1—	402.00	110.85	.	.....	Ocean Twp.
Shrewsbury Twp.	1—	390.00—	407.14	1—	390.00	228.32	.	.....	Shrewsbury Twp.
Upper Freehold Twp.	2—	499.48—	2,492.02	2—	499.48	603.78	.	.....	Upper Freehold Twp.
Wall Twp.	2—	639.00—	1,463.19	2—	639.00	246.50	.	.....	Wall Twp.
Monmouth Co. Totals.	21—	$7,114.36—	$29,534.78	19—	$6,569.88		1—	$650.00	*Monmouth Co. Totals.*
MORRIS COUNTY—									MORRIS CO.—
Boonton Town.	2—	$640.48—	$4,572.10	2—	$640.48	$314.47	.	.....	Boonton Town.
Dover Town.	1—	309.00—	573.49	Deceased.		633.90	.	.....	Dover Town.
Hanover Twp.	1—	307.20—	162.78	1—	$307.20	203.26	.	.....	Hanover Twp.
Mendham Bor.	1—	402.00—	1,321.02	1—	402.00	34.80	.	.....	Mendham Bor.
Mendham Twp.	1—	247.48—	3,031.63	1—	247.48	42.00	.	.....	Mendham Twp.
Montville Twp.	1—	247.48—	167.96	Deceased.		61.60	.	.....	Montville Twp.
Morristown Town.	3—	1,283.60—	3,254.61	2—	999.00	779.41	.	.....	Morristown Town.
Mt. Olive Twp.	1—	250.00—	692.26	1—	250.00	42.70	.	.....	Mt. Olive Twp.
Netcong Bor.	1—	564.00—	438.32	1—	564.00	92.45	.	.....	Netcong Bor.
Pequannock Twp.	1—	247.48—	179.43	Deceased.		103.00	.	.....	Pequannock Twp.
Randolph Twp.	1—	287.40—	1,022.49	1—	$287.40	423.97	.	.....	Randolph Twp.
Rockaway Twp.	2—	502.48—	2,758.85	2—	502.48	137.98	.	.....	Rockaway Twp.
Washington Twp.	1—	247.48—	1,292.78	Deceased.		98.60	.	.....	Washington Twp.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
MORRIS CO.—(CON.)									MORRIS CO.—(CON.)
Wharton Bor.	..	.....	.....	..	.....	$168.33	.	.....	Wharton Bor.
Morris Co. Totals	17—	$5,536.08—	$19,467.72	12—	$4,200.04				*Morris Co. Totals.*
OCEAN COUNTY—									OCEAN COUNTY—
County Supt.	1—	$650.00—	$3,281.50	1—	$650.00	.....	.	.....	County Supt.
Lacey Twp.	2—	567.00—	1,153.32	1—	270.00	$31.50	.	.....	Lacey Twp.
Manchester Twp.	1—	250.00—	821.53	1—	250.00	56.44	.	.....	Manchester Twp.
Plumsted Twp.	1—	250.00—	889.38	1—	250.00	68.33	.	.....	Plumsted Twp.
Stafford Twp.	1—	432.00—	228.91	1—	432.00	27.90	.	.....	Stafford Twp.
Ocean Co. Totals	6—	$2,149.00—	$6,374.64	5—	$1,852.00				*Ocean Co. Totals.*
PASSAIC COUNTY—									PASSAIC CO.—
Acquackanonk Twp.	1—	$399.96—	$1,011.86	1—	$399.96	$802.63	.	.....	Acquackanonk Twp.
Passaic City.	2—	796.80—	3,478.13	1—	480.00	3,069.49	.	.....	Passaic City.
Paterson.	32—	15,473.08—	62,703.65	31—	15,119.08	4,051.95	1—	$540.00	Paterson.
West Milford Twp.	1—	247.48—	309.35	1—	247.48	64.25	.	.....	West Milford Twp.
Passaic Co. Totals	36—	$16,917.32—	$67,502.99	34—	$16,246.52		1—	$540.00	*Passaic Co. Totals.*
SALEM COUNTY—									SALEM CO.—
Alloway Twp.	1—	$247.48—	$1,856.10	1—	$247.48	$41.94	.	.....	Alloway Twp.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
SALEM COUNTY—(CON.)									SALEM CO.—CON.)
Penn's Grove Bor...	1—	$247.48—	$247.48	Deceased.		$144.31	.	.....	Penn's Grove Bor.
Piles Grove Twp....	1—	247.48—	1,732.36	1—	$247.48	165.21	.	.....	Piles Grove Twp.
Salem City.....	4—	1,172.68—	4,237.40	4—	1,172.68	208.20	.	.....	Salem City.
Woodstown Bor....	1—	350.68—	185.09	Deceased.		Boro. discon.	.	.....	Woodstown Bor.
Salem Co. Totals.....	8—	$2,265.80—	$8,258.43	6—	$1,667.64				*Salem Co. Totals.*
SOMERSET COUNTY—									SOMERSET CO.—
Bernards Twp.....	2—	$497.48—	$2,488.93	2—	$497.48	$294.80	.	.....	Bernards Twp.
Bridgewater Twp...	1—	336.00—	1,104.13	1—	336.00	187.80	.	.....	Bridgewater Twp.
Franklin Twp.....	1—	250.00—	889.38	1—	250.00	109.45	.	.....	Franklin Twp.
Millstone Bor.....	1—	258.60—	849.79	1—	258.60	14.25	.	.....	Millstone Bor.
Montgomery Twp...	1—	247.48—	1,670.49	1—	247.48	43.68	.	.....	Montgomery Twp.
N. Plainfield Bor....	1—	426.00—	1,515.57	1—	426.00	415.12	.	.....	N. Plainfield Bor.
N. Plainfield Twp...	1—	267.00—	1,256.98	1—	267.00	29.00	.	.....	N. Plainfield Twp.
Somerset Co. Totals...	8—	$2,282.56—	$9,775.27	8—	$2,282.56				*Somerset Co. Totals.*
SUSSEX COUNTY—									SUSSEX CO.—
Byram Twp.....	1—	$247.48—	$2,536.67	1—	$247.48	$17.00	.	.....	Byram Twp.
Hardyston Twp....	1—	301.20—	470.62	1—	301.20	347.20	.	.....	Hardyston Twp.
Sandyston Twp....	1—	250.00—	1,177.06	1—	250.00	22.50	.	.....	Sandyston Twp.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.		NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.	COUNTY AND SCHOOL DISTRICT.
SUSSEX COUNTY—(CON.)							SUSSEX CO.—(CON.)
Sparta Twp.	1—	$259.52—	1—	$259.52	$76.65	. .....	Sparta Twp.
Stanhope Bor.	1—	650.00—	1—	650.00	60.30	. .....	Stanhope Bor.
Stillwater Twp.	1—	247.48—	Deceased.		.....	. .....	Stillwater Twp.
Vernon Twp.	2—	557.68—	2—	$557.68	130.04	. .....	Vernon Twp.
Wantage Twp.	1—	247.48—	1—	247.48	79.72	. .....	Wantage Twp.
Sussex Co. Totals.....	9—	$2,760.84—	8—	$2,513.36			*Sussex Co. Totals.*
UNION COUNTY—							UNION COUNTY—
Elizabeth.	6—	$2,696.36—	6—	$2,696.36	$2,925.84	. .....	Elizabeth.
Linden Twp.	1—	321.72—	1—	321.72	.....	. .....	Linden Twp.
Mountainside Bor. . .	1—	324.00—	1—	324.00	28.00	. .....	Mountainside Bor.
Plainfield.	3—	1,352.24—	2—	981.00	1,720.67	. .....	Plainfield.
Rahway.	4—	1,002.96—	2—	508.00	670.00	. .....	Rahway.
Roselle Bor.	1—	360.00—	1—	360.00	282.08	. .....	Roselle Bor.
Roselle Park Bor....	2—	762.00—	2—	762.00	321.39	. .....	Roselle Park Bor.
Summit.	1—	588.00—	1—	588.00	565.45	. .....	Summit.
Union Co. Totals.....	19—	$7,407.28—	16—	$6,541.08			*Union Co. Totals.*
WARREN COUNTY—							WARREN CO.—
Hope Twp.	1—	$250.00—	1—	$250.00	$19.26	. .....	Hope Twp.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY SCHOOL DISTRICTS FROM BEGINNING TO JUNE 30TH, 1913, INCLUDING APPLICATIONS PENDING, AND DISTRICT CONTRIBUTIONS TO FUND FOR SCHOOL YEAR 1911-1912.

The following table, arranged by Counties and Districts, shows to June 30th, 1913; (1) Number of annuities granted; (2) Annual Value of same; (3) Total paid thereon; (4) Number of annuities living and in force, and annual value thereof; (5) Amount contributed to Fund in the school year 1911-1912, as given by the 1912 report of the State Commissioner of Education; (6) Number and annual value of applications pending action of the Trustees June 30th, 1913.

COUNTY AND SCHOOL DISTRICT.	NUMBER OF ANNUITIES GRANTED; TOTAL ANNUAL VALUE, AND TOTAL PAID.			NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		CONTRIBUTIONS TO FUND, SCHOOL YEAR 1911-1912.	VALUE OF ANNUITY APPLICATIONS PENDING JUNE 30, 1913.		COUNTY AND SCHOOL DISTRICT.
WARREN COUNTY—(CON.)									WARREN CO.—(CON.)
Lopatcong Twp.	1—	$378.00—	$90.34	1—	$378.00	.....	.	.....	Lopatcong Twp.
Phillipsburg	5—	1,891.48—	7,533.17	3—	1,015.48	$561.30	.	.....	Phillipsburg.
Warren Co. Totals	7—	$2,519.48—	$8,512.89	5—	$1,643.48				*Warren Co. Totals.*
State Superintendent	1—	$650.00—	$30.35	1—	$650.00	.....	.	.....	State Supt.
Trenton State Normal and Model Schools.	1—	650.00—	2,460.64	1—	650.00	.....	.	.....	Trenton State Normal and Model Schools.
GRAND STATE TOTALS	478—	$204.327.72—	$751,932.82	383—	$167,939.72		20—	$10,866.40	GRAND STATE TOTALS.
AVERAGES		427.46—	1,573.08		438.48			543.32	AVERAGES.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUITY RECORD BY COUNTIES FROM BEGINNING TO JUNE 30TH, 1913.

The following table gives by counties to June 30th, 1913: (1) Number of annuities granted and total amount paid thereon; (2) Number of annuities deceased; (3) Number and annual value of annuities living and in force; (4) Number and annual value of applications pending June 30th, 1913.

COUNTY.	NUMBER AND VALUE OF ANNUITIES GRANTED AND TOTAL PAID.		ANNUITIES DECEASED.	NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		NUMBER AND ANNUAL VALUE OF APPLICATIONS PENDING.		COUNTY.
Atlantic	7—	$2,538.00— $7,018.69	1	6—	$2,218.80	.	.....	Atlantic.
Bergen	9—	4,018.52— 10,471.81	3	6—	3,017.00	.	.....	Bergen.
Burlington	19—	5,742.68— 24,809.02	4	15—	4,730.24	1—	$300.00	Burlington.
Camden	31—	12,981.92— 48,341.04	7	24—	10,606.80	3—	1,562.00	Camden.
Cape May	1—	286.20— 447.18	0	1—	286.20	.	.....	Cape May.
Cumberland	26—	7,652.52— 22,823.15	6	20—	5,615.60	3—	802.00	Cumberland.
Essex	113—	57,312.76— 221,855.68	17	96—	49,394.88	4—	2,600.00	Essex.
Gloucester	8—	2,037.40— 15,620.17	1	7—	1,789.92	.	.....	Gloucester.
Hudson	71—	40,160.44— 117,823.90	20	51—	29,853.28	6—	3,900.00	Hudson.
Hunterdon	20—	5,649.64— 28,029.18	4	16—	4,659.72	.	.....	Hunterdon.
Mercer	29—	11,859.36— 44,004.61	9	20—	8,744.12	1—	512.40	Mercer.
Middlesex	11—	3,835.56— 15,204.42	5	6—	2,206.60	.	.....	Middlesex.
Monmouth	21—	7,114.36— 29,534.78	2	19—	6,569.88	1—	650.00	Monmouth.
Morris	17—	5,536.08— 19,467.72	5	12—	4,200.04	.	.....	Morris.
Ocean	6—	2,149.00— 6,374.64	1	5—	1,852.00	.	.....	Ocean.
Passaic	36—	16,917.32— 67,502.99	2	34—	16,246.52	1—	540.00	Passaic.
Salem	8—	2,265.80— 8,258.43	2	6—	1,667.64	.	.....	Salem.
Somerset	8—	2,282.56— 9,775.27	0	8—	2,282.56	.	.....	Somerset.
Sussex	9—	2,760.84— 12,296.87	1	8—	2,513.36	.	.....	Sussex.
Union	19—	7,407.28— 31,269.39	3	16—	6,541.08	.	.....	Union.
Warren	7—	2,519.48— 8,512.89	2	5—	1,643.48	.	.....	Warren.
Trenton State Normal School	1—	650.00— 2,460.64	0	1—	650.00	.	.....	Trenton State. Normal School.
State Superintendent	1—	650.00— 30.35	0	1—	650.00	.	.....	State Supt.
TOTALS	478—	$204,327.72— $751,932.82	95	383—	$167,939.72	20—	$10,866.40	TOTALS.
AVERAGES		427.46— 1,573.08			438.48		543.32	AVERAGES.

You Are Viewing an Archived Copy from the New Jersey State Library

RECAPITULATION FROM BEGINNING TO JUNE 30TH, 1913.

The Teachers' Retirement Fund became a part of the Public School System of New Jersey by virtue of Chapter 32, page 58, Laws 1896, (enacted March 11th,) and six times amended and re-enacted. The latest revision is Chapter 139, page 365, Laws of 1907, (enacted May 7th). To June 30th, 1913, four hundred and seventy-eight teachers had been granted annuities, aggregating an annual value of $204,327.72, averaging, $427.46, and had received benefits totalling $751,932.82, averaging $1,573.08. Of the 478 annuities granted, seventy-four were to men; annual value, $33,225.56; average, $448.99; while four hundred and four were to women; annual value, $171,102.16; average, $423.52. Ninety-five annuities had deceased; annual value, $36,388.00; average, $383.03. Three hundred and eighty-three annuities were living and in force June 30th, 1913; annual value, $167,939.72; average, $438.48. Total rebates paid, $1,121.80. Assets, June 30th, 1913, $355,296.72; investments, $234,750.00; cash in bank, $120,546.72; no liabilities; annuities paid in full to date. Total cash raised by Fund to June 30th, 1913, (Approx.,) $1,126,351.34.

ANNUITY RECORD YEAR BY YEAR.

The following table shows year by year: (1) Number and value of annuities granted; (2) Number and value of annuities deceased; (3) Number and value of annuities living and in force at end of fiscal year.

FISCAL YEAR.	NUMBER AND ANNUAL VALUE OF ANNUITIES GRANTED.		NUMBER AND ANNUAL VALUE OF ANNUITIES DECEASED.		NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE AT END OF FISCAL YEAR.		FISCAL YEAR.
1897-'8	8—	$2,669.92	1—	$247.48	7—	$2,422.44	1897-'8
1898-'9	10—	3,012.96	0—	.....	17—	5,435.40	1898-'9
1899-'00	12—	3,162.08	1—	247.48	28—	8,350.00	1899-'00
1900-'1	12—	3,813.84	5—	1,451.52	35—	10,712.32	1900-'1
1901-'2	10—	3,073.84	3—	888.48	42—	12,897.68	1901-'2
1902-'3	17—	5,845.16	5—	1,895.80	54—	16,847.04	1902-'3
1903-'4	18—	5,625.76	4—	1,410.72	68—	21,062.08	1903-'4
1904-'5	19—	6,467.40	4—	1,228.52	83—	26,300.96	1904-'5
1905-'6	22—	7,149.00	3—	1,014.72	92—	32,435.24	1905-'6
1906-'7	40—	14,830.16	5—	2,088.88	137—	45,176.42	1906-'7
1907-'8	35—	16,525.24	12—	4,181.68	160—	57,520.08	1907-'8
1908-'9	33—	15,650.00	11—	4,389.76	182—	68,780.32	1908-'9
1909-'10	74—	34,105.44	8—	2,707.52	248—	100,178.12	1909-'10
1910-'11	51—	23,959.56	6—	3,464.04	293—	120,673.64	1910-'11
1911-'12	54—	25,866.80	9—	4,001.84	338—	142,498.68	1911-'12
1912-'13	63—	32,570.56	18—	7,169.56	383—	167,939.72	1912-'13
TOTALS. . . .	478—	$204,327.72	95—	$36,388.00	383—	$167,939.72	TOTALS.
AVERAGES. . .		427.46		383.03		438.48	AVERAGES.

You Are Viewing an Archived Copy from the New Jersey State Library

RECEIPTS AND DISBURSEMENTS YEAR BY YEAR FROM BEGINNING TO JUNE 30TH, 1913.

The following tables, I and II, show by fiscal years: (A) The amount of Receipts and from what sources derived; (B) The amount of Disbursements, and for what purposes expended.

TABLE I.—RECEIPTS.

FISCAL YEAR.	MEMBERS' DUES.	INTEREST.	ENTERTAINMENTS, DONATIONS ETC.	TOTAL RECEIPTS.	FISCAL YEAR.
1896-'7	$11,031.13	.....	$1,375.35	$12,406.48	1896-'7
1897-'8	14,866.14	$261.62	200.00	15,327.76	1897-'8
1898-'9	12,936.93	346.60	.....	13,283.53	1898-'9
1899-'00	13,130.60	1,109.36	6,849.23	21,090.19	1899-'00
1900-'1	15,852.77	1,705.00	3,195.40	20,753.17	1900-'1
1901-'2	16,008.67	1,833.67	2,412.04	20,254.38	1901-'2
1902-'3	22,686.50	2,485.45	3,265.80	28,437.75	1902-'3
1903-'4	20,845.63	2,673.53	2,853.36	26,372.52	1903-'4
1904-'5	22,669.34	3,329.61	2,793.13	28,792.08	1904-'5
1905-'6	21,093.36	3,163.11	10,501.51	34,757.98	1905-'6
1906-'7	*35,095.19	4,258.15	228.10	39,581.44	1906-'7
1907-'8	52,523.48	3,842.85	11.00	56,377.33	1907-'8
1908-'9	93,686.76	4,049.37	6.00	97,742.13	1908-'9
1909-'10	†147,913.74	4,167.77	6.00	152,087.51	1909-'10
1910-'11	166,138.27	8,670.31	2.00	174,810.58	1910-'11
1911-'12	182,339.85	10,167.76	78.25	192,585.86	1911-'12
1912-'13	181,692.76	14,651.63	554.04	‡196,898.43	1912-'13
TOTALS. . ..	$1,030,511.12	$66,715.79	$34,331.21	$1,131,559.12	TOTALS.

*The advanced rates of dues under the Acts of 1906 and 1907 first show in the receipts for 1906-'7.

†Receipts from members' dues include $12.38, return of over-payment to deceased annuitant.

‡The total receipts creditable to 1912-1913 were above fifteen thousand dollars in excess of these figures. A large part of the dues for 1912-'13 had not been credited when the State Treasurer's books closed on June 30th, 1913.

You Are Viewing an Archived Copy from the New Jersey State Library

TABLE II.—YEARLY DISBURSEMENTS FROM BEGINNING TO JUNE 30TH, 1913, WITH ASSETS AT END OF EACH YEAR.

FISCAL YEAR.	ANNUITIES.	REBATES.	DUES REFUNDED.	ADMINISTRATIVE EXPENSES.	INVESTMENTS.	PREMIUM AND ACCRUED INTEREST ON INVESTMENTS.	TOTAL DISBURSEMENTS.	ASSETS END OF YEAR.	FISCAL YEAR.
1896-'7	.....	.....	.....	.....	.....	.....	.....	$12,406.48	1896-'7
1897-'8	$912.27	.....	.....	*$2,605.23	.....	.....	$3,517.50	24,216.24	1897-'8
1898-'9	3,362.66	.....	.....	1,249.44	$8,000.00	$99.30	12,711.40	32,788.87	1898-'9
1899-'00	6,483.99	.....	.....	1,681.27	29,000.00	.....	37,165.26	45,713.80	1899-'00
1900-'1	8,659.43	.....	.....	1,772.64	.....	.....	10,432.07	56,034.90	1900-'1
1901-'2	11,738.80	$100.55	.....	1,782.65	16,500.00	.....	30,122.00	62,667.28	1901-'2
1902-'3	14,767.33	210.73	.....	1,892.15	.....	.....	16,870.21	74,234.82	1902-'3
1903-'4	19,087.01	164.82	.....	1,603.54	10,000.00	.....	30,855.37	79,751.97	1903-'4
1904-'5	22,166.97	130.57	.....	1,523.27	.....	.....	23,820.81	84,723.24	1904-'5
1905-'6	27,395.78	208.09	.....	1,511.93	15,000.00	.....	44,115.80	90,365.42	1905-'6
1906-'7	35,670.11	117.14	.....	†652.14	.....	.....	36,439.39	93,517.47	1906-'7
1907-'8	53,616.28	58.43	.....	1,160.08	3,000.00	.....	57,834.79	95,060.01	1907-'8
1908-'9	64,016.31	103.74	$12.15	437.45	.....	.....	64,569.65	128,232.49	1908-'9
1909-'10	86,948.95	.....	153.43	.....	45,250.00	.....	132,352.38	193,217.62	1909-'10
1910-'11	111,328.24	27.73	120.76	.....	50,000.00	412.25	161,889.08	256,551.39	1910-'11
1911-'12	131,560.97	.....	171.00	.....	66,000.00	.3,998.09	201,730.06	313,013.50	1911-'12
1912-'13	154,354.75	.....	259.46	.....	.....	.....	154,615.21	355,296.72	1912-'13
TOTALS. . .	.$752,069.85	$1,121.80	$716.80	$17,871.79	$242,750.00	$4,509.64	$1,019,040.98		

*This item, $2,605.23, covers the entire expense disbursements to August 31st, 1898.

†The State appropriation to pay administrative expenses became available Nov. 1, 1906; all expenses charged to the Fund after that date are on account of liabilities previously incurred.

‡Dues deducted in error or from non-members, and refunded.

You Are Viewing an Archived Copy from the New Jersey State Library

ANNUAL CONVENTION.

The Annual Convention, prescribed by Section 214 of the School Law, was held at twelve o'clock, noon, on Saturday, September 27th, 1913, in the Assembly Chamber, State House, Trenton. Mr. Edward A. Murphy, of Jersey City, and Miss Grace L. Russell, of Paterson, were respectively elected Temporary Chairman and Temporary Secretary, which elections were, later, made permanent. Mr. James E. Bryan, of Camden, was unanimously nominated to succeed himself as a Trustee for the term of four years and was, accordingly, appointed by Governor Fielder. Mrs. Georgia Beers Crater offered her resignation because of impaired health. Same was accepted with regret, and a suitable resolution of appreciation of Mrs. Crater's long, faithful and efficient service was adopted unanimously. Miss S. Emily Potter, of Newark, was unanimously nominated to fill the vacancy caused by Mrs. Crater's resignation, and was duly appointed by Governor Fielder, who has, also, appointed Mr. William G. Bumsted a Trustee to succeed himself for the full term of four years.

ANNUAL COUNTY MEETINGS AND STATE CONVENTION. RULES FOR THE CALLING, ADVERTISING AND GOVERNMENT THEREOF.

Pursuant to a resolution adopted at the Convention of 1912, the Board of Trustees has adopted and promulgated Rules and Regulations for the Calling, Advertising and Government of the Annual County Meetings and State Convention provided by Section 214, Article XXV, of the School Law as follows:

RULES FOR COUNTY MEETINGS.

1—Each County Superintendent of Schools shall call a meeting of all the members of the Teachers' Retirement Fund of the State of New Jersey employed in his County at such place as shall recommend itself as being most convenient for such members, on the third Saturday in September of each year at half past ten o'clock A. M.

2—Notice of such meeting shall be prepared and signed by each County Superintendent of Schools, and shall contain:

A. The date of said meeting;
B. The hour of said meeting;
C. The place of said meeting;
D. The purpose of said meeting.

3—Each County Superintendent of Schools shall send or cause to be sent the aforesaid notice to each and every school in his County, and to the aforesaid Board of Trustees, (addressed—Secretary, Board of Trustees, Teachers' Retirement Fund, State of New Jersey, Terminal Building, 68-70 Hudson Street, Hoboken, N. J.,) and shall order the same to be posted on the Bulletin Board of each school not less than ten days prior to the third Saturday of September of each year and to be kept continuously posted till the last Saturday of September.

4—The members present at the Annual County Meeting pursuant to the aforesaid notice shall organize by the election of a Chairman and a Secretary.

5—The Meeting shall proceed to the election of delegates to the Annual Convention to be held at the State House, Trenton, at 12:00 o'clock, Noon, on the last Saturday in September, and to transact such other business as may properly come before it.

You Are Viewing an Archived Copy from the New Jersey State Library

6—Promptly on the election of the aforesaid delegates, a certificate containing the names and post-office addresses of such delegates shall be prepared and signed by the Chairman and the Secretary of said meeting and forthwith transmitted to the President of the aforesaid Board of Trustees, addressed—President, Board of Trustees, Teachers' Retirement Fund, State of New Jersey, Terminal Building, 68-70 Hudson Street, Hoboken, N. J.

RULES FOR STATE CONVENTION.

Section 214 of the School Law provides that the State Convention of the Teachers' Retirement Fund shall be held in the State House, Trenton, at 12:00 o'clock, Noon, on the last Saturday in September of each year, and shall be called to order by the President of the Board of Trustees. Following is the order of business adopted by this Board for the Government of said Convention:

I.—The Convention shall be called to order by the President of said Board.

II.—A Temporary Chairman and a Temporary Secretary shall be elected .

III.—Roll call of Delegates as certified by the respective Counties.

IV.—The Chairman shall appoint a Committee on Credentials consisting of three members of said Fund whose duty it shall be to examine the several certificates of election of said delegates as certified by the Chairmen and Secretaries of the County Meetings, and report thereon to the Convention.

V.—Recess.

VI.—Report of Committee on Credentials, and action thereon.

VII.—Election of a Permanent Chairman and a Permanent Secretary.

VIII.—Nomination of Trustees for appointment by the Governor.

IX.—Annual Report.

X.—New Business.

XI.—The Chairman and the Secretary of the Convention shall promptly prepare and sign a certificate of the nomination of Trustees for appointment by the Governor; shall forthwith transmit the same to the Governor by registered mail, and shall send a copy of the same to the Board of Trustees, addressed—Secretary, Board of Trustees, Teachers' Retirement Fund, State of New Jersey, Terminal Building, 68-70 Hudson Street, Hoboken, N. J.

XII.—Adjournment.

NOTICE OF ANNUAL COUNTY MEETING OF MEMBERS OF TEACHERS' RETIREMENT FUND.

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS.

.....County (Insert name of county) September.....191... (Insert date)

To the Members of the Teachers' Retirement Fund of the State of New Jersey:

Pursuant to the provisions of Section 214, Article XXV., of the School Law, a meeting of the members of said Fund employed in.....County is hereby called for the third Saturday of September, (Insert name of county)

viz., September .....191..., at Half-past Ten O'clock A. M. at..... (Insert date) (Insert place of meeting)

.....

for the purpose of electing.....Delegates to the Annual Convention provided for by said Section (Insert number)
to be held at the State House, Trenton, at Twelve O'clock, Noon, on the last Saturday of September.

All members of the said Fund employed in this County are entitled to be present and vote.

.....

County Superintendent.

(THIS NOTICE SHALL BE KEPT POSTED ON THE BULLETIN BOARD OF EACH SCHOOL UNTIL THE LAST SATURDAY OF SEPTEMBER.)

You Are Viewing an Archived Copy from the New Jersey State Library

You Are Viewing an Archived Copy from the New Jersey State Library

OFFICERS AND TRUSTEES.

President—Hon. CALVIN N. KENDALL, State Commissioner of Education.

Vice-President—Hon. WILLIAM R. CODINGTON, of Plainfield.

Treasurer—Hon. EDWARD E. GROSSCUP, Treasurer of the State of New Jersey, ex-officio.

Secretary—Miss ELIZABETH A. ALLEN, Terminal Building, Hoboken, N. J.

Miss SOPHIE M. BRAUN, Principal of School Number One, Elizabeth.

Mr. JAMES E. BRYAN, Superintendent of the Camden Public Schools.

Mr. WILLIAM G. BUMSTED, of Jersey City.

Mr. JOHN SCOTT DAVISON, of Passaic.

Mr. ADDISON B. POLAND, Superintendent of the Newark Public Schools.

Miss S. EMILY POTTER, of Newark.

You Are Viewing an Archived Copy from the New Jersey State Library

INDEX

Abnormal children, see Subnormal children
Absence, causes, 101
Academic course in grammar school, 82
Accidents, instruction in prevention of, 104
Accounts, report of inspector, 267-70
Ages of pupils by counties, 322-25
Agricultural education, 99, 124, 168, 197-211
Agricultural vocational schools, 204
Agriculture for elementary schools, 207
All year schools, 87
Appointment of County Superintendents, 147-8
Apportionment of school moneys, 22, 33, 342-45
Apprentices, evening schools for, 202
Appropriations, 29, 61
Approved high schools, 179
Assistant Commissioners, reports of, 173-255
Assistant superintendents, number, 47
Atlantic City industrial school, 92
Attendance, 44-45, 63, 100-104, 326-30, 346-59
Attendance officers, 102

Backward children, schools for, 77
Bayonne summer schools for pupils, 91
Betts, J. B., report of, 213-55
Blind, schools for, 95
Boards of education, choice of members, 170
Bonded debt by counties, 292
Bordentown school, report, 457-66
Buildings, 20, 166 number, 58; conditions of, 66-74; report of inspector, 257-65; owned and rented, 295
Bureau of Credentials, 157, 160-65
Business division, 18, 19, 20

Camden, subnormal school, 74
Cape May summer school, 135, 156
Carris, L. H., report of, 197-211
Certificates, professional, 161
Certificates, teachers, 154; number granted during year, 56-57, 157; by counties, 319
Chiropody certificates, 161
City Superintendents, list, 361
Civic instruction in high school, 99
Collingswood summer school, 135, 156
Colored schools, statistics, 46, 337
Commercial courses: in grammar school, 83; in high school, 99
Commissioner of Education, work under charge, 19; report, 13-172
Community use of schoolhouses, 148-51, 168
Compulsory education law, 102, 166
Consolidated schools, 24, 95, 167
Continuation schools, 202, 207
Controversies and disputes, report on, 213-55
Cooking, 121
Cost of education, 64-66; statistics, 43; per pupil, 64, 293-94
County funds, see Funds
County Superintendents: appointment, 147-48; list, 360; reports, 365-436
Courses in grammar schools, various, 79

You Are Viewing an Archived Copy from the New Jersey State Library

INDEX.

Credentials, Bureau of, 157, 160-5
Curricula of high schools, 99, 169
Custodial schools, 170

Deaf, schools for, 95
Deaf school, report, 451-53
Debt, bonded, 292
Decisions, digest of, 219-55
Defectives, **see** Mental defectives
Dental certificates, 161
Dental clinics, 116
Dental inspection, **see** Medical inspection
Department of Public Instruction, organization, 17
Department publications, 151-54
Differentiated grammar school, 79
Digest of decisions, 219-55
Disbursements, 29-66, 280-91
Disputes, report on, 213-55
Districts, number, 58
Domestic art, 121
Domestic science, 121

Educational division, 17, 19
Educational needs of State, 165-72
Eighth grade efficiency tests, 25, 143-5
Elementary school examinations, 25, 143-5
Elementary schools, agriculture in, 207
Elementary schools, report, 173-8
Englewood pre-vocational school, 94
English, teaching of, 192
Enrollment, 44-45, 63; in high schools, 97, 186; by counties, 320-21
Evening household arts classes, 203
Evening schools, 45-46; by counties, 334-36; for foreign-born residents, 25; for apprentices, 202; in household arts, 203
Examination of pupils in highest grade of elementary school, 25, 143-5
Examination of teachers, 154
Examinations for professional certificates, 161
Examiners, State Board, 154-60
Exceptional children, **see** Subnormal children
Expenses, school, 29-66, 280-91

Feeble-minded school, 142
Financial reports, 35-63; by counties, 271-91
First grade schools, 174
Forms, 21
Funds, 29. **See also** Income

Games, 108
Graduates, high school, 59-60, 331, 332
Grammar school, differentiated, 79
Grounds, school, 166
Gymnasium, 149

Hackensack school, seventh and eighth grades, 81
Handbook of health instruction, 104
Health of pupils, 104-16, 166
High school, general, 190; six year, 193-96
High school graduates, distribution, 182-3, 331
High schools, 97-100; report on, 179-96; distribution, 184-85; groups of pupils, 189; recommendations for, 191
History, local, teaching of, 169
Hoboken Industrial School, report, 469-76
Hoboken medical inspection, 113
Hopkins, W. C., report of, 267-70
Household arts classes, evening, 203
Household arts education, 199
Hygiene instruction, 104
Hygienic conditions, 105

Income, sources, 29; apportionment, 33, 35-38, 271-79
Incorrigible, schools for, 95
Industrial Arts School, Trenton report of, 465
Industrial education, report on, 197-211
See also Industrial training
Industrial School, Hoboken, report, 469-76

You Are Viewing an Archived Copy from the New Jersey State Library

INDEX.

Industrial training, 92, 119-24, 134, 168, 197-211
Inspector of Accounts, report, 267-70
Inspector of Buildings, report, 257-65
Institutes, teachers', 140-1

Jersey City community use of school houses, 149
Junior high school, 85, 177, 193

Kendall, C. N., report of, 13-172
Kindergarten schools, 173

Law certificates, 161
Law concerning: health instruction, 104; manual training, 120; vocational schools, 119, 201
Law division, 18, 19; report, 213-55
Lectures, statistics, 339
Letter of transmittal, 15
Libraries, school, 26, 146-47, 168
Licenses, academic, 154; professional, 160

McDermott, C., report of, 257-65
Manual arts course in grammar school, 84
Manual training, 25, 119-24, 197; teachers, 134
Manual Training and Industrial School for Colored Youth, report, 457-66
Mathematics course in grammar school, 82
Medical certificates, 160
Medical inspection, 102, 110, 166; statistics, 59, 340-41
Mental defectives, teachers for, 134, 135, 142, 166
Meredith, A. B., report of, 179-96
Mirick, G. A., report of, 173-78
Moneys, school, 29-63; apportionment, 22, 344-45
Monographs issued by Department, 151
Montclair open air school, 86
Montclair State Normal School, report, 445-47
Morse, H. N., report of, 20

Needs of State, 165-72
New Jersey Public Library Commission, 146
Newark all year schools, 88
Newark Technical School, report, 479-80
Night schools, 95
Normal school reports: Trenton, 439-41; Montclair, 445-47
Normal schools, 130-35, 165
Number of children to teacher, 96, 170
Nurse, school, 102, 112, 166

Office system, 25
Open air schools, 86
Organization of Department of Public Instruction, 17
Organization of schools, 74-97
Out-houses, 105; circular, 106

Partial high schools, 180
Passaic industrial school, 93
Paterson playground, 109
Phillipsburg summer school, 135, 156
Plainfield medical inspection, 112
Playgrounds, 109, 168
Preliminary examinations for professional certificates, 161
Preparation of teachers, 130-5
Pre-Vocational school, 92
Private schools, statistics, 46, 338
Professional education, 160
Public Library Commission, 146
Publications of Department, 151-54
Purchasing department, 24

Railroad tax, see Income
Receipts, 29, 35-38, 271-79
Recreation, importance of, 108
Registered high schools, 179
Registers, school, 20
Reserve fund, apportionment, 342-43
Retirement fund, 124; report, 483-512
Revenue, see Income
Rural schools, consolidation of, 95
Rutgers College summer school, 135 156

You Are Viewing an Archived Copy from the New Jersey State Library

INDEX.

Safety of pupils, 104-16
Salaries of teachers, 124-9, 166; average, 53-56, 179; comparative statement, 63; by counties, 296-317
Sanitary conditions, 105-16
Schauffler, W. G., report, 7-9
School accounts, report, 267-70
School buildings, **see** Buildings
School expenses, 64-66
School for the Deaf, report, 451-53
School grounds, 166
School of Industrial Arts of Trenton, report, 465-66
School nurse, 102, 112, 166
School registers, 20
School tax, **see** Income
Schoolhouses, community use, 148-51
Schools, inefficiency, 103
Schools, organization, 74
Secondary education, report on, 179-96
Senior high school, 85, 177, 193
Sewing, 121
Six and six plan, 85, 177, 193-96
Special types of schools, 167
Staff of Department of Public Instruction, 17
State-aided vocational schools, **see** Vocational schools
State Board of Education, members and officers, 3; committees, President's report, 7
State Board of Examiners, 154-60
State funds, **see** Funds
State Normal Schools, reports: Trenton, 439-41; Montclair, 445-47
State Railroad Tax, 29
State school fund, 29
State school tax, 29
State Superintendents of New Jersey, 11
Statistical report, 29-63; 271-361; summary, 35-63
Subnormal children, 74, 141-43 **See also** mental defectives
Summary of statistics, 35-63
Summer schools for pupils, 87, 167
Summer schools for teachers, 135-39, 156, 165
Summer terms, 87, 167
Superintendents, city, list, 361
Superintendents, county, list, 360; reports of, 365-436
Superintendents, number, 47
Superintendents, State, 11
Supervision of schools, 116-19, 167
Supervising Principals, 116-19; number, 48
Supervisors, number, 48, 49
Surplus revenue fund, 29
Swimming pools, 108, 149

Tables, statistical, 35-63, 271-361
Tax, **see** Income
Teachers; inefficiency, 133; kindergarten, 173; new, 130; number of, 47, 49-53, 63; special, 134; supervision of, 116; term of service, 57, 318; training of, 98, 130-35
Teachers' certificates, 56-57, 154, 157, 319
Teachers' institutes, 140-1
Teachers' retirement fund, 124; report, 483-512
Teachers' salaries, 53-56, 63, 124-29, 166, 179, 296-317
Technical School, Newark, report, 479-80
Term, average length, 58
Term of service of teachers, 57, 318
Training of teachers, 130
Transportation of pupils, 24, 95
Trenton, classes for backward children, 77
Trenton State Normal School, report, 439-41
Tuition, 24, 333

Valuation of school property, 58
Vineland summer school, 135
Vocational schools, 92, 123, 134, 201-7

Waterclosets, circular, 106
Women, higher education, 169
Woodbridge Township consolidated school, 96
Woodworking, 121