ANNUAL REPORT

OF THE

State Board of Education

AND OF THE

Commissioner of Education

of New Jersey

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30

1931

NEW JERSEY STATE LIBRARY

MacCrellish & Quigley Co
Printers
Trenton, New Jersey
1933

CONTENTS

PAGE

Members of State Board of Education for Years 1930-31 and 1931-1932 6
Committees of State Board of Education for 1930-1931 7
Committees of State Board of Education for 1931-1932 8
List of County Superintendents 9
List of City Superintendents 9
List of Helping Teachers 10

PART I

Report of President of State Board of Education 11
Report of Commissioner of Education 13
Appointments of County Superintendents 45
Schedule of Teachers' Institutes 46
Report of State Board of Examiners 46
Report of Bureau of Academic Credentials 51

PART II

Reports of Assistant Commissioners and Directors—

Decisions 55
Elementary Education 157
Secondary Education 175
Vocational Education, Industrial Arts, and Continuation Schools 205
Educational Business Activities 261
Physical and Health Education 284

PART III

Reports of State Teachers Colleges and State Normal Schools—

State Teachers College and State Normal School at Trenton 303
State Teachers College at Montclair 310
State Normal School at Newark 313
State Normal School at Glassboro 322
State Normal School at Paterson 333
State Normal School at Jersey City 338

PART IV

Reports of Other Educational Institutions—

New Jersey School for the Deaf 345
Manual Training and Industrial School for Colored Youth at Bordentown 347
School of Industrial Arts of Trenton 350
Schools for Industrial Education, Hoboken 351
Schools for Industrial Education, Newark 356

PART V

Statistical Tables—

Table of Contents for Financial and Other Statistics by Counties 363

SECTION A

Table PAGE

1. District Taxes Ordered for School Year Beginning July 1, 1931 364
2. Current Expense Fund 366
3. Repairs and Replacements 369
4. Land, Buildings and Equipment 371
5. School Libraries 373
6. Manual Training 374
7. Vocational Schools 376
8. Continuation Schools 377
9. Evening Schools for Foreign-born Residents 378
10. Redemption of Bonds, Authorized Notes, and Interest on Same 379
11. Summary of Receipts, Expenditures, Contractual Orders, Balances 381
12. Summary of Receipts and Expenditures—Non-Revenue Sources ... 382

Distribution of Day School Costs—

13-A. Administration 383
13-B. Instruction, Supervisory and Proper 388
13-C. Operation 390
13-D. Maintenance 391
13-E. Coordinate Activities 392
13-F. Auxiliary Agencies 393
13-G. Fixed Charges 395
14. Cost of Education Per Pupil 396

Distribution of Costs (Special Schools)—

15. Summer Schools 397
16. Evening Schools 398
17. Vocational Schools—Day and Evening 400
18. Continuation Schools 408
19. Manual Training Evening Schools 409
20. Evening Schools for Foreign-born Residents 410
21. Debt Service 411
22. Capital Outlay 412

Cost of Education by Types of Schools (Day Schools Only)—

23-A. Administration 414
23-B. Instruction, Supervisory and Proper 415
23-C. Operation 417
23-D. Maintenance 418
23-E. Coordinate Activities 419
23-F. Auxiliary Agencies 420
23-G. Fixed Charges 421
24. Statement of School Indebtedness 422
25. School Buildings Owned and Rented 424
26. Schools by Types 425
27. Transportation for Day Schools in All Districts 426
28. Pupils for Whom Tuition and Transportation is Paid 429

Teachers—

29. Teachers Employed and Salaries Paid 432
30. Summary of Teachers Employed 452
31. Subclassification of Special Supervisors and Teachers 453
32. Experience of Teachers 455
33. Training of Teachers 457
34. Number of Teaching Positions 458
35. Number of Full Term Teachers in Day Schools According to Salaries 459

Pupils— PAGE

36. Enrollment in Day Schools by Grades 462
37. Bedside Enrollment and Regular Attendance 472
38. Manual Training Pupils 474
39. Regular Day School Attendance for All Districts 475

Miscellaneous—

40. Evening Schools (Number of Teachers, Enrollment, Attendance).. 479
41. Special Evening Schools by Districts 483
42. Day Vocational and Continuation Schools 484
43. Summer Schools (Number of Teachers, Enrollment, Attendance).. 485
44. Colored Pupils in Day Schools 486
45. Number of Employees Other Than Those Reported as Teachers ... 487
46. Apportionment of School Moneys for Year Beginning July 1, 1930 488

SECTION B

Attendance by Counties and Districts 490

PART VI

Summary of Statistics—

Table of Contents for Summary of Statistics 505
Recapitulation of Costs of Public Schools 506
Balance Statement 506
Summary of Statistics 507

Members of the State Board of Education

1930-1931

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

1931-1932

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

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

Committees of the State Board of Education

1930-1931

Advisory

JOHN P. MURRAY, *Chairman*

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

Law, Appeals and Legislation

OSCAR W. JEFFERY, *Chairman*

JOHN P. MURRAY
GUSTAV A. HUNZIKER

Finance and Administration

MRS. MABEL S. DOUGLASS, *Chairman*

GUSTAV A. HUNZIKER
MRS. ROBERT A. IRVING

Housing and Health

MRS. EDWARD L. KATZENBACH, *Chairman*

D. HOWARD MOREAU
MRS. MABEL S. DOUGLASS

Rural Schools

D. HOWARD MOREAU, *Chairman*

MRS. SEYMOUR L. CROMWELL
OSCAR W. JEFFERY

Teacher Training and Normal Schools

MRS. SEYMOUR L. CROMWELL, *Chairman*

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

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

MRS. ROBERT A. IRVING, *Chairman*

D. HOWARD MOREAU
LYMAN F. MOREHOUSE

School for the Deaf

GUSTAV A. HUNZIKER, *Chairman*

MRS. EDWARD L. KATZENBACH
JOHN P. MURRAY

Manual Training and Industrial School

D. STEWART CRAVEN, *Chairman*
MRS. ROBERT A. IRVING

1931-1932

Advisory

JOHN P. MURRAY, *Chairman*

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

Law, Appeals and Legislation

OSCAR W. JEFFERY, *Chairman*

JOHN P. MURRAY — GUSTAV A. HUNZIKER

Finance and Administration

MRS. MABEL S. DOUGLASS, *Chairman*

GUSTAV A. HUNZIKER — JOSEPH W. MOTT

Housing and Health

MRS. EDWARD L. KATZENBACH, *Chairman*

D. HOWARD MOREAU — MRS. MABEL S. DOUGLASS

Rural Schools

D. HOWARD MOREAU, *Chairman*

MRS. SEYMOUR L. CROMWELL — OSCAR W. JEFFERY

Teacher Training and Normal Schools

MRS. SEYMOUR L. CROMWELL, *Chairman*

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

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

JOSEPH W. MOTT, *Chairman*

D. HOWARD MOREAU — LYMAN F. MOREHOUSE

School for the Deaf

GUSTAV A. HUNZIKER, *Chairman*

MRS. EDWARD L. KATZENBACH — JOHN P. MURRAY

Manual Training and Industrial School

D. STEWART CRAVEN, *Chairman*

D. HOWARD MOREAU — JOSEPH W. MOTT

SUPERINTENDENTS

1930-1931

COUNTY SUPERINTENDENTS

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

CITY SUPERINTENDENTS

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

HELPING TEACHERS FOR 1930-1931

Atlantic County

ELEANOR HELFRICH, Pleasantville
CORA SCHAIBLE, Pleasantville

Bergen County

AGNES E. BROWN, Ridgewood
MRS. ETHEL H. CARROLL, JR., Tenafly
NORA C. LEITER, Hackensack
MELVIA WORMUTH, Bogota

Burlington County

MARGARET CAREY, Mount Holly
HULDA HEWITT, Mount Holly
CAROLINE B. LECONEY, Moorestown
MILDRED R. PURNELL, Mounty Holly
ALMA E. PRENTICE, Bordentown
IRENE SHEPPARD, Burlington

Camden County

MRS. HELEN A. AMEISEN, Collingswood
MRS. ESTELLE GLADING, Haddonfield
ETHEL G. McKINLEY, Camden
OLIVIA F. RICHMAN, Collingswood
MRS. BARBARA SEVERNS, Collingswood

Cape May County

MRS. GRACE L. CRONE, Cape May Court House
ROXANNA S. GANDY, Dennisville
AGNES E. GARDELL, Cape May Court House

Cumberland County

NELLA H. COLE, Bridgeton
ANNA M. FISHER, Mauricetown
JEAN F. MACKAY, Vineland

Essex County

MARGARET MILMINE, Orange
LILLA E. PAYNE, Montclair

Gloucester County

MARION C. BECK, Paulsboro
ELIZABETH R. DILKS, Woodbury
MARGARET B. RADCLIFFE, Pitman
KATHERINE L. SMITH, Woodbury

Hunterdon County

MELDA W. CHAMBRE, Flemington
JENNIE M. HAVER, Clinton
SARAH STRONG, Ringoes

Mercer County

DOROTHY B. SMITH, Burlington

Monmouth County

LORA W. GATES, Red Bank
MRS. M. S. GIBSON, Freehold
KATHRYN M. PARKER, Freehold
CHARLOTTE E. WILSON, Port Monmouth

Morris County

LAURA D. GASKILL, Morristown
ARLINE KEEPHART, Mendham
HELEN PRIMROSE, Boonton

Ocean County

MRS. SARA B. HERNBERG, Barnegat
MARIE SNYDER, Toms River
MARY H. YOUNG, Laurelton

Passaic County

CLARE BARTLETT, Paterson
MARGARET DICK, Paterson

Salem County

MRS. PLUMA P. BATTEN, Salem
FANNIE B. MILLER, Elmer
EDITH L. VAN SYCKLE, Salem

Somerset County

ADALINE P. HAGAMAN, Somerville
LAURA M. SYDENHAM, Plainfield
CORINNE WOODRUFF, Somerville

Sussex County

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

Warren County

MARCIA A. EVERETT, Belvidere
KATHERINE JAMISON, Belvidere
VERA M. TELFER, Belvidere

PART I

REPORTS OF PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For Year Ending June 30, 1931

STATE OF NEW JERSEY
STATE BOARD OF EDUCATION

TRENTON, N. J., December 5, 1931

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

As required by law, I have the honor to submit herewith the Annual Report of the State Board of Education, together with important accompanying documents, for the school year from July 1, 1930, to June 30, 1931.

Very sincerely yours,

D. STEWART CRAVEN,
President, State Board of Education

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

December 5, 1931.

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

GENTLEMEN—In compliance with the requirement of the School Laws of New Jersey, I have the honor to submit the Annual Report of the State Department of Public Instruction. This includes the report of the Commissioner of Education and the reports of the several Division Heads of the Department which have been submitted to him for the school year ending June 30, 1931.

Very sincerely yours,

CHARLES H. ELLIOTT,
Commissioner of Education

ANNUAL REPORT OF THE COMMISSIONER OF EDUCATION

The report of the Commissioner of Education which is submitted to you herewith reviews the work of the State Department of Public Instruction for the fiscal year ending June 30, 1931, and includes a report of the activities of the various divisions of the Department. There is included also a compilation of the more important statistics relating to public education including statistics of enrollment, number of teachers employed, school facilities provided, the sources of revenue for the public schools, and the public school expenditures for the fiscal year under review.

THE DIVISION OF CONTROVERSIES AND DISPUTES

The principal work of this Division is the hearing of cases which arise under the School Law and recommending decisions to the Commissioner. During the year 1930-31, twenty-seven formal controversies were heard and decisions recommended to the Commissioner. Twelve cases have been appealed to the State Board of Education, ten of which were affirmed and the opinions in two reversed. One case was carried to the Supreme Court on writ of certiorari. The Supreme Court affirmed the decisions of the Commissioner and the State Board of Education. All of the cases are of interest and will be found in the detailed report of the decisions. I have selected eight of these cases for brief review.

In the case of Elizabeth A. Carroll *vs.* Board of Education of Matawan, the Supreme Court affirmed the rulings held by this Department for a number of years that unless there are three full calendar years between the original appointment of a teacher and the termination of her third contract, she is not protected by the Tenure of Office Act.

The State Board of Education in the case of Georgia B. Wallace *vs.* Board of Education of the Township of Greenwich reaffirmed its ruling in the case of Cheeseman *vs.* Gloucester City in that the State Board will not disturb the findings of a local board of education on the dismissal of a teacher after a hearing if it is shown that the board reached its decision after giving a fair hearing and there is no showing of passion or prejudice on its part.

There is indicated in the affirmance of the Commissioner's decision in the case of Florence H. Mills *vs.* Board of Education of the Township of Scotch Plains that the State Board of Education believes that the provisions of a mutual termination clause in a contract cannot be exercised by a board of education unless such action is for good cause.

In the decision of Effie M. Wisner *vs.* Neptune Township Board of Education, there are numerous Supreme Court citations sustaining the right of public bodies to abolish positions in good faith for the purpose of economy or efficiency.

In the case of Mabel Cassidy *vs.* Board of Education of Jersey City, a principal was transferred from a position for which there was fixed a higher maximum salary than the position to which she was transferred, but at the time of her transfer she was not receiving in excess of the maximum fixed for the position to which she was transferred. The decision, which was affirmed by the State Board, holds that a teacher can be transferred from a position to which a higher salary has been fixed to another position providing her salary is not decreased.

The State Board of Education, in reversing the Commissioner of Education in the case of Morgenweck, et al., vs. Board of Education of Gloucester City, held that a salary schedule must be regularly adopted by the board in order that it may be considered binding; and even though a board may appear to follow a schedule, its procedure is not to be construed as the adoption of the schedule without formal action.

In the case of Mayor and Common Council of the City of Pleasantville vs. Board of Education of the City of Pleasantville, the Board of School Estimate was requested to transfer $60,000 from the Current Expense Account to the Capital Outlay Account. The resolution of the Board of Education presented to the Board of School Estimate did not show the purpose of the transfer, but it was generally understood by the members of the Board of School Estimate that the money was to be used for the installing of a cafeteria and other furnishings for the new high school building. After the transfer of the money, the Board of Education, believing that more land for school purposes was desirable, purchased a tract near the high school building for the sum of $36,000. The right of the board to make this purchase from the funds transferred by the Board of School Estimate was contested and the decision held that when money is to be raised for land, the Board of School Estimate must fix and determine the amount and that money in the Capital Outlay Account cannot be used for such purpose unless so fixed.

The case of Stoothoff vs. Blood is of interest for the reason that when the Matawan Township Board of Education met for organization there was a question about the eligibility of one of

the successful candidates at the annual school election. During the controversy regarding the qualifications of this member, who had presented her oath of office, four members of the board left the room and held that, because of the ineligibility of one of the members remaining, there was not a quorum to effect an organization. It was held in the decision that the person whose qualifications were questioned was at least *de facto* if not a *de jure* member of the board of education and that she had a right to act at the organization meeting and, therefore, the election of the president and vice-president by five members of the board, of which she was one, was a valid organization.

During the school year 1929-30, one thousand seven hundred thirty-five letters of advice and information were written. During the school year of 1930-31, there were two thousand two hundred thirteen letters written, an increase of more than twenty-five per cent. While we have made no systematic record of the requests for information which come to us by telephone and in personal interviews, I am of the opinion that the increase in the number of such requests is at least twenty-five per cent over that of the preceding year.

There has been a decrease in the number of bonding proceedings passing through the Commissioner's office for approval by the Attorney-General. This decrease, we believe, reflects the present financial depression.

This Division has been responsible also for collecting and preparing material for the monthly Education Bulletin.

Under the law, it is the duty of the Commissioner, with the approval of the President of the State Board of Education, to appoint an acting superintendent for counties which have no regular county superintendent. Upon the death of Superintendent Henry C. Dixon, which occurred on April 11, 1931, I appointed Mr. C. J. Strahan, the Deputy Commissioner in charge of this Division, to serve as acting county superintendent, and he served in that capacity for the remainder of the school year.

ELEMENTARY EDUCATION

In many respects the most important part of the school system is the elementary school. The interpretation of what elementary education is varies in this country and within the boundaries of our own State. In general, we define elementary education as that education which is represented by the grade grouping of kindergarten through the sixth grade. The period of secondary education is represented by grades seven to twelve divided usually into the junior and senior high school periods of three years each. Elementary education may also be regarded as a period of training represented by the span of grades from the kindergarten through the eighth grade. The tendency in recent years even in such systems, however, is to develop an intermediate school consisting of the seventh and eighth grades. We have also scattered instances of kindergarten through the fifth grade as constituting elementary education and various other groupings.

Elementary education will always occupy a large part of the energies of educational administrators and teachers because the great mass of our people must obtain the major portion of their education in the elementary schools. Where we have the eight-four system, that will represent the education for a great many because many will reach the compulsory school age by the time they complete such schooling. For many others, the junior high school will be the terminal institution. In times such as we have been experiencing, the function of the school as the great institution for training in the basic elements of citizenship, and for furnishing as broad an education as is consistent with the maturity of the children enrolled with some training for leisure activities, is brought into bold relief. Because we are obliged, particularly in New Jersey with its large urban area and dense population, to provide for a relatively large number of children, we have an acute problem of mass instruction which is at once challenging and upon the proper solution of which depends the welfare of the State.

Under the present laws, children must remain in school until they are fourteen years of age and have completed at least an eighth grade education, or they remain until they are fifteen years

of age and have completed at least the sixth grade of the elementary school, or five regular grades and a year of vocational education approved by the Department as equivalent to the work of a sixth grade. The ideal of education in a democracy—and particularly the ideal toward which we strive in the United States—is the guarantee of full time schooling for every child. Those physically incapacitated are taught in our schools for crippled in classes organized for this purpose or by means of home and bedside instruction. For the mentally retarded, if not institutional cases, the schools attempt through special classes or special programs of work to minister adequately to their needs.

Through the work of the Crippled Children's Commission we have now one of the most comprehensive sets of laws covering the crippled child, the deaf, the blind, and the near blind that has been devised.

In my judgment, intensive studies should be undertaken by our school systems for the purpose of locating retarded children and establishing such classes for those severely retarded as may seem necessary, but more especially to develop classes of the opportunity type. In such undertaking we should not neglect to provide for the gifted child. The figures included in the reports of the White House Conference emphasize the importance of this problem.

In my judgment, the movement under way in this country looking to the development of a program of elementary education which seeks to enlist the interests and creative abilities of the child will contribute largely to the improvement of elementary education. In my annual report of 1929, I called attention to this movement and suggested that many of our educators were struggling to consider better means of carrying on educational programs than through methods which stress abstract learning and memorization.

The standardization of teaching procedures has tended for many years to neglect the individuality of the child. Notwithstanding the fact that our studies of individual differences and of child nature indicate that individual differences must be taken into account, and that the interests and creative abilities of children when skillfully utilized in instruction contribute to learning, very little has been done until recently. In 1929, I suggested that this

movement held great promise and that the New Jersey schools were alive to the possibility of improving elementary education through methods of instruction based upon these well known facts and through a better selection of teaching materials.

I am very glad to report at this time that the improvement that has taken place in elementary education in many places in this State is noteworthy. The Elementary Division has discussed this problem of improving elementary education through better selection of materials and better instruction methods throughout the State. Much has been done to assist in developing instruction which permits the child to make things, to undertake problems and projects on his own initiative, and, above all, gives him the opportunity to do something creative. By no means does such work neglect the learning of the facts to be expected in the elementary school—rather it supplies a method by which broader and more intensive learning takes place. The usual tests are utilized as checks upon achievement.

With the able corps of superintendents, supervisors, and teachers in this State there is no doubt that any plan of improved instruction such as this will be built upon the sane foundation of our present highly developed educational system. I think that at no time before in New Jersey has there been such a pronounced tendency to develop our elementary education in terms of the initiative, the interests, and the abilities of the pupils; and never before has there been such conscientious work done in the selection of teaching materials to the end that the pupil in the elementary school shall be given the best possible education. Along with this and as a part of it have come better education in citizenship and definite emphasis upon this important phase of public education.

HELPING TEACHERS

The supervision of helping teachers continues as a part of the work of this Division. It is a satisfaction to report that the high standards of supervision to which I have referred in previous reports are maintained by the staff of helping teachers. I feel that the school work in our small communities and rural com-

munities under the direction of this corps of able teachers is worthy of the highest commendation.

CURRICULUM REVISION

Curriculum revision continues to be one of the activities of the Division of Elementary Education. During the past year, a committee of fifteen teachers selected from the teachers in the elementary schools and normal schools, the staff of helping teachers, and the supervising principals worked upon a monograph in Social Studies for the first three grades. An assistant in elementary education has also carried on a part of this work. This monograph will be printed during the summer and, in addition to presenting outlines in the field and bibliographies, it will present projects and a large number of lessons which have been worked out under actual classroom conditions. This we find to be one of the most important phases of the work of the Division of Elementary Education. Through these monographs, new materials of instruction and new methods of presenting the subjects included are made available to elementary teachers.

Two years ago we issued a monograph on Nature Study and Elementary Science. This monograph will require revision in the near future and when the revision is undertaken it is my opinion that the whole field of science for the elementary schools should be carefully studied. Our civilization has virtually been transformed by the application of science to industry and modern living. The upper classes of the elementary school, and particularly the junior high school, constitute the period of school life when these rich materials should be made available. With proper selection of materials, large opportunity for study and experiment, children will be able to learn the fundamentals in this important field. It should be noted also that the proper kind of instruction in this field may be utilized as a means for training in thinking.

SECONDARY OR HIGH SCHOOL EDUCATION

The pubic high school enrollment of New Jersey continues to increase rapidly. The total enrollment in the approved four-year high schools of the State for the past four years was as follows:

1928	111,080
1929	117,889
1930	129,866
1931	146,992

There was an increase of 17,126 students or 13.2% over last year.

There are now 159 approved high schools offering a full four-year course, 55 approved junior high schools, and four accredited evening high schools.

It should be noted that the increase in enrollment of high school pupils last year exceeded that of the previous year and these rapidly increasing enrollments represent a serious strain on the facilities of our high schools. Even a year ago these facilities—classrooms, libraries, gymnasiums, laboratories, auditoriums, shops—were used almost to their capacity. The large increase in enrollment this year has not been accompanied by a corresponding increase in school facilities, and many schools are overcrowded in consequence.

The situation is rendered more serious by the fact that continued increase of enrollment is to be expected. The lack of opportunity for junior employment under present business conditions has accounted only in part for the increased registration of high school pupils. It is to be expected that the recent change in the compulsory education law will result in the return to school and the continuing in school of more pupils next year. There is no doubt that provision for additional high school facilities must be made in the near future.

SUBJECTS TAUGHT IN THE NEW JERSEY HIGH SCHOOLS

About forty per cent of the membership of Grades IX-XII in the New Jersey high schools is preparing for some higher insti-

tution. Approximately twenty per cent of the membership is enrolled in general courses; thirty-five and one-half per cent in business courses, and a little over five per cent in what may be termed vocational courses which consist principally of industrial, agricultural, and home economics courses. The business courses which are becoming more effectively vocational from year to year, devote more than one-half of their time to training of a broad general character.

Since 1929 we have collected comprehensive statistics covering the enrollments in the various subjects for all public high schools of the State. Accurate statistics of this type give us an index of exactly what is happening. Any number of general descriptive statements are not nearly so significant. Moreover, such material furnishes us facts upon which to base recommended changes.

The comparative enrollments for this year and last year in the subjects which constitute the principal core of our high school curriculum reveal some interesting trends. Practically the entire membership of the high school is enrolled in English; the registration in Latin decreased from 22 per cent to 17.7 per cent; that in French from 20 per cent to 18.2 per cent; Greek has practically disappeared from the curriculum of the New Jersey high school. German and Italian have shown slight increases.

In the field of mathematics, the per cent of registration in algebra decreased from 29.4 per cent to 27.9 per cent; plane geometry from 13.3 per cent to 12 per cent; solid geometry and trigonometry, strictly college preparatory subjects, remained practically constant at 2 per cent. The decrease in these mathematics subjects has been significant since 1926-1927. In that year 35.9 per cent of the high school registration was enrolled in algebra; 16.8 per cent in plane geometry and 2.2 per cent in solid geometry and trigonometry.

The shifts in per cent of registration are reflected in the increased per cent of registration in the fields of history and problems of American democracy and civics. In my report of last year I pointed out that in 1925-1926 only 13.8 per cent of the high school registration was studying the subjects of American history and problems of American democracy. Last year the per

cent of registration in these subjects had risen to 20.9 per cent and this year the per cent is 21.4 per cent. The trend in the curriculum has been distinctly toward emphasis upon the subjects which prepare for intelligent citizenship.

THE COMMERCIAL CURRICULUM

Large improvement has taken place in the commercial curriculum in the past four years. A decade ago commercial courses in our high schools were very narrow and were devoted almost entirely to the skill subjects. Today over one-half of the material in these courses is designed to give broad general training, although closely related to the vocational subjects of the course. The per cent of the total registration of the high school enrolled in separate commercial curricula is rising. Last year approximately one-third of all high school students of New Jersey was enrolled in the commercial curriculum. This year the enrollment is 35.5 per cent of the entire high school registration. The enrollment in stenography has risen from 12.4 per cent to 13.5 per cent; in commercial arithmetic and elementary business training from 18.3 per cent to 21.5 per cent; 15 per cent of the registration has been enrolled in bookkeeping for both years and 19 per cent in typewriting. The per cent of the registration in commercial geography has increased from 5.4 to 7.9, while the per cent studying economics has remained constant.

ENROLLMENTS IN THE NATURAL SCIENCES

Enrollments in the natural sciences remain practically the same as last year with the exception of general science. The per cent of high school students enrolled in the subjects of physics, chemistry, and biology has remained practically constant for the last six years and represents an enrollment principally of college preparatory students.

Last year 18.8 per cent of the total high school registration was enrolled in courses in general science. This year the per cent is 20.5. In my report of last year, I pointed out that the enrollment in general science had increased from 17,860 in 1925-1926 to

23,830 in 1929-1930. During the current year, the enrollment has risen from 23,830 to 30,133.

This is a most important item because it indicates that our schools are offering the opportunity to many thousands of boys and girls to become acquainted with the fundamentals of science which will enable them to interpret the many changes which are taking place. When it is realized that modern living is affected in large measure by the applications of science, these facts gain additional significance.

This subject, one of the most important in the high school, unfortunately is not as well taught as it should be. There are entirely too many situations in which reliance is placed on the textbook and on the accompanying workbook. This is a field in which rich materials very easily gathered should be made available in simply equipped laboratories and work rooms so that boys and girls may have every opportunity to make experiments and try out things through the medium of projects which they themselves initiate, but which under the wise guidance of alert teachers may be made to contribute very largely to worth while learning. At a very slight cost, an immense amount of material may be made available. Collections of all sorts, the large number of visual aids readily available, and appliances in everyday use are frequently not assembled to the extent which they should be.

THE CONSOLIDATED DISTRICT FOR HIGH SCHOOL PURPOSES

School districts that do not maintain high schools send their pupils in large numbers to nearby districts which have such schools. Very often because of the large number of pupils to be accommodated in these receiving districts a relatively small district is virtually compelled to erect a high school plant which is a heavy burden upon the district. Larger districts with adequate ratables can with much less burden provide high school facilities to meet the needs of the pupils in such an area. Recognizing this, the Legislature of 1931 passed an act which permits boards of education of two or more districts to unite for the purpose of maintaining a high school. The law provides that a board of education

for the new district shall be elected by the people from the entire district and gives to the board of such district the authority provided under Article VII of the School Law. The act also permits such a consolidated district to carry on its elementary schools under such a board and, if it desires, to organize junior high schools, vocational schools, and other types of schools. It should be noted that this act is a permissive act and that the establishment of such districts is upon the initiative of the school districts which would comprise the new district. It is to be presumed, of course, that such districts will be formed only after careful study and investigation. A plan so organized and administered should make for improved high school education and will assist materially in equalizing the costs of high school education.

PHYSICAL AND HEALTH EDUCATION

During the past year this Division has carried on an enlarged field of service. As usual, a large number of meetings of various kinds have been attended by members of the Division and addresses given. Some idea of the scope of the year's work is indicated by the following summary: The staff visited during the year 46 rural schools, 142 elementary schools in boroughs and cities, 22 junior high schools, and 63 senior high schools. Addresses were given by the Director or by one of the members of the staff classified as follows: 14 teachers' meetings, 24 meetings of nurses, 13 local parent-teachers' associations, 1 county public health association, 1 county meeting of supervising principals, physicians and nurses, and meetings of 11 organizations such as the New Jersey State Medical Society, the New Jersey State Dental Society, and the New Jersey Health Officers' Association. In addition to these meetings, 10 group conferences were held. These conferences were informal and were attended by school executives, physicians and nurses, and supervisors of physical education. The Division also conducted a large number of demonstrations and has participated in surveys in six school districts.

During the year the Division has completed the following publications which have been submitted for printing:

(1) Gymnasium Planning and Construction
(2) A School Health Program for Teachers
(3) Self-testing Activities for Classes I to IV
(4) Self-testing Activities for Classes IV to VIII.

Other bulletins and programs in preparation are the following: Program in health and safety education, records and report forms for health, physical and safety education, and standards for school dental service. It should be noted also that a large number of leaflets and stencilled bulletins are issued by the Division for the purpose of keeping the schools informed with respect to the program of the Department.

This Division has contributed regularly to the Department publication, "The Education Bulletin." The articles included topics in health, safety, and physical education. The director has continued to edit "School Health Department," which is a special page of the official journal of the State Medical Society. Comments received concerning this page indicate that it has been welcomed by members of the medical profession. The Division staff participates in the preparation of a page for the "Beanstalk," the monthly bulletin of the New Jersey Tuberculosis League. The national professional periodicals, the "Public Health Nurse" and the "Journal of Health and Physical Education," were supplied with articles and notes. They frequently reprint articles published by the Division in other periodicals and bulletins. It is a matter of gratification to report these items of publication as they give some measure of the professional estimate of this most important part of the educational program of New Jersey.

I am glad to report that committees of the State Medical Society and the State Dental Society, the New Jersey Tuberculosis League, and a committee of school nurses are cooperating with the Department in studying problems in their particular fields. Such committee cooperation is of particular value in developing a program and in working out standards in harmony with the professions cooperating. The Legislature of 1931 enacted several

measures relating to health education which are particularly significant. Chapter 50, P. L. 1931, is a short but comprehensive act which requires instruction in accident prevention in all schools of the State. The act, which had been a part of the School Law, was unsatisfactory in many particulars and difficult to administer. This was repealed by the Legislature and Chapter 50 passed in its stead.

In my report of last year I pointed out that the authority for excluding from school children who were ill was not clearly set forth in the School Law. I suggested at that time that this should be remedied in the interests of the children. An amendment to the section of the School Law dealing with school health makes it possible for a teacher to exclude a child from the classroom when there is evidence that the child is ill, and permits the principal to exclude the child from the building in the absence of the physician or nurse. With the great care exercised by our supervisors and teachers this makes possible the protection of the health of the child to a degree that has not been possible.

The Director of this Division has recommended again that the terminology used in the School Law in the sections dealing with health and physical education be revised to conform to the usage generally accepted in the United States. This may well receive our attention in a project of revision.

The new requirements for the certification of physical and health education teachers have been made much higher than those heretofore in force. They became effective during the current year. It is our belief that this will materially improve the instruction in this field. New regulations for the certification of nurses have been prepared and we trust they will be adopted at an early date next year.

Two counties, Cape May and Monmouth, have helping teachers who serve as supervisors of health and physical education. The success which has attended this work leads me to recommend that after studying the results for another year definite consideration be given to extending this work.

It is not necessary for me to reiterate that health is a matter of such great importance that it should receive every attention in a

program of public education. Without health, education may avail but little. Because of the great numbers of children that must receive instruction in our elementary schools, I wish again to recommend that adequate provisions be made in our normal schools to give effective training in this important field to those preparing to teach in the elementary schools.

THE TRAINING OF TEACHERS

The training of teachers is one of the most important phases of the program of public education. In many States the absolute divorce of the training of teachers from the work of the public school system makes it almost impossible to develop an effective system of training teachers. In New Jersey our program contemplates that the teacher-training institutions shall be developed as a part of the public education system. Very definite attention has been given in the past several years to the improvement of personnel, the revision of curricula, the development of courses for teachers in service which are offered on late afternoons and Saturdays, and the more active participation of members of the normal school faculties in the school work of the particular area in which the normal school is located. I feel that large gains have resulted from our attempts to correlate the work of the teacher-training institutions with the work of the public schools.

In my report last year I called attention to the fact that we had adopted a new set of entrance requirements for the normal schools which became effective for the class entering in 1930. We have had one year's experience with the improved entrance requirements and I am glad to report that they have brought about better selection of the entrants to the normal schools. The purpose of the new requirements is to insure a broad high school training for all matriculants.

We have now had two years of experience with the three year curricula for the training of elementary teachers. The course as originally planned has proved fairly satisfactory, but like all such courses trial indicates a number of particulars in which improve-

ments may be made. We have had committees working on the different subjects in the curriculum. For example, we have committees on geography, mathematics, history, and other subjects. The recommendations of these committees will be carefully reviewed by each principal and his faculty and, as a result of this work and that of the Supervisor of Teacher Training, the Commissioner expects to recommend at the end of next year desirable revisions. We believe that the course of study should be constantly under review and that every possibility for improvement should be noted by the members of the faculties in the different normal schools. This cooperative work has unified the interest of the normal school faculties in curriculum problems and it has resulted, I believe, in decided improvement in the quality of the teaching in the normal schools.

The examination which is given to applicants for entrance to the normal schools has served as a valuable supplementary means for selecting candidates who are equipped to carry on a normal school course with success. It must be borne in mind, however, that the meeting of the requirement of certain units of high school work or passing of entrance examinations are not infallible means for the selection of candidates for the teaching profession. The character of the work done by the students in the normal schools and particularly the achievement of the student in his practice work are the most important factors in estimating the probable fitness of the candidate to do successful teaching in our public schools.

ANNUAL CONFERENCE OF NORMAL SCHOOL FACULTIES

Each year the normal school faculties meet in a two-day conference at the Montclair State Teachers College. This conference is held on Monday and Tuesday of the week in which the normal schools open. In 1930, the conference was held on September 8th and 9th. Monday morning was devoted to an address by the Commissioner and to a discussion of "Personnel and Guidance Programs in the Teacher Training Institutions." Personnel problems were discussed by Dr. Caroline H. Zachary of the Mont-

clair Teachers College and by Principal Ernest M. Townsend of the Newark State Normal School. The course of study in "Introduction to Teaching" was discussed by Miss Bertha R. Kain, Vice-Principal of the Newark State Normal School.

The afternoon was devoted to conferences of the various committees working on the reconstruction of the curriculum. The evening session on Monday was given over to an address by Dr. Bruce Robinson, Director of the Child Guidance Department of the Newark public schools. Tuesday forenoon was occupied with round table conferences on curriculum reconstruction.

I have visited a number of these conference groups and am satisfied that the conscientious work done by these committees and the very decided interest taken in the subjects means much for the development of the normal school curriculum.

THE RELATION OF THE TEACHER-TRAINING INSTITUTIONS TO THE PUBLIC SCHOOLS

As a result of suggestions which have been made to the normal schools by the Commissioner and followed by the Supervisor of Teacher Training and the principals, the normal schools have made marked progress in relating their work and the activities of the faculties to the schools in their vicinity. In Jersey City, Newark, and Paterson in particular the program of demonstration work is carried on almost entirely in the public schools of the nearby area. Faculty members and the principals have given many addresses and devoted some time to conferences.

It is our hope that the normal schools shall be so developed that there is constant interchange of ideas between the public school systems and the normal schools, and that the normal schools may be prepared to render valuable assistance in the solution of curriculum and methods problems in the schools. One valuable service that may be rendered by them is the making of surveys of the work of the school systems. The Department received a request from the Rahway Board of Education during the past year to make a survey of the high school of that district. Fourteen members of the faculty of the State Teachers College at Mont-

clair assisted in making this survey. The reports which they rendered of the work of this school bear testimony to the ability and professional accomplishment of the Montclair staff. This work was carried on without interruption to the regular work of the State Teachers College. It gave to the members of the faculty participating in it first-hand contact with an important problem in the field. It gave to the school district of Rahway a form of expert service which would have been difficult to command from any other source.

EXTENSION COURSES

During the past year there were offered one hundred fifty-nine extension courses with a total enrollment of seven thousand one hundred and thirty-five. Courses were given by all of the normal schools and teachers' colleges. They offer to teachers at no expense except for books and materials an opportunity to take courses of particular use to them in their regular work. Such courses may be utilized also as credit for three-year and four-year diplomas. For many years it has been possible for the teachers of New Jersey to obtain such instruction only through private institutions. That has been a misfortune as the teachers of New Jersey were denied an opportunity to obtain in the institutions maintained by the State that training which they very much desire and which can be most closely related to their previous training and to their present professional needs by institutions whose sole aim is the training of teachers. It is gratifying to report that the present program enables us to meet this need.

It seems to me that extension courses should be regarded from a somewhat different point of view than the regular pre-service training for the younger student who takes this training in the normal schools for the purpose of preparing himself to enter the profession. The students enrolled in the extension courses are those who are employed and are earning. It is my recommendation that the State Board of Education consider at an early date the charging of moderate fees to cover the cost of these courses.

The Legislature of 1928 provided for the purchase of a site for a new plant for the Trenton State Teachers College. Sub-

sequent Legislatures have provided for the construction of several units of the plant. In my last annual report, I called attention to the fact that the Legislature of 1929 had provided for the construction of an administration and classroom building, a dormitory, and a power house. The power house has been virtually completed, the dormitories are nearing completion, and the classroom and administration building will be completed during the summer. All of these buildings will be equipped and the sewage and water systems and the special services for electric and gas distribution will be completed in time for the opening of school on September 17. It is planned to remodel the interior of the old Hillwood Inn during the summer so that it may be utilized as a dining hall, and we expect to open school this fall with the entire freshman class at Hillwood, with the exception of a few members who are enrolled in special curricula, which are maintained at the Clinton Avenue plant.

During the summer, progress will have been made on the auditorium and library buildings, the present plan being to open the library sometime in November.

The Legislature of 1931 provided $250,000 for a health and physical education building. With the completion of these units and two more dormitory units, the entire school can be accommodated. It is hoped that the plant will be completed and all students moved to Hillwood not later than September, 1933. The State will then be in a position to dispose of the old normal school site and buildings located on Clinton Avenue.

VOCATIONAL EDUCATION

INDUSTRIAL EDUCATION AND EMPLOYMENT

The most important problem that has engaged the attention of the vocational staff during the present year has been the developing of types of training adapted to the needs of unemployed workers. Much effort has been put into this work, but the problem has not been solved. Courses in the evening vocational schools which cover new developments in various trades have been organized in a number of cities. These have enabled men who would otherwise

have been discharged to retain their jobs. These courses have been organized as short unit courses and have assisted the worker to develop new trade skills and have given him the opportunity to apply new trade tools and appliances. An outstanding example of this may be found in the plumbing and steamfitting trades. Because of the change of conditions in these trades, oxy-acetylene welding courses for plumbers and steamfitters have been organized in nearly every evening school district in the State. These have supplied training that has enabled many men to retain employment on new types of construction used in modern building. In Jersey City, more than 400 plumbers and steamfitters applied for admission to these classes. Some men could not be accommodated and those who could not will be offered the training during the coming year. Another example was the organization of instruction in Tobin bronze welding, securing employment for a group of electrical workers engaged in constructing radio station WABC. This type of welding is an entirely new development requiring tools and materials with which electrical workers are usually not acquainted. New short unit courses in blueprint reading, radio serviceing, heat treatment of steel and automobile transmissions were organized in several school districts to meet the needs of workmen actively engaged in trade and industry.

DEMAND FOR TRAINING IN THE VOCATIONAL SCHOOLS

Applicants for admission to the all-day trade and industrial schools during the past year greatly exceeded the facilities available. This situation existed despite the fact that provision for this type of education has been increased largely during the past five years with the construction of new buildings, additions to existing buildings, and the organization of the new Camden County Vocational School. Nearly every school in which boys are given preemployment trade training has a waiting list of prospective pupils. This increased demand is due in part to the recognized value of such training for persons entering industrial occupations and in part to the industrial depression which makes it difficult for pupils who have reached the minimum legal age for employment to secure work in industries at the present time.

PLACEMENT OF GRADUATES OF THE INDUSTRIAL SCHOOLS

After the close of the fiscal year, the Division of Vocational Education makes a study of the placement of graduates of our vocational schools who engage in industrial occupations. For 1928-29 there were 946 graduates. Seventy-six and four tenths per cent was placed in the trade for which they were trained at an average wage of $15.89 per week. In 1929-30 there were 997 graduates, but only 53.9 per cent was placed in the trade for which they were trained at an average wage of $16.41. This gives some measure of the depression and the difficulty experienced in placing well trained industrial workers.

THE PROBLEM OF THE INDUSTRIAL VOCATIONAL SCHOOL IN DEPRESSION

Sufficient has been said above to indicate that there is a large demand for industrial education. The fact that the value of this training is widely recognized by industry and that the lack of employment offers for many opportunity to attend school emphasizes the fact that facilities of the present industrial schools should be used to their maximum. It may not be possible to add to these facilities under present conditions but careful schedule making and planning to insure maximum use of the facilities now provided must be skillfully undertaken. Moreover, every effort should be made to determine the best use to which these facilities may be put after the regular day school hours for the maintenance of late afternoon and night courses.

COOPERATIVE RELATIONSHIPS WITH INDUSTRIES AND INDUSTRIAL ORGANIZATIONS

The members of the Vocational Division have cooperated in a number of industrial conferences during the year. These include the Carnegie Foundation Conference on Unemployment; Industrial Institute at Silver Bay, New York, August 16th to 26th; Industrial Conference, Rutgers University, September 10th and

11th; the General Conference of the National Association of Manufacturers held in New York in October; National Safety Council, Pittsburgh; General and Regional Conferences, American Society of Mechanical Engineers, New York; six meetings of Industrial Executives for northern New Jersey During April and May, and the Y. M. C. A. Industrial Conference at Lake Waywayanda, New Jersey. The various industrial conferences and the cooperation with the industries are most significant for industrial education. The schools are constantly calling on industry to assist them with problems of equipment, teachers, and placement and industry in turn comes to the schools for help on problems pertaining to personnel and training. Cooperation of this sort enables the schools to keep pace with the rapid changes which are taking place in industry.

THE TRAINING OF APPRENTICES

The training of apprentices has been one of the important phases of the work of the vocational schools. New Jersey's work in this field has been regarded generally as among the very best in the United States. In my report last year I pointed out that the industrial depression had caused a marked decrease in the number of apprentices enrolled in the evening vocational schools. Last year there were enrolled 3,380 such students. The enrollment has declined during the current year to 1,900 apprentices.

CONTINUATION SCHOOLS

Enrollment in the continuation schools for the year 1930-31 fell to the lowest number on record. Only 5,264 boys and 7,442 girls or a total of 12,706 pupils were registered in thirty-nine school districts and two county schools. This represents a loss of 4,197 pupils from the previous year. Two factors are responsible mainly for this loss, namely the raising of the educational requirement from the completion of five grades to that of six grades in order to secure a working certificate, and the industrial depression. Only two districts, Boonton and East Newark, discontinued their

continuation classes during the year. The reason is found in the closing of plants by large industries located in these districts.

IMPROVEMENT OF TEACHERS IN SERVICE

The Division of Vocational Education has been responsible for a program of in-service training for the industrial vocational schools. For teachers of the day schools, the Division has offered seven thirty-hour courses. One hundred forty-eight teachers were enrolled in these courses. Subject matter especially adapted to the needs of these teachers was selected for the several courses and ranged from advanced work in tests and measurements to a course in student health problems. The Division also conducted conference courses for new teachers in the day vocational schools. These conferences were devoted to fundamentals of teaching trade analysis, and organization of instruction materials. For the teachers of evening schools, the training consisted of intensive conferences covering problems of organization and instruction for evening trade extension classes. Fifty-eight teachers were enrolled in these courses.

The Division also conducted four extension courses for home economics teachers. Two of these covered the topics of home management, social and family relationships, and two were organized for teachers of clothing and textiles.

The Division has been responsible for conducting a course of pre-service training for the day and evening vocational schools. This course is offered in a series of units over a period of three years. Fifty-eight students were enrolled during the current year.

AGRICULTURAL EDUCATION

Instruction in agriculture on a vocational basis was given in twenty-two high schools. In these schools, additional groups were offered instruction as a part of the general curriculum. Classes were conducted also for twenty-two adult farmer groups. The enrollment in agricultural courses was 746 boys and 337 adults.

It is worthy of note that the pupils studying vocational agriculture cleared above all expenses $133,863.73 from practical farm work that was correlated with class instruction and supervised by the teachers of agriculture. This was approximately $160.00 per pupil. During the year, plans were made for the organization of an agricultural department in the high school at Millville. The borough of Sussex, during the year, voted to build a new high school, the plans for which called for a well-equipped department of agriculture.

New Jersey gained national recognition for its work in agricultural education in the selection of David Johnson of Stockton, who had been a pupil in the Lambertville High School agricultural department. He was selected as the outstanding student in vocational agriculture in the United States and was awarded a check for $1,000.00 from the Kansas City Star. Hundreds of articles in newspapers, farm journals, and magazines were published about this young man's accomplishments in vocational agriculture and his work on the home farm under the supervision of his agricultural teachers, which reflects great credit upon the agricultural instruction given in the New Jersey schools.

HOME ECONOMICS

It is interesting to note that home economics instruction has come to be regarded as an essential school subject. At present, a number of new school buildings are under construction. In six high schools in this group adequate provision is being made for home economics instruction, whereas heretofore very little instruction was given in these districts. One important function of the home economics department is to assist families of limited incomes to meet some of their financial problems in the present depression. The Vocational Division sent out a letter in April instructing home economics teachers on this subject and the matter will be followed up next fall in special conferences at all of the county institutes.

Registration in home economics in the separate vocational schools of home economics has increased slightly. This is noteworthy during this period of depression because pupils in these

schools come from families that have in many instances been severely affected by the depression, and in many families mother or daughter has been forced to obtain employment. But in spite of this the enrollment has increased.

INDUSTRIAL ARTS

The number of students enrolled in industrial arts or manual training and the number of districts in which this training is included in the general school program continues to increase. Of the eleven new districts which introduced the subject this year, five are located in South Jersey. In the rural districts, special efforts have been made to provide practical courses for pupils. This is due largely to the influence of the county superintendents and helping teachers who recognize the importance of this work. During the year, four townships combined in Cumberland County and equipped shops for industrial arts.

A distinct feature of the year's work was the development of a course in watchmaking and repairing given in the school for crippled children in Jersey City. This work is classified as manual training, but its purpose is vocational. The boys devoted two and one-half hours each day to this work and the superintendent reports to us that after a two-year period of training the majority of these boys will have attained a degree of skill sufficient to render them employable in watch assembly houses or small jewelry shops. This work also offers possibilities for home employment.

DIVISION OF BUSINESS

This Division supervises the accounting and record keeping of boards of education. It is responsible also for compiling the statistics which form the basis for the annual apportionment of school moneys. Another important service which is rendered by this Division is the audit service for county superintendents of schools. During the months of July and August, three inspectors of accounts visited the offices of the county superintendents for the purpose of assisting them in auditing the various reports which are collected and made a part of the county superintendent's an-

nual reports to the Commissioner. This service made it possible to file the reports of the county superintendents at an earlier date and expedited the audit of these reports in the Commissioner's office.

Inspection of the records of all secretaries, district clerks, and custodians in every district in Bergen, Essex, Middlesex, Morris, Somerset, and Sussex counties, was made during the year. In addition, a part of Hunterdon County was covered and a number of special inspections made bringing the total to two hundred fifty districts for the year.

The continuing census has now been established in one hundred sixty-five districts under the direction of the Department and is being developed in a very commendable manner. In these districts the Department supplies the proper field cards and permanent record cards as a part of its service. Every district in Mercer and Warren Counties uses the continuing census and all but one district in Salem County.

A continuing census properly kept is valuable because it provides a complete list of all children of compulsory school age. It may be used as a basis for enforcing compulsory education and child labor laws. It provides a reliable means for location of children who should be in school. One valuable function which should not be overlooked is its aid in planning school building programs.

The Business Division reports that the per cent of attendance for 1930-31 for the State as a whole was 93.6, which is the same as that for the preceding year. This is the highest per cent of attendance ever recorded in our State. The New Jersey schools appreciate the value of regular attendance and the school districts have made commendable efforts to insure this.

Compulsory attendance service is improving and much valuable information is being gathered relating to the causes of the absences which occur. The attitude toward compulsory attendance has changed radically in recent years. The attendance officer is no longer regarded as a police officer, but primarily as a social worker. Such an officer to be most efficient should have special training for the work. This view of the attendance officer's

work will, I hope, make possible in the near future the definition of qualifications before appointment.

The Business Division is responsible for the handling of the accounts of the Department. It is also responsible for a large amount of accounting and statistical work relating to the apportionment of school funds. In addition, it maintains the mailing service of the Department and prepares and distributes all the monographs and printed materials sent to the various school districts. The tables of statistics transmitted with the Commissioner's annual report have been prepared by this Division. From time to time the Department issues bulletins and articles prepared in the Division. "A Study of the Growth in Enrollment in the Public Day Schools of New Jersey," "Instructional Costs Per Pupil in Average Daily Attendance (1929-30)," "Per Cent of Day School Operating Expenditures Devoted to the Various Major Items (1929-30)," "Average Capital Outlay Per Pupil in Average Daily Attendance (1925-30) and School Expenditures (1929-30) Per Each $1,000 of Net Valuation," "Statistical Summary of New Jersey School Districts for the School Year 1929-30," and "School Housing Survey for 1930-31" are samples of important articles and bulletins which have been issued.

We are frequently called upon to assist school districts in developing school building programs. Studies of the existing school plant, collection of data concerning the children enrolled in the schools, a study of the distribution of the population of the district, and the gathering and collating of the fiscal information which it is necessary to have at hand in order to develop an adequate report have been undertaken in a large number of instances by this Division alone. In some cases such studies are carried on in cooperation with other Divisions of the State Department. The work which has been accomplished has been of high order. It frequently taxes our facilities to give this much needed service, but I feel that this is one of the important phases of our work and has been the means through which boards of education have received valuable aid in the solution of their school problems.

SUMMARY OF EXPENDITURES FOR PUBLIC SCHOOL EDUCATION FOR THE CURRENT YEAR

The total expenditures for the local districts for operating the public schools of New Jersey during the fiscal year of 1930-31 were $109,518,578.21. Of this amount, $82,371,567.43 represents current expenses as defined in the School Law, which includes salaries, fuel, textbooks, school supplies, and transportation. The remaining $27,147,010.78 covers the cost of repairs and replacements in school buildings, debt service, expenditures for manual training, vocational education, and other special fields.

For the fiscal year 1929-30, the total expenditures were $103,334,927.38. Current expenditures for the districts amounted to $77,706,700.79. Repairs and replacements in school buildings, debt service, and the other items in the second group amounted to $25,628,266.59.

The major increase in the total expenditures of public education for the current year was in the item current expenditures as defined by statute. This increase was a little more than four and one-half million dollars, which is $335,000 less than the increase in 1929-30. Included in these increases are the charges for instruction and supervision, operation, and maintenance of school plants.

In the second group of items, the total increase was only $1,518,784.19, which is $877,967.62 less than the increase in this item last year. Of this increase $1,136,662.42 represents an increase due entirely to debt service. Cost of repairs and replacements in school buildings, expenditures for manual training, vocational education and other special fields were held at a minimum despite the increase in enrollment.

There was a marked falling off in capital outlay for lands and buildings during the last fiscal year. For the year ending June 30, 1930, there was expended for lands and buildings $24,151,117.48. For the year ending June 30, 1929, there was expended $23,446,402.63. During the period 1926 to 1928 such expenditures averaged about $22,000,000.00 per annum. Apparently the industrial depression did not have much effect upon such expen-

ditures for the fiscal year ending June 30, 1930, but for the year ending June 30, 1931, the effects of the depression are marked. There has been expended for this item $16,759,063.70, which is less by $7,392,053.78 than the expenditures of last year.

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

STATISTICAL SUMMARY

The total enrollment of pupils in all of the various departments of the public schools, including evening schools but not including summer schools, was 868,200 for the school year 1930-31. This was an increase in the day schools of 14,996 boys and girls and a decrease of 1,686 in the other divisions of the public schools. To instruct these 868,200 pupils there were required 29,502 teachers. The children were housed in 2,298 school buildings, a decrease of 30 from the preceding year. All were furnished not only with teachers, but with books, supplies, and the necessary apparatus free of cost.

There were transported to schools at public expense 68,343 children because no suitable school facilities were available near the homes of these children. Of this number there were transported to high schools outside of their respective school districts 19,906 pupils.

The total expenses of operating the public schools in 1930-31 were $109,518,578.21. Of this amount, current expenses, defined in the statute as principals', teachers', janitors' and medical inspectors' salaries, fuel, textbooks, school supplies, flags, transportation of pupils, compensation of district clerks, of custodians of school moneys, and of truant officers, truant schools, insurance, and incidental expenses of the schools, amounted to $82,371,567.43.

The cost of repairs and replacements in school buildings, county superintendents' salaries, school libraries, manual training, vocational education, continuation schools, evening schools for

foreign-born residents, county vocational schools, and payments of interest and principal of indebtedness amounted to $27,147,-010.78, making a total of $109,518,578.21. The expenses of the Department of Public Instruction and the State Board of Education were $235,213.60, which was twenty-two one-hundredths of one per cent of the current expenses.

In the day schools there were enrolled 410,370 boys and 389,-851 girls, making a total in the day schools of 800,221. In addition to these day school pupils 20,500 were enrolled in other day schools. There were enrolled in evening schools 47,479, making a total enrollment in all schools of 868,200.* There were 47,046 children enrolled in the kindergartens. In the first four grades, or what are commonly known as the primary grades, there was an enrollment of 341,461. The total number of pupils in grades five to eight, inclusive, was 276,219.

The total number enrolled in the high schools was 127,164. This was an increase of 14,022 over the year before. The high school enrollments for the past five years are given below by years:

1927	*1928*	*1929*	*1930*	*1931*
94,081	100,045	107,765	113,142	127,164

The total number of pupils enrolled in one-room rural schools was 8,637, a decrease of 635. The number in two-room rural schools was 10,880, an increase of 345. There was a decrease of 14 in the number of teachers in one- and two-room rural schools.

The average daily attendance in day schools was 675,079, an increase of 16,813. The average absence of pupils was 11 days.

There was an increase of men teachers in all the schools of the State of 305 and an increase of women teachers of 536, making a total increase of 841 teachers.

* Does not include vocational or continuation schools.

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

1926-1927	$63,828,416.72
1927-1928	68,575,728.80
1928-1929	72,655,940.18
1929-1930	77,706,700.79
1930-1931	82,371,567.43

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers during the current year, including manual training, vocational, and special summer school teachers but exclusive of superintendents, assistant superintendents, and evening school teachers of any kind, was $59,345,159.04.

The average salary per year paid to all day school teachers (27,916) not including superintendents, assistant superintendents, or evening school teachers of any kind, was $2,125.79; an increase over the preceding year of $65.89.

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

1927	*1928*	*1929*	*1930*	*1931*
$1,907.95	$1,931.11	$2,007.14	$2,059.90	$2,125.79

The average salaries paid to teachers in the various grades and types of schools during 1930-31 were as follows:

	Men	*Increase*	*Women*	*Increase*
Kindergartens	....	....	$1,973	$50
Grades 1 to 6	$2,031	$6	1,906	53
Grades 1 to 8	1,898	39	1,853	65
Junior High Plan School VII-IX	2,283	60	2,345	22
Junior High Plan School X-XII	2,908	40	2,564	54
High School	2,911	10	2,530	56

NORMAL SCHOOL GRADUATES

For the Year Ending June 30, 1931

Trenton State Teachers' College and Normal School	105	a decrease of	132	from 1929-30
Montclair State Teachers' College	95	an increase of	41	over 1929-30
Newark State Normal School	115	a decrease of	279	from 1929-30
Glassboro State Normal School	72	a decrease of	158	from 1920-30
Paterson State Normal School	59	a decrease of	135	from 1929-30
Jersey City State Normal School	63	a decrease of	78	from 1929-30
Total	509	a decrease of	759	from 1929-30

VALUATION OF SCHOOL PROPERTY

The total value of school property in New Jersey for 1930-31 is $306,803,743.43, an increase of $14,075,149.78, over the preceding year.

APPOINTMENTS OF COUNTY SUPERINTENDENTS

During the year 1930-1931, the Commissioner of Education made the following reappointments of county superintendents with the consent of the State Board of Education:

Name	*County*	*Date Appointment Begins*
Walter B. Davis	Morris	October 1, 1930
Henry M. Cressman	Atlantic	October 4, 1930
B. C. Wooster	Bergen	October 4, 1930
Joseph M. Arnold	Mercer	October 4, 1930
Edward W. Garrison	Passaic	December 6, 1930
Ralph Decker	Sussex	December 6, 1930
Harry W. Moore	Hunterdon	January 23, 1931
Robert G. Sanford	Somerset	February 1, 1931
J. J. Unger	Cumberland	March 11, 1931
Oliver J. Morelock	Essex	March 11, 1931
William M. Smith	Monmouth	June 2, 1931
Charles A. Morris	Ocean	June 2, 1931
Will G. Atwood	Warren	June 25, 1931

STATE TEACHERS' INSTITUTE SCHEDULE

Date	*Day*	*County*	
Oct. 3	Friday	Middlesex	
6	Monday	Gloucester	
7	Tuesday	Salem	
8	Wednesday	Cumberland	
9	Thursday	Cape May	
10	Friday	Atlantic	
14	Tuesday	Sussex	
15	Wednesday	Warren	
16	Thursday	Hunterdon	
17	Friday	Somerset	
20	Monday	Monmouth	
21	Tuesday	Ocean	
22	Wednesday	Mercer	
23	Thursday	Burlington	
24	Friday	Camden	
27	Monday	Morris	
28	Tuesday	Passaic	(Superintendents and Principals only)
29	Wednesday	Bergen	(Superintendents and Principals only)
30	Thursday	Essex	(Superintendents and Principals only)
31	Friday	Hudson	(Superintendents and Principals only)
Nov. 3	Monday	Union	(Superintendents and Principals only)

REPORT OF STATE BOARD OF EXAMINERS

TEACHERS' CERTIFICATES GRANTED DURING 1930-1931

COUNTY CERTIFICATES

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

STATE CERTIFICATES

Second Grade State			
Renewed	..	1	1
Permanent	2	4	6
Third Grade State			
Permanent	1	3	4

	Men	*Women*	*Total*
Limited Supervisors	42	10	52
Permanent Supervisors	29	11	40
Limited Secondary			
Issued	292	584	876
Renewed	215	461	676
Permanent	193	348	541
Limited Elementary			
Issued	4	65	69
Renewed	8	117	125
Permanent	9	199	208
Normal School Endorsements (Outside of the State of New Jersey)			
Issued	9	202	211
Renewed	10	188	198
Permanent	4	171	175
Permanent Training School Certificates			
Newark	..	7	7
Paterson	..	8	8
Elizabeth	..	4	4
Jersey City	..	72	72
Camden	..	7	7
Trenton	..	2	2
Limited Normal School Certificates (New Jersey State Normal Schools)			
Trenton	32	166	198
Montclair	8	49	57
Glassboro	10	234	244
Newark	2	174	176
Paterson	4	190	194
Jersey City	..	123	123
Renewed	2	7	9
Permanent Normal School Certificates (New Jersey State Normal Schools)			
Trenton	10	130	140
Montclair	2	188	190
Glassboro	2	126	128
Newark	7	177	184
Paterson	6	90	96
Limited Junior High	2	2	4

SPECIAL STATE CERTIFICATES

Physical Training	*Men*	*Women*	*Total*
Issued	52	92	144
Renewed	24	49	73
Permanent	38	48	86
Drawing			
Issued	2	46	48
Renewed	5	33	38
Permanent	2	32	34
Music			
Issued	12	53	65
Renewed	9	44	53
Permanent	6	49	55
Orchestral Music			
Issued	6	..	6
Renewed	4	..	4
Commercial			
Issued	35	56	91
Renewed	11	49	60
Permanent	10	58	68
Home Economics (Cooking and Sewing)			
Issued	..	62	62
Renewed	..	69	69
Permanent	..	42	42
Manual Training			
Issued	38	..	38
Renewed	46	..	46
Permanent	37	..	37
Classes Below Normal			
Issued	3	34	37
Renewed	..	27	27
Permanent	2	14	16
Teacher-Librarian (Elementary)			
Issued	..	1	1
Renewed	..	5	5
Permanent	..	5	5

Teacher-Librarian (Secondary)	*Men*	*Women*	*Total*
Issued	..	15	15
Renewed	..	9	9
Permanent	..	3	3
Evening School for Foreigners	7	9	16
Evening Vocational	94	48	142
Vocational			
Issued	17	9	26
Renewed	26	7	33
Permanent	21	7	28
Vocational Supervisors			
Issued	1	..	1
Renewed	2	1	3
Permanent	1	1	2
Classes for the Deaf			
Permanent	..	1	1
First Aid and Home Nursing			
Issued	..	46	46
Permanent	..	1	1
Kindergarten			
Issued	..	3	3
Renewed	..	3	3
Permanent	..	10	10
Kindergarten-Primary			
Issued	..	108	108
Renewed	..	88	88
Permanent	..	55	55

CITY LICENSES

First Grade City			
Permanent	..	2	2
Second Grade City			
Permanent	..	1	1

TEMPORARY LICENSES

Issued	*Men*	*Women*	*Total*
Special	5	6	11
Secondary	7	3	10
Elementary	3	6	9
Renewed			
Special	4	6	10
Elementary	5	111	116

SUMMARY OF STATE CERTIFICATES

Issued	718	2,335	3,053
Renewed	362	1,159	1,521
Permanent	382	1,872	2,254
	1,462	5,366	6,828

SUMMARY OF COUNTY CERTIFICATES

Renewed	..	4	4
Permanent	1	2	3
	1	6	7

SUMMARY OF TEMPORARY LICENSES

Issued	15	15	30
Renewed	9	117	126
	24	132	156

SUMMARY OF CITY LICENSES

Permanent	..	2	2

GENERAL SUMMARY

State Certificates issued, renewed and made permanent	6,828
County Certificates renewed and made permanent	7
Temporary Licenses issued and renewed	156
City Licenses made permanent	2
Grand Total	6,993

REPORT OF THE BUREAU OF ACADEMIC CREDENTIALS

1930-1931

Number of examination papers written in August, 1930	2,089
Number of examination papers written in April, 1931	2,690
Number of examination papers written in March, 1931	165
Total	4,944

Number of applicants examined in August, 1930	691
Number of applicants examined in April, 1931	827
Number of applicants examined in March, 1931	99
Total	1,617

Type of Certificate	*New Jersey Certificates Issued*	*Records Certified to Other States*	*Total Number of Certificates Issued 1931*	*Total Number of Certificates Issued 1930*	*Increase*	*Total Number of Certificates Issued to Date*
Accountancy	98	44	142	113	29	960
Chiropody	84	31	115	34	81	406
Dentistry	155	9	164	184*	20*	3,008
Law	668	6	674	820*	146*	8,470
Medicine	384	6	390	384	6	6,536
Nursing	2,128	191	2,319	1,941	378	11,602
Optometry	21	1	22	32	10*	413
Pharmacy	230	29	259	270	11*	3,196
Miscellaneous	29	17	46	39	7	489
Grand Totals	3,797	334	4,131	3,817	...	35,080

* Decrease.

PART II

REPORTS OF ASSISTANT COMMISSIONERS AND DIRECTORS

For Year Ending June 30, 1931

Report of	PAGE
Charles J. Strahan, Deputy Commissioner of Education and Assistant Commissioner in charge of Controversies and Disputes	55
John A. Spargo, Assistant Commissioner of Education in charge of Elementary Education	157
Howard Dare White, Assistant Commissioner of Education in charge of Secondary Education	175
Wesley A. O'Leary, Assistant Commissioner of Education in charge of Vocational Education, Industrial Arts and Continuation Schools	205
Herbert N. Morse, Assistant Commissioner of Education in charge of Business Matters	261
Allen G. Ireland, Director of Physical and Health Education	284

ANNUAL REPORT OF THE ASSISTANT COMMISSIONER OF EDUCATION IN CHARGE OF CONTROVERSIES AND DISPUTES

SCHOOL YEAR 1930-1931

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

MY DEAR DR. ELLIOTT—During the year the following formal appeals were decided:

I

PAGE

Salary Schedules Tacitly Adopted Become Binding 61
Lena V. Morgenweck et al. *vs.* Gloucester City Board of Education
Walter S. Keown for Appellant
Henry M. Evans for Respondent
Reversed by State Board of Education

II

More than One Schoolhouse may be Designated by the Board of Education for a School Election 72
H. P. Tunison *vs.* Warren Township (Somerset County) Board of Education
Affirmed by State Board of Education

III

Bilateral Provision of Termination of Contract Binding on Both Parties 73
Jessica B. Palmer *vs.* Weehawken Township Board of Education
Nicholas Schloeder for Appellant
William C. Asper for Respondent
Affirmed by State Board of Education

IV

PAGE

Transfer of Principal under Tenure to Another Principalship without Decrease in Salary is Valid 77
Mabel M. Cassidy *vs.* Jersey City Board of Education
Lester C. Leonard for Appellant
Thomas G. Brogan for Respondent
Affirmed by State Board of Education
Order for Additional Salary Denied by State Board of Education

V

Veterans Employed by Boards of Education Protected when Appointed Indeterminately 82
Maxwell M. Fischler *vs.* Union Township (Union County) Board of Education
Stewart & Hartshorne for Appellant
Whittemore & McLean for Respondent
Affirmed by State Board of Education

VI

Organization of Board of Education at a Meeting Called for that Purpose with Majority of Board Present is Legal 87
Stephen Stoothoff *vs.* Lewis H. Blood et al.
Ackerson & VanBuskirk for Appellant
Joseph F. S. Fitzpatrick for Respondent
Affirmed by State Board of Education

VII

Good Faith Abolition of Position Valid 90
Effie M. Wisner *vs.* Neptune Township Board of Education
Joseph F. S. Fitzpatrick for Appellant
Cook & Stout for Respondent
Affirmed by State Board of Education

VIII

Action of Board Sustained when for Good Cause it Cancels Contract Under Mutual Termination Clause 97
Florence H. Mills *vs.* Scotch Plains Township Board of Education
Edward E. Reilly for Appellant
William M. Beard for Respondent
Affirmed by State Board of Education

IX

PAGE

When a Capital Expenditure Fixed by Board of School Estimate is in Excess of Three Per Cent of Ratables and Approved by Common Council, the Amount must be Raised 103
Board of Education of the City of Somers Point *vs.* Mayor and Common Council of the City of Somers Point
L. D. Champion for Appellant
E. A. Higbee for Respondents

X

Ballots Marked as Required by Law Should not be Declared Void Because Other Markings Appear Elsewhere Unless Made with Clear Intent to Attract Special Attention 107
George T. Winne, Jr., *vs.* Hasbrouck Heights Board of Education
Wright, VanderBurgh and McCarthy for Appellant
Warner H. Westervelt for Respondent

XI

Pupils May Not be Transferred from One High School to Another Without the Approval of the Commissioner of Education 109
In re Application for Transfer of Stafford Township Pupils from Barnegat High School in Union Township (Ocean County) to Tuckerton High School

XII

Pupils Entitled to Provision of Educational Facilities by Boards of Education of Districts in which their Parents are Legal Residents 112
Board of Education of Newton *vs.* Board of Education of Branchville
Charles Downing for Appellant
King & Vogt for Respondent

XIII

Testimony Before Local Board Must Show Good Cause for Dismissal of Teacher Under Tenure 114
Georgia B. Wallace *vs.* Greenwich Township (Cumberland County) Board of Education
L. C. Errickson for Appellant
Walter Bacon for Respondent
Reversed by State Board of Education

XIV

PAGE

Service During Three Full Calendar Years Necessary for Tenure Protection of Teachers 119
Elizabeth A. Carroll *vs.* Matawan Township Board of Education
Joseph F. S. Fitzpatrick for Appellant
King & Vogt for Respondent
Affirmed by State Board of Education
Writ dismissed by Supreme Court and judgment affirmed

XV

Transportation Contract May be Awarded to Other than Lowest Bidder 125
Paul L. Holcombe *vs.* West Amwell Township Board of Education
W. Holt Apgar for Respondent

XVI

Boards of Education Maintaining High Schools May Fix Tuition Fee Not Exceeding Actual Cost 127
Board of Education of the Township of Raritan *vs.* Board of Education of the Borough of Keyport
Burlew & Currie for Appellant

XVII

Boards of Education May Rescind an Offer Prior to its Acceptance..... 129
John Kivet *vs.* Wyckoff Township Board of Education
J. Chester Massinger for Appellant
George Ralph Hendrickson for Respondent
Affirmed by State Board of Education

XVIII

Boards of Education of Districts Maintaining High Schools May Fix Tuition Charge Not in Excess of the Actual Cost of such Education 132
Boards of Education of the Borough of Alpha and Townships of Lopatcong and Hopatcong *vs.* Board of Education of the Town of Phillipsburg
Clark C. Bowers for Appellants
Sylvester C. Smith for Respondent

XIX

PAGE

Money Transferred by Board of School Estimate for Specific Purpose May be Used Only for such Purpose 137
Mayor and Common Council of the City of Pleasantville et al. *vs.* Board of Education of the City of Pleasantville et al.
E. A. Higbee for Appellants
William Elmer Brown for Respondent Board of Education
Robert H. McCarter for John C. Herrmann
Affirmed by State Board of Education

XX

Recommendation of Superintendent May be Made a Condition in Awarding Salary Increments 142
Mabel Samuelson *vs.* Edgewater Borough (Bergen County) Board of Education
Wright, VanderBurgh & McCarthy for Appellant
William E. Ellis for Respondent

XXI

Use of Pasters on Ballots at Annual School Election Legal 143
Justin Shearn *vs.* Middlesex Borough Board of Education
William A. Coddington for Appellant
J. J. Rafferty for Respondent

XXII

Votes Cannot be Counted Where Voters Place a Cross Before the Names of Candidates in Excess of Number to be Elected 146
In re Recount of Annual School Election Ballots in Tewksbury Township, Hunterdon County

XXIII

Janitor Under Tenure May be Removed for Inefficiency 147
Edward Schaaf *vs.* Fort Lee Board of Education
Cyril J. McCauley for Appellant
Martin J. Cummins for Respondent

XXIV

Bonding Election Void Where Illegal Ballots Cast are in Excess of the Majority Upon Which a Proposition is Carried 149
Louis DuBois *vs.* Raritan Township Board of Education
Karkus & Karkus for Appellant
Sorg, Duncan & Bailey for Respondent

XXV

PAGE

Election of Citizen, Who is not a Resident of a District for Three Years Prior to the Date When the Term of Office Begins, is Void 151
Leigh Kimball *vs.* George W. Baxter
James J. Curran for Appellant
Heston N. Potts for Respondent

XXVI

Residence of Person Presumed to be Where he Alleges it to be Unless the Contrary is Proven 153
Joseph G. Baier *vs.* John Amsler
James J. Curran for Appellant
Heston N. Potts for Respondent

XXVII

Board of Education May Reject All Bids for Coal in Accordance with its Advertisement 155
Crouse Coal Company *vs.* Raritan Township Board of Education
Emil Stremlau for Appellant

Respectfully submitted,

CHARLES J. STRAHAN,
Assistant Commissioner of Education.

DECISIONS

I

SALARY SCHEDULES MUST BE DEFINITELY ADOPTED TO BE BINDING

LENA V. MORGENWECK, ET ALS.,
Appellants,
vs.
BOARD OF EDUCATION OF GLOUCESTER CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Appellants in this case, who are married women teaching in the schools of Gloucester City and dissatisfied with their employment status and salary increments ask that the proceedings and practices of the board of education and the superintendent of schools of Gloucester City be reviewed to determine whether illegal discriminations have been made against appellants because of their sex or marital condition.

Hearings were conducted by the Assistant Commissioner in the Camden County Court House on August 30, September 6 and September 20, 1929.

Some testimony was presented which purported to show that Edith Cubley had been discriminated against because of marriage in that when the Cumberland Street School, of which she was principal, was demolished about three years ago, she was not given another principalship, but was transferred to the position of teacher of a special class. The evidence, however, is to the effect that the principalship was clearly abolished and that Mrs. Cubley made no protest against being transferred. There appears to be no illegality in her transfer and it is the opinion of the Commissioner that she has no claim to either another principalship or higher salary based upon the transfer made at that time.

The petition in this case made no contention that Susan McInnes Norcross was illegally transferred, although some evidence was offered to that effect. While the omission of such contention in the petition of appeal is sufficient to eliminate it from the hearing, it is the opinion of the Commissioner that the testimony did not disclose any illegality in the transfer of Mrs. Norcross.

All of the remaining testimony, which comprises a large majority of it, has to do with discrimination in relation to salary increments based upon sex and marital condition with general application to all of petitioners. This testimony discloses that all of the married female teachers were given ratings by the superintendent indicating successful work which would have entitled them to

increases in salary under the general plan of salary increments as applied to the other teachers, but no increase in salary was given to any female married teacher. Mr. William Weiss, who according to the testimony (Vol. I, p. 48, 49) is a married man, received a salary increase over that of the last year upon a rating by the superintendent similar to that given to the married women teachers. All of the single women who received the ratings given to the married teachers were granted salary increments except two teachers who, it appears, are now receiving salaries recognized as a present limit in that type of employment. The testimony of the members of the board of education as well as that of all the other witnesses permits of but one conclusion, which is that the board of education definitely discriminated against the married female teachers, both in favor of the single women and married men teachers.

Does the discrimination in either respect above referred to violate either the general laws or the statutes applying to public schools?

The Commissioner is not called upon to decide whether a board of education has a moral obligation to pay married female teachers the same as single female teachers, but whether it has a legal obligation to do so. Many boards do not pay teachers on the basis of merit, even if merit can be definitely determined, but they pay in accordance with their discretion and they have a right in contracting as public bodies to use their discretion in such matters as long as they do not commit illegal acts.

Counsel for appellants holds that such discrimination in favor of single as against married women teachers is against public policy in that it tends to restrain marriage and is, therefore, illegal.

The courts have ruled in a number of cases, including *Sterling vs. Sinkinson*, 5 N. J. L. 888-959 that contracts which tend to restrain marriage are invalid, and counsel for appellant quotes from the decision of Chief Justice Kirkpatrick in the above decision as follows:

> "Marriage lies at the foundation not only of individual happiness, but also the prosperity, if not the very substance of the social state; and the law, therefore, frowns upon and removes out of the way every rash and unreasonable restraint upon it whether by way of penalty or inducement."

The board of education made no contracts which include any reference to the marriage state. It refused to increase the salaries of married female teachers and it is contended that the failure to increase the salaries of married female teachers tends to restrain the single female teachers from entering into matrimony.

In the citation above quoted the Court refers to "rash and unreasonable restraints in the way of penalty or inducement." Can the refusal by a board of education to increase in any year the salaries of married women be considered "a rash or unreasonable" restraint from marriage upon the single teachers employed in the system?

It has been the history of civilized countries that women do not marry with the expectation of becoming the sole support of the families of which they thus become a part. The United States Government in the pensioning of the widows of veterans, discontinues a pension when a widow again marries. It

does not discontinue the pension of a veteran who marries. This action on the part of our government indicates that the male is recognized as the one to provide financially for the family, and that the withholding of the pension from the widow who again marries is not against public policy.

The salary of a teacher under tenure cannot be reduced. It seems improbable that the knowledge that a salary might not be increased would restrain a woman from marriage when the salary she was receiving before marriage would be continued to her and become a supplement to the salary of the husband. The Commissioner must, therefore, conclude that this discrimination so far as single and married women teachers are concerned is not against public policy.

Does the discrimination, however, in favor of married men teachers violate the laws applying to public schools? The only enactment with application to sex discrimination is Chapter 238, P. L. 1925, which reads as follows:

> "In the formulation of a scale of wages for the employment of teachers in any school, college, university or other educational institution in this State which is supported in whole or in part by public funds, there shall be no discrimination based on sex, and the provisions of this act shall apply to appointment, assignment, compensation, promotion, transfer, resignation, dismissal and all other matters pertaining to the employment of teachers; *provided,* where any such school, college, university or other educational institution is open only to members of one sex, nothing contained herein shall be construed to prohibit the exclusive employment of teachers of that sex."

Since the evidence shows that the board of education increased the salary of a male married teacher and did not increase the salary of female married teachers who had similar ratings of merit, there seems to be a discrimination based on sex. The case before us, therefore, is to be determined upon whether or not the board of education has formulated a scale of wages.

Webster's New International Dictionary defines a scale as a gradation; succession of ascending and descending steps and degrees; scheme of a comparative rank or order as a scale of wages; a scale of taxation, etc.

The Legislature indicates what may be considered a scale of wages in par. 328 of the 1928 Edition of the New Jersey School Law, which reads in part as follows:

> "Teachers hereafter employed in any graded school in this State supported in whole or in part by State moneys shall receive salaries proportioned to their experience and success . . . Such salary . . . to be not less than the amount provided for such teachers in the following schedule: . . ."

Then follows fixed salaries through a period of years for different types of positions in the public schools based on experience which becomes effective when adopted through a referendum. While in formally adopted salary schedules in recent years in many systems of the State there are now included preservice training of teachers, in-service training, minimum salary, and definite

increases based upon successful work leading to definite maximum salaries, it must be concluded that a scale has been formulated when the method of paying salaries includes the essentials of Section 328 above referred to with or without any of the additional considerations which are included in schedules recently adopted by boards of education.

Does the Board of Education of Gloucester City have a plan or policy providing for initial salaries in different types of work with increases based upon successful experience as is contemplated by the law? Four of the five members of the board of education and the superintendent of schools of Gloucester City testified that the school district of Gloucester City does not or does not to their knowledge have a scale of wages or a salary schedule, and all testified that none has been adopted for this year. Adoption appeared to mean formal action by the board making a scale of wages or schedule a rule of the board or placing a resolution to that effect upon the records. It is the opinion of the Commissioner that not only may a salary schedule or scale of wages be adopted by a resolution, but such adoption may be determined by acts of the board regardless of whether or not such action appears upon the official minutes of the board.

Extracts from the testimony of different witnesses upon the question of a scale of wages is as follows:

President Black, Vol. III, p. 31:

"Q. But you do have an understanding between the members that a certain scholar . . . a certain teacher shall be paid $1,200 the first year, another teacher is paid $1,400? A. For normal school and college graduates, yes, on the recommendation of Mr. Bean as vacancies occur.

. . .

Q. And the only people this year who did not get an increase in salary who had not reached the maximum as recommended by Mr. Bean were the married teachers? A. There are, I think, one or two others who were recommended by him who did not get it.

Q. Have they reached their maximum? A. I don't think so." (See also p. 25.)

p. 33:

"Q. You do not know of any time when you have not followed this policy of starting them off at $1,200 or $1,400 and increasing yearly until they reached $1,700? A. Not that I know of.

Q. In the last two years? A. Not to the best of my knowledge."

Robert G. Goodfellow, member of Teachers' Committee, p. 67:

"Q. This year the board had paid what to normal school graduates without experience? A. $1,200.

Q. Did it pay that last year? A. Yes, sir.

Q. What did they pay to college graduates this year? A. $1,400.

Q. That was on the recommendation of whom? A. The superintendent."

p. 75:

"Q. Let us assume that a teacher made good, what increase would she get? A. I think that some were allowed $50.00 and some $100.00."

p. 76:

"Q. What is the largest salary that the board pays? A. I think non-teaching principals get $2,100."

p. 77:

"Q. Is the elementary grade fixed at $1,700? A. No.

Q. That is the highest you ever paid anyone? A. In the elementary grades, yes.

Q. Can you tell me the next class and the highest salary they have paid in that class? A. The next would be the next six grades. I think the highest is $2,100.

Q. In those grades the highest is $2,100? A. It is.

Q. Take the next grades, the high school. What is the highest salary according to this—we won't call it anything—that high school teachers would get? A. $2,100."

. . .

p. 80:

"Q. There is nothing that the board of education has spread on the minutes? A. They did not adopt it.

Q. But they have followed this general scheme, schedule, understanding, policy or whatever we do not want to call it? A. Yes.

Q. And last year? A. Yes." (See also Vol. III, pages 66, 75 and 97.)

Testimony similar to the above was also given by:

Mr. Connelly, member of Board (see Vol. II, page 87), and
Mrs. Blome, member of Board (Vol. III, pages 54, 59, 60 and 65).

Albert N. Bean, Superintendent of Schools, Vol. II, p. 66:

"Q. That has been done by boards as they came and went? A. Yes.

Q. And have those individual boards as they came and went seen fit to adopt this recommendation of yours? A. Yes, they have.

Q. So that previous to this time and at the present time the board of education is paying what for normal school graduates? A. $1,200 beginning.

Q. What does the board and what have previous boards paid to college graduates? A. It has varied during the five years of my incumbency, it is now $1,400 without experience."

p. 23:

"Q. Now, if I understand you clearly, the board has not agreed upon a schedule. They have made it a practice to follow your recommendation which is based upon a schedule?

Mr. Evans: I said 'this year'.

Mr. Keown: I will confine my present question to this year.

A. Yes.

Q. Was that likewise true last year? A. Yes."

(See also Vol. II, pages 65, 69, 84; Vol. III, pages 16, 19, 23.)

An understanding upon the part of teachers as to salaries, ratings and increments is indicated by testimony, Vol. I, pp. 22, 23, 50; Vol. II, pp. 2, 29.

Exhibits R-1 and R-2 to be found in Vol. III of the testimony reveal the employment of 77 teachers in Gloucester City and gives the salary each received for the school year 1928-29 and the salaries voted by the board for the school year 1929-30. Of the 20 receiving no increase in salary 10 are appellants, which leaves 10 teachers who it appears were not recommended for increases either because they had reached a salary considered at the present time to be a maximum or because they did not receive efficiency ratings by the superintendent, which would entitle them to increases. One teacher received an increase of $50. Nine received increases of $150 each, of whom 6 were high school teachers and 3 were in the elementary grades. Two high school teachers received increases of $200 each and 45 teachers received increases of $100 each. These increments considered with the testimony of Irene H. Hutchinson (Vol. II, p. 2) as to ratings of G, G plus, S, and F and the testimony of Mr. Bean (p. 84, Vol. III), and Mrs. Blome (p. 65, Vol. III), and Mrs. Marenzana (Vol. II, p. 22), indicate a definite increment based on specific ratings and accordingly a formulated scale.

The testimony of the members of the board of education and the salaries as shown by Exhibits R-1 and R-2 indicate a general understanding between the board and the teachers in relation to minimum salaries, increments based upon ratings, and approximate maximums attainable. The scale formulated by the superintendent and tacitly adopted by the board became the formulated scale of the board. It is practically as definite as the scales of wages formally adopted by many different boards in this State.

It is inferred by counsel for respondent that a schedule formally adopted by a board becomes binding upon succeeding boards. While an adoption by the voters as contemplated by Section 326, 1928 Compilation of the School Law, might be binding upon the board in relation to teachers who were employed during the time such adoption was effective, the Commissioner does not consider that any board is bound by a salary schedule adopted by a previous board unless such board also adopts it by a formal vote or tacitly by acting under it. A board of education may, therefore, disavow a schedule made by a preceding board and institute a new schedule provided it does not decrease the salary of any teacher under tenure or deprive her of rights which may have accrued to her up to the time of the revocation or change in the schedule.

It is true, as pointed out by respondent's counsel, that the Legislature does not require districts to formulate a scale of wages nor to change a scale in relation to sex discrimination that was adopted prior to the passage of Chapter 238, P. L. 1925; but if a board does formulate a scale or changes one which was made prior to the date when Chapter 238 became effective, such scale cannot legally discriminate between sexes.

It appears that the Board of Education of Gloucester City acted under a formulated scale of wages which may have been originally adopted prior to 1925; but the fact that since then it has from time to time changed the minimum and maximum salaries for certain types of work requires that it be considered as formulated since the 1925 act became effective.

To take the view of the respondent that a scale is not formulated under the provisions of this act unless it is formally adopted by the board even though the same results are obtained would be to encourage subterfuges and evasions and practically nullify the statute. In the matter of evasion and subterfuge, it was held in the case of the *United States vs. American Tobacco Company,* 221 U. S. 106, 181 as follows:

> "That is to say it was held that in view of the general language of the statute and the public policy which it manifested there was no possibility of frustrating that policy by resorting to any disguise or subterfuge of form, since resort to reason rendered it impossible to escape by any indirections the prohibitions of the statute";

and in the case of *Standard Sanitary Manufacturing Company vs. United States,* 226 U. S.

> "The other it is not necessary to review or to quote from except to say that in the very latest of them the comprehension and thorough character of the law is demonstrated and it is sufficient to prevent evasions of its policy by resorting to any disguise or subterfuge of form or the escape of its prohibitions 'by any indirection.'"

It is evident that the Legislature by Chapter 238, P. L. 1925 intended to set up a policy in the employment of teachers of equal pay for equal work without discrimination between sexes. It may be assumed that because of the financial burden involved the statute was not made retro-active and did not require that existing schedules be changed to eliminate discriminations in existence prior to that time, but it was the intention of the Legislature that the policy would become effective as new scales were formulated or as amendments were made in scales established prior to 1925.

Even though a board of education may believe a formal adoption of a scale of wages is essential to bring it under the provisions of Chapter 238, P. L. 1925, and may act in good faith to avoid being bound by its provisions, it cannot by omitting formal adoption of a scale, have such a scale in fact by which salaries are determined, and thus evade a policy of the Legislature clearly set forth in the statutes.

It is the opinion of the Commissioner of Education that the Board of Education of Gloucester City has in fact formulated a scale of wages as comprehended by Chapter 238, P. L. 1925, and in raising the salary of a married man and refusing to raise the salaries of married women with the same ratings of successful work, it has illegally discriminated between the sexes. The board of education is accordingly hereby directed to discontinue sex discrimination in its application of a scale of wages and to give to appellants now employed the increments for the present school year beginning September 1, 1929, to which their respective ratings of success entitle them under the scale as applied to other teachers in the schools of Gloucester City.

January 8, 1930.

DECISION OF THE STATE BOARD OF EDUCATION

Ten teachers, employed by the board of education of Gloucester City, namely, Lena V. Morgenweck, Alice Donaldson, Elizabeth Reddy, Dorothy G. Marenzana, Susan McInnes Norcross, Edith Cubley, Marion Ivory, Irene Hutchinson, Anna Andrews and Josephine Keller filed their petition with the Commissioner of Education, in which, in the order as hereinafter stated, they complain respectively:

(1) Edith Cubley, that she has been a teacher with proper certificate in New Jersey, and has taught for fourteen years. During a period of nine years, she was married. That she was formerly principal. That the said position of principal was abolished, and she continued as a teacher of a class of backward children, for which position she has secured a special certificate. That since the abolition of the position of principal, formerly held by her, three other teachers have been advanced to positions as principals of newly opened schools, and that the reason she was not assigned to one of such principalships was because she was married. Further, that she has received no raises in salary and because of the fact she is married, is discriminated against.

(2) Susan McInnes Norcross, that she has been a teacher with proper certificate in New Jersey, for twenty-eight years past. That she has been married twenty-one years. That she has been refused increases in salary, and is given compensation less than other teachers of less experience and qualifications, and that the reason she was not properly compensated in accordance with her experience and was not given the position of principal, was because she was married.

(3) Marion Ivory, that she is a graduate of Philadelphia School of Industrial Art, and is at present teaching and supervising art education and has taught five years in the schools of respondent, and has been refused increases in salary and has been discriminated against due to the fact she is married and because of her sex.

(4) Josephine Keller, that she has been a teacher more than ten years, is a college graduate, and has the degree of Bachelor of Arts. That although she has received proper ratings as to her skill and efficiency, she has received no increases in salary, and has been discriminated against because of her sex and that she is married.

(5) Irene Hutchinson, that she has been a teacher for fourteen years. She has not received the proper increase of salary due her because of her efficiency and ability, because of her sex and that she is married.

(6) Anna Andrews, that she has been a teacher for thirteen years and has been married ten years. That she has been informed she has received proper ratings in skill and efficiency to entitle her to increase in salary, but no increase was given her, and that she has been discriminated against because of her sex and because she is married.

(7) Lena V. Morgenweck, that she has been a teacher in the schools of respondent for fourteen years. That she has been informed she has received the proper ratings in skill and efficiency to entitle her to increase in salary. That she has received no increases in salary, and has been discriminated against because of her sex and because she is married.

(8) Alice Donaldson, that she has been a teacher for four years. That although she has been informed she has received the proper ratings in skill and efficiency to entitle her to an increase in salary, no increase has been given her because she was about to be married.

(9) Elizabeth Reddy, that she has taught in the schools of respondent for four years. That she was married in 1928, and in April of that year received a salary increase for the year 1928-1929, of $100.00, above the salary of 1927-1928. That she was informed if she married before September, 1928, she would not receive said increase. That she was married in October, 1928, and was informed in April, 1929, she would receive no further increase because she was married.

(10) Dorothy G. Marenzana, since the filing of the petition, has resigned her position as teacher and has been dropped from the proceedings.

The petitioners pray that the Commissioner review the proceedings and practices of the respondent board, and of Albert M. Bean, Superintendent of Schools, and take such proofs as in the Commissioner's opinion may be necessary to support their allegations of illegal and improper discrimination against petitioners because of their sex and marital condition.

The respondent board answered the petition, denying the discrimination alleged, and as to the complaint of Edith Cubley, that she was not appointed as principal because her said position had been abolished and her tenure rights to such position terminated with the abolition of the school where she had been principal.

The respondent further answers that it, in the employment of its teachers, in the fixing of their salaries, as well as in making promotions, exercises a judicial discretion, based upon the qualifications of the applicant for position, promotion or increase in salary, and in the exercise of that discretion, has a right to consider and determine the peculiar qualifications and fitness of the applicant for such position, promotion or increase in salary, such as the academic education; years of experience in teaching certain courses or classes; the adaptability to the work, temperament and success in teaching, at the same time having due regard to the funds available for such employment, promotion or increase in salary. And further, that respondent has never adopted a schedule of salaries.

Testimony of the parties was taken before the Commissioner after the consideration of which the Commissioner found as a fact, the respondent board had formulated a scale of wages as comprehended by Chapter 238, P. L. 1925, and in raising the salary of a married man and in refusing to raise the salaries of married women with the same ratings of successful work, it has illegally discriminated between the sexes. The opinion directed the respondent board to discontinue sex discrimination in its application of a scale of wages and to give appellants now employed, the increments for the present school year between September 1, 1929, to which their respective ratings of success entitle them under the scale as applied to other teachers in the schools of Gloucester City.

The respondent board has appealed to this board from that part of the Commissioner's decision, as finds that respondent has adopted a salary schedule for teachers under its employ; and which finds that respondent did, in fact, discriminate between married men and married women teachers in fixing salaries for the school year 1929-1930, in violation of the provisions of Chapter 238,

P. L. 1925, and that respondent pay to appellants the increases in salary claimed by them.

Counsel have submitted briefs and have been heard orally, in addition to which we have carefully read the evidence of the parties, which comprises over two hundred fifty typewritten pages.

The questions involved in this appeal are wholly factual. This board has repeatedly declared that it will not disturb a finding of fact made by the Commissioner when there is evidence to support it. On the other hand, when we deem there is no evidence to support such findings of fact, we shall not hesitate to reverse.

Boards of education have complete authority in the employment of teachers and the fixing of salaries, and the time and mode of payment, subject only to the statute prescribing a minimum and the provisions of Chapter 238, P. L. 1925, which provides that:

1. In the formulation of a scale of wages for the employment of teachers in any school, college, university, or other educational institution in this State, which is supported, in whole or in part, by public funds, there shall be no discrimination based on sex, and the provisions of this act shall apply to appointment, assignment, compensation, promotion, transfer, resignation, dismissal and all other matters pertaining to the employment of teachers; provided, where any such school, college, university or other educational institution is open only to the members of one sex, nothing contained herein shall be construed to prohibit the exclusive employment of teachers of that sex.

2. All acts or parts of acts inconsistent with this act are hereby repealed.

3. This act shall take effect immediately.

When a scale or schedule of salaries is adopted by a board, as one of its rules, it becomes binding on the board until modified or repealed. Each successive board may adopt the rules of its predecessor, either expressly or tacitly and be bound by them. In the present instance it does not appear the respondent board, or its predecessors, had ever formally adopted a rule creating a teachers' salary schedule. We gather from a reading of all the evidence, the manner of fixing salaries was: A list of teachers employed and their salaries was prepared. The teachers' committee of the board then considered what increases, if any, of salary should be recommended to the board. The recommendations of the committee were based upon ratings given the teachers by the superintendent. One rating was recognized as justifying an increase of $50.00, per annum, another $100.00, per annum, and another, $150.00, per annum. The list of teachers with the present salary and the salary recommended in each case for the ensuing school year was then submitted to the board, which was at liberty to adopt the recommendations or to modify or reject them. In the employment of new teachers, a minimum was recognized; in the case of normal school graduates, $1,200.00, per annum, and of college graduates $1,400.00, per annum. There was no established maximum salary.

In fixing the salaries for the year 1929-1930, the foregoing described practice was followed. It appears that all teachers in the employ of respondent, except the appellants in the present case and ten other teachers, some whose salaries had reached a figure higher than which the respondent would not pay, and some who did not receive a satisfactory rating, were granted salary increments. The

Commissioner considers that the method above indicated constitutes a definite increment based on specific ratings and accordingly a formulated scale. The statute (Chapter 238, P. L. 1925) prohibits: "In the formulation of a scale of wages for the employment of teachers in any school . . . there shall be no discrimination based on sex . . ." etc. Is the annual adoption of a resolution employing teachers and fixing their salaries and fixing the salaries of teachers already employed and under tenure, a "formulation of a scale of wages"? We think not. In our opinion, what is contemplated by the language of the statute above quoted, is the formulation (putting into an established or permanent form), of a scale or schedule of wages which is to have prospective operation, with or without definite annual increments, for certain positions or employments, the adoption of which would deprive the adopting board of discretion in fixing future salaries in confiict therewith, except by formal amendment or repeal of the action adopting the scale or schedule. If the fixing of salaries by the use of a list of teachers showing present salaries and increasing some or all according to the recommendations of the school executive based on the performance of each teacher, is adopting a schedule every board could be held to have adopted a salary scale or schedule. In the present case it clearly appears the respondent board, in adopting the salaries for the year 1929-1930, was acting independent of any action by its predecessor boards and according to its judgment and discretion. There is no record of the board of education of Gloucester City showing it had adopted a salary schedule. No evidence was produced that such action had ever been taken. On the contrary, every member of the board but one, testified positively no salary schedule had ever been adopted, and that in fixing salaries, the board acted wholly of its own discretion.

There being no salary schedule binding the respondent to grant or entitling the appellants to have increments in salary, respondent was acting within its powers when it did not increase the salaries of appellants for the school year 1929-1930.

The complaint of the petitioners, Edith Cubley, Susan McInnes Norcross, Alice Donaldson, and Elizabeth Reddy is based on alleged discrimination because they are married. That of Marion Ivory, Josephine Keller, Irene Hutchinson, Anna Andrews, Lena V. Morgenweck, upon alleged discrimination against them because of their sex and being married.

Inasmuch as it is our opinion the respondent board was under no duty or obligation to increase the salary of any particular teacher, the motive which actuated the members of the board in their official action in failing to grant increases to the appellants, cannot be inquired into and evidence of actual or supposed hostility to married teachers was irrelevant.

The decision of the Commissioner of Education which holds that respondent had adopted or formulated a scale of wages and had illegally discriminated between the sexes and whereby respondent is directed to discontinue sex discrimination in its application of a scale of wages and "to give to appellants now employed the increments for the present school year, beginning September 1, 1929, to which their respective ratings of success entitle them under the scale as applied to other teachers in the schools of Gloucester City," is reversed, and the appeal dismissed.

July 12, 1930.

II

MORE THAN ONE SCHOOLHOUSE MAY BE DESIGNATED BY THE BOARD OF EDUCATION FOR A SCHOOL ELECTION

H. P. TUNISON,
Appellant,
vs.
BOARD OF EDUCATION OF WARREN TOWNSHIP, SOMERSET COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The petition in this case asks that the annual school election held in Warren Township on February 11, 1930, be set aside upon the grounds that the board of education designated more than one schoolhouse to be used as polling places for the election.

No hearing was conducted in this case for the reason that the board of education admits that it designated more than one polling place for the annual school election. An opportunity for oral argument was granted by the Commissioner on April 2, 1930, at which the appellant was present to state his views of the law.

Section 12(a) of Chapter 233, P. L. 1929, reads in part as follows:

> "12(a) For the purpose of holding said school elections, the board of education shall provide at least one suitable polling place in a schoolhouse situated within the school district. In school districts in which there are two or more schoolhouses, the board of education shall provide an additional polling place in any such schoolhouse, whenever a petition signed by not less than five per centum (5%) of the registered qualified voters of said school district shall request that said schoolhouse be designated as a polling place for such elections . . ."

It is to be noted that this provision requires that the board of education *shall provide at least one polling place.*

It is the opinion of the Commissioner that the mandatory provision requiring "at least one" indicates the permission to establish more than one when in the board's discretion it is advisable to do so, and this permissive interpretation in no way conflicts with the second sentence which says that in school districts in which there are two or more schoolhouses the board of education shall provide an additional polling place upon petition.

The Commissioner cannot agree with the contention of the appellant that the board can upon its own volition establish but one polling place or that only one polling place can be opened upon petition. A reasonable interpretation of the act is to the effect that a board of education shall open an additional polling place upon a petition of five per centum of the legal voters and when the qualified voters of one section of a large district present a petition for the opening of the school building in that section, it does not act to deprive the

voters in other parts from petitioning to have polling places established in their respective buildings.

The Board of Education of Warren Township acted within its authority in establishing polling places in more than one school building. The election is, therefore, declared to be valid and the appeal is accordingly hereby dismissed.

April 5, 1930.

DECISION OF THE STATE BOARD OF EDUCATION

The appellant in this case contends that the Commissioner was wrong in holding that the board of education of Warren Township acted within its authority in providing polling places in more than one school building for an election of members of the board of education held on February 11, 1930. The ground stated for his contention is that the board could not under the law in effect on that date designate more than one polling place in the absence of a petition of 5 per cent of the registered qualified voters of the district.

Section 12(a) of Chapter 233 of the Public Laws of 1929 provides that the "board of education shall provide at least one suitable place in a schoolhouse situated within the school district," and that in districts where there are two or more schoolhouses it "shall provide an additional polling place in any such schoolhouse, whenever a petition signed by not less than 5 per cent of the voters" shall so request.

In our opinion, the statute above quoted is properly interpreted to mean that in districts having a plurality of schoolhouses, boards of education have discretion to designate more than one schoolhouse for holding elections, but when 5 per cent of the voters in the district file a petition requesting that an additional polling place be provided in a schoolhouse, the board is compelled to do so.

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

July 12, 1930.

III

BILATERAL PROVISION OF TERMINATION OF CONTRACT BINDING ON BOTH PARTIES

JESSICA B. PALMER,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF WEEHAWKEN,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Jessica B. Palmer was employed by the Board of Education of the Township of Weehawken by contract for the term of five months from the first day of February, 1927. Contracts thereafter were executed for terms as follows:

Ten months from the first day of September, 1927; one year from the first day of September, 1928, and one year from the first day of September, 1929. Below the signature on the last contract there was typed the following:

> "It is hereby agreed by the parties hereto that this contract may be terminated by either party giving to the other sixty days' notice."

Prior to the execution of this last contract there appears to have been a discussion among the board members as to whether Miss Palmer should be re-engaged, and it is evident that such discussion was provoked by the thought that she would upon such employment be thereafter protected by the Tenure of Office Act. The minutes of May 9, 1929, contain the following:

> "After some discussion over the question of re-appointing Miss Jessica B. Palmer, a teacher in the high school, for the next school year, Mr. Coyle, seconded by Mr. Hollander, moved that the board of education give a contract to Miss Palmer for the coming school year. Motion carried by the following vote: Ayes—Messrs. Coyle, Hollander and Paul. Nays—Messrs. Fetterly and President Eisinger."

and the minutes of June 13, 1929, contain the following:

> "The following resolution relative to the salaries to be paid to the various principals and teachers for the school year 1929-1930 was presented and read:—
>
> *Resolved,* That the following named principals, teachers and special teachers, be and they are hereby appointed to teach in the Weehawken Public Schools from the first day of Septmber, 1929, to the thirtieth day of June, 1930 (with the exceptions of those marked (**) whose salaries are to be on a 12-month basis beginning July 1, 1929) at the salary opposite their respective names:
>
> Jessica Palmer, $2,525.00.
>
> Etc.
>
> Mr. Fetterly, seconded by Mr Hollander, moved for the adoption of the the foregoing resolution, which was carried by the following vote: Ayes—Messrs. Fetterly, Hollander, Paul and President Eisinger. Absent—Coyle.
>
> Resolution suggested by Mr. Diebold."

There was an executive meeting of the board of education prior to the meeting of June 13th, at which those present evidently agreed that all contracts for that school year should bear the 60-day notice clause and in accordance with this understanding all contracts were prepared with the notice clause at the bottom, the same as the 1929 contract of Miss Palmer, but neither the records of June 13th nor the testimony at the hearing discloses any action by the board about inserting the notice clause in the contracts.

A contract was presented to the appellant about June 25, 1929. After petitioner received the contract and before signing it Miss Palmer testified that she called the attention of some members of the board of education individually to the notice clause and was told by one of the members, Mr. Hollander, that it

meant nothing, that it would not be acted upon, and that if it should be, he would assist her; after which she signed and returned the contract. Mr. Hollander denied that he made any such statement.

On November 14, 1929, the board acted under the authority of the notice clause provision and terminated the contract of petitioner as of January 15, 1930.

It is the contention of the petitioner that her employment on May 9, 1929, supplemented by the resolution of June 13th constituted an irrevocable contract, that the 60-day notice clause included in the agreement was contrary to the rules and regulations of the employing board, and that the secretary and others preparing the contract acted beyond their authority in inserting the notice provision, which is an illegal and divisible part of the contract.

The board of education elected Miss Palmer as shown by the resolutions of May 9th and June 13th, and the district clerk thereafter proceeded to prepare the contracts. It is evident that the inclusion of the 60-day notice clause was instigated by the conference of the members at an executive meeting of the board at which not all members were present. When the contract was received by Miss Palmer, her attention was attracted to the notice provision because of it being typewritten, whereas, with the exception of the notice clause and spaces for the inclusion of names and dates, the contract was printed. Miss Palmer admits that she read the notice clause and called it to the attention of a member or members of the board of education. She did not present the matter to the board of education, but signed the contract with the knowledge of the notice clause provision and continued to teach until she was notified on November 14th by the board of education that her contract was terminated as of January 15th.

It is practically the universal method of employing teachers, for the board to elect and the district clerk to prepare the contracts. The terms of contracts should be determined by the rules of the board. In the absence of written or printed rules, the acts of the board may establish its rules. When a new board is organized which does not adopt the rules of the preceding board or does not adopt rules of its own making, the acts of the board may be deemed to establish the rules under which it transacts business.

The board of education of the Township of Weehawken did not formally adopt rules in reference to the employment of teachers. In the absence of rules as to the terms of teachers' contracts, the district clerk and those acting with him in the preparation of the contracts assumed unwarranted authority in inserting the 60-day notice clause. The teacher could have refused to bind herself by such a contract or the board could have disavowed the bilateral termination provision. It is evident that the board acquiesced in the inclusion of the notice clause, since on November 13th it acted to terminate the contract under its provisions.

The appellant signed the contract as presented to her by the district clerk. In a similar situation where the agent's authority was more questionable than that of the district clerk in this case, the Supreme Court in *Marshall, et al., vs. Hann,* 17 N. J. L. 430, held:

> "Upon this point of the case, I have had some doubts, for reasons which it is not now necessary to state. But upon reflection I am prepared to

reverse this judgment on the ground that this must be viewed either as a contract made by an assumed agent, and subsequently recognized by the principal, or as the evidence of an original agreement between these parties. If A contract as the agent of B, though in fact he is not so, yet if B think proper afterwards with a knowledge of the facts, to recognize such agent, and act upon it, he is undoubtedly bound. And so too, where the principal neglects to dissent within a reasonable time (some of the cases say on the very first opportunity) after being apprised of the unauthorized act, he will be presumed as assenting thereto, and bound accordingly. These principles are perfectly well settled, and will be found amply supported in their varied phases, by the following English and American cases. (Cases cited.)"

The appellant by signing the contract must be presumed to have assented to it. The binding effect of a written contract is set forth by the Supreme Court in the case of *Haumberg vs. Young,* 44 N. J. L. 431, as follows:

"I think it may be considered as settled upon principle, as well as by the weight of authority, that where the written contract purports on its face to be a memorial of the transaction, it supersedes all prior negotiations and agreements, and that oral testimony will not be admitted of prior or contemporaneous promises on a subject which is so closely connected with the principal transaction, with respect to which the parties are contracting, as to be part and parcel of the transaction itself, without the adjustment of which the parties cannot be considered as having finished their negotiations and finally concluded a contract."

Since Miss Palmer signed the contract with knowledge of its provisions, rendered service and received salary in accordance with its terms, and was dismissed under its provisions, she has no legal claim against the Weehawken Township Board of Education.

The appeal is hereby dismissed.

April 29, 1930.

DECISION OF THE STATE BOARD OF EDUCATION

The appellant, who had not yet acquired tenure of office, signed a contract with the Weehawken Board of Education on June 25, 1929, which contained a clause providing that it might be terminated by either party upon sixty (60) days' notice. Such notice was given her by the board on or about November 14, 1929. She refused to accept it and appealed to the Commissioner on the ground that such termination of the contract was contrary to the rules and requirements of the board, was illegal and void, and that the execution of the contract, in so far as the clause providing for termination by notice was concerned, was obtained from her by fraud. Testimony was taken and counsel were heard before the Commissioner, who overruled the petition and dismissed the appeal on the ground that Miss Palmer signed the contract with knowledge of its provisions, rendered services and received salary in accordance with its

terms, and that the termination of the contract was within the rights of the board.

After careful consideration of the arguments advanced by petitioner's counsel, it is the opinion of the Committee that the Commissioner's conclusion was correct, and it is recommended that his decision be affirmed.

July 12, 1930.

IV

TRANSFER OF PRINCIPAL UNDER TENURE TO ANOTHER PRINCIPALSHIP WITHOUT DECREASE IN SALARY IS VALID

MABEL M. CASSIDY,
Appellant,
vs.
BOARD OF EDUCATION OF JERSEY CITY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The petitioner appeals from the action of the Board of Education of Jersey City in transferring her from the principalship of School No. 36, designated the "hospital school", which is the only school for crippled children in the city, enrolling in 1927 133 pupils, to the principalship of School No. 4, a typical primary school with an enrollment in 1927 of 421 pupils.

A hearing in this case was conducted by the Assistant Commissioner of Education in the Administration Building, Jersey City, on January 31, 1930, at which the testimony presented discloses the following:

At a meeting of the Jersey City Board of Education held April 20, 1921, the following resolution was passed:

> "By the Committee on School Administration, Mr. Berstein acting chairman:
>
> 1—*Resolved,* That the following named teachers be and they hereby are transferred from school to school as indicated, these transfers to be effective as provided:
>
> Mabel M. Cassidy, No. 30, to No. 36, April 18.
>
> 2—*Resolved,* That the following named persons be and they hereby are appointed to the positions designated at the schools indicated, at annual salaries stated, these salaries to be subject to such deductions for the purpose of the Teachers' Pension Fund as may be required by law, these appointments to be effective as provided:
>
> Mabel M. Cassidy, principal, No. 36, $2,300, April 18. Etc."

The following day the Superintendent of Schools notified the appellant that she was appointed principal of School No. 36 as indicated by the above resolu-

tion. Miss Cassidy regularly served as principal of School No. 36 from April 18, 1921, to September 3, 1929.

The minutes of October 1, 1922, include the following resolution:

> *"Resolved,* That additional compensation of $200 a year be and the same is hereby fixed for teachers in the school for crippled children. This resolution to be effective from October 1, 1922."

The principal and teachers of School No. 36 have since October 1, 1922, received $200 per year in excess of salaries they would have received as principal and teachers in the primary schools of the district. Miss Cassidy, as principal, received a salary of $4,200 during the last school year.

The Board of Education on September 3, 1929, passed a resolution transferring Miss Cassidy from School No. 36 to School No. 4, of which transfer she was duly notified by the Superintendent of Schools.

It is stipulated that the salary of Miss Cassidy immediately following her transfer to School No. 4 was $4,000 and that had she continued as principal of School No. 36, her salary would have been $200 per annum more than she received as principal of School No. 4.

About April 20th the appellant received a mimeographed letter, which reads in part as follows:

> "Office of the Superintendent of Schools,
> Jersey City, N. J., September 20, 1929.
>
> *To the Principals:*
>
> At a meeting of the Board of Education, held September 18, 1929, the following teachers were promoted in salary, as indicated, these promotions to date from September 1, 1929:
>
> School No. 4—From $4,000 to $4,350—Mabel M. Cassidy.
>
> Etc.
>
> Very truly yours,
> (Signed) JAMES A. NUGENT."

A typical distribution of pupils in the hospital school (No. 36) is shown by the report of the Superintendent of Schools as of June 30, 1927:

> "Kindergarten, none; Grade 1-A—10; Grade 1-B—9; Grade 2-A—4; Grade 2-B—9; Grade 3-A—4; Grade 3-B—12; Grade 4-A—7; Grade 4-B—7; Grade 5-A—11; Grade 5-B—14; Grade 6-A—12; Grade 6-B—9; Grade 7-A—10; Grade 7-B—8; Grade 8-A—4; Grade 8-B—3."

These pupils were transported to school and remained at school during the lunch period and until the time to be transported to their homes in the afternoon.

The testimony of the appellant purports to show that the hospital school is a distinct type differing from all other schools in the system because of the anxiety and concern which is felt by the faculty for the handicapped pupils, and the special care and attention which is necessary in connection with their transportation, lunch period, and comfort during the school sessions.

Appellant contends the board of education could not legally transfer her from the principalship of a special type of school with higher salary provisions to a school of another type having lower salary ratings for its personnel, and furthermore the reduction made in her salary was a direct violation of the tenure law.

The respondent contends: appellant was transferred to School No. 36 as a teacher and not as a principal, her certificate did not qualify her for the principalship of No. 36, in which pupils of the grammar grades are included, the $200 increase in salaries for teachers in the school was extra compensation which could be withheld from the salary when a teacher was transferred to the normal type of school, and the board of education had full authority to make the transfer, which was from one position in the elementary schools to another position in such schools.

It is admitted that appellant has tenure of office rights in the school district.

Section 179, p. 120 of the 1928 Compilation of the School Law provides in part as follows:

> "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 . . ."

The Commissioner cannot agree with argument of counsel for appellant that transfers cannot be made except to positions of the same classification and that if in a district there is a special type of school and there is no other school of similar type, then it is impossible for a board to legally transfer a teacher from such special type of school, and the only method of removing a teacher from the school is upon charges as provided in the statutes.

Neither can the Commissioner agree with counsel for the respondent that appellant was not transferred to the principalship of School No. 36. The resolution from which this deduction is made does not when read in full indicate a transfer to a teaching position. Moreover, her work in the school for the eight years of her incumbency clearly identifies her as principal of the school. No certificate requirements were set up for the position in the rules of the board, and since it elected a person to the position who was the holder of an elementary principal's certificate, it must be concluded that such certificate met its requirements for the position. The board is now estopped from setting up a lack of certificate qualification as a defense for its present transfer of appellant. The Commissioner also disagrees with counsel's contention that the higher salaries for teachers in the hospital school were not in the general salary schedules and that the board could, therefore, discontinue to pay the difference in any salary between that received by a teacher in the hospital school and what she would receive if teaching in a primary school when such teacher is transferred from the hospital school to a primary school.

In the case of *Reed and Hills vs. The Board of Education of the City of Trenton,* Miss Reed and Miss Hills were given extra duties as head teachers and the resolution providing for the additional compensation stated that it was to be a temporary arrangement and the extra compensation would last only during the continuance of the extra duties.

The State Board of Education in holding that a board of education is not liable for the payment of extra compensation when the extra duties are discontinued, said:

> "If the statute were so construed any and all temporary payments to teachers for temporary work could not be made without incurring the liability of a permanent indebtedness and school boards would be tempted to put all extra services upon teachers without any extra compensation whatever."

There is a very distinct difference between the case above quoted and the case now before the Commissioner.

The Jersey City Board of Education gave higher salaries to the teaching personnel of School No. 36, and there is nothing to indicate that these increased salaries were to be considered as temporary. The salaries were increased and appear as permanently fixed for teachers employed in that school over salaries in the primary schools as higher salaries are fixed and paid to teachers in the secondary schools over those paid to teachers in the elementary schools. If the school for crippled children should be abolished in good faith, then, of course, the teachers would not only lose the additional increment, but they would be without legal claim to any position in the district. As long as the school exists and the salary schedule for it continues to be above that of the regular type of school, a teacher cannot be transferred from it at a reduction in salary.

In practically all elementary schools throughout the State in which are found special classes for atypical children the salaries of teachers in such classes range at least $200 above the salary of teachers of normal pupils in similar grades. While it is possible for a board of education to ask a teacher to take charge of such a class temporarily and then transfer her back to a class of normal pupils at the salary applying to the latter position, a board that makes a regular transfer to a position in charge of atypical children at a higher salary without any indication of a temporary situation cannot reduce the salary of such teacher in transferring her back to the regular type of class. The promotion in salary is at the discretion of the board and if made unconditionally, the teacher cannot be removed from the position except by transfer to similar work in the elementary or high school field, as the case may be, without reduction in salary, or by removal from the position upon charges as provided in the Tenure of Office Act.

In the case of *Helen G. Cheesman vs. Board of Education of Gloucester City,* in which the appellant was transferred from the position of principal teacher of the Monmouth Street School in immediate charge of the seventh and eighth grades to the position of principal teacher of the Cumberland Street School in immediate charge of the fifth and sixth grades, the Supreme Court says:

> "Miss Cheesman could not be dismissed or her salary reduced except for causes mentioned in the Tenure of Office Act (C. S., Vol. 4, p. 4763, Sec. 106a) and in the manner prescribed in said act. Her salary was not reduced or she was not dismissed. A transfer is not a demotion or dismissal. Transfers are often advisable in the administration of schools for many reasons."

The State Board of Education and the Supreme Court clearly concur in that part of the decision of the Commissioner of Education in the same case in which he rules:

> "This department has frequently decided that teachers under tenure may be transferred from one grade to another in the elementary grades without violation of the intent of the Tenure of Service Law. That is to say, a teacher in any of the elementary grades, as for instance the eighth grade, may be transferred to any of the positions in the elementary grades without any violation of law."

The Supreme Court in the citation from its decision, rules upon the two important phases of this case, namely, (1) salaries cannot be reduced except for causes mentioned in the Tenure of Office Act, (2) a transfer within the elementary field of education to a similar position at the same salary is not a dismissal and is, therefore, legal.

The primary and grammar grades belong to the elementary school, and unless a different certificate is required transfers within the elementary school or transfers within the secondary field are legal if made in good faith by the board of education, provided, there is not a reduction in salary of teachers who are protected by the Tenure of Service Act.

It is the opinion of the Commissioner of Education that the Jersey City Board of Education acted within its authority in transferring appellant to the principalship of School No. 4, but that it illegally reduced her salary from $4,200 to $4,000. The board is accordingly hereby directed to make the salary of Miss Cassidy $4,200 as of September 3, 1929, the date of her transfer, and to make her salary as of September 18, 1929, such as she would have received under the schedule if her salary had not been reduced.

April 15, 1930.

Decision of the State Board of Education

Miss Cassidy was the principal for a number of years of the Jersey City "Hospital School". In the spring or summer of 1929 she was transferred to be principal of School No. 4, and her salary, which as principal of the hospital school had been $4,200, was by the resolution of the board transferring her made $4,000. She appealed to the Commissioner, alleging that her transfer and alleged reduction of salary was illegal. The Commissioner has held that the board acted within its authority in transferring Miss Cassidy to the principalship of School No. 4, but that it illegally reduced her salary. The Law Committee agrees with the Commissioner that the action of the board was lawful as to the transfer, but that the alleged reduction of salary was contrary to the statute and in those respects recommends that his opinion be affirmed.

The Commissioner further found, however, that her salary should be made, as of September 18, 1929, what she would have received under the salary schedule of the Jersey City board if her salary had not been reduced. We are unable to find from the record that her salary actually was reduced, it appearing that by a resolution of September 20, 1929, it was made $4,350, as of September 3, 1929.

On that account it is recommended that the case be remanded to the Commissioner to take further evidence to determine whether her salary actually was reduced, if either party so desires.

October 4, 1930.

SUPPLEMENTAL DECISION OF THE STATE BOARD OF EDUCATION

In our decision of this case, on October 4, 1930, we stated we were unable to find from the record that appellant's salary actually was reduced, it appearing that by a resolution of September 20, 1929, it was made $4,350.00, as of September 1, 1929, and we recommended the case be remanded to the Commissioner to take further evidence to determine whether appellant's salary actually was reduced, if either party so desired. Appellant now asks that we modify our decision upon the ground that said record does expressly and specifically show a reduction in salary. The application is resisted by respondent.

Appellant's counsel argues, as we understand him, that inasmuch as she was entitled, on September 1, 1929, when she was transferred, to a salary of $4,200.00, the additional $350.00 granted her on September 20, 1930, as of September 1, 1930 (Exhibit A-3) should be added to $4,200.00, thus making the salary to which she is now entitled $4,550.00, and not $4,350.00.

There is nothing in the evidence to show the existence of a salary schedule in force in Jersey City whereby Miss Cassidy, by reason of length of service or rank in the teaching service, is entitled to a salary of more than $4,350.00.

The transfer of appellant became effective September 1, 1930, at which time she was entitled to a salary of $4,200.00. On September 20, 1930, her salary was fixed at $4,350.00, also effective September 1, 1930. There being no proof of any salary schedule of respondent Board, by the provisions of which appellant is entitled to any other salary, we recommend the order applied for be denied.

March 14, 1931.

V

VETERANS EMPLOYED BY BOARDS OF EDUCATION PROTECTED WHEN APPOINTED INDETERMINATELY

MAXWELL M. FISCHLER,
Appellant,
vs.
BOARD OF EDUCATION OF UNION TOWNSHIP, UNION COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The facts in this case come to the Commissioner on a stipulation briefly supplemented by testimony of the appellant and reveal that Maxwell M. Fischler, who served in the United States Army during the World War and holds an honorable discharge from such service, was employed by the Board of Education

of the Township of Union, Union County, on September 12, 1921, by an arrangement with the Chairman of the County Dental Clinic whereby the appellant served several districts upon a part-time basis and received pay from each district direct.

The records of the board for the later years of his employment contain the following:

> "January 11, 1926. The Medical Inspection Committee reported that it would be possible to secure the services of Dr. Fischler, the school dentist, for a full day starting February first, at a salary of $900 per year. Carried. Recommended that this be done as the nurse reports many children are still unattended who signed cards over a year ago.
>
> "Moved by Mulford, seconded by Parker that Dr. Fischler be engaged as dentist for a full day starting February first at a salary of $900 per year. Carried.
>
> "June 11, 1928. Moved by Messner, seconded by Graham that Dr. M. Fischler be appointed school dentist for the school year 1928-29 at a salary of $1,100. Carried.
>
> "July 12, 1929. As recommended by the committee, it was moved by Hildebrant, seconded by Hall that Dr. Henry Mehr be appointed school dentist for the year 1929-30, at a salary of $800. Roll call vote: Beach, yes; Cox, yes; Hall, yes; Hildebrant, yes; Messner, yes; Pareis, yes; Schadt, yes; Friberger, yes. The motion was declared carried."

The unrefuted testimony of the appellant is to the effect that he frequently asked for increases in salary during the period of his employment but that he never received from the Union Township Board of Education any contract and that he did not know that at the meeting of June 11, 1928, his appointment was definitely fixed for the school year 1928-29. Since July 12, 1929, the respondent has refused to recognize appellant as its school dentist and has advised him that he has been removed as dental operator of the district.

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

> "No person now holding a position or office under the government of this State, or the government of any county, city, town, township, or other municipality of this State, *including any person employed by a school board or board of education,* or who may hereafter be appointed to any such position, whose term of office is not now fixed by law, and receiving a salary from such State, county, city, town, township, or other municipality, *including any person employed by a school board or board of education,* who has served as a soldier, sailor or marine, in any war of the United States, or in the New Jersey State Militia during the period of the World War, and has been honorably discharged from the United States service, or from the New Jersey State Militia service, prior to or during such employment in or occupancy of such position or office, shall be removed from such position or office except for good cause shown after a fair and impartial hearing . . .'

With the exception of the words italicized, Chapter 287, P. L. 1926 is identical with Chapter 29, P. L. 1929.

It is held by counsel for appellant that Chapter 287, P. L. 1926 applies to school districts under the words "other municipalities" even though school districts are not specifically mentioned as in Chapter 29, P. L. 1929, which is an amendment to the 1926 act. He argues that the inclusion of "including any person employed by a school board or board of education" is for clarification to the public and is not essential for legal interpretation. In his argument that the 1926 act applies in this case he cites the case of *Commissioners of Public Instruction vs. Fell.* 52 Equity 689. While this case was not brought under the Veterans' Preference Act but under the Municipal Mechanics' Lien Act, it appears to be in point and contains the following:

> "The fact that towns and townships are classified as municipal corporations goes very far towards including school districts. A school district is a part of the machinery of government, as much so, to all intents and purposes, as a town or township. When the moral and intellectual interests of the people are considered, a school district may well be regarded as ranking as high in importance as that of any other territorial division. Through its agents it deals both with the property and liberty of citizens; more than this, towns and townships do not do.
>
> "I think that the language used by the court in this case wholly dissipates the argument, insisted upon by counsel for the assignee, that since school districts are not mentioned in the act, they cannot be regarded as included within its meaning, because of the use of the phrase 'other municipalities.' It is manifest, from the language used in the above quotation, that the court used the word *municipal* with reference to precisely such organizations.
>
> "I conclude, therefore, that the school district in which the complainants in this case are commissioners is within the provisions of the act of March 30, 1892."

It is to be noted that in the case of *Board of Education vs. Tait,* 80 Eq. 94, affirmed by the Court of Errors and Appeals, the act under which that case was brought, is entitled "An act to secure payment of laborers, mechanics, merchants, traders, and persons employed upon, or furnishing materials toward, the performance of any work in public improvements in cities, towns, townships, *and other municipalities* in this State." It is very clear that the Errors and Appeals Court considered "other municipalities" to embrace school districts, otherwise the act could not have applied to the cases before the court.

In an opinion of the Attorney General to the Commissioner of Education under date of February 24, 1930, in relation to Chapter 243, P. L. 1911, and Chapter 253, P. L. 1913, he writes in part as follows:

> "As this department has heretofore advised you, school districts stand upon a parity with municipal corporations, and are in fact such.
>
> The acts of 1911 and 1913 speak of the State and of any county, city, township or other municipality thereof, and, in my opinion, both apply to school districts."

Counsel for respondent admits that similar acts passed prior to 1929 which include the words "other municipalities" have been interpreted by the courts to include school districts, but contends that in such instances the matters involved were those of public importance and the statutes were construed and extended in the interest of public welfare. The Commissioner cannot agree with counsel in that the protection of the wages of a person performing labor upon a school building is to be considered a matter of public importance more than the protection of a person in his position during good behavior and efficiency who has rendered service to the country when it has been at war. The legislative intent to protect the laborer on public work and the veteran in his employment is evidenced by the statutes above quoted. It is probable that either of these types of protection could be waived, but unless waived the protection is effective.

It must be concluded that since the equity courts of this State in cases which have been affirmed by the Court of Errors and Appeals have held that "other municipalities" as those words are used in the Veterans' Preference Act include school districts, the act of 1926 applies in this case and that the Legislature added in the 1929 act the words "including any person employed by a school board or board of education" not for the understanding of the courts which had definitely ruled upon the interpretation of "other municipalities," but for clarification to the average citizen who might be in doubt as to the comprehensiveness of "other municipalities."

Chapter 61, P. L. 1925, provides:

> "Any board of education . . . may maintain and conduct . . . dental clinics . . . and it shall be lawful for the governing body . . . to appropriate . . . for . . . maintenance and equipment. The operator must be registered to practice dentistry . . ."

This act clearly authorizes a board of education to create a position of dental operator. The statute does not fix a term nor does it provide for appointment "for such term as the board may fix". The Commissioner, however, agrees with attorney for the respondent that the board is empowered by resolution to fix a term for the position under the ruling of the Supreme Court in the case of *McGrath vs. Bayonne,* affirmed by the Court of Errors and Appeals, in which the Chief Justice says:

> "An office or position which is created by municipal ordinance or resolution, adopted pursuant to power conferred by the Legislature upon the governing body of the municipality for that purpose is just as much created by law and its term, when fixed by such ordinance or resolution, is just as much fixed by law as if the Legislature itself had acted in the premises."

The Board of Education of Union Township did not by rule fix a term for the position of dental operator, and there is nothing in the records of the board to indicate a term was fixed unless by interpretation the resolution of 1928 electing the dentist for a year is so considered, but this possible fixing of a term is subsequent to the indefinite appointment of 1926 and according to the evidence was made without the knowledge of appellant.

The employment of appellant under date of January 11, 1926, "starting February 1st at a salary of $900 per year" is clearly for an indefinite term, while the employment under date of June 11, 1928, "for the school year 1928-29 at a salary of $1,100" is for a definite term. The evidence shows that Dr. Fischler occasionally asked for increases, which were apparently granted as he learned of such increases through conversations with members of the board and by corresponding increments in his salary warrants. At no time did he ask for re-appointment or an extended term.

The appellant did not by any act of his own waive his protection under the Veterans' Act, and counsel for appellant holds that definite acts on his part to that end are necessary to constitute a waiver. In support of this contention counsel cites *Hardy vs. Orange,* 61 N. J. L. 620, and also *Freeman vs. Conover,* 112 Atl. Rep. 324, Court of Errors and Appeals, where Chief Justice Gummere says:

> "By 'waiver' is meant the act of intentionally relinquishing or abandoning some know right, claim or privilege."

Appellant had tenure rights under his appointment beginning February 1, 1926. He did not ask for re-appointment after that time or know that he had been appointed for a definite term by the resolution of June 11, 1928.

The State Board of Education in the case of *DeBolt vs. Board of Education of Mount Laurel Township* held that a request for a new term or knowledge of election for a definite term and its acceptance is necessary to change from an indefinite to a definite term of employment.

It is the opinion of the Commissioner that the Veterans' Preference Act of 1926 includes school districts in the term "other municipalities" and since the appellant was serving under an indefinite employment when the act became effective and has not since that time waived his rights under it, he is protected by the act and cannot be removed except in accordance with its provisions. The Board of Education of Union Township is directed to reinstate appellant in his position as dental operator and to pay him the amount of salary he would have received if he had not been removed.

May 7, 1930.

Sustained by the State Board of Education without written opinion, September 13, 1930.

VI

ORGANIZATION OF BOARD OF EDUCATION AT A MEETING CALLED FOR THAT PURPOSE WITH MAJORITY OF BOARD PRESENT IS LEGAL

STEPHEN STOOTHOFF,
Appellant,
vs.
LEWIS H. BLOOD, ET AL.,
Respondents.

DECISION OF THE COMMISSIONER OF EDUCATION

The petitioner, a citizen and member of the Board of Education of Matawan Township, asks that the alleged organization of the Matawan Township Board of Education on April 7, 1930, be declared illegal and all elections to office, appointments, and other acts by such board of education be declared null and void for the reason that Julia B. Davies, a newly elected member of the board is interested directly or indirectly in contracts with the board of education which in the opinion of the appellant disqualifies her for membership on the board.

Mrs. Davies, a resident and citizen of the school district for more than three years immediately preceding the organization was elected a member of the board of education on February 11, 1930, and was notified by the district clerk that the board would meet for organization at 8.00 P. M. on April 7th, in the Matawan High School. There were present on April 7th in the board of education room in the high school at 8.00 P. M. in accordance with the notice four members whose terms continued from preceding elections, three members who were elected for the term of three years, and two members, including Mrs. Davies, who were elected to fill unexpired terms—making a full board of nine members.

The meeting was called to order by the district clerk and the newly-elected members presented their oaths of office. No question was raised about the oath of office of any of the new members except in the case of Julia B. Davies. When the clerk announced the affidavit of Mrs. Davies, objection was made by George J. S. Thompson, a member of the board, to the filing of her affidavit on the ground that as he understood the case of *Engel vs. Passaic Township Board of Education,* reported on p. 266 of the 1928 Compilation of New Jersey School Law Decisions, Mrs. Davies was not eligible to membership. Motions were made in reference to the filing of the affidavit, but before a vote was taken and during a period of more or less heated discussion the five newly-elected members withdrew from the board room, taking their oaths of office with them, and went to the adjoining study room. At the time of leaving or subsequently, they invited the district clerk and the other four members of the board to meet with them, all of whom refused to go. The four members remaining in the board room voted upon motions which they considered to be before the meeting

in reference to the acceptance of the oath of office of Mrs. Davies, and then proceeded to elect a president and vice-president. The five members who went into the study room after learning of the refusal of the district clerk and the other four members of the board of education to meet with them, elected one of the members, Mr. Dominick, temporary chairman, and then proceeded to elect Louis H. Blood, president, and C. W. Bogart, vice-president.

Mrs. Davis presented the following resolution, which received the unanimous vote of the five members:

> "WHEREAS, The clerk of this board of education refuses to act as such, therefore, be it
>
> *Resolved*, That Edmund H. Dominick be chosen as clerk of the Matawan Township Board of Education for the time specified by law at a compensation of $300 per year."

A motion was made and carried demanding that Mrs. Eggleston, the former district clerk, turn over to Mr. Dominick the records of the board of education. Other motions in reference to notifying the custodian of school moneys and the post office about the duly constituted officials and a resolution setting a date for the regular monthly meeting were also offered and passed.

The 1928 Compilation of the New Jersey School Law in application to the points raised by attorneys in this case contains the following:

> Section 1. "Its (State Board of Education) meetings, as well as those of every board of education in the State, shall be public and shall commence not later than eight P. M."
>
> Section 126. "A member of such board of education shall, before entering upon the duties of his office, take and subscribe an oath, before any officer authorized by law to administer oaths, that he possesses the qualifications to be a member of said board prescribed therefor in this article, and that he will faithfully discharge the duties of his said office. Said oath shall be filed with the district clerk of said board." . . .

Section 126 further provides:

> "Each board of education created under the provisions of this article shall organize annually on or before the first Monday in April, or on such other day as said board may agree upon prior to the first Monday in April, by the election of one of its members as president and another as vice-president."

The board of education met at eight o'clock P. M., on April 7th and regardless of the later withdrawal of a part of the board to another room, there is no substantial ground for holding that the meeting which followed in the second room was not held in accordance with the statutes requiring that all meetings of boards of education shall begin not later than eight o'clock P. M.

The five newly-elected members presented their oaths of office to the district clerk, and later filed them in her absence at the meeting in the study room with the acting clerk. They thereby qualified as *de facto* or *de jure* members of the board of education.

In a decision by the Commissioner under even date, it is held that Julia B. Davies is ineligible to hold the office of a member of the board of education. She was, however, elected by the people and took the oath of office, which was presented to the district clerk, and thereby completed the acts required of her to sit as a member of the board.

While a member of the board can raise a question about the qualification of any of the members, so that parties dealing with the board may have knowledge of the questionable title to office of such member, a board of education has no legal right to rule upon the filing of the oath of office.

Even if Mrs. Davies was not at the time of organization a *de jure* member of the board as is held by the Commissioner, she was a *de facto* member of the board and as such she had reasonable color of title and a right to participate in the conduct of the business of the board.

The Court of Errors and Appeals, in the case of *Oliver vs. Jersey City,* 63 N. J. L. 634, held as follows:

> "Lord Ellenborough, in 1805, in *Rex vs. Bedford Level,* 6 East 356, said: 'An officer *de facto* is one who has a reputation of being an officer, who assumes to be and yet is not a good officer in point of law.' This definition has never been questioned, and all those given by the textbook writers since are little more than variations of this one."
>
> "There are no facts in this case to justify us in relaxing the wise and ancient rule so deeply rooted in public policy, that the acts of *de facto* officers holding under color of a title originally lawful, *when acting in good faith,* will protect third persons and the public in their dealings with them whether serving alone or as members of a governing or legislative body."
>
> "But this legal protection is not afforded where the defects in the title of the officer are notorious and such as to make those relying on his acts chargeable with such knowledge. What, then, must be considered notice sufficient to warn third parties and the public? . . . the judgment of a court against the title of the officer, are such facts as third persons and the public are as a general rule required to take notice of."

At the time of organization no court had ruled upon the qualifications of Mrs. Davies. She could therefore legally participate in the meeting. There is no evidence to the effect that the board did not act in good faith in the election of its officers. It was the majority group of the board and it is to be supposed that it would elect its officers from among its group. The meeting was called for the purpose of organization, and even though a *de facto* member was included in the necessary quorum, the organization was effected.

If all members had remained in the board room, other acts than those of organization could have been executed, since the presence of all members would correct any lack of notice. After the majority group of the members withdrew to the other room without notice that they would transact other business than that of organization, they were limited to organization of the board of education. The law above quoted states that boards of education shall organize "by the election of one of its members as president and another as vice-president". No time is fixed in the statutes for the election of the district clerk, which

may therefore be at any regular meeting of the board or any meeting specially called for that purpose. The election of this officer was not legally before the board.

The Commissioner is unable to rule upon the legality of specific acts of the board subsequent to the organization meeting for the reason that the records of the transactions of the board at such meetings are not before him. Attorney for the appellant objected to the admission of the minutes of the meetings of the *de facto* board held since April 7th, except that part of the minutes of the next succeeding meeting which shows the approval of the minutes of April 7th. The general rule may be laid down, however, in line with the above citations from the case of *Oliver vs. Jersey City*, decided by the Court of Errors and Appeals, that the acts of the board at subsequent meetings in so far as they affect the public and third parties are valid.

The election of a district clerk at the special meeting called for organization of the board without notice to the members that other business would be transacted or without a full attendance of all members of the board of education at the time the motion was made is null and void, but the organization of the board by the majority group, which includes the election of Louis H. Blood as president, and C. W. Bogart as vice-president, is hereby sustained.

May 29, 1930.

Decision of the Commissioner affirmed by the State Board of Education without written opinion, September 13, 1930.

VII

GOOD FAITH ABOLITION OF A POSITION VALID

EFFIE M. WISNER,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF NEPTUNE, MONMOUTH COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Effie M. Wisner, the petitioner, began her term of employment under the Board of Education of the Township of Neptune in 1902 and was continuously employed by that board of education until the close of the school year 1928-1929.

She began the teaching of physical education during the first year of her employment and continued in physical training work either for a part of the time or as a full time teacher of that subject during all the years of her employment. In connection with her teaching of that subject she taught at various times literature, expression, English and arithmetic.

Mrs. Wisner testified that when the physical training law went into effect in 1917, her supervising principal, Miss L. A. Doren, assigned her to the super-

vision of grades one to eight, during which time she was required to hold teachers' meetings and to submit both written and oral directions to every teacher. She continued this type of work up to about 1923 or 1924, when she was assigned to the teaching of high school girls exclusively.

In 1927 the appellant was instructed to resume the work in the grades from one to eight inclusive, at which time she gave up the high school work and she thereafter devoted her full time to the grades to which she was assigned.

About April 10, 1929, Mrs. Wisner received the following letter:

"April 10th, 1929

Mrs. Effie M. Wisner,
26 Brindlemere Avenue,
Interlaken, N. J.

DEAR MRS. WISNER—The Township of Neptune Board of Education is unanimous in its desire to reorganize the physical education in our public schools. This reorganization will create a new position which necessitates the abandoning of your position as teacher of physical education in Neptune Township elementary grades.

Teachers who resign of their own accord find it very much easier to secure positions elsewhere. I suggest that for the best interests of all concerned you send me your resignation before April 18, 1929, in order that I may present it to the Board.

Yours very truly,

O. J. MOULTON,
Supervising Principal."

After the receipt of the above letter appellant asked for an interview with the supervising principal, at which time she was further informed of the proposed abandonment of the positions, and prior to the close of the school year she was told by Mr. Moulton, the supervising principal, that her position had been abandoned and a new position created and she understood that her services would therefore not be accepted after the current year. Mrs. Wisner continued her work until the end of the school year 1928-29, but since that time she has been denied a position in the schools of Neptune Township.

Some teachers who were witnesses for the appellant testified that they considered Mrs. Wisner's work that of a supervisor, and teachers brought by the respondent testified that they considered her work that of a teacher. The testimony of members of the Neptune Township Board of Education was to the effect that they had not employed Mrs. Wisner as a supervisor and that they always considered her a teacher of physical training. The supervising principal testified that there was no supervision of physical education in 1928-29 and that Mrs. Wisner's duties were those of a teacher of physical training in the grades.

After appellant's assignment to grade work in 1917-18 she made brief outlines of physical training work and discussed the subject with the teachers from time to time. Regardless of what her duties were prior to 1923, she accepted the position of teacher of high school girls at that time and contiuned in that work until 1927, when she resumed work in the grades which she considered to be

the work of a supervisor and the board of education and supervising principal considered it to be the work of a teacher.

The testimony does not support the contention that the work of appellant was that of a supervisor and that the grade teachers continued the work which she demonstrated when she met the classes once or twice a week.

Chapter 107, P. L. 1917, reads in part as follows:

> "There shall be established and made a part of the course of study in the public schools of this State what shall be known as a course in physical training . . .
>
> Every pupil excepting kindergarten pupils attending the public schools of this State . . . shall take the course in physical training as herein provided . . .
>
> The time devoted to such courses shall aggregate at least two and one-half hours in each school week . . ."

While physical training was taught in many of the public schools of this State prior to 1917, there was no statute making the teaching of this subject mandatory before that time.

The statute above quoted requires that two and one-half hours per week be devoted to such courses by all pupils in the schools excepting those attending kindergarten. The evidence discloses that under the plan in effect during the school year 1927-28, which year should determine the position in which appellant was protected by the Tenure of Office Act, the pupils did not receive the instruction in accordance with the law. It appears from the testimony that the Supervising Principal noted this failure to meet the requirements of the law in reference to this subject and after discussing the situation with the State Director of Physical and Health Education and upon his advice a re-organization of the work was recommended to the board of education.

In the plan of re-organization to provide first of all for a more efficient program and for a full compliance with the statutory requirements, it was decided that the classroom teachers of the grades should carry on the instruction under a director or teacher of physical education, who would also have charge of the instruction of the girls in the high school, and instead of paying salary to two full time teachers, there would be a saving by securing the single director. It was proposed to abandon the two teaching positions occupied by Mrs. Wisner for the grades, for which she received $2,150, and Miss Charlesworth, who taught the high school girls and received $1,900, making a total in salaries of $4,050, and to create the single directorship at a salary of $3,000 and thereby make a saving to the district of $1,050. The board of education therefore decided to abandon the two teaching positions and create the position of director and teacher of physical education. The re-organization plan was discussed at a meeting of the board of education held April 5, 1929, after which the letter to Mrs. Wisner by the supervising principal of April 10, was mailed and received. On April 19 at a meeting of the board of education the following resolution was adopted:

> *"Resolved,* That the Neptune Township Board of Education abandon the position of teacher of physical education in the high school and teacher of

physical education in the elementary grades for economical reasons, and in place of the above positions, create the position of director and teacher of physical education."

After the positions formerly held by Mrs. Wisner and Miss Charlesworth were abandoned or abolished, a further re-organization of the work followed.

Mrs. Wisner testified that she did not supervise the work of other physical training teachers including Miss Charlesworth, Mr. Frake, Miss Clark, and Mr. Flack, while under the re-organization plan the work of other instructors of physical education is supervised by the director and teacher of physical education.

Under the plan in effect in 1928-29 there were employed:

Mrs. Effie Wisner, elementary grades	$2,150
Miss Charlesworth, high school girls	1,900
Mr. Flack, one-half time to physical education (total salary $3,000)	1,500
Mr. Frake, one-half time to physical education (total salary $1,800)	900
Miss Clark, one-half time to physical education (total salary $1,900)	950
Making a total cost of instruction in that subject	$7,400

Under the new organization there were employed:

Mrs. Reading, director and teacher of physical and health education	$3,000
Mr. Dillenbach two-fifths of his time to physical education (total salary $3,000)	1,200
Mr. Frake, one-half of his time to physical education (total salary $1,900)	950
Making a total cost of physical and health education under the re-organization	$5,150

or a saving to the district of ($7,400 less $5,150) $2,250.

It is claimed by the supervising principal and the State Director of Physical and Health Education that beside the financial saving there is under the new organization a much more effective physical education program.

The Commissioner of Education in the case of *Albert H. Gordon vs. Jefferson Township Board of Education*, which was affirmed by the State Board of Education, in relation to the abolition of the position of supervising principal cites the following:

> "The Justice's opinion in the case of *Benjamin Evans vs. Board of Chosen Freeholders of Hudson County* (53 Law 587) holds that: 'Whenever for economical reasons arising from governmental policy it may be thought wise to extinguish the office or position, the power which created can annul it. It is a matter of course that the exertion of the power to disestablish must be bona fide, for it is manifest that if it should appear that a formal act purporting to abolish such an office or employee, while the officer or position practically still remains in existence, such a subterfuge would be of no avail.'"

In *George F. Sutherland vs. Board of Street and Water Commissioners of Jersey City* (61 Law 436), the opinion contains the following statement:

> "But it is settled that statutes of this nature (Veterans' Acts) are not designed to prevent the abolition of an office and the transfer of its duties to another official, when such a course is taken bona fide for economical reasons or for the promotion of greater efficiency in the public service.
>
> A similar opinion was rendered in the case of *William Boylan vs. Board of Police Commissioners of the City of Newark* (58 Law 133), wherein it was held that the provisions of the Police Tenure Act were not sufficient to prevent the abolition of the offices of nine police sergeants and the transfer of their duties to four men denominated 'Roundsmen' and a consequent saving of $5,000 per annum in salaries."

The Commissioner in the same case held:

> "It is quite apparent from the many decisions and authorities on the subject that whenever bona fide reasons exist, such as economy in the public interest, for the abolition of an office and the transfer of its duties to another official such office may be abolished even though the incumbent be protected by a Tenure of Service statute."

In the case of *Tobey vs. Board of Education of the City of Newark,* p. 161, 1928 Comp. School Law Decisions, it was held:

> "The respondent having abolished the kindergarten department could legally have dismissed the appellant from its service . . . It is not a transfer, but the appointment of the appellant who by reason of abandonment of the kindergarten department held no position, to a position then vacant. . . . The statute must be so construed that it will permit a board of education to close a school or abolish a class which is unnecessary, even though such action results in the dismissal of a teacher who is protected by the Tenure of Service Act. This construction is in accord with the decisions of the Supreme Court in the cases of *Paddock vs. Hudson County Board of Taxation,* 82 N. J. L. 360, and *John Colgarry vs. Board of Street and Water Commissioners of the City of Newark,* 89 Atl. Rep. 789."

There was no testimony presented to show that the action of the board in abolishing the positions was taken for the purpose of discontinuing the service of the appellant, but rather that the change was made in the interest of efficiency and economy, and according to the above authority the positions were legally abolished.

It was contended by counsel for appellant that since Miss Charlesworth's contract terminated at the close of the school year and she was not protected by the Tenure of Office Act, the appointment of Mrs. Wisner to the position of Director and Teacher of Physical Education would have provided the same or greater economy and efficiency.

The testimony shows that Mrs. Wisner was considered for the position, but in accordance with the information received by the board in reference to her she was not qualified for the position.

The certificate of Mrs. Wisner reads as follows:

"State of New Jersey
Monmouth County
Teacher's Certificate
(Seal)
Special Certificate

Effie M. Hagerman Wisner having presented satisfactory evidence of good moral character and having passed the required examination with the results indicated in the annexed grade is hereby licensed as a Teacher of Elocution and Expression in the public schools of said county for the term of Three Years from date unless this Certificate is sooner revoked.

Given under Our hand this 3rd day of November, A. D. 1903.

JOHN ENRIGHT,
County Superintendent.

A. ROBINSON,
A. V. ARROWSMITH,
Examiners.
Indorsement of Emerson College Diploma."

Below renewals on the back of the certificate there was an endorsement subsequent to November 3, 1920, as follows:

"This certificate is also a valid license to teach physical training under the rules in force in 1902." Signed by John Enright, Commissioner of Education; Louise Precht, State Board of Examiners.

Under date of November 3, 1926, the certificate was made permanent.

Counsel for respondent read from the Rules of the State Board of Education Concerning Teachers' Certificates paragraph 38 of the 1927 edition of Rules the following:

"A permanent special certificate entitles the holder to teach and to supervise instruction in the subjects covered by such certificate."

The Commissioner cannot agree with counsel that this rule has application to the certificate of the appellant. The entire book of rules from which he quotes has application to State certificates only. The right of the holder of a permanent special State certificate to teach and supervise is specifically set forth on the face of the certificate.

When the State Board of Education discontinued the provision for the issuance of county certificates (about 1911) it set forth in its 1912 Rules and Regulations Concerning Teachers' Certificates the authority of the various county certificates in a question and answer form. On page 33 of the booklet above referred to question and answer number thirty-two reads as follows:

"Q. What is the value of a first grade county certificate?

A. It is a valid license for five years for supervisors, principals and teachers in any school in the county in which it has been issued and can be renewed without examination."

"35. Q. What is the value of a special county certificate?

A. A special county certificate is a valid license for three years to teach the subjects it covers in any school in the county in which it has been issued and may be renewed without examination."

The permanent endorsement of November 3, 1926, did not affect the authority of appellant's certificate as expressed in the Rules of 1912. The certificate held by the appellant authorized her to teach and did not give authority to supervise.

Neither can the Commissioner agree with the argument of counsel for the respondent that when a position is abolished a teacher filling such position has a legal right to another position of different type. The Neptune Township Board of Education abandoned the positions of teacher of girls in the high school and teacher of grades in the elementary schools and created the position of director and teacher of physical training. If the teachers in both of the abandoned positions were under tenure, each would have a similar claim to the newly created position and surely both could not occupy the same position at the same time. It must be concluded that whether or not the appellant was under tenure in one of the positions which was abolished, she cannot legally claim a right to the new position of director and teacher of physical education in Neptune Township which was newly created and has enlarged responsibilities over those which were abandoned.

The petitioner was not dismissed, but the position which she held was abolished. It was held by the Commissioner in the case of *Kuyl vs. Paterson,* p. 182, 1928 Compilation of School Law Decisions:

"The right moreover of the incumbent to a notice and hearing under the tenure law exists only while the office itself remains and not when such office has been abolished."

The position of teacher of physical training in the elementary grades did not exist after the school year 1928-29, and since there was no attempt to dismiss the appellant during the existence of the office, there was no cause for a hearing before the Neptune Township Board of Education.

It appears from the testimony that the board abolished the position of teacher of physical training of the high school girls and the position of teacher of physical training in the grades and created the position of director and teacher of physical education in good faith for reasons of economy and efficiency. The appellant had no legal claim to the new position even if she had held a certificate qualifying her for that work. Furthermore, she does not hold a certificate which is required for the new position.

The appeal is dismissed.

May 17, 1930.

Decision of the Commissioner affirmed by the State Board of Education without written opinion September 13, 1930.

VIII

ACTION OF BOARD SUSTAINED WHEN FOR GOOD CAUSE IT CANCELS CONTRACT UNDER MUTUAL TERMINATION CLAUSE

FLORENCE H. MILLS,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF SCOTCH PLAINS,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

A hearing in this case before the Assistant Commissioner of Education on December 17th at Elizabeth revealed the following facts:

Appellant who had been employed under a teaching contract in the School District of the Township of Scotch Plains during the year 1928-29 was re-employed on May 9, 1929, "to teach in the public schools under control of said board of education from the first day of September, 1929, to the thirtieth day of June, 1930," and in such contract appeared the following clause:

> "It is hereby agreed by the parties hereto that this contract may at any time be terminated by either party giving to the other.....days notice in writing of intention to terminate the same."

On August 15, 1929, the Scotch Plains Board of Education passed a resolution abrogating the above contract with the appellant and the latter was officially informed of such abrogation on August 21st of the same year.

It appears that during the year 1928-29 appellant did not actually teach but was engaged in the management of the school cafeteria in the Scotch Plains district, and it is the contention of the respondent in defending its dismissal action that it had been induced to give appellant a contract for the year 1929-30 by her representation in March, 1929, that her accounts were in proper order and that she would close the year 1928-29 with all bills paid, whereas it discovered after the new agreement was executed that appellant had actually incurred a deficit in the cafeteria management of several hundred dollars.

Ordinarily, under Section 167, Article VIII of the 1928 Compilation of the School Law, which awards to teachers under contract and dismissed without cause full compensation for the remainder of the term, it would be essential for a board of education such as that of Scotch Plains to satisfy the Commissioner that the services of the teacher in question were terminated for justifiable cause. In the present case, however, the existence in the appellant's 1929-30 contract of the actual termination provision above quoted, makes it unnecessary for the Commissioner to determine whether the appellant's dismissal on August 15, 1929, was actually justified by reason of appellant's having deceived the board as to the condition of her accounts for the year 1928-29 and thus induced the awarding of the new contract as claimed by the Scotch Plains Board.

It was held by the Commissioner in the case of *Mary B. Mannion vs. Board of Education of the Township of Northampton,* p. 86, 1928 Compilation of the School Law Decisions where the appellant's services were, as in the present case, terminated under a mutual notice clause in August and prior to the commencement of her actual teaching service that "Nowhere does this particular contract provide that it may be terminated only after the services began, but on the contrary provides for its termination 'at any time' which must mean in the absence of any qualifying clause at any time after the agreement is entered into." This ruling was supported by the authority of a case in 146 Michigan 64.

Moreover, the efficacy of a mutual termination provision in a teacher's contract as a means of concluding her services without regard to cause was definitely established in this State by the decision of the Supreme Court in the case of *Serina M. Brown vs. Oakland Board of Education,* reported on p. 277 of the 1928 Compilation of Decisions. It is true that in the present case under consideration the notice clause in the agreement contains no precise number of days upon which the services may be terminated, but in the *Brown vs. Oakland* case above referred to the following termination clause upon which Miss Brown's contract was held by the court to be legally ended was also blank as to the length of time and similar as to form: "It is hereby agreed that either of said parties to this contract may at any time terminate said contract and the employment as aforesaid by giving to the other party (here insert length of time) notice in writing of its election to so terminate the same." It was contended by the appellant in that case that the blank space in the notice clause with a line drawn through it plainly indicated that it was not intended by the parties to be used. The court, however, declared upon this point as follows:

> "The prosecutrix now claims that it was the intention of the board to make the contract non-terminable and she offered testimony to that end. But we think that cannot be done. The contract was drawn by the lady herself and speaks for itself. It permitted termination and it was so terminated. It is unambiguous and parole testimony will not be permitted to alter, vary, add to or contradict it."

In the case under consideration there was not even a line drawn through the blank space in the termination clause with the possible implication that it was not intended to be used, and if in the notice clause of the *Brown vs. Oakland* contract the blank space, in which it was definitely indicated that the time was to be specified, was held by the Supreme Court to mean that the power of termination was to be unrestricted as to time, then by analogy the blank number of days in the notice clause of the Mills-Scotch Plains contract must also be considered to mean that the termination power was unrestricted as to the number of days and might accordingly be exercised immediately.

It is therefore in the Commissioner's opinion entirely unnecessary to determine whether any deception by Miss Mills, the appellant, as to the condition of her accounts for the year 1928-29 induced the Scotch Plains Board to award her the contract for 1929-30 and therefore justified her dismissal by the latter body, since the mutual termination provision alone permitted the contract to be ended either immediately, as was actually done, or upon whatever length of time the

board might in its discretion determine. The action of the respondent, therefore, in abrogating appellant's contract on August 15, 1929, was in the Commissioner's opinion entirely legal, and the appeal is accordingly hereby dismissed.

January 20, 1930.

FLORENCE H. MILLS,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF SCOTCH PLAINS,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

A decision was rendered in this case by the Commissioner of Education January 20, 1930, in which the appeal was dismissed on the grounds that the mutual termination clause in the contract permitted its revocation in accordance with the action of the board of education.

An appeal was taken from this decision by Miss Mills to the State Board of Education which remanded the case to the Commissioner with the request that the original decision be revised to include a ruling as to whether the dismissal of appellant by the Scotch Plains Board was for good cause.

The appellant, who had been employed as a teacher during the school year of 1927-28 and received a contract to teach for the year 1928-29, assumed the management of the cafeteria for that year rather than the work of the teaching position for which she had been employed. The evidence is to the effect that in taking up the work of the cafeteria appellant was fully informed that while the board of education did not desire to make a profit in the operation of the cafeteria, it was expected of the person in charge that it should be run on a self-supporting basis.

The Supervising Principal requested that a financial report of the cafeteria be presented to him monthly for submission to the board of education. These reports were filed for two or three months following the opening of the fall term, after which they were discontinued.

About March 1st the Supervising Principal asked the appellant about the cafeteria accounts and was assured by her that they were in proper shape and that the year's work would end according to instructions with all bills paid. While a deficit was apparent by March 1st and continuously increased until the close of the school year, no further information was given by the appellant to the Supervising Principal or the board of education until the close of the school year when she took to the Supervising Principal's office on the last day of school a statement which showed unpaid bills to an amount of approximately $335.00 and a bank balance to apply on the bills of $5.77. Other bills were presented later which brought the total deficit in the cafeteria account to $364.00.

During the latter part of April or the first week in May Miss Mills was offered a contract for the next school year which she accepted May 9, 1929, "to teach in the public schools under control of said board of education from the first day of September, 1929, to the thirtieth day of June, 1930," and in

such contract appeared the following clause: "It is hereby agreed by the parties hereto that this contract may at any time be terminated by either party giving to the other.....days notice in writing of intention to terminate the same." She was later informed that she would not have charge of the cafeteria under the new contract.

When the board of education learned of the above deficit shortly after the close of the school year it felt aggrieved at its existence and requested the appellant to appear before the board to explain the situation. Miss Mills met the board for the conference, but the explanations offered by her were not satisfactory. The board then decided to ask for the resignation of appellant through the Supervising Principal, who proceeded with the negotiations. He arranged to meet Miss Mills in New York City to exchange a recommendation of her work as a teacher for her resignation. Miss Mills handed to Mr. Bullock, the Supervising Principal, a paper upon which he was to write the recommendation and he handed to her a paper upon which she was to write the resignation. After a brief period of time necessary to write the respective letters, Mr. Bullock handed to Miss Mills the recommendation which she took, but she did not give him the resignation in exchange. After this conference the following letter was sent to Miss Mills:

"August 15, 1929.

Miss Florence H. Mills,
605 W. 115th St.,
New York City.

MY DEAR MISS MILLS—The following is a copy of a resolution passed by the Board of Education at a special meeting held August 15, 1929.

'Resolved, That because of incompetence in management of cafeteria affairs and the inability of the Board of Education or Supervising Principal to obtain a resignation before this time, the Board of Education decided to make a last effort to obtain this resignation on demand as promised by sending Mr. Bullock for a final interview, and if unsuccessful to have Miss Mills consider this as an abrogation of her contract for 1929-30.'

Yours truly,

T. J. NICHOLL,
District Clerk."

It is contended by the respondent in defense of its dismissal action that it was induced to give appellant a contract for the year 1929-30 by her representation in March, 1929, that her accounts were in proper order and that she would close the year 1928-29 with all bills paid; whereas, it was discovered after the close of the school year that a deficit existed to the amount of $364.00. The testimony does not disclose a large deficit early in March and it is only fair to assume that Miss Mills at that time believed that future profits would be sufficient to overcome the small deficit then existing, and there is no evidence that knowledge of the increasing deficit was kept from the board with the intent of securing a new contract through deception.

Even though the management of the cafeteria was not the work of the teacher, the board believed that the appellant deceived it by withholding the information and she did not obey instructions as to the filing of a monthly report of the financial standing of the cafeteria. The Board of Education and Supervising Principal should have insisted upon monthly reports, but their failure to demand the filing of the reports does not excuse the petitioner who does not deny that reports were requested, and neither does she deny knowledge of the requirement that the cafeteria was to be run on a self-supporting basis.

The deception of the Supervising Principal by Miss Mills in the proposed exchange of a resignation for a recommendation was not before the board when it voted to abrogate the contract, if it did not receive her resignation. Without the consideration of this deception, the Commissioner cannot conclude that the conduct of appellant as a cafeteria manager would be justifiable grounds for the removal of a teacher under a contract that did not include a mutual termination provision.

It was held by the Commissioner in the case of *Mary B. Mannion vs. Board of Education of the Township of Northampton,* p. 86, 1928 Compilation of the School Law Decisions where the appellant's services were, as in the present case, terminated under a mutual notice clause in August and prior to the commencement of her actual teaching service that

> "Nowhere does this particular contract provide that it may be terminated only after the services began, but on the contrary provides for its termination 'at any time' which must mean in the absence of any qualifying clause at any time after the agreement is entered into."

This ruling was supported by the authority of a case in 146 Michigan 64.

Moreover, the efficacy of a mutual termination provision in a teacher's contract as a means of concluding her services without regard to cause was definitely established in this State by the decision of the Supreme Court in the case of *Serina M. Brown vs. Oakland Board of Education,* reported on p. 277, of the 1928 Compilation of School Law Decisions. It is true that in the present case under consideration the notice clause in the agreement contains no precise number of days upon which the services may be terminated, but in the *Brown vs. Oakland* case above referred to the following termination clause upon which Miss Brown's contract was held by the court to be legally ended was also blank as to the length of time and similar as to form:

> "It is hereby agreed that either of said parties to this contract may at any time terminate said contract and the employment as aforesaid by giving to the other party (here insert length of time) notice in writing of its election to so terminate the same."

It was contended by the appellant in that case that the blank space in the notice clause with a line drawn through it plainly indicated that it was not intended by the parties to be used. The court, however, declared upon this point as follows:

> "The prosecutrix now claims that it was the intention of the board to make the contract non-terminable and she offered testimony to that end. But we think that cannot be done. The contract was drawn by the lady herself and speaks for itself. It permitted termination and it was terminated. It is unambiguous and parole testimony will not be permitted to alter, vary, add to or contradict it."

When a teacher in dismissed under a mutual termination clause during the school year without apparent provocation, it is possible that there is involved in such dismissal a question of public policy; but it does not appear that the conditions in this case are of such nature to cause a consideration of public policy in relation to it. When a teacher is under tenure, she cannot be dismissed except upon proof of inefficiency, conduct unbecoming a teacher or other just cause. When, however, the contract between the teacher and the board of education includes a mutual termination clause and there appears to be on the part of either a justifiable reason for terminating the contract and a reasonable notice of the termination is given by one party to the other, the contract is legally terminated.

The board of education was dissatisfied with the service of Miss Mills as a cafeteria manager. It considered that she had deceived the board. The board told her of its dissatisfaction and gave her a written notice of the abrogation of the contract which she received several weeks before the opening of the schools for the fall term. The State Board of Education in the case of *Nancy Wesley White vs. Board of Education of Riverside Township* decided October 6, 1923, held as follows:

> "No such notice was ever served upon Mrs. White by the board, but the contract did not require notice in writing and the refusal of the board to permit her to fulfill her contract on which refusal she has brought this proceeding must in our opinion be considered as notice of termination."

Even though the letter to Miss Mills by the district clerk did not state that its purpose was to terminate the contract under the notice clause, it was a written notice that her services would not thereafter be accepted, and in line with the State Board ruling it is to be considered a notice of termination.

In the case under consideration there was not even a line drawn through the blank space in the termination clause with the possible implication that it was not intended to be used; and if in the notice clause of the *Brown vs. Oakland* contract the blank space, in which it was definitely indicated that the time was to be specified, was held by the Supreme Court to mean that the power of termination was to be unrestricted as to time, then by analogy the blank number of days in the notice clause of the Mills-Scotch Plains contract must also be considered to mean that the termination power was unrestricted as to the number of days and might accordingly be exercised immediately.

The contract between Miss Mills and the Board of Education of Scotch Plains is directly in point with the contract in the case of *Brown vs. Oakland* ruled upon by the Supreme Court. The board of education felt justified in terminating the contract, an informal hearing was given, a request for a

resignation was made, and notice of abrogation was received by appellant. The contract was legally terminated and the appeal is dismissed.

June 21, 1930.

DECISION OF STATE BOARD OF EDUCATION

This case was before the Board at the May meeting when, on the recommendation of this Committee it was remanded to the Commissioner to revise his opinion to include a finding as to whether the dismissal of the appellant was for good cause. He has done so and filed a new opinion. After reviewing the evidence he finds that the conduct of the appellant which caused the board of education to discharge her, namely, her failure to properly manage and keep the accounts of the cafeteria of which she was in charge, did not constitute in and of itself justifiable grounds for her discharge. Further, he finds that inasmuch as the contract of employment contained a clause providing that it could be terminated by either party giving to the other notice in writing and such notice was given for reasons which appeared to the board to be good and because of their dissatisfaction with her conduct, her petition that she be paid her salary under her contract must be dismissed. The Commissioner reached his conclusion on the authority of the Supreme Court's decision in *Brown vs. Oakland Board of Education* (1928 Comp. of School Law Decisions, 277).

After examination of the entire record and briefs and arguments of counsel it is our opinion that the cancellation of the appellant's contract was not without good cause and we recommend that the decision of the Commissioner be affirmed.

December 6, 1930.

IX

WHEN A CAPITAL EXPENDITURE FIXED BY BOARD OF SCHOOL ESTIMATE IS IN EXCESS OF THREE PER CENT OF RATABLES AND APPROVED BY COMMON COUNCIL, THE AMOUNT MUST BE RAISED

BOARD OF EDUCATION OF THE CITY OF SOMERS POINT,
Appellant,
vs.
MAYOR AND COMMON COUNCIL OF THE CITY OF SOMERS POINT,
Respondents.

DECISION OF THE COMMISSIONER OF EDUCATION

On February 6, 1930, the Board of Education of the City of Somers Point passed a resolution requesting the Board of School Estimate to appropriate the sum of $9,000 for the equipment of the domestic science and manual training

departments of the Dawes Avenue School in that city. On February 12, 1930, the Board of School Estimate of the City of Somers Point met in accordance with law and fixed and determined that the said sum of $9,000 was necessary for the equipment of the domestic science and manual training departments of the Dawes Avenue School.

Paragraph 4 of the petition of appeal refers to Exhibit C which reads:

"Somers Point, N. J., February 14, 1930.

A regular meeting of Common Council held this day with all members of Council present, and President of Council, Charles E. C. Steelman, presiding.

A copy of a resolution passed by the Board of Education in which they asked the Board of School Estimate to appropriate the sum of nine thousand dollars with which to pay for the equipment of the domestic science and manual training department in the Dawes Avenue School was presented, and a motion was made, seconded and carried that the report of the Board of School Estimate asking that nine thousand dollars be appropriated for the purpose of equipping the domestic science and manual training department in the Dawes Avenue School be received and their request complied with. On the passage of this motion, Mr. Adams, Mr. Wilson and Mr. Steelman voted no.

A motion was made, seconded and carried instructing the solicitor to prepare an ordinance to be presented at the next meeting of Council, said ordinance to make the appropriation of nine thousand dollars asked for by the Board of School Estimate.

On the passage of this motion Mr. Steelman voted no."

After the passage of the above resolution on February 14, 1930, the ordinance making the appropriation was presented at the regular meeting of the Common Council on February 28, 1930, and passed on first reading, but at the meeting of Council on March 14, 1930, Council refused to pass said ordinance and has taken no further action respecting the raising of the sum certified.

The petition of appeal includes the following:

"The amount required by said certification to be raised and appropriated being within the statutory limitation of three per centum of the real and personal property of the City of Somers Point."

The petitioner prays that the Commissioner of Education direct and require the Common Council to appropriate the sum of $9,000 in accordance with the certification of the Board of School Estimate.

Service of a copy of the petition of appeal was acknowledged by the solicitor for the City of Somers Point on May 21st and under date of May 23rd the Commissioner of Education by letter granted ten days from that date for an answer to the appeal to be filed by the Mayor and Common Council. On June 14th the solicitor for the Council was informed that answer to the petition had not been received and an immediate reply of respondent was requested. On June 27th the Commissioner wrote direct to the Mayor and Common Council

asking for admission or denial of all the allegations set forth in the petition of appeal and under date of July 8th the Commissioner wrote to the Mayor and Common Council as follows:

"Gentlemen:

We wrote you on the 27th ult. asking for a reply within one week in the matter of appeal of the *Board of Education of Somers Point vs. The Mayor and Common Council of Somers Point.* Unless we hear from you within one week from this date we will consider that the facts are admitted by you and shall render a decision upon the facts as they appear in our records."

No reply having been received from the respondents or their counsel, the case stands with the allegations of the petition admitted as true.

While the petition sets forth that the amount of $9,000 certified is not in excess of 3% of the taxable valuation of the real and personal property of the city, it is not stated whether that amount together with bonds for school purposes theretofore issued and not redeemed is in excess of 3% of said valuations.

Section 107, sub-section 1 of the 1928 Compilation of the School Law provides that whenever in a city of the third class it shall be decided that it is necessary to raise money for the repairing or furnishing of a schoolhouse, it shall prepare and deliver to each member of the Board of School Estimate of such district a statement of the amount of money estimated to be necessary for such purpose or purposes, and the Board of Estimate shall fix and determine the amount necessary for such purpose or purposes and shall certify the same to the Common Council which may approriate such sum or sums in the same manner as moneys are appropriated for other purposes, or may appropriate and borrow such sum or sums by the issuance of bonds.

Section 107, sub-section 8, provides:

" . . . , that no amount in excess of three per centum of the taxable valuation of the real and personal property shall be appropriated only with the concurrence and consent of the governing body, expressed by its resolution duly passed; *provided further,* that the total amount of bonds for such purposes, including bonds theretofore issued for the purposes named in this section and not redeemed, shall not exceed at any one time a sum equal to nine per centum of the taxable valuations of the real and personal property in such district; . . ."

It has been decided by the Commissioner of Education in a number of cases before him that it is mandatory upon the appropriating power in a city school district to raise the money certified to it by the Board of School Estimate where the bonds for such purposes, including bonds theretofore issued for the purposes named in the section above quoted and not redeemed are not in excess of the 3% limitation of the taxable valuation fixed by statute. Such was the decision in *The Board of Education of the City of Bridgeton vs. The Common Council of the City of Bridgeton,* reported on page 61 of the 1928 Compilation of School Law Decisions; *The Board of Education of the City of South*

Amboy vs. The Common Council of the City of South Amboy, reported on page 63 of the 1928 Compilation of School Law Decisions, and *The Board of Education of the City of Lambertville vs. The Common Council of the City of Lambertville,* reported on page 51 of the 1928 Compilation of School Law Decisions.

The Supreme Court of New Jersey in the case of *Montclair vs. Baxter,* 76 N. J. L. 68, has held in interpreting Section 76 of the School Law that the word "may" used therein means "shall" and is mandatory upon the governing body as to raising the amount as fixed and determined by the certificate of the Board of School Estimate. Therefore, the act merely gives the option to the governing body of the city to determine whether it will raise the entire amount in the budget or whether it will issue bonds where the amount does not exceed 3% of the taxable valuation of the real and personal property.

The law is definite that an amount in excess of 3% can be appropriated only with the concurrence and consent of the governing body. To hold that 3% does not include amounts theretofore issued for school purposes and has application only when a single certification is in excess of 3% would be to deprive the governing body of the right conferred by statute to approve or disapprove the bonding of the municipality for school purposes beyond 3% of the taxable valuations. It is the opinion of the Commissioner that when the certification of any amount for purposes named in the sections quoted which together with bonds theretofore issued for such purposes makes a total indebtedness for school purposes of more than 3% of the taxable valuations, the concurrence and consent of the Council is required.

While the Council could have refused to grant approval of the certification at its meeting of February 14th, the record discloses that it by resolution duly consented to the appropriation and Council was thereafter bound by its action to raise the amount certified by the Board of School Estimate. The ordinance was mandatory after the resolution of approval had been adopted.

The Board of School Estimate having certified the sum of $9,000 as being necessary for the purpose of equipping the domestic science and manual training departments of the Dawes Avenue School and the Common Council by resolution duly passed having consented to make the appropriation, the Mayor and Common Council of the City of Somers Point are hereby ordered to proceed to raise the amount of $9,000 for the purpose set forth in the certificate either by direct tax or by borrowing the money and the issuing of bonds for the payment of the same.

July 19, 1930.

X

BALLOTS MARKED AS REQUIRED BY LAW SHOULD NOT BE DECLARED VOID BECAUSE OTHER MARKINGS APPEAR ELSEWHERE UNLESS MADE WITH CLEAR INTENT TO ATTRACT SPECIAL ATTENTION

GEORGE T. WINNE, JR.,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF HASBROUCK HEIGHTS,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

On June 25, 1930, a special meeting of the legal voters of the School District of Hasbrouck Heights, Bergen County, was held at the Franklin School in said borough to vote on the proposition to acquire land and to construct thereon a schoolhouse of fireproof construction and to issue bonds in payment thereof in the amount of four hundred sixty-five thousand dollars ($465,000.00).

At the conclusion of the election the chairman declared the proposition to be carried by a vote of 633 in favor and 631 against it. There were 28 ballots declared void. The appellant asks that in view of the majority of 2 by which the proposition was carried, with 28 rejected ballots, the votes be recounted and further asks that the proceedings be reviewed to determine the legality of the conduct of the election.

A motion was made at the hearing before the Commissioner by counsel for appellant that the election be set aside because of certain acts of the board and election officials which he contends are illegal.

It is the opinion of the Commissioner that as shown by the pleadings the board of education in its provision for the election and the election officers in their conduct of the election, endeavored to comply and did substantially comply, with all the requirements of law pertaining to special school bonding elections and, therefore, the motion to dismiss the case upon the grounds of illegal procedure was denied.

A review of the 28 ballots discloses that 3 have a cross in the square opposite the word "No" with other markings on the ballot, and 1 has a cross opposite the word "Yes" with other markings on the ballot. One ballot had two crosses in the square opposite the word "No". Four ballots had the word "Yes" written in the square opposite the word "Yes". Eleven ballots had the word "No" written in the square opposite the word "No". The remaining ballots had various irregular markings.

Section 140 of the 1928 Compilation of the School Law reads as follows:

> "All special elections held in school districts operating under Article VII of the act to which this act is a supplement shall hereafter be called

in the manner provided for calling the annual school meeting. The qualification of voters, conduct of the election and establishment of voting districts together with polling places therein shall be governed in all respects by the provisions of the law regulating the annual school meeting; *provided, however,* that in case of special school bonding elections the form of ballot shall be controlled by the form prescribed by Chapter 98, P. L. 1921."

In the conduct of annual school elections sub-section 18 of Section 120 provides for the counting of votes as follows:

"If the voter makes an X mark in black ink or black pencil in the square to the left of and opposite the word 'Yes', it shall be counted as a vote in favor of such proposition.

If the voter shall make an X mark in black ink or black pencil in the square to the left of and opposite the word 'No', it shall be counted as a vote against such proposition; and *in case no marks shall be made in the square to the left of and opposite either the word 'Yes' or 'No', it shall not be counted* as a vote either for or against such proposition."

In accordance with the above provision a cross must be placed in the square before the word "Yes" or "No" in order that the vote may be counted, but in the absence of a provision that another mark upon a ballot shall disqualify the vote, the ballot should be counted as marked with a cross in the square.

The General Election Law, while having no application to school elections, provides as amended in Chapter 322, P. L. 1926, that a ballot so marked shall be counted unless the district board of election, a justice of the Supreme Court, or other officer conducting the recount shall be satisfied that such mark was intended to identify or distinguish it. It accordingly appears that a ballot marked with a cross made in the ordinary manner with another marking outside of the square would not be rejected in a general election where authority is given to reject such ballots unless the judge believed the marking was intended to identify the ballot.

Of the ballots rejected by the election officials, only 5 had a cross or plus mark in the square as specifically required by the statute and these were rejected by the election officials for the reason that other marks appeared upon them.

It is the opinion of the Commissioner that the election officials erred in not counting the ballots which contained a cross opposite the word "Yes" or "No" even though other minor markings appeared. Four of these ballots were counted at the hearing and decision was reserved upon the ballot marked with two crosses in the square opposite the word "No". The Commissioner has concluded that this ballot should also be counted, which makes the result of the election 634 in favor of the proposition and 635 against it.

The election is hereby declared to be void.

July 25, 1930.

XI

PUPILS MAY NOT BE TRANSFERRED FROM ONE HIGH SCHOOL TO ANOTHER WITHOUT THE APPROVAL OF THE COMMISSIONER OF EDUCATION

IN RE. APPLICATION FOR TRANSFER OF STAFFORD TOWNSHIP PUPILS FROM THE BARNEGAT HIGH SCHOOL IN UNION TOWNSHIP (OCEAN COUNTY) TO THE TUCKERTON HIGH SCHOOL.

DECISION OF THE COMMISSIONER OF EDUCATION

The Stafford Township (Ocean County) Board of Education makes application to the Commissioner of Education to approve a transfer of the high school pupils of that district from the present designated high school at Barnegat in Union Township to the Tuckerton High School under the provisions of Chapter 281, P. L. 1929, which reads in part as follows:

> "The high schools throughout the State to which other districts shall send their pupils or a part thereof shall be deemed to be those high schools which at the time of the passage of this act already designated by boards of education of districts lacking high school facilities as aforesaid as schools for their pupils or a portion of their pupils to attend. Such existing designation of a high school for the pupils or a portion thereof or for pupils from certain sections of a district lacking such facilities as aforesaid shall continue until the board of education thereof shall for good and sufficient reasons desire a change in such existing designation and shall secure the approval of the Commissioner of Education therefor; provided, however, that the refusal or failure of the Commissioner to approve the request for change in designation of high school by any board of education shall be subject always to a right of appeal to the State Board of Education. The boards of education of the districts containing such high school shall determine the tuition rate to be paid by the boards of education of the districts sending pupils thereto; provided, however, that such amount shall in no case exceed the actual cost per pupil. . . ."

The Stafford Township Board of Education asks the approval of the transfer because the Union Township Board of Education increased the tuition from $90.00 per pupil for the school year 1929-30 to $125.00 per pupil for the school year 1930-31 without notifying the Stafford Township Board of the increase prior to the date when it decided upon the budget to be submitted to the voters on February 11th. The Board of Education of Tuckerton quoted a charge of $100.00 per pupil for tuition, which charge would permit a saving to the Township of Stafford of approximately $1,000.00 with its high school enrollment of about forty pupils. The board of education further claims that by sending its high school pupils to Tuckerton, it can improve its elementary school transporta-

tion by permitting the smaller children to leave their homes later in the morning and to return earlier in the afternoon.

A hearing was conducted by the Assistant Commissioner in the office of the County Superintendent of Schools at Toms River on August 16th at which the Board of Education of Stafford Township and the Board of Education of Union Township were represented.

The testimony discloses that Stafford Township has for a number of years sent its pupils to the Barnegat High School in Union Township. The Union Township Board believing that the facilities at Barnegat were not adequate to provide a satisfactory educational program for the pupils of its district and also for the tuition pupils received from other districts submitted to the voters of the district on January 9, 1930, the proposition of erecting a new high school building at the cost of $140,000. The proposition was approved by the voters and the board proceeded to erect the high school which it intends to use early in January, 1931. Promptly after the board was authorized to erect a new building the rental value of which would increase the cost of education in the high school, the Union Township Board of Education notified all districts sending pupils to the Barnegat High School of the increased tuition rate. The envelope containing the notice to the Stafford Township Board of Education bears the post date of January 25th or January 28th.

The Union Township Board contends: It is erecting the new building to provide better opportunities for its own pupils with corresponding advantages to the pupils of all districts which have been sending their pupils to the Barnegat High School; the withdrawal of approximately forty pupils by Stafford Township would impose a tax burden of approximately $3,500 in excess of its present tax and thereby increase the rate which is now about double that paid in Stafford Township; it has made provision for the Stafford Township pupils not only in building accommodations but in the employment of teachers and the purchase of textbooks and supplies; that according to the statistical reports of the State Department of Education the per capita costs of education in the Barnegat High School are as follows: 1926, $188.98; 1927, $107.61; 1928, $118.36; 1929, $108.92, all of which years it has charged a tuition fee of $90.00; the estimated cost for the present school year by using the old building until January and then using the new building for the remainder of the year will exceed $139.00; whereas, it fixed the tuition charge at $125.00 per year; and it gave Stafford Township Board of Education notice of the increase in time to vote additional money to be raised in the 1930 tax levy.

Small districts throughout the State are unable to operate satisfactory high schools and they must accordingly depend for facilities upon more populous districts. The larger districts uniformly accept the responsibility of providing for neighboring districts and while decreasing the per capita cost for both the sending and receiving districts, render a valuable service to the smaller districts.

During the years prior to 1929, it has happened that when a receiving district erected a new school building for the advantage of its own pupils and those of neighboring districts and accordingly increased the tuition charge, sending districts have withdrawn their pupils and transferred them to other districts which offered lower tuition rates thereby leaving such receiving districts with the larger building, fewer pupils, and a much increased per capita cost because

of the withdrawal. When new buildings are erected the rental charge is increased and the per capita cost of education is accordingly higher for both the receiving and sending districts. Without some assurance of continued patronage after thus providing better facilities with the tuition rate increased, districts have hesitated to provide for outside pupils. The Legislature by Chapter 281, P. L. 1929 provides for the protection of districts increasing tuition through more adequate accommodations by prohibiting the arbitrary withdrawal of pupils to the detriment of the receiving district without showing good cause for such action.

It is quite possible for a receiving district to fail to provide adequate facilities demanded by a sending district, and a failure to provide proper facilities would appear to be good cause for the approval by the Commissioner of Education of a transfer to another high school, but where the only relevant reason is the increased tuition charge which is not in excess of the cost, the district providing the facilities should be protected.

The contention that through a transfer of high school pupils from Barnegat to Tuckerton a better plan can be devised for transporting elementary pupils seems to have little merit. The route established during the last school year is not new and has been approved by the County Superintendent of Schools. The proposed plan of transportation in connection with the transfer of pupils to the Tuckerton High School would add approximately twelve miles to the length of the present route. It is possible that better adjustments of elementary transportation can be made even though the high school pupils continue to attend the Barnegat High School.

There is no complaint before the Commissioner to the effect that the Union Township Board of Education does not provide adequate facilities or proper instruction. The tuition charge of $125.00 toward which the State provides an appropriation of $60.00, making a net cost of tuition of $65.00 to the sending district is not excessive. Moreover, the charge is less than the actual per capita cost of high school tuition in Union Township. The notice of the increased rate was sent more than seven months before the date of opening schools for the fall term and in ample time for the Stafford Township Board of Education to increase the amount in the notices for the annual meeting or to call another special election before the time when the amount to be assessed for the current year must be certified.

Since the Stafford Township Board of Education has failed to show "good cause and sufficient reasons" for the transfer of its pupils from the Barnegat High School to the Tuckerton High School, the application is hereby denied.

August 21, 1930.

XII

PUPILS ENTITLED TO PROVISION OF EDUCATIONAL FACILITIES BY BOARDS OF EDUCATION OF DISTRICTS IN WHICH THEIR PARENTS ARE LEGAL RESIDENTS

BOARD OF EDUCATION OF THE TOWN OF NEWTON,
Appellants,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF BRANCHVILLE,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is brought by the Board of Education of the Town of Newton because of the refusal of the Board of Education of the Borough of Branchville to pay the tuition of two children who have been attending the Newton High School and who are alleged to be residents of the school district of the Borough of Branchville.

Mrs. Eliza Webb is the mother of the two children, Eleanor and Herbert Forest, by a prior marriage to Herbert Forest, who died in 1918. In 1920 the mother married a Mr. Webb, from whom she separated about April, 1926, and from whom she obtained a divorce April 4, 1929. Since the separation from Mr. Webb, the mother has maintained herself and the two children above referred to. She moved with the children to Branchville, Sussex County, New Jersey, April 1, 1927, and has continued to reside there since that date.

Herbert Forest graduated from grammar school in June, 1927, after which his mother arranged with Miss Hill, of Newton, for him to live with her and work on her farm nights and mornings with the provision that he attend the high school at Newton. He was permitted to use the money paid to him by Miss Hill for clothing and other expenses. He remained with Miss Hill, with the exception of occasional visits to his mother at Branchville, until October, 1929, when he returned to live with his mother at Branchville, and from which place he continued attendance at the Newton High School.

Mrs. Webb made arrangements with Dr. Huff for Eleanor to work in the home of Dr. and Mrs. Huff at Newton mornings and nights for the amount of three dollars a week, together with the privilege of attending high school. She remained there until September, 1928, when she went to board with Mrs. Miniken at Newton, where her board was paid by her mother. She graduated in June, 1929.

When these children first went from Branchville to Newton they took a permit for school attendance from the district clerk of the board of education of the Borough of Branchville.

Mrs. Webb has no other home than that at which she now resides. The poll books of the Borough of Branchville show that she voted at the elections

there in 1926 and 1929. Both from actual residence and intention, the domiciliary residence of Mrs. Webb is in the Borough of Branchville (*Stout vs. Leonard,* 37 N. J. L. 492). The evidence shows that Herbert and Eleanor Forest have not been emancipated, but have complied with their mother's instruction as to employment and residence. The father of these children is dead and the mother is not now married. The legal residence of the children is, therefore, that of the mother.

Counsel for respondent argues that these children should have been permitted to attend school in the district where they were residing regardless of the legal domicile of the parent. This contention of counsel would seem to be in line with the laws of the State of Connecticut in reference to school attendance and the decision of the Court in the case of *Yale vs. West Middle School District,* 59 Conn. 489.

The Supreme Court of New Jersey in the case of *Towner vs. Mansfield Township Board of Education,* reported on p. 223 of the 1928 Compilation of School Law Decisions, in reviewing the decision in the case of *Yale vs. West Middle Township,* above referred to with application to the Towner case, said:

> "The testimony fails to show that any such situation existed in the instant case. The case of *Yale vs. West Middle School District,* 59 Conn. 489; 22 Atl. Rep. 295, relied on by the State Board of Education appears to have been decided strictly upon the language used in the school act of that State to which Andrews, *C. J.*, refers and says: 'All through these sections the expression, "those having the care of children" is used as exactly equivalent to parents or guardians; and nowhere is it indicated that the duty to send children to school, or the duty of the district to furnish instruction depends on anything other than the residence of the child. All distinction between domicile and actual residence seems to be carefully excluded.' In these respects our school law differs essentially from the one in Connecticut in that the duty to send children to school devolves upon those having legal control of them, such as a parent or guardian, and that actual place of sojourn of the child, whether for a long or short period, does not establish its residence within the meaning of the school law unless it is the place of residence of its parent or guardian or other person having legal control of it. A child, in law, can have no residence of its own and can only lawfully acquire one when it has been emancipated. Its residence under the school law follows that of its parent or guardian or other person having legal control of it."

In accordance with this decision of the Supreme Court, the residence of Herbert and Eleanor Forest is under the New Jersey School Law that of their mother. If these children were in the elementary grades with their residence as shown by the testimony in this case, they would have had the privilege of going from Newton to the Branchville elementary schools since elementary education is provided by the Branchville Board of Education within that school district. If Mrs. Webb had placed her children for high school education in any other district than that designated by the Board of Education of the Borough of Branchville for the high school pupils of that district, the Branchville

Board would not have been responsible for the tuition. This Board, however, has furnished high school facilities for its pupils by arrangement with the Board of Education of Newton in the high school maintained by that school district. These children were entitled to the same elementary and high school educational facilities as were furnished to other pupils of the school district of the Borough of Branchville, and whether they lived with their mother or at another place designated by her, the responsibility for their education rested upon the board of education of the school district in which the mother maintained her legal residence.

The Board of Education of the Borough of Branchville is accordingly hereby ordered to pay to the Board of Education of the Town of Newton the tuition charges made by the latter district for Herbert and Eleanor Forest with interest from the close of the respective school years.

September 26, 1930.

XIII

TESTIMONY BEFORE LOCAL BOARD MUST SHOW GOOD CAUSE FOR DISMISSAL OF TEACHER UNDER TENURE

GEORGIA B. WALLACE,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF GREENWICH, CUMBERLAND COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, a married teacher of the Negro race and a graduate of the State Normal School at Trenton, who taught for more than three years in a one-room school for colored pupils from grades one to five, inclusive, maintained by the Greenwich Township Board of Education at Springtown, Cumberland County, was dismissed by the board of education after written charges had been preferred against her and a hearing conducted by the board, at which appellant was present and offered testimony in her own behalf. The petition asking for her removal was presented by Anna W. Price, Francis Price, John Brown, Annie G. Brown, Alma Bryant, Maurice Williams, Clara Kemp, Verna Williams, and Laura V. Williams, and sets forth that:

> "Georgia Wallace has lost all interest in the educational qualifications of our children . . . is inefficient so much that she is incapable of keeping the pupils of said school up to standard . . . is untidy in her personal appearance, and unclean in her wearing apparel . . . has been rated by the County Superintendent and Miss Cole in Class D."

Appellent claims that she was improperly and illegally dismissed and appeals to the Commissioner for a rehearing of her case and an order for her reinstatement.

At a hearing conducted by the Assistant Commissioner of Education in the Court House at Bridgeton on September 18, 1930, it was admitted that the stenographic record taken before the board of education is incomplete and it was agreed by counsel for both appellant and respondent that because of the incomplete record the case should be presented *de novo* to the Commissioner of Education. The case is, therefore, with the consent of counsel, to be determined by the evidence before the Commissioner of Education which may differ from that which was presented before the Greenwich Township Board of Education.

It is admitted that Mrs. Wallace has a right to the protection in her position which is provided by Chapter 243, P. L. 1909.

The principal testimony was given by County Superintendent of Schools, J. J. Unger, and one of the helping teachers of the county, Miss Nella N. Cole. Mr. Unger testified that he considers the teacher incompetent and inefficient and that he bases his judgment upon the school records which disclose that only nine of the eighteen pupils in the fifth grade were definitely promoted and two others placed in the sixth grade on trial, which he states is a very low percentage of promotions. He also found the teacher's desk cluttered on one of three visits made last year. He never found the school disorderly.

Miss Cole testified that she criticized the teacher several times because of the room being untidy, the last criticism being made during December, 1929. She spoke at least twice during the last school year to appellant about adjusting the windows for proper ventilation and is of the impression that the windows were neglected thereafter until she arrived at the school, and further states that there were frequent cases of repetition of grade work by the pupils. She admits that the housekeeping problem improved after her criticism of December and the teacher's testimony, which is unrefuted, shows that after a thermometer was furnished by the board of education so that the correct temperature could be known, she assigned pupils to adjust the windows in relation to the temperature and thereafter proper ventilation was maintained. Miss Cole further admits that the classroom work in this school as shown by examinations compares favorably with the same tests in other schools which she supervised, and she does not deny the testimony of the teacher that two children in the fifth grade received 100 per cent in a county reading test given by the helping teachers.

In considering the repetition of grade work by pupils and the low percentage of promotions as pointed out by the County Superintendent of Schools, it is necessary to consider the evidence relative to the general intelligence of the pupils. Tests to determine the learning ability of pupils were conducted by the helping teacher and the result of these tests which were presented by the helping teacher to the appellant indicates that only six of the pupils are of normal mentality, five rank as feeble-minded, and the remainder of the fifth grade class varies in mental ability between these two groups. While it is admitted by school authorities that intelligence tests are not always accurate in determining definitely the mental ability of individuals or classes, it is generally conceded that they furnish a very fair indication of relative ability. These

intelligence or mental ability tests indicate that the mentality of the pupils of this fifth grade class is very much below the average mentality of pupils in other fifth grade classes of the county and state. The rating of these pupils would indicate that it would be very difficult for some of them to ever do fifth grade work satisfactorily. Mr. Unger upon cross examination agreed that the mentality of a number of the pupils in this school would interfere with their ability to learn.

A careful testing of the pupils in this school and a comparison of the results with those of tests given to pupils of the same grades in several other schools might result in conclusive evidence of the teacher's inefficiency, but the tests given by the helping teacher which include standard accomplishment tests as well as intelligence tests do not disclose inferior instruction.

After a careful consideration of this teacher's work at the close of the last school year by the County Superintendent and helping teacher, they gave her a "D" rating. If she was incompetent she should have been rated "E" or marked "failure" in accordance with the county rating plan.

The only evidence in relation to personal untidiness was given by Mrs. Anna Price, but this was refuted by a preponderance of testimony. Neither the County Superintendent nor the helping teacher had any fault to find with the teacher's personal appearance. It appears that the original petition was prepared by Mrs. Price, and of the eight other signatures to the petition six are those of her relatives. Mrs. Price is mother of one of the children whom the tests classified in the lower mental group. Appellant testifies that Mrs. Price has acted unfriendly toward her since she refused to lend her automobile to Mrs. Price.

The Tenure of Office Law was enacted to protect efficient teachers. It should not protect the inefficient. The welfare of the pupils is the first consideration in cases of this kind. If inefficiency, conduct unbecoming a teacher or other just cause for removal is shown, the dismissal of a teacher by a board of education should be affirmed. If the evidence fails to support the charges, the teacher has a right to the protection of the act.

In this case the testimony does not support the charges. It is true a number of pupils did not receive ratings which qualified them for promotion, but with the range of mental ability shown by the tests, a high percentage of promotions should not have been expected. The class to which special reference is made did work equal to other classes in the county and it is possible that the other classes had a higher average of native ability. Some of the pupils did exceptionally well in their work. There was a preponderance of testimony to the effect that the teacher dressed reasonably well. She appears to have profited by the suggestions of the helping teacher in improving her housekeeping and the ventilation of the room. She prepared for her work by graduation from the State Normal School at Trenton and showed an interest in improving the school environment with a library, pictures, a victrola and records, flower beds, and a graveled path. Her work probably does not compare with the best teachers. She may be below the average but she is not proven incompetent or inefficient nor is other conduct unbecoming a teacher shown by the evidence.

The Board of Education of Greenwich Township is hereby directed to reinstate appellant as a teacher in the Springtown School and to pay to her the salary which she would have received if she had not been dismissed.

October 9, 1930.

DECISION OF THE STATE BOARD OF EDUCATION

The facts are set forth in the Commissioner's opinion and need not be repeated here. It appears from his statement, and is not disputed, that because of the incompleteness of the minutes of the proceedings at the hearing by the board of education of the charges preferred against Mrs. Wallace, it was agreed at the outset of the hearing before the Commissioner that the testimony be taken "de novo." On this account, the witnesses, some or all of whom had testified at the hearing before the board of education, were examined and cross-examined before the Commissioner and, probably on that account, he seems to have felt that he should determine according to his judgment on the evidence before him whether or not the charges were sustained by the evidence.

In this we think he was mistaken. The issue presented to him for determination by the Petition of Appeal was whether or not Mrs. Wallace had been "improperly and illegally dismissed" by the Board of Education of Greenwich Township. In other words, the question was not whether, according to *his* judgment, the charges preferred against Mrs. Wallace had been sustained, but whether her dismissal by the board was without justification and unlawful.

The statute pursuant to which the proceedings here involved were taken is as follows:

> "No principal or teacher shall be dismissed . . . 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. Charges may be filed by any person, whether a member of said school board or not."

(School Laws, 1928 Ed. p. 120, 121.)

The record shows that written charges preferred against the respondent, signed by the persons making them and filed with the clerk of the board of education, were examined into by that board upon reasonable notice to her at a hearing attended by her and were found true in fact. The circumstance that the record of the proceedings before the board was incomplete and inadequate, and that it was necessary to make a new record before the Commissioner could pass on the question before him, did not change the nature of the issue presented to him for determination, which was whether the action of the board was justified, it appearing that the statute in all procedural respects had been complied with.

In the determination of that issue, two questions are presented. The *first* one is: Was the fault charged against the teacher sufficient to support the dismissal if found to be true? The principal charge was the inefficiency and poor quality of her work. There can be no doubt that such a charge stated sufficient grounds for dismissal.

The *second* question is: Was the charge properly and fairly found true in fact? In the determination of this question this Board has always taken the position that the finding of a board of education, after a hearing on the merits, will not be disturbed unless it is so clearly against the weight of the evidence that it appears to be the result of bias or prejudice.

In an earlier case before the board the same situation existed, generally speaking, as exists in the present case. The Law Committee was not furnished with a transcript of the proceedings of the trial before the local board, but inferred that the evidence adduced before that board was substantially the same as that before the Commissioner. In reversing the decision of the Commissioner, this board said:

> "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."

Conrow vs. Lumberton Township, New Jersey Law Decisions, 1928 Ed. p. 186.

In *Fitch vs. The Board of Education of South Amboy,* decided on the same day (January 3, 1914) as the Conrow case, this board laid down the rule which has ever since been followed and which is directly applicable to the present case, saying:

> "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."

Fitch vs. South Amboy, New Jersey School Law Decisions, 1928 Ed. p. 176.

In *Cheeseman vs. Gloucester City* (1928 School Law Decisions, p. 159), it was said:

> "This board will not disturb the finding of a local board on a question of this kind, provided it has reached its decision after giving a fair hearing and there is no showing of passion or prejudice on its part."

Affirmed by Supreme Court (Id. 159).

In the present case, the County Superintendent of Education and the county helping teacher who had observed Mrs. Wallace's work, both appeared before the board of education and testified in support of the charges. It is true that, as pointed out in the Commissioner's opinion, their testimony does not establish an absolute failure on the part of the teacher, but we cannot say that it is not sufficient, in connection with the other testimony which was before the board, to warrant it in holding that there was sufficient evidence to justify them in sustaining the charges of inefficiency and dismissing the teacher. Nor, judging of their conduct by the record made before the Commissioner, can we say that they did not act in good faith, or that they were swayed by bias or prejudice. It might be that if the case were presented to us for our opinion on the evidence alone, we might disagree with their conclusion, but the power and duty of passing upon the charges was theirs under the law and we cannot say that there was no justification for the finding which they made. For this reason, we are compelled to disagree with the Commissioner and recommend that his opinion be reversed and the case remanded to him with instructions to dismiss the petition.

February 7, 1931.

XIV

SERVICE DURING THREE FULL CALENDAR YEARS NECESSARY FOR TENURE PROTECTION OF TEACHERS

ELIZABETH A. CARROLL,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF MATAWAN,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Hearings in this appeal before the Assistant Commissioner on September 13th and 24th and October 9, 1929, reveal the following facts:

Miss Carroll was first appointed a teacher in the Matawan Township schools under a contract executed on July 15, 1926, providing that she was thereby employed "for the term of one year" from September 7, 1926. She was again appointed in 1927 under a contract executed on May 19th with a similar provision of employment for one year from September 1, 1927. Her third contract, executed on June 13, 1928, provided for employment of one year from September 4, 1928.

In each of appellant's contracts for the years 1928-29 there was contained a mutual provision by which either party might end the agreement upon thirty days notice to the other, and in accordance with such provision the appellant was on July 15, 1929, formally notified by the Matawan Township Board of Education that her services with the district would terminate on August 15, 1929.

It is appellant's first contention that the termination notice was illegal, and it is her further contention that even though there were no technical defects

in the exercise of such termination provision, each of the three teaching contracts of the appellant beginning with 1926 must inevitably be construed as constituting employment for the school year, namely, July 1st to June 30th and that consequently the appellant had already attained tenure protection on June 30, 1929, prior to the receiving of notice of termination of services above referred to.

The Commissioner cannot agree with appellant's first contention, namely, that the mutual termination provision in her contracts was illegally exercised by the Matawan Township Board of Education. The testimony shows that the district clerk duly notified the board members that a meeting would be held on July 15, 1929, "for the purpose of considering contracts of certain teachers" and in the Commissioner's opinion such a notice was entirely adequate to enable the board of education to take action in terminating appellant's contracts. Moreover, the minutes of that meeting record the fact that the resolution in question was duly carried by the unanimous vote of the five members present thus constituting the necessary vote of the majority of all the members of the board, and the minutes are corroborated by the district clerk's unrefuted stenographic notes of the proceedings indicating a roll call with the resulting unanimous vote above referred to.

Even if there had been any grounds to justify appellant's contention as to illegal termination of her services by a notice, it is the Commissioner's opinion that there was no violation of any potential tenure rights accruing upon the completion of the contracts, since the appellant would not upon such completion have actually been employed for the three consecutive calendar years required by the Teachers' Tenure Law, which provides in part as follows:

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

According to the Statutory Construction Act (N. J. Compiled Statutes p. 4973) "the words 'a year' shall be construed to mean a calendar year." Appellant insists that if calendar years are to be required in making up the period necessary for tenure, such year would have to be considered as being from January 1st to December 31st. In the Commissioner's opinion, however, a calendar year must mean any period of 365 days, or any period including twelve calendar months. Moreover, the statute above quoted has been construed by the Supreme Court in the case of *Davis vs. Overpeck Township* reported on p. 195 of the 1928 Compilation of Decisions to require a period of employment of three consecutive calendar years in order to gain the protection conferred by the act. Decisions of the State Board of Education such as in the case of *Brandes vs. Hoboken,* p. 550, 1921 Compilation of School Law, *Welch vs. West Orange,* p. 197, 1928 Compilation of Decisions, and *Shapiro vs. Paterson* decided September 12, 1925, and not reported, may be construed as requiring even more, namely, continued employment of a teacher beyond the completion of the third appointment, even though the total period of employ-

ment already comprises three full consecutive calendar years. In the Supreme Court case above referred to, however, it was held that the completion of three consecutive calendar years of employment, namely, September, 1909, to September, 1912, is sufficient in itself to confer tenure protection. The court in considering the employment period above referred to decided that the board might have made the third contract for "less than a year, or it could have given thirty days notice during the year . . . and thus cut off the employment short of three years. Not having done so the act of 1909 applies." That the actual completion of the three full calendar years of employment, however, is essential to tenure is equally emphasized in the *Davis vs. Overpeck* case in the court's very ruling above referred to as to the destructive effect upon tenure in the event that by any one of the enumerated methods the employment is made short of three calendar years. The same theory and the insufficiency of the completion of merely three academic years or teaching periods are reiterated in the case of *Benton F. Allen vs. Belleville Board of Education* in which the Commissioner's decision (sustained by the State Board of Education in December, 1928) commenting upon the *Davis vs. Overpeck* opinion held that

> "Even though, therefore, all necessary teaching were completed under such a contract in June leaving a non-teaching period of two months, it was very evident from the Supreme Court ruling that any provision in such contract by which it was to end in August, for instance, or any time short of a calendar year, would result in a loss of tenure protection."

Moreover, regardless of what additional requirements the State Board of Education may be construed to have made in the cases of *Brandes vs. Hoboken, Welch vs. West Orange,* and *Shapiro vs. Paterson,* there is no question but that in all of them the mere completion of three academic years was held to be insufficient to confer tenure protection. In the case of *Shapiro vs. Paterson,* the State Board decision in commenting on three academic year appointments stated that

> "Where the services of a teacher are not continued after the expiration of three years, the probationary period provided by the act, there is no protection under it . . . inasmuch as the appellant's employment is not continued beyond three years, he was not protected by the statute."

It is fortunate, as far as the public school system is concerned, that a less than three calendar years period of employment will not confer tenure protection, since boards of education usually desire to test a teacher's efficiency by employment for three academic years without incurring tenure obligation, and if the completion of three such academic years of from September to June would confer tenure, the board would then be compelled in order to prevent tenure to stop a teacher's employment prior to the completion of the third academic term, which would be highly deleterious to the interests of the pupils and would not afford the board of education the desired opportunity of viewing the teacher's work for the three full teaching terms for the purpose of ascertaining her efficiency.

It is the Commissioner's opinion that, as stated in the case of *Benton F. Allen vs. Belleville,*

> "the phrase 'period of employment' as used in the tenure law means the term of employment stipulated in the teacher's contracts"

and that such employment does not begin with the execution of the agreement. A contract may be signed at one time but provide for employment at a much later date and the intervening period with possible occupation elsewhere cannot consequently, in the Commissioner's opinion, possibly be considered as one of teaching employment. Miss Carroll's first employment term stated in her contract to begin September 7, 1926, and her employment under a third contract, if allowed to continue, would have ended September 4, 1929. It is thus apparent that neither the completion of three academic years nor the three contract years specified in the agreements (which although only a few days short are nevertheless short of three calendar years) would confer tenure protection, and that therefore any illegal termination of services on August 15, 1929, prior to the completion of the contract term (even if such illegality be considered) would violate no potential tenure rights of appellant.

The Commissioner, moreover, can see no merit in appellant's contention that there can be no legal employment of a teacher from September to September since such employment would extend beyond the school fiscal year and that therefore the School Law must be construed to require three consecutive school years, namely, from July 1st to June 30th as a condition precedent to tenure protection. The Supreme Court decision in the case of *Davis vs. Overpeck* above referred to recognizes terms of employment from September to September and this fact alone would appear to be all the justification the contracts in the case under consideration would require. The contract terms do, it is true, extend into the life of the succeeding board of education, but they also expire during such official life and there is no usurping of the board prerogatives which is all that is prohibited in *Brown vs. Oakland,* p. 277, 1928 Compilation of Decisions and *Fitch vs. Smith,* 28 Vroom 526. Such contracts do also extend beyond the conclusion of the school fiscal year of July 1st to June 30th, and consequently beyond the current appropriation for that year, but all contracts of municipal bodies must in the Commissioner's opinion be considered as conditional upon the making of whatever appropriation is necessary, and only become ultra vires with payments or disbursements under them consequently illegal when such necessary appropriation is not actually made. It is the Commissioner's opinion therefore that the term of employment named in a teaching contract may legally run from September to September, that such employment was plainly provided for in all of the contracts under consideration and that it was the intention of the tenure law to require the completion of three such calendar years of employment in order to gain tenure protection.

However, granting appellant's theory to be true that the only legal basis for tenure protection is the completion of three school years, namely, July 1, 1926, to June 30, 1929, there is no possible way of construing the contracts under consideration so as to fulfill that requirement. The best appellant could contend for would be that the execution dates be considered as the beginning of the employment, since according to the *Allen vs. Belleville* case above quoted employment cannot possibly precede the execution of the contract, but even this

date of execution in 1926 was shown to be July 26th instead of July 1st as contended by appellant to be necessary. However, as above stated the term of employment, which in the opinion of the Commissioner must be considered to begin not with the date named in the contract, was distinctly stipulated to begin on September 7, 1926, and there is no legal method of varying the terms of a written contract.

It is therefore the opinion of the Commissioner that the termination of appellant's services on August 15, 1929, by exercise of the mutual termination clause in her contracts was entirely legal, and that even if such termination had been illegal, appellant could have suffered no violation of potential tenure rights since her employment terms named in the contracts if allowed to be completed on September 4, 1929, would have been short of the three consecutive calendar years necessary under the law to gain tenure protection.

The appeal is accordingly hereby dismissed.

December 10, 1929.

Decision of State Board of Education

This is an appeal by Elizabeth Carroll, Marguerite Tansey and Mathilda Dunham, from the decision of the Commissioner of Education, wherein he sustained the Board of Education of the Township of Matawan in terminating the contracts of the appellants and held that appellants were not entitled to tenure of office under Chapter 243 of the Laws of 1909, commonly known as the "Tenure of Office Act."

We concur in the opinion of the Commissioner of Education on the various points raised by appellants, and the opinion of the Commissioner is so comprehensive that we deem it unnecessary to say more, except that the opinion of the Commissioner appears to relate wholly to the case of Elizabeth Carroll, and we wish it understood that, in adopting it as our own, it is to be deemed a disposition of the cases of all three appellants.

The appeals are therefore dismissed.

May 10, 1930.

Decision of the New Jersey Supreme Court

The prosecutrix was employed by the Board of Education of the Township of Matawan under three consecutive written contracts.

The first was dated and executed July 15, 1926, providing for her employment for the term of one year from September 7, 1926. The second was dated and executed May 19, 1927, and provided for her employment for one year from September 1, 1927. The third was dated and executed June 13, 1928, and provided for employment for one year from September 4, 1928. In each contract there was a provision that either party might terminate the agreement upon thirty days notice to the other.

This provision was not exercised by either party under the first two contracts, but was exercised by the Board of Education of Matawan under the third contract by that board giving notice to the prosecutrix on July 15, 1929, that her services would terminate on August 15, 1929. She appealed to the Commissioner

of Education asserting that her employment could not be thus brought to an end because of the provision of Chapter 243, P. L. 1909. That officer ruled against her and her appeal was dismissed. She then appealed to the defendant, State Board of Education, and that body affirmed the finding and judgment of the Commissioner of Education.

This writ brings up for review such judgment. Chapter 243, P. L. 1909, provides:

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

It may be here stated that the case before us does not show that the Board of Education of the Township of Matawan fixed any shorter period. We are, therefore, concerned only with the provisions of the statute.

The decision of the Commissioner of Education, affirmed by the defendant was, that the term of service of the prosecutrix commenced September 7, 1926, and her three years of service would not have expired under her three contracts until September 7, 1929, and therefore, the option to terminate under the last contract exercised by notice of July 15, 1929, effective August 15, 1929, left her without a full three year period of service and therefore, she was without the benefit of Chapter 243, P. L. 1909.

This, we think, was a correct finding upon the law and facts.

Prosecutrix urges to the contrary as follows:

1. That the three years of service was completed in that under her first contract she taught from September 7, 1926, until the end of the school sessions in June, 1927; under her second contract she taught from September 1, 1927, until the end of the school sessions in June, 1928, and under her third contract she taught from September 4, 1928, to the end of the school sessions in June, 1929, and that in each instance the board of education waived performance and the teaching from the close of sessions in June of each year.

Be this as it may, prosecutrix under no circumstances would have performed three calendar years of service until September 7, 1929; three years from the commencement of her first contract of employment.

2. That prosecutrix completed more than three calendar years of service under her three contracts.

This is argued upon the fact that her first contract bears date July 15, 1926, and the date of discontinuance of her services under her third and last contract was August 15, 1929. Her insistence falls short, however, because, while her first contract bears date as of July 15, 1926, by its terms it did not become operative, so far as the performance of any service is concerned until, September 7, 1926; consequently her "period of employment" did not commence until that date.

3. It is next contended that the contracts of the prosecutrix and the statute in question should be considered and construed in connection with the statute fixing the school year as from July 1st of one year, until, June 30th, of the year succeeding.

That statute is 4 Comp. Stat. p. 4804, Sec. 238: "The school year shall begin on the first day of July and end at the thirtieth day of June" and has been construed to be "for fiscal and administrative purposes," *Wooley vs. Hendrickson,* 73 N. J. L. 14 at p. 20.

We think the Tenure Act, Chapter 243, P. L. 1909, *supra,* cannot be construed in the light of the statute last referred to, but, on the contrary with the assistance of the statute, 4 Comp. Stat. 4973, Sec. 10, which is a legislative guide given for the purpose of construing the language of the law making body and which provides:

> "That the word 'month', when used in any statute shall be construed to mean a calendar month and the words 'a year' shall be construed to mean a calendar year."

So construed the prosecutrix was not in the position of a teacher engaged to teach and teaching "after the expiration of a period of employment of three consecutive years in that district" when her employment was terminated under the terms of her third contract.

The writ will be dismissed, with costs, and the judgment under review affirmed.

November 24, 1930.

XV

TRANSPORTATION CONTRACT MAY BE AWARDED TO OTHER THAN LOWEST BIDDER

PAUL L. HOLCOMBE,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF WEST AMWELL,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of the Township of West Amwell, Hunterdon County, advertised for sealed bids for which transporation would be provided for the pupils in a section of that school district. The advertisement was made in two newspapers and with the exception of the word "Chevrolet" which was omitted from one of the advertisements, the notices read as follows:

> "Notice is hereby given that the Board of Education of West Amwell Township, County of Hunterdon, will receive sealed bids July 22d, 7:30 P. M. Standard Time.
>
> The route starting at Rocktown, thence by the way of Ringoes, Mt. Airy Store to Lambertville High School, Third Ward School and return. Number of pupils 35. Bus to have 14 in. seating capacity per pupil and new 2-ton Chevrolet chassis equipment. The bidder is to specify driver.

The board reserves the right to reject any or all bids.
Preference given to the voters of West Amwell Township.
Dated this 7th day of July, 1930.

PAUL L. HOLCOMBE,
District Clerk."

Counsel for respondent offers the advertisement most advantageous to appellant if inclusion or omission of "Chevrolet" affects the bid.

At a meeting of the board held in accordance with the notice on the evening of July 22, 1930, three bids were received for the advertised route as follows:

Edward Higgins of Flemington Borough	$1,375
Paul L. Holcombe of West Amwell Township	1,450
Arch Gulick of West Amwell Township	1,500

The bid of Edward Higgins was rejected because he was not a resident of the school district. The board considered the bid of Paul L. Holcombe and by a vote of 5 to 3 rejected it. The bid of Arch Gulick was then accepted by a vote of 5 in the affirmative and 3 in the negative and the contract was thereupon awarded to him upon his bid of $1,500.

Paul L. Holcombe appeals from the action of the board of education in awarding the above contract at $1,500 to Mr. Gulick and asks that the award be declared illegal and that the board be directed to award the contract to appellant, who submitted the lower bid of the two residents of the township. The bid submitted by Mr. Holcombe reads as follows:

"July 22, 1930.

To the Board of Education, West Amwell Township:

GENTLEMEN—I hereby submit a bid of fourteen hundred and fifty dollars, for the transportation of pupils as advertised in paper. With the consideration of a three year contract, if I give satisfaction.

PAUL L. HOLCOMBE."

The bid of Mr. Gulick specified a Chevrolet chassis, but the board withdrew any objection to Mr. Holcombe's bid for the reason that he may have intended to provide another type of two-ton chassis.

Counsel for respondent contends that the board acted within its legal right in rejecting the bid of Paul L. Holcombe for the following reasons: (1) The bid fails to specify the driver as requested in the notice. (2) The advertisement did not promise the contract to the lowest bidder. (3) There is no law requiring transportation contracts to be awarded to the lowest responsible bidder. (4) The board reserved the right to reject any or all bids.

While appellant holds that it was his intention to personally drive the bus, the Commissioner cannot agree that the bid submitted by him is in conformity with the advertisement in this particular. and is therefore of the opinion that for this reason alone the bid could have been legally rejected by the board of education. While this irregularity is sufficient to dispose of the case. it may be

well to rule upon the other points which would be pertinent if the bid submitted had given all of the information requested.

The right of a board of education to award a transportation contract to other than the lowest bidder within an honest discretion has been ruled upon by the Commissioner in the case of *Mendham Garage Company vs. Mendham Township Board of Education* to be found on p. 267 of the 1928 Compilation of School Law Decisions. In that case, among other authorities cited, is the Supreme Court decision in the case of *Martin Murray et al., Prosecutors, vs. The Mayor and Common Council of the City of Bayonne et al.* 44 Vroom 313, from which the Commissioner quoted as follows:

> "There is no requirement in the charter of the defendant or any general law to which our attention has been called, requiring that contracts for street paving in Bayonne shall be let to the lowest bidder only. Under such circumstances, in awarding contracts, the municipal body has a large measure of discretion, and in the absence of fraud or the palpable abuse of such discretion on the part of the municipal authorities the courts will not set aside their action. In reviewing such action the court will only inquire into the good faith and honesty of the exercise of discretion."

Since there is no law requiring the award of transportation contracts to the lowest bidder or any promise in the advertisement of the West Amwell Township Board of Education to so award the contract, this case is in line with the decision of the Supreme Court above cited and, therefore, the respondent board of education also for these reasons acted within its legal right in rejecting the bid of Paul L. Holcombe, the appellant, and awarding the contract of Mr. Arch Gulick.

The appeal is hereby dismissed.

December 1, 1930.

XVI

BOARDS OF EDUCATION MAINTAINING HIGH SCHOOLS MAY FIX TUITION FEE NOT EXCEEDING ACTUAL COST

BOARD OF EDUCATION OF THE TOWNSHIP OF RARITAN,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF KEYPORT,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of the Township of Raritan, Monmouth County, which has for many years sent its high school pupils to the Keyport High School, asks that the State Board of Education fix the rate to be paid to the Board of Education of the Borough of Keyport or that the pupils be permitted to attend other schools which charge a lower tuition fee.

The high school tuition fee charged by the respondent board of education for the year 1929-30 was $75.00 per pupil, which fee had not been exceeded in any previous year. During the school year 1927-28 the Keyport High School was housed with the elementary grades in a three-story building in which eight classes were on part time. During that year a new high school was erected at the cost of $180,000 and the high school pupils of Keyport and tuition pupils received from neighboring districts including Raritan Township have occupied the new building since September 1, 1928. The rental charge for the new building having increased the per capita cost of education, the Keyport Board of Education on October 3, 1929, notified the Raritan Township Board and the boards of other sending districts that the rate for high school tuition after July 1, 1930, would be $125.00.

Under the provisions of Chapter 281, P. L. 1929, the respondent's high school became the designated school for the pupils of the appellant which designation continues until changed by the approval of the Commissioner of Education or, upon his refusal, by the State Board of Education, and respondent board is permitted to determine the tuition rate to be charged to the appellant board provided the amount charged does not exceed the actual cost per pupil.

A hearing was conducted in the Monmouth County Court House at Freehold on Friday, October 17, 1930, at which the testimony discloses that the per capita cost of high school education in the Borough of Keyport is in excess of $125.00, and the Keyport Board of Education notified the Raritan Township Board under date of October 5, 1929, that the rate would be $125.00 per year beginning July 1, 1930.

Counsel for appellant contends that the State Board of Education has authority to fix the rate of tuition under section 2 sub-section IV of the 1928 Compilation of the School Law, which contention infers that the State Board of Education can fix an amount less than the actual cost. The Commissioner can not agree with counsel in this view. Authority for the State Board of Education to fix the rate was given under the provisions of Chapter 231, P. L. 1911; whereas, the authority for the local board of education to fix the rate, provided it is not in excess of the cost is conferred by Chapter 281, P. L. 1929. The State Board still retains the right to fix tuition rates for pupils in the elementary schools, but the right to fix rates for pupils in the high school is controlled by the latest statute on that subject, namely, Chapter 281, P. L. 1929. The respondent had the right to fix the tuition charge of $125.00 per pupil and it may be stated that this charge does not seem excessive in consideration of the fact that a State appropriation of $60.00 is made for each high school pupil attending a school in another district which means a net tuition cost to Raritan Township of only $65.00 per pupil.

The Board of Education of Raritan Township did not present evidence to indicate that the Borough of Keyport is not providing satisfactory education for pupils in the Keyport High School.

The Commissioner in the case of *Board of Education of Stafford Township vs. Board of Education of Union Township,* decided August 21, 1930, in relation to a transfer of pupils held as follows:

"It is quite possible for a receiving district to fail to provide adequate facilities demanded by a sending district and failure to provide proper facilities would appear to be good cause for the approval by the Commissioner of Education of a transfer to another high school; but where the only relevant reason is the increased tuition charge which is not in excess of the cost, the district providing the facilities should be protected."

The testimony shows that the tuition rate charged by the Board of Education of Keyport is not in excess of the actual cost and sufficient notice of the increased tuition fee was given to the appellant board. The testimony fails to show that the respondent board is not providing adequate and proper educational facilities for the pupils attending the Keyport High School. The prayer of the Raritan Township Board of Education is, therefore, denied and the petition is accordingly dismissed.

September 27, 1930.

XVII

BOARDS OF EDUCATION MAY RESCIND AN OFFER PRIOR TO ITS ACCEPTANCE

JOHN KIVET,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF WYCKOFF, BERGEN COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

On June 2, 1930, the appellant submitted an application to the Board of Education of the Township of Wyckoff, Bergen County, for the position of school bus driver for the term 1930-31. He appeared at the regular meeting of the board held on October 14, 1930, at which the board by motion elected him "to fill the vacancy of Peter Van Houten beginning November 1, 1930, at the same salary now being paid." The board adjourned and the district clerk notified the appellant of his appointment by the following letter:

"October 17, 1930.

Mr. John Kivet,
Sicomac Road,
Midland Park,
New Jersey:

DEAR SIR—At a meeting of the board of education held Tuesday, October 14th, you were appointed bus driver at the salary of $25.00 per week and assistant janitor at the salary of $20.00 per week from November 1, 1930, to June 30, 1931.

Yours truly,
HAROLD QUACKENBUSH,
District Clerk."

A special meeting to be held on October 20th was called by the board of education for the purpose of hearing the report of the Building Committee, at which meeting all members of the board were present. After the business was transacted for which the meeting had been called there was presented to the Board of education a petition signed by 348 citizens of Wyckoff Township requesting the board to reconsider the action taken at the meeting of October 14, 1930, with reference to the appointment of a school bus driver and assistant janitor. The board by motion accepted the petition. The appellant, who evidently had heard that a petition was to be presented, was also present at the special meeting and upon acceptance of the petition by the board asked for an opportunity to speak so that, according to his testimony, he could object to the reconsideration of his employment by the board on October 14th and make known his acceptance of the position. The president of the board refused to hear him and then entertained a motion annulling the employment of John Kivet and appointing Lester Van Houten to the position of assistant janitor and bus driver from October 20, 1930, to June 30, 1931, at the salary previously authorized for Mr. Kivet. The president declared the motion carried, four having voted in the affirmative, three in the negative, and one member and the president not voting. Subsequent to this meeting the following letter was received by the appellant:

"October 22, 1930.

Mr. John Kivet,
Midland Park,
New Jersey:

DEAR SIR—At a meeting of the board of education held Monday evening, October 20, 1930, the action of the board at their meeting held Tuesday, October 14, 1930, on the appointment of a bus driver and assistant janitor was annulled. Do not report for work November 1, 1930.

Yours truly,

HAROLD QUACKENBUSH,
District Clerk."

It is admitted by counsel for respondent that appellant served with the United States forces in the World War from which service he was honorably discharged.

It is contended by appellant's counsel that the employment of Mr. Kivet on October 14, 1930, was legal, and that he is protected during the term for which he was employed by the Veterans' Act, Chapter 29, P. L. 1929, and the Janitors' Tenure Act, Chapter 44, P. L. 1911, and that the motion to rescind the employment on October 20, 1930, was accordingly null and void.

If the offer of employment to Mr. Kivet was legally accepted, then the Commissioner is of the opinion that he is protected as janitor by both of the above statutes and is protected under the Veterans' Act in his employment as a bus driver. It appears that the case rests entirely upon whether a contract of employment was consummated.

When appellant on June 2, 1930, made application for the position of bus driver, he did not state the conditions upon which he would accept the position. The board of education offered him on October 17th a dual position of janitor

and bus driver with specific salaries for each position. This action by the board of education could not be held to be an acceptance of an offer by the appellant and, therefore, binding upon him, since it included conditions not present in his offer or application. The action of the board on October 14th and the letter of the 17th must, therefore, be considered an offer of employment to appellant.

The testimony indicates that appellant at the meeting of October 20th desired to notify the board orally of his acceptance of its offer to him, but discloses that he only requested the privilege of speaking and did not intimate the purpose of his request.

Anson, in "Principles of the Law of Contract" 4th American Edition, says on page 34:

> "Acceptance means communicated acceptance. . . . It is enough to say here that acceptance must be something more than a mere mental assent."

And again:

> "This dictum was quoted with approval by Lord Blackburn in the House of Lords in support of the rule that a contract is formed when the acceptor *has done something* to signify his intention to accept, not when he has made up his mind to do so."

And on page 47 says:

> "Acceptance is to offer what a lighted match is to a train of gun powder. It produces something which cannot be recalled or undone. But the powder may have lain until it has become damp, or the man may remove it before the match is applied. So an offer may lapse for want of acceptance, or be revoked before acceptance."

The Supreme Court in the case of *Hallock vs. Insurance Company,* 26 N. J. L. 280, in reference to acceptance says:

> "First comes the mental resolve to accept the proposition; but the law can only recognize an overt act."

And again, page 281.

> "The meeting of two minds, aggregatio mentium, necessary to the constitution of every contract, must take place so instanti with the doing of any *overt* act intended to signify to the other party the acceptance of the proposition."

And also on page 282.

> "There is in fact no difference between the acceptance of a proposition by word of mouth and a letter stating an acceptance. In the one case, it is articulate sounds carried by the ear, in the other, written signs carried by the mail or by telegram. The vital question is, was the intention manifested by an overt act, not by what kind of messenger it was sent."

If appellant had laid a written acceptance on the table before the board of education voted to rescind its action appointing him, or if he had stated orally to the board when denied the right to speak, that he accepted the offer made to him, or if he had actually mailed the letter accepting the position prior to being informed by the board that the offer was withdrawn, the Commissioner is of the opinion that the contract would have been completed and the withdrawal of the offer would then have been accordingly illegal.

Since a board of education may deny the request of a citizen to speak during its sessions, no legal right was denied appellant when the board refused to allow him to talk at the meeting of October 20th. The alleged intention of appellant to accept the position if he had been given opportunity to speak cannot, in view of the authorities above quoted, be considered an acceptance.

The offer by the board of education to appellant was revoked and he was duly notified of such revocation prior to any overt act of acceptance on his part. Therefore, a legal contract does not exist between the Board of Education of Wyckoff Township and John Kivet.

The petition is denied.

January 13, 1931.

DECISION OF THE STATE BOARD OF EDUCATION

After taking testimony in the case of *John Kivet vs. Board of Education of the Township of Wyckoff* the Commissioner of Education has held that no contract existed between the appellant and the board and has dismissed the petition. After examining the records and briefs we agree with his conclusion and recommend that his decision be affirmed.

March 14, 1931.

XVIII

BOARD OF EDUCATION OF DISTRICTS MAINTAINING HIGH SCHOOLS MAY FIX TUITION CHARGE NOT IN EXCESS OF THE ACTUAL COST OF SUCH EDUCATION

THE BOARDS OF EDUCATION OF THE SCHOOL DISTRICTS OF THE BOROUGH OF ALPHA, AND THE TOWNSHIPS OF LOPATCONG AND HOPATCONG, IN THE COUNTY OF WARREN,
Appellants,
vs.
BOARD OF EDUCATION OF THE TOWN OF PHILLIPSBURG,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant Boards of Education of the Borough of Alpha, and the Townships of Lopatcong and Hopatcong in the County of Warren have for many years sent their pupils who desired a high school education to Phillipsburg by

agreement with the respondent Board of Education of the Town of Phillipsburg. Prior to the school year 1928-29, the tuition rate for high school education had not exceded $100 per year for each pupil. Shortly before the opening of the schools in September, 1928, the Board of Education of the Town of Phillipsburg notified the districts sending pupils to the Phillipsburg high school that the tuition fee would be $175 for the school year 1928-29. A number of districts, including the appellant districts, believing the rate to be excessive, appealed to the State Board of Education to fix the rate under the provisions of section 2 of the School Law, sub-paragraph IV, page 9 (1928 Compilation) which provides that the State Board of Education is given power to

> "Fix rates to be paid by a district for the tuition of children sent from from it to the schools of other districts when the districts cannot agree among themselves as to the proper rate," . . . etc.

In compliance with this request the State Board of Education after hearing arguments of counsel for both the appellant and respondent districts, at a meeting of the board on November 2, 1929, fixed the per capita cost of tuition for the school year 1928-29 at $134.06. This amount was the net cost to the district after deducting funds received for high school purposes from State appropriations. In concluding its decision fixing this rate the State Board said:

> "It is proper to say here, that in view of the amendment of Section 110 by Chapter 281, P. L. 1929, page 664, whether State appropriations to a district under Section 182 of the School Law shall be considered in arriving at the actual cost of education remains an open question and will be dealt with when the question arises."

The respondent board on or about January 6, 1930, notified the appellant boards and all other boards sending pupils to the Phillipsburg high school that the tuition rate for the year 1929-30 would be $167.50 per pupil.

The appellant boards contend that the respondent cannot charge the rate of $134.06 fixed by the State Board because it did not notify the sending districts of the increased rate prior to the opening of schools in September, and that even if they had been notified, the tuition rate is in excess of actual cost as shown by the State Department report and is, therefore, illegal.

Respondent holds that Chapter 281, P. L. 1929, permits a board of education to charge the actual cost without notice of any rate and also that the rate fixed for the year 1929-30 is not in excess of the actual cost in consideration of the annual amortization of bonds, the payment of interest on outstanding bonds, together with municipal cost of collecting school funds, all of which should be used in the determination of costs rather than a rental charge for the use of the school plant.

Chapter 281, P. L. 1929, provides in part as follows:

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

The report of the school district of Phillipsburg which was made in accordance with the forms prescribed by the Commissioner of Education gives the per capita cost, for tuition purposes, of $152.57. This amount is also given in the December, 1930, number of the Education Bulletin published by the State Department of Public Instruction, page 207, and includes the operation cost of $115.03 and the per capita rental charge of $37.54. The per capita rental cost is determined by a charge of five per cent of the original cost of the high school plant, divided by ıe average number of pupils enrolled.

The State Boa.d of Education in deciding the rate to be paid to Phillipsburg in the case referred to above used the five per cent rental charge in determining the cost of education for the year 1928-29 although a higher percentage was urged at that time by counsel for the Phillipsburg Board of Education.

The Commissioner considers that the five per cent rental charge is fair to both the sending and receiving districts. A fireproof building may be bonded for a period of forty years and the building should render service for at least a period of fifty years. If the district borrows its money at four and three-fourths per cent and pays the bonds in equal annual installments over the period of forty years with an allowance of one per cent for the upkeep of the building, it will cost the district maintaining the school annually 4.95 per cent of the original cost.

As an illustration of the percentage cost under the conditions set forth, an original cost of $100,000 for a school plant would itemize as follows:

Land, building and equipment	$100,000
Interest over a 40 year period	97,375
Repairs and upkeep during 50 years	50,000
Total cost to the district for a period of 50 years	247,375
Annual cost during 50 years	4,951
Annual percentage on the original cost	4.95%
The annual percentage cost of a building when the bonds bear interest at 5 per cent under the same conditions as above would be 5.05	(5.05%)

While a higher percentage may be allowed for the upkeep of the building through a fifty year period, it is fair to assume that the value of the building at the close of the fifty year period would at least be equal to the additional upkeep cost.

It is also to be noted that the high school cost forms place "insurance" under operating cost, so that it is paid by all the districts under that heading and is not an expense of the district which is paid from the rent. The school building is exempt from taxation and while its exemption may decrease the local ratables, the many advantages of ownership of the building outside of its use for the school day are assets to the local district. In view of the foregoing a 5 per cent rental charge appears to be adequate.

If rental charges were not used rather than the amortization and interest payments, a district which has paid all the bonds and interest upon its building could not charge a sending district more than the maintenance cost. Such a method would be unfair to the receiving district. On the other hand, a school

district with the aid of sending districts could pay for a school building during a short term which would make a high annual cost to the sending district and, when all bonds were paid, it might show an enrollment in excess of the capacity of the building and accordingly exclude pupils from other districts so that the sending district which had contributed largely to the cost of the building, would be denied its use after the cost of the building had been paid. The rental charge eliminates the cost of repairs, replacements, interest on bonds, and annual bond payments, and overcomes the fluctuating charges and by overcoming fluctuating charges provides a more stable annual cost.

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

In the case decided by the State Board of Education, previously referred to, the per capita cost of education in Phillipsburg was found to be $157.87 for the school year 1928-29. From this was deducted the State appropriation of $23.81 per pupil, making the net cost $134.06. Under the present law which allows $60 to the sending district, this would make the net per capita cost to the sending district (if application of the old law should be applied to this present act establishing the actual cost) $134.06 minus $60 or $74.06. By this interpretation Phillipsburg would actually pay out of its local fund $134.06 for each of its high school pupils; whereas, the sending districts would pay a net cost of $74.06.

The actual cost per pupil is determined by adding to the operating cost of the high school, the rental charge of 5 per centum of the original cost of the plant, and dividing that amount by the average enrollment of the school for the year. The quotient is then the "actual cost per pupil" without regard to the sources of revenue by which the expenses are paid.

The statute provides "the board of education of the districts containing the high school shall determine the tuition rate." It would appear from this provision that the board should fix a definite rate which would be made known to the sending districts. The only restriction in the determination of the rate is that it "shall in no case exceed the actual cost per pupil." It is not the intention of this act that the practice of fixing a rate prior to the opening of school should be discontinued. Unless a board of education notifies sending districts

prior to the opening of school of the rate of tuition or definitely states that it will charge the actual cost, it must be considered that the acceptance of the pupils is at the rate of the preceding year and that the provisions of the implied or written contract of the preceding year are re-enacted and approved.

Respondent was still demanding at the opening of school in September, 1929, a tuition rate of $175. The appellant boards had due notice of this charge. Promptly after receiving information that the State Board had reduced the amount charged for the preceding year, respondent reduced the charge for the year 1929-30, and would have been entitled to the decreased charge of $167.50 if that amount had not been in excess of the actual cost.

Appellants' claim that they accepted the decision of the State Board when it fixed the rate for the year 1929-30 at $134.06 and arranged their affairs and budgets for the year 1929-30 accordingly, does not appear to be valid. Budgets are voted in February. Schools open in September. The tuition rate was fixed by the State Board in November. The tuition rate was, therefore, unknown to appellants at the time of making up the budgets for the year 1929-30 and could not have been used by them.

Since the Board of Education of the Town of Phillipsburg at the time of opening the schools in September, 1929, for the term 1929-30 was asking a tuition fee of $175 per pupil and in January fixed a new rate of $167.50, and since the testimony shows that in accordance with the State Department's method of determining high school tuition cost, the actual cost per pupil is $152.57, the Boards of Education of the Borough of Alpha, and the Townships of Lopatcong and Hopatcong are hereby directed to pay to the Board of Education of the Town of Phillipsburg tuition at the rate of $152.57 per pupil.

January 27, 1931.

XIX

MONEY TRANSFERRED BY BOARD OF SCHOOL ESTIMATE FOR SPECIFIC PURPOSE MAY BE USED ONLY FOR SUCH PURPOSE

THE MAYOR AND COMMON COUNCIL OF THE CITY OF PLEASANTVILLE, AND CHARLES E. JACKSON, EDWARD ABBOTT, WILLIAM BIGGS, GEORGE ENGELHARDT, POWELL HUDSON, GEORGE PAINTER, D. RUSSELL THATCHER AND JOHN VANSANT, AS RESIDENTS AND TAXPAYERS OF SAID CITY,

Appellants,

vs.

BOARD OF EDUCATION OF THE CITY OF PLEASANTVILLE, JOHN C. HERRMANN, CHELSEA TITLE AND GUARANTY COMPANY, A CORPORATION OF THE STATE OF NEW JERSEY, AND PLEASANTVILLE NATIONAL BANK, A BANKING CORPORATION OF THE UNITED STATES OF AMERICA,

Respondents.

DECISION OF THE COMMISSIONER OF EDUCATION

The Mayor and Common Council of the City of Pleasantville as officers and also as residents and taxpayers of said city bring this appeal to contest the validity of an attempted purchase of land for school purposes by the Board of Education of the City of Pleasantville.

On August 7, 1930, the board of education passed a resolution as follows:

> "Whereas this Board has in hand in the Current Expense Account and unexpended a balance, and
>
> Whereas the sum of $60,000.00 is needed for outlay in the capital outlay account.
>
> Therefore Be it Resolved, That the Board of School Estimates of Pleasantville, N. J., is hereby requested to meet and consent to the expenditure of said sum of $60,000.00 from the Current Expense Account;" etc.

On August 14th a meeting of the board of school estimate was held in compliance with the request contained in the above quoted resolution of the board of education, at which meeting the board of school estimate fixed and determined that the amount of $60,000.00 be transferred from the unexpended

balance of the current expense account to the capital outlay account. Notice of the transfer was duly forwarded to the common council of the city.

At a meeting of the common council held on September 2, 1930, the following action was taken:

> "Whereas, at the meeting of August 18th, there was ordered received and filed certification of board of school estimates consenting to transfer of $60,000.00 from the Current Expense Account of the Board of Education to the Capital Outlay Account of said board, and this body desires to consent to and concur in said transfer.
>
> Therefore, be it Resolved, That this body do hereby consent to said transfer of said sum as above stated and concur therein."

The president of the board of education who had on several occasions previously intimated to Lewis L. Mathis, agent for John C. Herrmann, who owned a large tract of land near the high school building, that the board was interested in the purchase of land for an athletic field, was approached by Mr. Mathis who offered for sale the Herrmann tract in the Ansley Park development at a much lower price than he had previously quoted. The president presented the offer made by Mr. Mathis at a meeting of the board of education held September 10, 1930, at which meeting the board by resolution decided to purchase from the funds transferred by the board of school estimate heretofore mentioned a tract described by lots and boundaries for the sum of $36,000. The president and secretary were authorized to enter into an agreement for the purchase.

At a meeting of the common council held on September 15, 1930, a resolution was adopted that the taxes on the property acquired by the board of education for an athletic field (being the property in dispute) be remitted as of January 1, 1930, and that the said premises thereafter be classified as property of the board of education and thereby exempt from taxation.

The president and secretary of the board of education entered into the agreement with Mr. Herrmann on September 12th and on September 15th the board of education completed the transfer of the property at the office of the Chelsea Title and Guaranty Company. At said settlement a check in the sum of $35,614.85, signed by the president and secretary of the board of education and the custodian of school moneys, drawn on the Pleasantville National Bank, was delivered to the Title Company and a deed was executed, acknowledged and delivered by John C. Herrmann conveying said land to the Board of Education of the City of Pleasantville. The deed was taken on the day of settlement to the county clerk of Atlantic County at Mays Landing, New Jersey, and recorded. Payment of the check of $35,614.85 was ordered stopped by the Mayor and custodian of school moneys, and has not been honored by the bank.

On September 18, 1930, at a special meeting of the common council the resolution of September 15, 1930, exempting from taxation the land purchased by the board of education, was rescinded. A further resolution was adopted providing that since in the opinion of the council the price paid for the land is exorbitant, that the land is not necessary at the present time, and its purchase is against the policy of cutting down municipal expenses in order to aid the

taxpayers, counsel be employed to appeal to the Commissioner of Education or take other proceedings to test the authority of the attempted purchase.

Appellants ask that the resolution of September 10, 1930, by the board of education to purchase land for athletic purposes from John C. Herrmann be set aside for the reasons that the funds for the purchase were not legally authorized and that the purchase price is exorbitant.

At a hearing held January 5, 1931, in the Pleasantville High School, no testimony was offered relative to the actual value of the land. There remains, therefore, to be determined only whether the transfer of the money by the board of school estimate from the current expense to the capital outlay account under the conditions above set forth, authorized the board of education to use the funds so transferred for the purchase of land.

Chapter 12, Section 1, P. L. 1928, provides:

> "Whenever a city board of education *in a city of the third class of this State* 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 schoolhouse or schoolhouses, 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; said board of school estimate shall fix and determine the amount necessary for such purpose or purposes;"

Chapter 1, Section 76, P. L. 1903, Special Session and Chapter 12, Section 1, P. L. 1928, with the exception that the former relates to all cities and the latter relates to cities of the third class which includes the City of Pleasantville, are synonymous in so far as their provisions apply in this case, and the decisions of the Supreme Court and Court of Errors and Appeals hereinafter cited which refer to Section 76 have entirely the same application to the third class city statute above quoted. Boards of education in township, town and borough school districts have power:

> "To purchase, sell and improve school grounds; to erect, lease, enlarge, improve, repair or furnish school buildings, and to borrow money therefor with or without mortgage; provided, that for any such act it shall have the previous authority of a vote of the legal voters of the district." (p. 87, 1928 Compilation of School Law.)

It is to be noted that in this type of school district (Article VII) the purchase of school grounds must be authorized by the legal voters without regard to whether the necessary funds are on hand in a capital outlay account or whether the board is authorized to raise money for that purpose.

In the (Article VI) city district, the statute provides that when it is necessary to raise money for the purchase of land, the amount shall be determined by the board of school estimate.

In township, town and borough districts (Article VII) where boards are elected by the people, the purchase of land must be authorized by the voters, and in districts where boards are appointed by the chief executive officer, the Legislature has provided for representatives elected by the people to act with the board in determining the amount which may be raised for the purchase of land.

In the statute applying to this case, the Legislature said: "When it is necessary to raise money for the purchase of land." It did not say "When it is necessary to purchase land." While it used the former rather than the latter expression, which is similar to the provisions for Article VII districts, it appears that the Legislature considered the situations identical. It would be expected under a good budgeting plan that when land is to be purchased there would be a need to raise money for that purpose. It was not contemplated that balances would be sufficiently large to permit of the purchase of land. It is provided in section seven of the statute applying to this case, that the proceeds of bonds for land and buildings cannot be used for any other purpose than that for which the bonds were issued except for the expense incident to the issuing and the selling of the bonds, and the board is authorized to transfer any such balance to the building and repair account which is an annual budget account. It is evidently the legislative intent that definite amounts for specific purposes in the capital outlay account are not to be used for any other than the specific purpose and the small balances which remain after the purpose is accomplished are to go to an annual appropriation account to decrease the amount to be raised in succeeding annual appropriations.

When money is to be raised for land, the board of education must deliver to each member of the board of school estimate a statement of the amount estimated to be necessary for that purpose. There is in the opinion of the Commissioner no legal difference between the right of a board of school estimate to raise or to transfer money. The rules of the State Board of Education provide for the transfer of money. When money is to be raised or transferred, the purpose or purposes must be set forth. Of course, it may be argued that the board of school estimate in transferring money to the capital outlay account, without the definite purpose or purposes for which the transfer was requested being set forth, waived its right to determine what part if any of the amount transferred could be used for the purchase of land. The evidence shows that the board of education at the time of requesting the transfer did not contemplate the purchase of land. The members of the board of education, who were also members of the board of school estimate, individually informed the councilmen on the board of school estimate that the money was needed for the equipment of a cafeteria, manual training department, domestic science department, and other equipment for the new high school building. While it is true that the amount transferred was rather large for the purchase of the above mentioned equipment, there was no indication that either the board of education or the board of school estimate contemplated the purchase of land.

The general legal rule governing appropriations for the purchase of land by city boards of education is set forth in the following citations:

New Jersey Supreme Court in the case of *Newark vs. Board of Education,* 30 N. J. L. 374:

> ". . . But in the disbursement and distribution of the money the board of education were given exclusive management and control, and were in no way subject to the direction or interference of the council except in purchasing real estate."

Court of Errors and Appeals in the case of *Lambertville vs. State Board of Education,* 87 N. J. L. 197:

> "Moreover, although section 76 does not in terms require an itemized statement, it requires the board of education to deliver to each member of the board of school estimate a statement of the amount of money estimated to be necessary for the purpose or purposes. The obvious intent was to enable the board of estimate to act intelligently in fixing and determining the amount necessary for such purpose or purposes."

Court of Errors and Appeals in the case of *Wendel vs. Board of Education of Hoboken,* 76 N. J. L. 501:

> "It seems quite plain, from a perusal of these provisions, that the principal function of the board of school estimate is to supervise the expenditures proposed to be incurred by the board of education, and that the latter board is powerless to enter into a valid contract for the purchase of lands for school purposes until after action by the board of school estimate fixing and determining the amount to be expended in such purchase. . . . The power of the board of education of the city of Hoboken to acquire the lands of the prosecutor and the jurisdiction of the justice to make the order under review depend upon whether the board of school estimate has fixed and determined the amount of money necessary to be expended for that purpose."

In view of the above rulings of the Supreme Court and the Court of Errors and Appeals, it is the opinion of the Commissioner that when city boards of education desire to purchase land, the money which may be expended for that purpose must be determined by the board of school estimate, and unless the latter board has determined an amount which may be used for such purpose, the expenditure of funds is illegal.

Since the board of school estimate for the school district of the City of Pleasantville did not determine an amount for the purchase of land by the board of education of said district, the resolution of September 10, 1930, made by the board of education is illegal. The contract between the board and Mr. Herrmann is accordingly void.

February 17, 1931.

DECISION OF STATE BOARD OF EDUCATION

The appellees brought this proceeding before the Commissioner of Education to contest the validity of an attempted purchase of land for school purposes by the Board of Education of the City of Pleasantville, without the express sanction and authority of the board of school estimate. After a full hearing the Commissioner filed an opinion in which the facts are fully stated and the conclusion is that since the board of school estimate of Pleasantville did not determine the amount for the purchase of said land by the board of education of the district, the resolution of September 10, 1930, made by the board of education providing for the purchase, is illegal, and the contract between the board and the vendor of the land, Mr. Herrmann, is accordingly void.

We think his conclusion is correct, and recommend that the decision, as stated in the last paragraph of his opinion, be affirmed.

May 9, 1931.

XX

RECOMMENDATION OF SUPERINTENDENT MAY BE MADE A CONDITION IN AWARDING SALARY INCREMENTS

MABEL SAMUELSEN,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF EDGEWATER, BERGEN COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The appellant, Mabel Samuelsen, a teacher in the school district of the Borough of Edgewater, Bergen County, is the only teacher continuing from the school year 1929-30 in the employ of the board of education of that district who did not receive a salary increment for the school year 1930-31. The board of education determines the salary to be paid the teachers by use of a salary schedule. Under the provisions of the schedule, eligibility for an increase in salary is dependent upon the teacher having furnished satisfactory evidence of knowledge of approved professional books or of subjects offered in professional schools. Upon meeting such eligibility requirements the teacher is entitled to an annual increment provided she is recommended for such increment by the Supervising Principal of Schools. While the salary schedule provides for an annual salary increase of $100 under the conditions cited, it has been customary for the board to make increases of $150. Appellant received a salary of $1,500. The salary schedule adopted by the Board of Education of the Borough of Edgewater provides for a maximum salary of $2,500 for the grades in which she teaches.

Miss Samuelsen has taught for more than four consecutive years in the school district of the Borough of Edgewater and is accordingly protected by the Tenure of Office Act. The statutes do not require that a teacher protected by the Tenure Act shall have a contract of employment with the board of education. Appellant read certain professional books approved by the Supervising Principal in accordance with the eligibility requirements for increases in salary, but she was not recommended for a higher salary.

Prior to the meeting of the board of education on May 29, 1930, the Supervising Principal submitted to the entire membership of the board of education sitting as a committee the names of the teachers whom he recommended for the annual increment. The list did not include the name of the appellant. He stated orally to the committee his reasons for refusing to recommend an increase in salary for Miss Samuelsen, and among the reasons given by him for such refusal was that he considered her a poor disciplinarian. When the board officially convened subsequent to the committee meeting, it adopted the salaries for the teachers as recommended by the Supervising Principal, and Miss

Samuelsen, not having been recommended, was continued in the employ of the board of education at the salary paid during the preceding year. There was no evidence submitted by the appellant to show prejudice or unfair discrimination by the board of education in denying her the salary increment, nor was it shown that the Supervising Principal did not act in good faith in refusing to recommend the appellant for the annual increment.

The rules of the Edgewater Board of Education provide for salary increments under certain definite conditions which were not fulfilled in relation to the appellant. The Supervising Principal was of the opinion that Miss Samuelsen's work did not justify an increase in salary and he refused to recommend her, which excluded her from the group of teachers who were entitled to salary increases for the year 1930-31. The board not having voted to increase the salary of appellant, who is protected by the Tenure Act, or not having dismissed her, she is entitled to the same salary which she received during the preceding year.

Since the salary increment was dependent upon a recommendation by the Supervising Principal which was denied and the testimony does not disclose unfair discrimination, appellant has no legal claim to a salary increment for the school year 1930-31. The appeal is hereby dismissed.

March 6, 1931.

XXI

USE OF PASTERS ON BALLOTS AT ANNUAL SCHOOL ELECTION LEGAL

JUSTIN SHEARN,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF MIDDLESEX, MIDDLESEX COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

At the annual school election held in the Borough of Middlesex in the County of Middlesex on February 10, 1931, 301 ballots were cast of which 45 were declared void and rejected by the judge of the election. Justin Shearn, one of the defeated candidates, appeals for a recount of the ballots for the reason that he believes that many of the ballots rejected were valid and should have been counted, and, if counted, would result in his election. Since the number of rejected ballots could have changed the result of the election because of the small plurality by which certain candidates were declared elected, a recount of the ballots was conducted in the office of the County Superintendent of Schools at New Brunswick on March 6, 1931, after due notice had been given to all candidates who could be affected by the recount. Both the successful and defeated candidates were represented by counsel.

Seven of the rejected ballots either show votes cast for four people, whereas only three were to be elected, or do not have crosses or plus marks in the

squares before the names of the candidates. These were also rejected by the Commissioner without objection of counsel on either side.

Each of twenty-six ballots has a paster placed over a name of one of the candidates printed on the ballot. The candidate named on the paster did not receive sufficient votes to be considered in the recount. Because the paster was not placed in the spaces provided for personal choice, all of these ballots were rejected without the votes being counted for the other candidates on the ballots with crosses or plus marks opposite their names. While it is not necessary in this case to decide whether the ballot should have been counted for the person whose name appears on the paster when it is not placed in the space provided for personal choice, it is the opinion of the Commissioner that the votes for other candidates should have been counted. Counsel for respondent objected to the counting of any votes on these ballots for the reason that he considers them to be marked ballots. With this contention the Commissioner cannot agree. There is no indication of any kind that a paster was placed on any ballot to distinguish it from other ballots, but a very clear intention was shown to vote for the person named on the paster rather than for one of the candidates whose name was printed on the ballot. By counting the votes on these ballots the appellant is entitled to 21 more votes than is shown by the original tally sheet.

Two ballots were rejected because a cross had been placed in one of the squares and had then been erased and either two or three votes cast for other candidates; and 10 ballots were rejected because a lead pencil line had been drawn through the name of one of the candidates or there were crosses in the squares opposite the personal choice spaces without any names having been written or pasted in the spaces. All of these were objected to on the ground that they constituted marked ballots. The Commissioner is of the opinion that all these ballots should have been counted for the candidates where crosses were properly placed before their names and that they should not have been rejected by the judge of the election.

By accepting the official result as shown by the tally sheet which was reaffirmed by a recount, with the exception of one additional vote for Mr. Shearn, the result of the election is as follows:

	Tally Sheet Original Count	Added by Counting Paster Ballots	Added by Counting Ballots with Erasures or X Opposite Blank Spaces	Added by Recount of all Ballots Not Rejected	Total
Loretto H. Campbell	121	1	6	..	128
Samuel B. Frank	129*	2	4	..	133*
Justin Shearn	117	21	5	1	144*
Charles B. Tomer	153*	23	6	..	182*
Merritt Wertheim	123*	2	4	..	129

Asterisks in column one indicate those declared elected by the judge of the election on February 10th.

Asterisks in column five indicate those who are declared elected by the Commissioner on March 6th.

Objection was made by counsel for the respondent members to the jurisdiction of the Commissioner to conduct hearings in school elections and to the recounting of ballots. It does not seem necessary to go into the various citations of school law to establish the authority of the Commissioner to review elections conducted under the provisions of the school law. The Supreme Court in the case of *Buren vs. Albertson,* 54 N. J. L. 72 said:

> "We see no sufficient reason for holding that controversies over an election of school trustees are not embraced in the provisions of sections 28 and 13. Such controversies are plainly within the fair meaning of the language employed, 'all controversies arising under the school law,' and the considerations which would lead the Legislature to provide a speedy and inexpensive proceeding for the adjustment of disputes arising under other portions of the school law would dictate the same policy with respect to these controversies. Even though the right to the office of school trustee is to be ultimately determined on quo warranto, there is no impropriety in its being passed upon, for immediate purposes, by such unstrumentalities as the Legislature may appoint. *Conger vs. Convery,* 23 Vroom 417."

This opinion of the Supreme Court has been re-affirmed in many cases since the rendering of the above decision.

The school law does not set forth the conditions upon which ballots may be counted or rejected. The general election laws may be considered only indicatively without having definite application to school elections.

Chapter 187, P. L. 1930, "An act to regulate elections (Revision of 1930)" provides as follows:

> Par. 205. "No ballot which shall have either on its face or back any mark, sign, erasure, designation or device whatsoever other than is permitted by this act, by which said ballot can be distinguished from another ballot, shall be declared null and void, unless the district board canvassing said ballots or the county board, justice of the Supreme Court, or other judge or officer conducting the recount thereof shall be satisfied that the placing of said mark, sign, erasure, designation or device upon the ballot was intended to identify or distinguish said ballot . . . provided, further, that no ballot shall be declared null and void or invalid by reason of having a cross (×) or a plus (+) appearing in a square at the left of a blank space or a space wherein no name is printed."
>
> Par. 206. ". . . Ballots which shall be declared invalid with respect to a part of the officers to be voted for or public questions to be voted upon shall be canvassed, estimated and numbered with respect to the part which is not invalid and preserved as other ballots and placed in their proper order on the string with the valid ballots."

When an election law is not specific, the voter is doubtful about the procedure to be followed. Such confusion should not cause his ballot to be declared void, if there is shown an intent to cast a valid vote. Since the laws on school elections are not so specific in relation to marking and counting of the ballots as those applying to general elections, the intention of the voter must be more

liberally construed. Even in a general election under the provisions above quoted, ballots similar to those counted by the Commissioner must be declared legal ballots unless the officer believes that pasters were placed on the ballots or erasures or crosses were actually made to distinguish them, and, as above stated, there was no indication of that intention.

It is, therefore, the opinion of the Commissioner that Charles B. Tomer, Justin Shearn, and Samuel B. Frank were legally elected to membership on the Board of Education of the Borough of Middlesex for the term of three years.

March 11, 1931.

XXII

VOTES CANNOT BE COUNTED WHERE VOTERS PLACE A CROSS BEFORE THE NAMES OF CANDIDATES IN EXCESS OF NUMBER TO BE ELECTED

IN THE MATTER OF THE RECOUNT OF BALLOTS CAST AT THE ANNUAL SCHOOL ELECTION IN TEWKSBURY TOWNSHIP, HUNTERDON COUNTY.

DECISION OF THE COMMISSIONER OF EDUCATION

Appeal is made to the Commissioner of Education for a recount of the ballots cast at the Mountainside School building, the polling place designated for the eastern section of Tewksbury Township, for the reason that with 38 ballots cast, there were 139 votes recorded for candidates for the three-year term.

Since it is impossible to have more than 114 legal votes on 38 ballots with three candidates to be elected for the three-year term, a recount of the ballots cast in that district was conducted in the office of the County Superintendent of Schools, Flemington, on March 10, 1931, after due notice had been given to all candidates who might be affected by the result of such recount.

A review of the 38 ballots discloses that 30 of them were cast for four candidates; whereas, there were only three to be elected and the instruction on the ballots said "Vote for Three." All of these ballots were therefore rejected, and the remaining 8 ballots (which contained votes for three or fewer candidates) were counted. After eliminating the votes cast on the rejected ballots, the corrected tally sheet shows the following result:

Sallie F. Fletcher	60
Walter Hoffman	48
William W. Vroom	36
Lloyd Lindabury	25
Emmet Lindabury	21
H. L. Philhower	17

Sallie F. Fletcher, William Hoffman, and William W. Vroom having received the highest number of votes for the three-year term, they are hereby declared to be the legally elected members of the Board of Education of Tewksbury Township for the full term.

March 11, 1931.

JANITOR UNDER TENURE MAY BE REMOVED FOR INEFFICIENCY

XXIII

EDWARD SCHAAF,
Appellant,
vs.
BOARD OF EDUCATION OF THE BOROUGH OF FORT LEE,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Edward Schaaf, a janitor in the public schools of the Borough of Fort Lee, Bergen County, was employed by the Board of Education in June, 1927, and it is admitted that he is protected by the provisions of Chapter 44, P. L. 1911. On or about October 8, 1930, Mr. Schaaf was served by the board of education with a complaint made by Arthur E. Chase, Supervising Principal of Schools, charging him with inefficiency, and failure to comply with advice and instructions given by proper authorities. The board notified appellant that it would conduct a hearing upon the charges on October 23rd at which hearing Mr. Schaaf appeared with counsel.

Counsel for Mr. Schaaf at the beginning of the hearing before the board moved that the complaint be dismissed on the grounds that it was not sufficiently specific for him to prepare his client's case, which motion was denied. The hearing then proceeded during the evening of October 23rd and decision was reserved until November 5th at which time the board of education voted to dismiss the petitioner from service as janitor in its public schools. Petitioner appeals from the action of the board in dismissing him and requests a hearing *de novo* before the Commissioner on the grounds that the testimony did not warrant his dismissal and the complaint was not sufficiently specific to apprise him of the charges which had been preferred against him and which he would be expected to meet.

The Commissioner cannot agree with counsel for appellant in his contention that the complaint was not sufficiently specific to apprise him of the charges which he was expected to meet at the hearing before the board of education. The charges state that the building was in a condition detrimental to the health of the children, was often very dirty even though the condition was called to his attention, he neglected to do his duty as janitor, and he disregarded advice and instructions. While the charges do not give details and dates, they set forth the general grounds of complaint so that the type of testimony which might be presented is clearly indicated. The evidence shows that the charges were substantiated by the testimony of the witnesses.

The State Board of Education in the case of *Georgia B. Wallace vs. Greenwich Township Board of Education,* decided February 7, 1931, held as follows:

"In the determination of that issue two questions are presented. The first one is: Was the fault charged against the teacher sufficient to support the dismissal if found to be true? The principal charge was the inefficiency and poor quality of her work. There can be no doubt that such a charge stated sufficient grounds for dismissal.

The second question is: Was the charge properly and fairly found true in fact? In the determination of this question this board has always taken the position that the finding of a board of education, after a hearing on the merits, will not be disturbed unless it is so clearly against the weight of the evidence that it appears to be the result of bias or prejudice."

In the case of *Fitch vs. Board of Education of South Amboy,* decided January 3, 1914, the State Board said:

"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.

In the case of *Cheesman vs. Gloucester City Board of Education,* 1928 School Law Decisions, p. 129, the State Board in a decision which was later affirmed by the Supreme Court said:

"This board will not disturb the finding of a local board on a question of this kind, provided it has reached its decision after giving a fair hearing and there is no showing of passion or prejudice on its part."

There is no evidence of bias or prejudice shown by the testimony and since the charges appear to be sufficient grounds for dismissal of appellant, this case is in line with the decisions of the State Board of Education above cited, and, therefore, appellant was legally dismissed by the Board of Education of the Borough of Fort Lee.

The State Board of Education has held in a number of cases, notably, *Follmer vs. Board of Education of Jersey City,* decided October 6, 1928; *Wallace vs. Board of Education of Greenwich Township,* decided February 7, 1931, and *Conrow vs. Lumberton,* 1928 Edition of Decisions, p. 186, that the only evidence to be considered in the dismissal of teachers or janitors is that established before the board of education and upon which it reached its determination. Therefore, the request of the appellant for a *de novo* hearing is hereby denied.

The appeal is dismissed.

March 11, 1931.

XXIV

BONDING ELECTION VOID WHERE ILLEGAL BALLOTS CAST ARE IN EXCESS OF THE MAJORITY UPON WHICH A PROPOSITION IS CARRIED

LOUIS DUBOIS,
Appellant,
vs.
BOARD OF EDUCATION OF THE TOWNSHIP OF RARITAN, MIDDLESEX COUNTY,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Louis DuBois, a citizen and taxpayer of the Township of Raritan, Middlesex County, appeals to the Commissioner of Education to set aside a special school bonding election held in that township October 21, 1930, for the reason that with a majority of five votes in favor of the proposition there were allowed to vote at the poll in the Stelton School thirteen unregistered voters.

At the conclusion of the hearing in the case, counsel for respondent moved to dismiss the appeal on the grounds that: The appellant was not shown to be a taxpayer, he participated in permitting unregistered voters to cast ballots, there is no evidence that the irregular votes would change the result of the election, and the testimony does not show whether unregistered voters whose names appear on the poll list actually voted.

We cannot agree with counsel for respondent that the testimony does not show appellant to be a citizen and taxpayer. While appellant was not qualified in this particular at the beginning of his testimony, his statement (testimony pp. 53 and 54) which was not refuted qualifies him as a citizen, taxpayer and father of four children.

There was no evidence to indicate that the participation of appellant in the election was for the purpose of using his influence to permit illegalities so that the election might be set aside on the grounds of illegal acts to which he or his wife contributed. Mrs. E. Monica DuBois, wife of appellant, was one of the election officers, and appellant assisted her in checking the registry list to determine the qualified voters. She protested to other election officers against permitting unregistered voters to cast ballots, but they were permitted to vote over her objection. Appellant, not having directly or indirectly contributed to the casting of illegal ballots, is eligible as a citizen and taxpayer to bring an appeal against the validity of the election.

Chapter 94, P. L. 1925, provides that special elections shall be called and conducted in the manner provided for annual school meetings, and Chapter 211, P. L. 1922, Section 12, as amended by Chapter 169, P. L. 1930, provides that at annual school elections no person shall be permitted to vote unless qualified by registration. The section sets forth the registration procedure. The testimony discloses that at least nine people cast their ballots whose names do not appear on the registry list of the last general election or upon a supplemental list of those registering at the polling places the Saturday evening preceding

the election. The nine voters, therefore, illegally cast ballots at the polling place in the Stelton district.

Under the law applying to school elections there is no provision that a person voting illegally may be required to testify as to how he voted as is provided for in the case of general elections (Chapter 187, P. L. 1930).

Chapter 317, P. L. 1927, provides:

> "The legal voters . . . may either at an annual meeting of said district or at a special meeting thereof called for that purpose *by the vote of a majority of the legal ballots cast* authorize the board of education to issue bonds."

The school law cited above requires that there must be a majority of the legal ballots cast for a bonding proposition in order that bonds may be issued, and the Commissioner held in the case of *Long vs. Board of Education of Somerville* (decision dated February 23, 1922), as follows:

> "In order, however, to set aside the election in this case it is necessary not only to show that illegal votes were cast in favor of the proposition and that persons desiring to vote against such proposition were wrongfully excluded and prevented from so voting, but that the number of ballots illegally cast and wrongfully excluded were sufficient to change the result of the election. The number of ballots illegally cast did not exceed 25, while the majority in favor of all three propositions exceeded 40.
>
> . . . In view, of the failure to prove a sufficient number of illegally cast or wrongfully excluded ballots to change the result, it is the opinion of the Commissioner that the election held in Somerville on November 22, 1921, authorizing the bonding of the district in the amount of $250,000 for the erection of a high school should be sustained."

Since the majority by which this election is carried is five and the testimony clearly indicates that at least nine illegal votes were cast at one polling place, there is no evidence that the proposition received a majority of the legal ballots cast. As there is no provision in the statute by which unregistered voters can be required to testify whether they voted for or against the proposal, it is not possible to determine whether it received a majority of the legal votes.

If ballots are cast illegally by unqualified voters in numbers in excess of the majority by which the proposition is carried and they are to be accepted as valid because there is no procedure to determine whether or not they favored the proposal, then it is possible for a number of unqualified voters in excess of the majority by which a proposition is carried to impose a bonded debt on a school district. A bonded debt should not be imposed upon a school district unless the evidence is clear that a majority of the votes cast by legally qualified voters are in favor of incurring such debt.

The testimony does not show that the bonding proposition submitted by the Board of Education of Raritan Township received the approval of a majority of the qualified voters who cast ballots at the election.

The election is, therefore, void.

April 8, 1931.

XXV

ELECTION OF CITIZEN, WHO IS NOT A RESIDENT OF A DISTRICT FOR THREE YEARS PRIOR TO THE DATE WHEN THE TERM OF OFFICE BEGINS, IS VOID

LEIGH W. KIMBALL,
Appellant,
vs.
GEORGE BAXTER,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

At the annual school election held in Franklin Township, Somerset County, February 10, 1931, there was a vacancy to be filled in the board of education for an unexpired term of one year. George Baxter received the highest number of votes and Leigh W. Kimball received the second highest number of votes for the one year term. At the conclusion of the election, George Baxter was declared elected.

Mr. Kimball asks that the election of Mr. Baxter be declared void for the reason that in his opinion respondent fails to meet the statutory qualifications for membership on a board of education, and petitions the Commissioner to declare appellant to be the duly elected candidate for the reason that he received the highest number of votes cast for eligible candidates for membership on the board for the one year term.

Section 83, Chapter 1, P. L. 1903, S. S. reads as follows:

> "A member of a board of education shall be a citizen and resident of the territory contained in said school district, and shall have been such citizen and resident for at least three years immediately preceding his or her becoming a member of such board, and shall be able to read and write. He shall not be interested, directly or indirectly, in any contract with nor claim against said board."

While it is contended by counsel for appellant that respondent cannot claim to be legally qualified for membership on the board of education until June 23, 1931, three years from the date he moved into the district, it is not necessary to decide from what date he can legally claim to have been a citizen and resident of the district as it is admitted by respondent that he did not become a resident of Franklin Township prior to April 21, 1928. Mr. Baxter, therefore by his own admission could not have been a resident and citizen of the district for three years before April 21, 1931.

Section 85, Chapter 1, P. L. 1903 S. S. provides:

> "Each board of education created under the provisions of this article shall organize annually on or before the first Monday in April."

Members who are elected for the full term take office on the first Monday in April. While they may meet to organize before that date, their terms begin the first Monday in April which is the end of the terms of their predecessors in office. Members of a board of education must therefore possess the specified qualifications upon that date and a person who is not duly qualified at that time is not entitled to membership on a board of education.

Since this election was to fill a vacancy which could have been previously filled by the board only until the date of the election (Section 86, Chapter 1, P. L. 1903 S. S.), it is probable that the candidates to fill the vacancy were required to be qualified for membership on the date of the election, but in this case respondent fails to qualify even at the time when members elected for full terms must take office.

George Baxter, not having been a citizen and resident of the district for three years preceding the date when the term of office begins, is not legally qualified to serve on the Board of Education of the Township of Franklin.

The Commissioner cannot agree with the argument of counsel for appellant, that upon the failure of Mr. Baxter to qualify, he (Mr. Kimball) is legally entitled to the office. A citizen was elected, who could at least qualify as a *de facto* member of the board. His failure to qualify will make a vacancy in the board. It was not a failure on the part of the voters to elect.

It was held by the Commissioner in the case of *Frome vs. Meyers* reported on page 34, 1928 Comp. of School Law Decisions:

> "It appears that in March, 1912, a Mr. Frome was elected a member of the Board of Education of Oxford Township, but that he has not qualified and has declined to do so, and that at a meeting of said board of education on May 6th the board elected a Mr. Axman to fill the vacancy. It is contended that this appointment is illegal and that the vacancy should have been filled by an appointment by the County Superintendent of Schools. The County Superintendent is only authorized to fill a vacancy in the board of education in case there is a failure to elect a member. Vacanices in a board of education arising from other causes than failure to elect are to be filled by the board. There was no failure to elect in this case, but simply a failure on the part of the person elected to qualify. Under these conditions the action of the board in appointing a person to fill the vacancy was legal."

and the State Board of Education in affirming the decision said:

> "We infer that it was assumed that Mr. Frome's refusal to qualify was substantially the same as if the resignation of a member who had qualified was accepted and a vacancy thereby created. Inasmuch as the vacancy was not caused by a failure to elect, the board of education had authority to appoint some one to serve until the next election."

The election of George Baxter is hereby declared invalid. A vacancy legally exists in the membership of the board which it is authorized (Section 86, P. L. 1903 S. S.), to fill provided *quo warranto* proceedings are not first made necessary by an attempt of respondent to qualify.

April 2, 1931.

XXVI

RESIDENCE OF PERSON PRESUMED TO BE WHERE HE ALLEGES IT TO BE UNLESS THE CONTRARY IS PROVEN

JOSEPH G. BAIER,
Appellant,
vs.
JOHN AMSLER,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

Petition is made to the Commissioner of Education by Joseph G. Baier, who was an unsuccessful candidate for membership on the Franklin Township (Somerset County) Board of Education, to set aside the election of John Amsler, who was declared elected to such membership at the annual school election held in that district February 10, 1931, and to name appellant as the duly elected candidate as being one of the three eligible candidates receiving the highest number of votes.

The election of respondent is contested on the grounds that he will not have been a citizen and resident of the district for three years immediately preceding the time when the term of office of members begins in Article VII districts, namely, on the first Monday in April as provided by Sections 83 and 85, Chapter 1, P. L. 1903, Special Session.

The testimony of respondent, which was unrefuted, discloses that he purchased a property in Franklin Township on December 25, 1925, which he sold and of which he delivered possession September 7, 1926, when he moved with his family to the home of his father-in-law in New Brunswick. In December, 1927, he contracted for another property in Franklin Township and received a deed for it February 15, 1928. On March 1st, he completed a garage on the property and moved the larger part of his house furnishings into the garage which he made his home after that date, although his wife continued to live in her father's home in New Brunswick until the latter part of May when the house was completed. He continued his residence in this house until the latter part of September, 1929, when he sold the property to a Mr. Maltese, who permitted him to store his furniture in the attic of his home until Mr. Amsler completed the building of another house to which he and his wife moved their furniture about December 1, 1929, and where they have since resided. During the time between the vacating of the property sold to Mr. Maltese and that of moving into his present home, Mr. Amsler and his wife boarded with friends in Highland Park, a nearby community.

Certified copies of Mr. Amsler's driver's license and registration of his automobile for the years 1928 and 1929 and sworn to by him in December, 1927, and December, 1928, show his residence as that of his father-in-law in New Brunswick.

Respondent claims that from March 1, 1928, to the present time his residence has been in Franklin Township. He testifies that he has not registered to vote nor has he voted elsewhere during that time, and no evidence was submitted to disprove his testimony in this particular.

In a situation similar to the testimony in this case where affidavits indicated another residence than the one claimed by the respondent in this instance, the Commissioner of Education held:

Edsall vs. Graves, p. 26, 1928 Compilation of New Jersey School Law Decisions:

> "Domicile, according to legal definition, is always entirely a question of residence and intent and must be established from all the facts in the case. In the opinion of the Commissioner the acts of the respondent in contracting for the purchase of a home to be completed by February 2, 1920, in the Borough of Palisades Park and his actually residing in such district from that date until the present time clearly establish his residence and his intention of permanent residence in the district aforesaid. A mere statement contained in a deed signed by respondent in February, 1920, in which he describes himself as a resident of the Borough of Brooklyn is not sufficient to overcome the fact of respondent's actual residence in Palisades Park, as established by various acts on his part. Legal rulings are to the effect that 'declarations are of no avail when not borne out by the party's acts.' (Cyc. p. 865, Note 29.)
>
> The Commissioner cannot agree with appellant's contention supported by a line of cases of limited application only to the effect that a change of domicile cannot be accomplished until such time as one's family is actually removed to the place of changed abode. According to Cyc. page 855, 'When it is evident by unequivocal acts that the intention to remove existed, the change of domicile is complete although the family may remain temporarily in the place of former abode,' and this ruling is supported by the following cases: *Wells vs. People,* 44 Ill. 40; *Cambridge vs. Charleston,* 13 Mass. 501, and *Lankford vs. Gebhardt,* 130 Mo. 621. The acts of respondent and his family plainly indicate an intention to change their abode to Palisades Park as of February 2, 1920, but the circumstances of the uncompleted house account for Mr. Graves' family remaining temporarily in the place of former abode."

Counsel for both appellant and respondent quote from ***Cadwalder vs. Howell,*** 18 N. J. L. 128. At page 145 the court said:

> "The place where a man is commorant, may perhaps be properly considered as *prima facie,* the place of his legal residence; this presumption, however, may be easily overcome by proof of facts to the contrary. If a person leaves his original residence; *animo non revertendi,* and adopt another (for a space of time, however brief, if it be done), ***animo manendi,*** his first residence is lost. But if in leaving his original residence, he does so, *animo revertendi,* such original residence continues in law notwithstanding the temporary absence of himself and family. Such is the uniform language of the books, as well as the clear conclusion of common sense."

The court in the case of *Dabaghian vs. Kaffafian,* 71 N. J. L. 115, following the *Cadwalader vs. Howell* case, *supra* held:

> "The plaintiff's residence will be presumed to be where he alleges it to be, unless the contrary appear."

Counsel for respondent quotes *Snyder vs. Callahan,* 3 N. J. Misc. Rep. 269, at page 271 as follows:

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

It is the sworn testimony of respondent that since March 1, 1928, he has either actually resided in Franklin Township or when absent for short periods has intended to return there, and as the testimony has not been successfully challenged, respondent in accordance with the above citations is legally qualified to serve as a member of the Board of Education of Franklin Township for the term of three years.

April 2, 1931.

XXVII

BOARD OF EDUCATION MAY REJECT ALL BIDS FOR COAL IN ACCORDANCE WITH ITS ADVERTISEMENT

CROUSE COAL COMPANY,
Appellant,
vs.
RARITAN TOWNSHIP BOARD OF EDUCATION,
Respondent.

DECISION OF THE COMMISSIONER OF EDUCATION

The Board of Education of Raritan Township, Middlesex County, advertised for sealed proposals for which coal would be furnished for the school year 1931-32. In conformity with the advertisement bids were submitted to the board of education at its meeting on May 18th. The minutes of the board disclose the following:

"It was moved that coal bids be received for supplying coal for the coming school year. It was moved and carried that the receipt of bids be closed and opened. The following bids were received:

Joseph Colojay—	
Stove Coal	$11.00 per net ton
Buckwheat Coal	6.50 per net ton
Crouse Coal Company—	
Stove Coal	10.78 per net ton
Buckwheat Coal	6.43 per net ton

Motion by Disbrow seconded by Troger prevailed that both bids be rejected as not sufficient competition. The roll call to reject was Troger, Closson, Kirkpatrick, Disbrow, O'Hara; total, 5.

Against rejecting: Thompson and Drake; total, 2.

Motion prevailed to re-advertise for bids for coal to be received until 8:30 P. M. Daylight Saving Time at a meeting of the board to be held June 1st next at No. 3 School."

The Crouse Coal Company appeals from the action of the board in rejecting all bids and prays that the Commissioner of Education order the Board of Education of the Township of Raritan to award to it the contract for the supply of coal in accordance with its bid.

Counsel for appellant contends that the award should have been made to the Crouse Coal Company as the lowest bidder, and that the appellant's rights have been affected by the re-advertisement as he has been deprived of the opportunity to submit a proposal in accordance with the second advertisement of the board because the submission of such proposal would affect his prosecution of this case.

The advertisement for proposals by the board of education contained the following: "The board reserves the right to reject any or all bids." As only two bids were submitted, the board could reject the bids for the reason that there was not sufficient competition.

The Commissioner cannot agree with counsel for appellant that the Crouse Coal Company could not submit proposals in response to the second advertisement without prejudice to its rights in this case. Appellant could have protested the action of the board in reference to the rejection of bids and also have submitted estimates in response to the second advertisement without impairing its claim in this appeal.

The Commissioner agrees with the appellant in that it would have been better procedure for the board to have returned the proposals unopened if it considered there was not sufficient competition. The rejection of these bids after being made public is to a certain extent unfair to the Crouse Coal Company. The appellant, however, submitted its proposal with the knowledge that the board reserved the right to reject all bids, and having presented its bid in accordance with advertisement, the Crouse Coal Company cannot now contest the right of the board to act under its reservation. If appellant refrained from submitting a second proposal, it did so at its own peril. The board of education has not refused to accept further proposals from the bidders at the meeting of

May 18th. The board acted within its legal right when according to the provisions of the advertisement it decided to reject all bids.

The appeal is hereby dismissed.

June 23, 1931.

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

School Year 1930-1931

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

MY DEAR DR. ELLIOTT—In compliance with your request, I am submitting herewith my annual report as Assistant Commissioner of Education for the school year 1930-1931.

The school year 1930-1931, although a very strenuous one, has shown marked improvement along the lines of progressive education in the elementary schools. The sting of the depression, as far as financial matters are concerned, did not affect the schools seriously until the last half of the year; but the great unrest in the communities made the work of the teachers harder than ever because they had to cope with so many unfamiliar situations.

In times of depression, business and professional people may retrench in their programs so that their output may equal or exceed the cost of production; but in the public schools of America there is no such program available, for many of the children who would otherwise be employed in the industries are now remaining in school. The lowered morale of the people in our communities, with boys and girls needing food and clothing, and the general unrest, together with reduced school budgets, make it incumbent upon the State Department and the leaders in education in our State to arouse the teaching corps to a higher degree of loyalty to the profession than ever before. This has been done in every instance possible and we are proud to say that the teachers of New Jersey are rising to the situation loyally, even with many disappointments, in giving the boys and girls in our schools a better program than heretofore. It may be that this is the little contribution which the teachers of the State may make to help in bringing around normal conditions again.

STATE EIGHTH GRADE EFFICIENCY EXAMINATIONS

Probably the one thing that has added most to the progress of progressive education in our State is the fact that the Legislature has changed the law which made the State Eighth Grade Efficiency Examinations compulsory.

During the Institutes this year I have tried to stress to every teacher that the progressive movement in education is not opposed to examinations, and that

boys and girls must be examined on subject matter; but that examinations should be given intelligently for remedial and diagnostic purposes rather than directly for promotion purposes and a check-up on teachers to determine whether or not they are doing good work. We are advocating that examinations be not used directly for promotional purposes, but that the results combined with the many other yardsticks available, such as intelligence and achievement tests, teacher's judgments, ratings of classroom work, pupil growth, and participation in activities of the school, be used as a basis for promotion.

ARITHMETIC MONOGRAPH

The arithmetic monograph which was distributed throughout the State in the early part of the year seems to have fulfilled a need that was very evident in our schools. There are so many arithmetic books on the market, in which are stressed their individual points, that the teachers of the State were rather at a loss to know just what materials in arithmetic should be taught as facts and which should be for informational purposes only. We have tried to make that very clear in the arithmetic monograph and, I think, have been successful to a great degree. The comments received from people in the State who have used the monograph have been very favorable. A vote of thanks is due the committee for the time that they so generously gave in preparing the monograph.

SOCIAL STUDIES MONOGRAPH

For some time educators have been thinking that the best courses of study, although contributed to by a great number of educators and children, should be the result, in the final analysis, of one or two minds. In our social studies monograph for the first three grades, which includes twenty units of work, this idea has been carried out. Miss Marcia A. Everett, Warren County Helping Teacher who has been a pioneer in the social studies work in our State, was set free from her duties as helping teacher on January 15, 1931, to edit the units of work with which we had been experimenting in the rural schools for the last three years. This work seemed so valuable to the rural schools that Miss Everett spent considerable time making it adaptable for use in the city schools as well.

The monograph is now in the hands of the printer and we have great hopes that when it goes to the teachers of the State it will be received enthusiastically and be an added incentive for teaching a creative activity program in our elementary schools. At the institutes this fall, the monograph was explained to the teachers in detail and one unit of work fully demonstrated by a teacher who has been working with these units for some time past. We gave to the teachers of the State not only the theory lying back of the combination of studies in the social studies program, but a practical demonstration worked out, in many instances, where equipment and supplies were very meagre.

In anticipation of carrying on the social studies work in the upper grades in the next few years, we had a speaker in every county talk to the teachers from the fifth grade on through the eighth upon the integration of history, civics, and geography in a social studies program. We did this primarily to have the teachers of the State become "social studies minded," fully realizing that the success of the monograph would depend largely upon their advanced thinking

in the subject before the monograph is printed. We have asked the teachers of the State to think out with us whether, in the upper grades, we want a consolidated course, an integrated course, or a fused course in social studies. We hope to have a great many suggestions and helps from the teachers as a result of these talks at the institutes.

VIEWPOINT OF THE STATE DEPARTMENT

There are two distinct viewpoints with which the members of the State Department may look upon their work. The first is that we be of service to the people of the State in helping them solve their situations after these situations in many cases have become very acute. This I found to be what I was doing the greater part of my first year in the office of Assistant Commissioner in charge of elementary education. I fully believe, however, that there is a broader viewpoint that the State Department can take in serving the schools of New Jersey. That viewpoint is in giving to the State leadership in educational matters in such a way that our educators will be thinking of their problems long before they arrive, and therefore be much better equipped to solve them when they do come up for solution. We have tried this plan during the last year and I believe that the teachers of New Jersey are more alert to their duties and to the problems that they must solve as life becomes more complicated in the schools.

At the supervisory conferences, county superintendents' conferences, helping teachers' conferences, institutes, and meetings with teachers, we have tried to make the school people alert and sensitive to current problems in education which are pressing for solution and which, whem properly solved along the lines of the progressive movement in education, will add greatly to the experiences of the boys and girls in our schools. Some of the problems we have discussed are: How should education be different in rural schools than in urban schools? What is the best procedure in the organization and teaching of the dull, the normal, and the bright pupil? What is the value of examinations in the schools? Should schools run mid-year promotions during the school year? And many others.

PARENT-TEACHERS ASSOCIATIONS

Last year I talked to about one-half of the county councils of parent-teacher associations and tried to show the parents the change progressive education was bringing about in the public schools of our State. This year I have had a request to appear before every council in the State, either at the fall or spring meeting, and to continue this discussion with them. I should like very much to visit the local units but find my time will not permit. However, I am filling these engagements whenever possible.

The parent-teacher movement is a very wise one in our State and, in most cases, is receiving the proper stimulation from the school people. If we are to educate the whole child, parents and teachers must join hands in making it a cooperative enterprise.

THRIFT

In a time of depression many people feel that it is out of place to teach thrift; but, if we consider thrift includes more than a mere saving of dollars and cents, perhaps thrift should be stressed more in times like these than in normal times. I feel that the teachers are doing much to encourage the right kind of thrift in their daily programs.

EDUCATIONAL GUIDANCE

Vocational guidance is a much used term. Also, during a time of depression when young men and women are leaving our higher schools of learning and are not receiving employment, it may seem out of place to discuss vocational guidance. But we in the schools feel that educational guidance is a much better term, for our children need guidance in all the affairs of life and the vocational part is just one phase of it. We firmly believe that there is a decided move in our State to promote more of this type of training.

CHARACTER TRAINING

Our teachers are becoming cognizant of the fact that character training includes far more than merely having boys and girls read biographies of our greatest characters that have been beneficial to mankind. They are beginning to realize that character training is character living, and our reactions to the thousands of experiences through which we pass make our character. Therefore, the right school situations and school experiences for boys and girls will largely influence their characters, at least to a greater degree than merely reading textbooks on how other people moulded their lives into great characters.

VISUAL EDUCATION

The Visual Education Department of the State Teachers Association has given our Department a great deal of assistance during the last year in promoting a visual education program in our schools. This phase of our work is still, however, very haphazardly done. We are looking forward, in the near future, to giving the school people much help with this phase of work. However, we are now giving, and have in the past given the teachers every encouragement possible to experiment with the visual aids in putting across their school programs.

MUSIC

The Music Department of the State Teachers Association has been very active in the past few years. Many of the schools of the State have benefitted by their cooperation with our Department. In many of our schools no longer is music taught as mere mastery of so many songs, along with the technique of learning notes and syllables, but is being taught for the broader outlook on the appreciation of music in life through choral societies, singing clubs, bands, and orchestras. Thousands of boys and girls are receiving the proper instruction in appreciation of music that they may be participators in bringing this enjoyment to others. Those who are not talentented enough to play a musical instrument or sing are given at least a greater appreciation of the better types of music,

so that they may spend much of their leisure time to far better advantage than they have in the past.

LEISURE TIME

The American people seem to be approaching, gradually but surely, a shorter working day and fewer working days in the week, thus leaving much more leisure time on their hands. The schools are becoming sensitive to this fact and through their programs in music, art, literature, and athletics, are giving such training as will take up much of the leisure time of our young people in as inexpensive recreation as possible.

SAFETY EDUCATION

Safety education is taught in every school in the State in relative proportion as the school and community are exposed to serious and dangerous situations. The State Police, under the guidance of Sergeant Conover, are aiding us greatly in their safety patrol squad. Safety patrols are organized in many of the schools of the State, particularly in the country districts, and considerable instruction and guidance are being given in that phase of our work.

SCHOOL CLUBS

Many of the schools have formed hobby clubs in an effort to broaden the interests and curiosities of our boys and girls. Where interest and curiosity are aroused, learning must take place. These clubs are of a wide variety, ranging from harmonica clubs to forestry clubs. In the wooded sections of our State, the State Foresters have assisted the schools in organizing forestry clubs and are aiding greatly, not merely in the preservation of our forests and wild flowers, but also in the greater appreciation of the big out-of-doors.

ART

Probably the next move in curriculum construction should be along the line of art. We have purposely waited before recommending the publishing of an art monograph until our supervisors of art in the State could think through to a proper conclusion just what part art should take in a creative activity program. It is gratifying to talk with our art supervisors in the State and to see their changed viewpoint for, as they say, it is not merely art for pure art's sake at the present time, but it is an integration of the art course with all the activities of the school. A number of our normal school instructors have this viewpoint and are giving excellent courses in an activity program, using art as the basal theme. We hope, in the near future, to be able to give the teachers of New Jersy considerable help as a result of the modern viewpoint on art, as seen by the art teachers of the State.

HELPING TEACHERS

The helping teachers are continuing to give the rural schools of New Jersey a positive and progressive program. They are constantly alert to new ideas and, although not radical in their viewpoints, are keeping our country schools provided with a fine program. The helping teachers have a very high profes-

sional spirit among themselves and the work in our rural schools stands out as some of the best work in the State.

Were it not for the fact that the city districts are robbing the country schools of their best teachers each year, the country schools would be far better off than they are now. It would be a wise procedure if the members of the State Department could gradually educate boards of education in our rural districts to the fact that, if they could raise their salary schedules just a few hundred dollars, it would keep these fine young teachers in their schools a few years longer and the country districts would reap the benefit of the experience of these young women rather than maintaining merely a training ground for them.

The helping teachers report monthly to our office the new ideas and techniques in teaching, plans, and programs which they observe and think worth while. These reports are gone over carefully in our office and a digest made of them which is sent back to the county superintendents and helping teachers so that each may know of these newer movements in education as a result of the experiences of the others. One of the county superintendents remarked that the report was the outstanding achievement of our division in the last school year. I am enclosing with this report one of the letters sent from our office last year.

MEETINGS AND CONFERENCES

At many of the meetings and conferences which I attended during 1930-1931, I spoke upon topics dealing with progressive education and the creative activity program, and how we could evaluate the work in such schools. In the following list the number of such meetings and conferences which I attended is indicated in parentheses: County institutes during October, 1931 (21); sectional meetings of superintendents, supervising principals, supervisors, and principals in February, 1931 (4); meetings of supervising principals called by county superintendents (11); county teachers' associations (4); county associations of boards of education (8); luncheon clubs (8); parent-teacher associations (30); county councils (8); church associations (8); school dedications (7); Federated Boards of Agriculture (1); Department of Superintendence at Detroit in February, 1931 (1); sectional meetings of N. J. Elementary Principals' Association (4); Governor's conference at Rutgers on Child Health and Protection (1); graduation exercises (12); student bodies of State Normal Schools (2), and about 80 meetings with smaller groups of teachers and principals.

GENERAL

The rural schools as a whole, under the direction of the helping teachers, are in a very satisfactory condition. I think our special emphasis this year should be in many of the smaller towns and boroughs where there is little or no supervision. Our county superintendents are prepared to direct visitors and teachers to schools under their jurisdiction where the progressive education movement or creative activity programs can be successfully seen. As a matter of fact, every avenue leading from the State Department is lined with information concerning the newer education.

After visiting the twenty-one counties at the institutes this year, I am convinced that the teachers of New Jersey are thinking in terms of education as outlined by the State Department. It is now incumbent upon us to give them such leadership as will produce a well-balanced program of suitable content, embodying the newer ideas in an activity program, where the creativeness of the child may be given a proper setting. We want a significant task for each child, suitable plans for carrying out that task, and sufficient freedom to work at it.

"True education is not a preadjustment to a foreseeable set of circumstances: it is actual practice in purposeful and conscious thinking. The kind of learning the modern world needs is not the old time accepting of facts on authority (textbook learning) but the change that takes place in us whenever we grapple with a new situation. We must bring up a generation of young people ready and willing to face this changing world with responsible and active thinking based on continuous learning of this type. The child must be taught to study the relation of cause and result, and to act with a clear acceptance of responsibility for the result of his action."

In conclusion, I should like to say that it is rather a singular fact, though nevertheless an enviable one, that the members of our State Department so nearly agree upon the many complicated problems of modern education. We all seem to have much with which to help the other, and the cooperation and friendly council that is given to me by all members of the Department is a great help and inspiration in attempting to guide, to a small degree, the elementary schools of the State.

Statistical data covering State Eighth Grade Examinations and helping teacher reports are appended.

Respectfully submitted,

JOHN A. SPARGO,
Assistant Commissioner of Education.

Annual Statistical Report of Helping Teachers
1930-1931

COUNTY	NAME OF HELPING TEACHER	Number of districts supervised	Number of buildings supervised	Number one-room schools supervised	Number two-room schools supervised	Number three or more room schools supervised	Number of teachers supervised	No. teachers prof. trained (normal or college grad.)	No. teachers prof. trained (Per. Cert. by exam. or sum. school)	No. teachers not prof. trained	Number first year teachers	No. teachers with exp. first year in district	Total number of pupils enrolled
Atlantic	C. Schaible	3	15	3	4	8	40	19	14	7	2	6	998
	E. Helfrich	6	12	3	3	6	32	28	4	0	11	5	837
Bergen	A. Brown	6	6	2	0	4	21	19	2	0	3	4	538
	E. Carroll	9	10	1	1	8	67	64	3	0	6	3	1704
	N. Leiter	5	11	0	1	10	64	60	4	0	13	4	2242
	M. Wormuth	6	9	0	2	7	30	29	1	0	8	1	1225
Burlington	H. Hewitt	5	9	1	0	8	41	26	14	1	5	3	1256
	C. LeConey	4	6	0	1	5	40	27	13	0	9	4	1370
	M. Purnell	4	7	0	1	6	42	33	9	0	2	8	1393
	A. Prentice	5	9	0	3	6	34	19	12	3	4	1	1147
	L. Sheppard	6	8	0	4	4	25	15	10	0	6	9	717
Camden	H. Ameisen	5	9	1	3	5	60	33	24	3	1	1	1986
	O. Richman	5	12	2	3	7	51	27	23	1	7	2	1754
	E. Glading	2	15	4	2	9	57	33	16	8	5	6	1978
	B. Severns	4	6	0	0	6	45	31	13	1	4	10	1320
Cape May	R. Gandy	7	18	9	3	6	45	23	20	2	11	6	1110
Cumberland	N. Cole	4	14	6	4	4	38	31	5	2	8	5	1024
	J. Mackay	3	9	3	0	6	42	32	8	2	6	4	1247
	A. Fisher	3	15	5	7	3	34	21	10	3	0	4	1012
Essex	M. Milmine	6	9	0	0	9	64	58	6	0	7	2	1738
	L. Payne	2	9	0	0	9	71	71	0	0	9	3	2015
Gloucester	M. Beck	4	12	1	1	10	44	23	14	7	6	7	1428
	K. Smith	4	8	2	0	6	40	29	5	6	4	5	1034
	E. Dilks	3	14	3	3	8	41	19	19	3	4	1	1413
Hunterdon	J. Haver	10	21	9	7	5	41	24	16	1	5	10	1534
	S. Strong	7	27	22	3	2	40	20	9	11	5	13	1237
	M. W. Chambre	4	27	24	2	1	38	21	12	5	5	8	1387
Mercer	D. Smith	3	6	0	1	5	31	28	3	0	2	6	207
Monmouth	K. Parker	5	14	5	3	6	40	26	13	1	2	3	1484
	M. Gibson	5	17	11	0	6	43	31	10	2	4	4	1346
	C. Wilson	7	13	1	4	8	47	35	11	1	5	4	1614
Morris	A. Keephart	6	10	1	2	7	38	23	12	1	5	5	1133
	H. Primrose	6	11	1	6	4	35	24	11	0	2	1	1107
Ocean	S. Hernberg	10	15	6	5	4	43	27	16	0	1	5	1218
	M. Young	10	20	7	5	8	44	28	15	1	3	10	1287
Passaic	C. Bartlett	6	16	4	3	7	103	97	6	0	3	0	3462
	M. Dick	4	7	0	1	6	77	69	8	0	9	0	2406
Salem	F. Miller	3	11	3	5	3	32	23	8	1	7	9	1022
	E. VanSyckle	4	18	14	0	4	34	22	12	0	3	2	999
	D. Batten	3	7	2	1	4	34	16	15	3	1	4	1362
Somerset	A. Hagaman	5	14	4	6	4	31	24	5	2	7	1	932
	L. Sydenham	5	18	11	4	3	30	18	10	2	6	8	970
Sussex	F. Farber	7	34	34	..	..	34	16	16	2	10	2	864
	R. Miller	10	20	10	6	4	35	11	18	6	4	5	932
Warren	V. Telfer	4	16	6	5	5	35	20	11	4	2	6	1110
	A. Hoppock	7	21	15	5	1	28	14	11	3	6	11	797
	K. Jamison	5	9	0	3	6	35	20	12	3	4	6	1268
	Totals	252	624	236	125	263	2016	1409	509	98	242	227	62164
MUSIC HELPING TEACHERS													
Burlington	M. Carey	10	14	0	6	8	40	21	17	2	5	7	1277
Camden	E. G. McKinley	7	25	5	6	14	86	44	33	9	7	6	2864
Cape May	G. L. Crone	7	24	10	6	8	58	32	23	3	10	5	1519
Gloucester	M. B. Radcliffe	11	34	6	4	24	125	71	38	16	14	13	3865
Monmouth	L. W. Gates	9	33	16	7	10	81	53	25	3	5	9	2862
Morris	L. D. Gaskill	11	20	1	6	13	87	54	31	2	10	16	2729
Ocean	M. Snyder	19	34	13	10	11	79	49	29	1	4	13	2304
Somerset	C. Woodruff	10	32	15	10	7	62	42	15	5	12	9	1902
	Totals	84	216	66	55	95	618	366	211	41	67	78	19322
HEALTH AND PHYSICAL EDUCATION													

July 20, 1931.

To City and County Superintendents:

In our letter of June 19th we listed the "Mark" Divisions covering the State Eighth Grade Examinations given on June 10th. On the pages which follow, you will find medians showing the relative accomplishment of cities, counties, supervising principal and helping teacher districts as compared with the State as a whole. You will also find median charts covering individual districts listing the medians of cities and counties in those districts, as furnished heretofore.

As usual, it has been impossible to report earlier due to the failure of many districts to report promptly.

Very truly yours,

JOHN A. SPARGO,
Assistant Commissioner of Education.

June, 1931

MEDIAN CHART

Subject	State	Cities	Counties	Supervising Principal District	Helping Teacher District
Arithmetic	37.37	37.35	37.43	37.53	37.4
English	34.04	34.87	34.98	35.28	35.91
Geography	38.66	38.44	39.06	39.06	39.08
Health Education	40.0	40.91	40.62	40.63	41.04
History	39.09	38.93	39.36	39.51	39.41
Spelling	40.73	40.89	40.38	40.72	41.23

January 26, 1931.

To City and County Superintendents:

You will find on the attached sheet a report covering the State Eighth Grade Examinations given on January 14th. This tabulation covers 8-A pupils (January graduates) only.

As has been done in the past, it was our intention to base the calculations on about 10,000 cases, which gives a very fair distribution. Our inability to do so was occasioned by the fact that the districts were extremely tardy in sending their reports to us. Those districts which have January graduation exercises cannot wait indefinitely for the State report and, as a consequence, it has been necessary to base our tabulation on an average of 3,500 cases.

Detailed information on the 8-B group (June graduates) will go forward at a later date.

Very truly yours,

JOHN A. SPARGO,
Assistant Commissioner of Education.

REPORT ON STATE EIGHTH GRADE EXAMINATIONS GIVEN JANUARY 14, 1931

8-A PUPILS (JANUARY GRADUATES)

"MARK" DIVISIONS BASED ON AN "A", "B", "C", "D", "E", OR COMPARATIVE 10-20-40-20-10 PER CENT DISTRIBUTION

Subject	"A"	"B"	"C"	"D"	"E"
Arithmetic	44-50	40-43	35-39	30-34	29 and below
English	44-50	39-43	32-38	26-31	25 and below
Geography	45-50	42-44	36-41	30-35	29 and below
Health Education	42-50	39-41	34-38	30-33	29 and below
History	44-50	40-43	34-39	28-33	27 and below
Spelling	49-50	46-48	38-45	31-37	30 and below

EXACT PERCENTAGES COVERING ABOVE DISTRIBUTION

Subject	"A"	"B"	"C"	"D"	"E"
Arithmetic	10.9	22.1	35.1	20.8	11.1
English	8.4	21.4	38.8	21.4	10.0
Geography	9.8	16.7	40.6	21.5	11.4
Health Education	12.1	20.7	41.5	18.9	6.8
History	11.9	22.8	58.5	19.2	7.6
Spelling	9.3	22.0	42.9	15.2	10.6

STATE MEDIANS

Arithmetic	English	Geography	Health Education	History	Spelling
37.55	35.61	38.68	36.92	37.96	43.31

To City and County Superintendents: February 7, 1931.

You will find below miscellaneous data concerning the State Eighth Grade Examinations given on January 14, 1931.

Median ranking charts will go forward as soon as completed.

8-B PUPILS (JUNE GRADUATES)

"MARK" DIVISIONS BASED ON AN "A", "B", "C", "D", "E", OR COMPARATIVE 10-20-40-20-10 PER CENT DISTRIBUTION

Subject	"A"	"B"	"C"	"D"	"E"
Arithmetic	41-50	36-40	28-35	24-27	23 and below
English	39-50	34-38	26-33	20-25	19 and below
Geography	43-50	38-42	31-37	24-30	23 and below
Health Education	41-50	37-40	32-36	27-31	26 and below
History	41-50	36-40	28-35	23-27	22 and below
Spelling	48-50	44-47	34-43	24-33	23 and below

EXACT PERCENTAGES COVERING ABOVE DISTRIBUTION

Subject	"A"	"B"	"C"	"D"	"E"
Arithmetic	11.6	23.6	41.5	12.4	10.9
English	12.0	18.2	38.2	22.2	9.4
Geography	9.5	22.8	36.0	22.0	9.7
Health Education	10.0	24.6	38.4	19.6	7.4
History	10.8	21.6	41.4	16.7	9.5
Spelling	9.6	21.1	38.4	20.1	10.8

MEDIANS 8-A GROUP (JANUARY GRADUATES)

	Arithmetic	English	Geography	Health Education	History	Spelling
State	37.55	35.61	38.68	36.92	37.96	43.31
City	37.87	35.81	38.61	36.81	37.90	43.49
County	36.94	35.30	38.77	37.13	38.07	42.88

MEDIANS S-B GROUP (JUNE GRADUATES)

	Arithmetic	English	Geography	Health Education	History	Spelling
State	33.36	29.82	34.81	35.09	32.82	39.70
City	33.58	29.12	33.52	34.19	32.45	40.72
County	33.65	30.24	35.42	35.52	33.08	39.08

MEDIANS SUPERVISING PRINCIPAL DISTRICTS

	Arithmetic	English	Geography	Health Education	History	Spelling
State	34.01	30.73	35.82	35.80	33.83	40.03

MEDIANS HELPING TEACHER DISTRICTS

	Arithmetic	English	Geography	Health Education	History	Spelling
State	33.48	29.47	35.02	35.28	32.22	38.48

Very truly yours,

JOHN A. SPARGO,
Assistant Commissioner of Education.

May 28, 1931.

To City and County Superintendents:

Supplementing our letter of May 15th, we are giving you below additional information in connection with the State Eighth Grade Examinations given on May 6, 1931.

MEDIANS

	Arithmetic	English	Geography	Health Education	History	Spelling
State	35.78	33.62	40.14	43.74	39.47	44.78
City	37.11	34.70	38.56	43.62	39.0	45.81
County	35.63	33.51	40.31	43.75	39.48	44.65
Helping Teacher Districts	35.73	33.65	39.64	43.57	39.03	44.21
Supervising Principal Districts	35.78	33.75	40.54	43.25	40.06	44.86

Median Ranking Charts showing the accomplishments of cities, counties, helping teacher districts, and supervising principal districts are attached to this letter.

Very truly yours,

JOHN A. SPARGO,
Assistant Commissioner of Education.

SUMMARY OF HELPING TEACHER REPORTS FOR MARCH, 1931

HELP NEEDED IN NEAR FUTURE

ENGLISH

I would like to know of any standards in English composition which are being used in schools in helping teacher districts.

HEALTH EDUCATION

Since we have no helping teacher of physical education in our county, would it be possible for us to receive the new materials on folk dances and games used in the counties where there are such teachers? (Note: Write Miss Gardell for this information.)

MUSIC

It would be of great help if the general helping teachers would see that the teachers in their district have a definite schedule of a few minutes of music each day and then follow this schedule.

Aid Received

ART

In one of my seventh grades in my territory I found a group of pupils making a most interesting map from newspapers. They tore up the newspapers very fine, soaked in water until pulpy, then squeezed it into whatever form they wanted. While it was still wet they could press mountains, lakes, rivers, etc., where wanted. When the map is dry it can be lifted from the board and also colored. Some of the most interesting relief maps were being made.

Modeline, a modeling clay, seems to be superior and cheaper than plasticine. It comes in red (terra cotta), medium green, medium brown, medium blue, medium yellow, gray, cream, and steel. It can be painted with oil paints by first applying shellac.

Poster crayons for free expression work are large; strong and tight cramped drawings are practically impossible with their use. Standard Crayon Mfg. Co., Danvers, Mass., are the sole manufacturers.

The new Gothic and Romanesque section of the Philadelphia Art Museum contains excellent examples of furnishings, art, etc., of this period.

The exhibition of art activities from Oak Lane Country Day School featured at the Art Alliance, 251 S. 18th St., Philadelphia, is well worth visiting.

We have found some very new and delightful work in industrial art in "Art Appreciation Text Books," by Cora Elder Stafford, Laidlaw Brothers, New York City.

ENGLISH

"The Junior Drill Pads," by Ruth Tenscher, published by Harcourt, Brace and Co., have been most helpful to our seventh and eighth grades.

A compilation of high points in grammar, "Twenty-five Points in Grammar," has been written by Donald Gate Stillman, Peddie School, and printed by the Burroughs Press, Cranbury, N. J. It is a good reference book for junior high school pupils.

A bulletin, "National Council of Primary Education," June, 1929, supplement to No. 4, on the subject, The Relation Between Purposeful Creative Expression and the Essential Techniques in English, price 25 cents is well worth having.

There is now available a very practical book entitled "Language Development of the Pre-School Child," by D. A. McCarthy. This is a 1931 publication of the University of Minnesota Press.

I have ready a very good bibliography for teaching English to foreign speaking children. I shall be glad to make copies for any of the helping teachers who might be interested in this problem. (Helen Primrose.)

Recently we have made use of cartoons in a way which we observed when visiting another school system. Cartoons are cut from the papers by pupils selecting them. They are then held before the class while the pupil describes the cartoon and explains its meaning. This is an excellent current events and oral English exercise. It is explained that cartoons are drawn to teach something. They are not "funnies."

GAMES, ETC.

Our children received much pleasure from a series of performances given by Adele Morrison's Children's Players, a group of adults whose delightful rendition of plays such as "The Forest Ring," "Aladdin," "The Little Princess," brought increased interest in story reading and dramatization.

GENERAL

For a rousing, humorous article on the needs of our country girls, read "Doing Right by our Nell," Albert Carr, published by the Forum, August, 1927.

During our conferences for the improvement of "unit" teaching, and the teaching of social studies, we found Rugg's Social Science Series, the textbooks, teachers' manuals and pupils' work books invaluable.

The Wilmington Public School system has compiled a most interesting "Program for Improving Teaching Procedure" which includes a rather detailed study of the following factors: personal equipment; academic, professional and technical equipment; school room efficiency; direct factors in the teaching process; results.

I have received my copy of "Teachers' Guide to Child Development" from the State Department of California. It is well worth the dollar which it costs. I think it should be in every school library where the primary teachers can have access to it. I am planning to put it in some of mine.

There is a need for more attention to speech training in our schools. Miss Decker of the State Teachers' College in Trenton is very worth while as a speaker on this topic. During Schoolmen's Week she spoke on the "Voice of the Teacher" and what the college is doing along this line.

The March issue of "Progressive Education" seems to me such a storehouse of inspiration that I wish every teacher would buy at least this one copy. The Spillers' article on "Are Teachers People?" seems especially opportune and "Personality Problems" is well worth reading. The Teacher-Rating chart seems so full of food for thought that I should like to have mimeographed copies for each teacher.

In Circular No. 34, abstracts prepared by Miss Annie Reynolds, concerning the recent conference called by the U. S. Commissioner of Education at Hot Springs, Ark., December, 1930, I was interested in the discussion, "A Better Beginning for School Children."

The Newark Museum is worth a visit. On the third floor may be seen "Mechanical Movements" presented by Bamberger. These are especially attrac-

tive to boys. The "Tree of Man" chart is interesting although it may suggest evolution. The museum has a lending collection available to schools outside the city.

"Principles of Guidance," A. J. Jones, McGraw-Hill Book Co., Inc., is a very thorough discussion of guidance especially helpful in assisting eighth grade pupils.

I am still loaning my copy of "Curriculum Making in the Elementary School," by Lincoln School Staff (Ginn and Co.) and it is very helpful.

Feeling a need for books that will help teachers give the children a well-rounded development through an activity program, I have sent for, examined, and found valuable the following:

"Harper's Modern Science Series," Old Trades and New Science. Bragg, Harper and Brothers.
"Indian How Book," Parker, Doran, New York.
"Weaving With Small Appliances," Hooper, Sir Isaac Pitman and Sons.
"Construction of the Small House," Walsh, Chas. Scribner's Sons.
"Hundred Things a Girl Can Make," Snow, Lippincott Co., Phila.
"Things Any Boy Can Made," Leeming, Century Co., New York.
"Toy Making in School and Home," Polkinghorne and Polkinghorne, Stokes Co., New York.
"Education Through Manual Activities," Wicelsing, Ginn and Co.
"Picture Book of Travel," The Story of Transportation, Macmillan Co. (for children).

"School Life," for March, 1931, contains the following statement: "free packet containing 13 pamphlets and miscellaneous mimeographed material relating to Indians is available upon request to the Bureau of Indian Affairs, Washington, D. C., Department of the Interior.

Exhibits at general meetings, although small, are proving most interesting and effective in bringing about increased activity.

Free Exhibit. Cotton Bolls, Department of Agriculture, New Orleans, La.

A series of pictorial charts illustrating cotton production from the planting of the seed to the manufacture of the cloth is for sale by the Government Printing Office, Superintendent of Documents, Washington, D. C. Complete set is eight cents and stamps are not accepted.

I am sure some of the helping teachers will enjoy the following books: "Ear Marks of an Educated Man," Wiggam; "Children at the Cross Roads," Benedict. (Publishers' names have not been supplied by this helping teacher.)

"Guiding Rural Boys and Girls," Hatcher, McGraw Hill Book Co. This book reviews the guidance work of the Southern Women's Educational Alliance, demonstrates the need of guidance in rural schools and sets up a suggestive guidance program. I feel it is sufficiently helpful to make it available to all my schools next year.

"Principles of Guidance," Jones, McGraw Hill Book Co., should be read by all teachers interested in guidance work. It covers the field of guidance and is a good introduction to guidance study.

"Junior High School Life," Thomas-Tondale-Myers, is a story of the extra curricular activities in the Holmes Junior High School, Philadelphia. It is well, but simply written. It contains inspiration for principals and teachers of seventh and eighth grades.

"Four Months Afoot in Spain," Harry A. Franck, Garden City Publishing Co., Inc., Garden City, N. Y., is another story of travels in Western Europe.

All teachers interested in an activities program should read the new D. C. Heath and Co., 1931 publication, "Activities Curriculum in Primary Grades," by Marion P. Stevens. It presents a very sane viewpoint and gives many worthwhile suggestions.

GEOGRAPHY

The services of Miss Hazel Forbes of Ginn and Co., may be secured for demonstration work in geography. Miss Forbes gives the teachers many helpful suggestions for their work.

The "Social Geography Series," Branom and Ganey, Wm. H. Sadlier, Inc., 11 Park Place, New York. Book I, Home Lands and Other Lands; Book IV, Our World, The United States and Its World Relations—are especially useful. The illustrations and material are excellent for our purpose.

HEALTH EDUCATION

The program of the Interstate Dairy Council has brought interesting food and health facts to our classrooms. Groups reading Admiral Byrd's books found The Council's illustrated talk on the life of Byrd very interesting.

I feel that as a helping teacher group we need to not only plan the work, but provide for physical needs and awaken parents to the needs of five-year olds.

"Physical Education for Elementary Schools", Nielson and Vanhagen, A. S. Barnes Co., New York, is one of the most recent and most inclusive books of its kind. It has a wealth of material much of which is adaptable to rural school use.

HISTORY

One book I have recently found especially helpful to the upper grade teachers is "Progress Tests in American History"—Teachers' Handbook by F. Leslie Clark, published by Chas. Scribner's Sons, New York City. Price is 60c. This book goes from the period of exploration and discovery through the World War. Four tests are included in each section, consisting of true and false, completion, yes and no, and multiple choice questions, all covering the same material, thereby providing an excellent review.

"Pilgrim's Progress", by Arthur Train, Chas. Scribner's Sons, will give to teachers of American History new light on our nation's development. Not a textbook. Interesting and enlightening.

The Ferris pictures are excellent for use in history and grammar grades. They consist of scenes from American History. These are put out by the Foundation Press of Cleveland, Ohio. The complete set is entitled, "The Pageant of a Nation". Consists of 40 pictures, costs $57.00. It is well worth the price. Single pictures may be secured for $1.25 each. The pictures are beautiful; they are of large size and are contained in manila folders. Organization of material is made by David Muzzey and consists of facts about

events of pictures, questions, references. Transparent protectors for the pictures cost 75c.

MUSIC

The new book, "Around the World in Song", by Dorothy Gordon, published by E. P. Dutton and Co., Inc., is of exceptional value in studying the music of various countries. There are several pages written about each country as well as a song of each country. The songs being given in the original tongue, prove well worth while.

"Rhymes and Dances for Elementary Schools", by Dorothy LaSalle, is fine to have on hand for Folk Dances for class or festival. (Publisher's name not given.)

J. Fischer and Brother have just published several Pianoprettas or Musical Playlets as they are called. They are easily adaptable to the average school since the music which the children have been studying may be substituted for the music listed.

For out-of-door festivals, the local radio dealer will be glad to supply an amplifier which can be attached to a victrola, thus making it possible for the tone to carry over the entire field.

Any school that is interested in instrument study might make good use of "An Illustrated Dictionary of Modern Musical Instruments," by Wilford Clark. This can be secured for 25c. from Hall and McCreary Co., Chicago.

Satis Coleman has written a very good book on drums. This is called "The Drum Book" and is published by John Day Co., 386 Fourth Ave., New York. The price is $1.90.

J. H. H. Muirhead, 449 W. 123rd St., New York City, publishes a map purporting to be a guide to the history of musical development in the United States from earliest days to the present. I quote from the announcement, "With the Guide Map to the Sources and History of Music in the United States, by Elizabeth Pfleiderer, you are introduced to the sources of American pre-historic, primitive, and modern music and instruments." The map gives over 400 references to musical events and 146 colored pictures and designs showing developments in music and sources from other lands. The map measures 44 x 31 in., is printed on heavy paper suitable for wall display, and costs by mail, $3.50. Black and white paper copies suitable for class use are priced at $1.00 per copy.

"Our American Music", by John Tasker Howard, Thos. Y. Crowell Co., New York, publishers, is a new book just off the press. It gives a complete account of native music for 300 years. The reviews on this book are highly complimentary. I have not yet seen it but shall ask the County Library to procure a copy. The list price is $6.00.

"The Rhythm Band Series", for Kindergarten and Primary Grades, by Lyravine Votaw, Ruth Laederach and Cora Mannheimer, published by Raymond A. Hoffman Co., 509 S. Wabash Ave., Chicago, Ill., I have found a well graded course for the toy band. The teachers' manual would be very helpful to the grade teacher.

Insert a stick through the two ends of a tin can, any size, with a cover. Paint the can and stick red, yellow or black. When dry, paint an Indian design around the can. Several small stones should be placed inside before fastening on the cover. This makes an Indian rattle, and it might also be used as an instrument in the rhythm band.

G. Schermer, Inc., New York, noted music publishers will send a demonstrator to help with rhythm bands. We are to have a demonstration in third grade in Totowa soon.

Because we are hearing so much these days about the stimulation of our children's interest, I asked the teachers last month to have their classes look through their song books and choose any new material they would like to learn. The results were very interesting. I found lists on the board in some places; in others I found the class ready to surprise me with a program of songs they had selected to learn, and these were in addition to the regular work I had outlined.

It was interesting to note that many songs chosen were closely correlated with their work. In practically all places it was gratifying to see that the children had chosen the most worth while songs and had overlooked the songs of less value. Smooth flowing melodies and songs with appropriate words are most popular.

NATURE STUDY AND SCIENCE

The following books are valuable for forestry club use:

"Camping and Woodcraft", Keephart, Macmillan Co. Gives camping advice and techniques for enjoying the woods and out of doors.

"Camp and Outing Activities", Chelay and Baker, Association Press, 317 Madison Ave., New York City. Gives suggestions for games, stunts and pageants but is not a new book.

"Shelters, Shacks and Shanties", Beard, Chas. Scribner's Sons. Gives actual directions for the building of camps.

"The Woodcraft Manual for Boys", Seton, Doubleday, Page and Co. An excellent book to develop an appreciation of the out-of-doors, either for boys or girls. Written for the Woodcraft League of America, 13 W. 29th St., New York City.

"Star Myths From Many Lands", by Dorothy Renick, published by Charles Scribner's Sons, is principally a story book. The stories are grouped in chapters about the constellations. A sketch and simple instructions for locating the star group introduces each chapter. As a summary, a history of the constellation ties together the beliefs of the people mentioned in the stories.

Each pupil in one room made a miniature garden. Shallow glass dishes or pans were brought from home. These were filled with soil, moss, and small plants. Bits of mirrors for ponds, pebbles, and Japanese toy bridges from the five-and-ten cent store formed the decorations. They were begun in January and taken home at Easter.

Pupils bought a large fish globe and made a terrarium, using rich soil, moss, partridge berry, arbutus, wintergreen, and other small plants. The top was covered with a piece of window glass. Several schools have beautiful ones with rich foliage and lovely blossoms.

PARENT-TEACHER ASSOCIATIONS

Some suggestive topics for parent-teacher meetings:

Demonstration lessons, taught by regular classroom teacher (might have an evening session), some professional demonstrator, the new music helping teacher, etc.

Addresses by high school principals explaining courses, etc., followed by question hour

Address by county librarian

Address by representative of bankers' association. See eighth grade suggestions in Arithmetic Monograph, p. 258. This is much appreciated by both parents and eighth graders. Can be followed by question hour.

READING

In a previous report a helping teacher asked for some authentic book on Eskimos. I have worked with pupils and used the following book as my guide with entire satisfaction to all the pupils. The sixth graders were overjoyed to discover contradictory facts found in our basal geographies. An account of twelve years' intimate relations with the primitive Eskimo of icebound Baffin Land, with a description of their ways of living, hunting, customs and beliefs, is found in "Among Unknown Eskimos", Julian W. Bilby, J. B. Lippincott Co., Phila.

Excellent primary readers: "Peter and Polly Stories", "Peter and Polly in Spring", "Peter and Polly in Summer", "Peter and Polly in Autumn", "Peter and Polly in Winter." These are published by the American Book Co., and priced at 60c. each. They might be used in connection with nature study work.

Books used and recommended for library work on the study of Holland:

"Holland Stories", Mary Smith, Rand McNally Co.
"How Other People Travel", Headley, Rand McNally Co.
"How Other Children Live", Perdue, Rand McNally Co.
"Sunbonnet Babies in Holland", Rand McNally Co.
"Hans Brinker on the Silver Skates", Rand McNally Co.
"In Wooden Shoe Land", Thoca Thorsmark, Row, Peterson Co.
"Ned and Nan in Holland", Olmstead and Grant, Row, Peterson Co.
"Holland Twins", Lucy Perkins (publisher not mentioned).
"Around the World With the Children", Carpenter, Houghton Mifflin Co.
"The School Arts Magazine", Vol. 29, No. 6, American Book Co., February, 1930, 35c.

The Wheeler Publishing Co. (Mr. T. S. Snead, 6623 Blakemore Ave., Mt. Airy, Phila)., has a film of Marjorie Hardy's reading procedures which may be helpful in group discussions.

"The Cheerie Series", sets A and B, are attractive little books for first and second grade library tables. They are published by the John C. Winston Co.

A good little book of modern poems for children may be purchased at the five-and-ten cent store.

VISUAL EDUCATION

Two moving picture reels owned by the Quaker Oats Co., School Health Service, Chicago, are valuable for use in grades six, seven, and eight and will be sent if the user pays for the transportation. Reel No. 1, Food Shot from Guns; Reel No. 2, Ten Pounds to One Bushel.

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

School Year 1930-1931

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

MY DEAR DR. ELLIOTT—I submit herewith my annual report for the school year 1930-1931. This report includes statistical tables concerning the work of the high schools during the past year, my comment on those tables, some recommendations for the future, and a report of the work of Mr. L. A. Rice, Assistant in Secondary Education.

TABLE I

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

Four-Year Schools

	Tuition Pupils	*Enrollment*
Atlantic County—		
Atlantic City	677	2,489
Egg Harbor City	64	154
Hammonton	128	443
Pleasantville	62	535
Bergen County—		
Bogota	142	507
Dumont	220	500
East Rutherford	340	616
Englewood	116	746
Garfield	79	1,001
Hackensack	354	1,250
Hasbrouck Heights	53	296
Leonia	320	689
Lyndhurst	..	731
Park Ridge	192	341
Ramsey	351	508
Ridgefield Park	19	508
Tenafly	375	634
Westwood	114	344
Burlington County—		
Bordentown	272	435
Burlington	282	638
Moorestown	340	599
Mount Holly	163	393
Palmyra	219	457
Pemberton	177	210
Riverside	5	296
Camden County—		
Gloucester City	16	334
Haddonfield	306	750
Haddon Heights	468	752
Merchantville	133	271
Cape May County—		
Cape May City	88	239
Cape May Court House	67	234
Wildwood	140	428
Woodbine	..	90

	Tuition Pupils	*Enrollment*
Cumberland County—		
Bridgeton	519	1,116
Millville	79	688
Port Norris	1	78
Vineland	288	1,008
Essex County—		
Belleville	4	938
Bloomfield	65	1,350
Caldwell	182	529
East Orange	9	2,144
Irvington	4	1,814
Millburn	4	189
Newark		
Barringer	2	1,971
Central	9	3,736
East Side	..	2,085
South Side	4	2,120
West Side	9	1,722
(9th Grade Junior	2	2,843)
Nutley	7	954
Orange	1	1,219
Verona	1	231
Gloucester County—		
Clayton	43	147
Glassboro	316	529
Paulsboro	179	441
Pitman	73	319
Swedesboro	109	198
Woodbury	622	1,000
Hudson County—		
Harrison	49	278
Hoboken (Demarest)	169	1,495
Jersey City		
Dickinson	215	4,678
Lincoln	..	3,123
Kearny	184	1,627
Union City		
Emerson	186	1,205
Union Hill	511	1,291
Weehawken	18	596
West New York	305	1,471
Hunterdon County—		
Clinton	113	168
Frenchtown	152	200
Hampton	47	81
High Bridge	90	192
Lambertville	120	328
Mercer County—		
Hamilton Twp.	..	814
Hightstown	75	234
Pennington	87	312
Middlesex County—		
Carteret	..	423
Jamesburg	57	131
Metuchen	51	283
Perth Amboy	41	1,548
South River	233	606
Woodbridge	1	591
Monmouth County—		
Allentown	78	157
Asbury Park	706	1,447
Atlantic Highlands	20	125
Freehold	291	575
Keyport	109	324
Leonardo	160	578
Manasquan	160	299
Matawan	68	261
Ocean Grove	164	532
Morris County—		
Boonton	230	533
Butler	427	545
Chatham	26	179
Dover	423	556
Madison	124	341
Morristown	467	1,031
Netcong	83	157
Rockaway	101	210
Succasunna	118	277
Wharton	44	149

	Tuition Pupils	*Enrollment*
Ocean County—		
Barnegat	76	130
Lakewood	125	534
Point Pleasant	129	237
Toms River	172	384
Tuckerton	91	165
Passaic County—		
Clifton	..	1,730
Passaic	..	2,492
Paterson		
Central	876	2,913
Eastside	270	2,816
Salem County—		
Penns Grove	203	412
Salem	220	559
Woodstown	151	300
Somerset County—		
Bernardsville	92	346
Bound Brook	577	822
North Plainfield	203	636
Somerville	432	769
Sussex County—		
Hamburg	34	84
Newton	245	437
Sussex	105	150
Union County—		
Cranford	38	501
Hillside	1	596
Linden	..	731
Plainfield	35	1,416
Rahway	55	606
Roselle	3	607
Roselle Park	91	512
Scotch Plains	11	231
Union	..	520
Warren County—		
Belvidere	122	199
Blairstown	88	93
Hackettstown	215	396
Phillipsburg	259	993
Washington	62	220

	Tuition Pupils	*Enrollment*
Six-Year Schools		
Closter (Bergen County)	71	298
Fort Lee (Bergen County)	67	695
Teaneck (Bergen County)	..	1,260
Audubon (Camden County)	93	804
Flemington (Hunterdon County)	327	533
Princeton (Mercer County)	303	661
South Amboy (Middlesex County)	37	302
Franklin (Sussex County)	88	451
Senior High Schools		
Cliffside Park—Grantwood (Bergen County)	116	583
Ridgewood (Bergen County)	256	736
Rutherford (Bergen County)	112	641
Camden (Camden County)	175	2,209
Collingswood (Camden County)	233	684
Ocean City (Cape May County)	82	277
Glen Ridge (Essex County)	9	266
Montclair (Essex County)	98	1,202

	Tuition Pupils	*Enrollment*
South Orange (Essex County)	20	1,184
West Orange (Essex County)	67	685
Bayonne (Hudson County)	..	1,772
Trenton (Mercer County)	77	2,285
New Brunswick (Middlesex County)	517	1,245
Long Branch (Monmouth County)	91	605
Red Bank (Monmouth County)	229	681
Elizabeth, Battin (Union County)	3	1,242
Elizabeh, Jefferson (Union County)	..	1,317
Summit (Union County)	153	557
Westfield (Union County)	109	624

Partial High Schools

Three-Year Schools

Montclair (Essex County)		
Demonstration High School of State Teachers' College	..	80

Two-Year Schools

Mays Landing (Atlantic County)	..	50
Rumson (Monmouth County)	1	34

One-Year Schools

Woodbridge (Bergen County)	1	128
Newport (Cumberland County)	..	6
Englishtown (Monmouth County)	1	37
Mountain Lakes (Morris County)	..	23

TABLE II

Enrollment in Intermediate Schools

There are fifty-five approved junior high schools. These with their enrollments are:

	Tuition Pupils	*Enrollment*
Bergen County—		
Cliffside Park	30	749
*Glen Rock	..	221
*Lodi Borough	..	419
*Maywood	..	150
*New Milford	..	137
*Oradell	..	115
*Palisades Park	..	368
Ridgewood		
Benj. Franklin	46	229
Geo. Washington.	7	383
*Riverside	..	124
Rutherford		
Park Avenue	2	731
Union Avenue	1	260
Camden County—		
Camden		
Junior School No. 1	..	918
Hatch	12	1,343
Wilson	1	1,033
Collingswood	174	716
*Pensauken Twp.	..	832
Cape May County—		
Ocean City	59	352
Essex County—		
Glen Ridge	3	333
Millburn	..	321
Montclair		
Hillside	16	429
Geo. Inness	37	533
Nishuane	1	200
Mt. Hebron	4	450
So. Orange and Maplewood	3 ..	719 741
West Orange		
Gaston St.	2	523
Thos. Edison	..	530
Hudson County—		
Bayonne		
Henry E. Harris.	..	636
Horace Mann	..	624
Jr. High Voc. School	..	2,824
Philip G. Vroom.	..	379
Jersey City	..	3,808
Mercer County—		
Trenton		
Junior School No. 1	52	1,485
Junior School No. 3	163	1,772
Junior School No. 4	..	2,091
Lincoln School	7	291
Middlesex County—		
*Dunellen	..	251
*Highland Park	8	428
New Brunswick	187	1,812
Monmouth County—		
Long Branch	76	923
Red Bank		
Junior School No. 1	126	507
River Street	..	217
Morris County—		
*Mendham	8	63

	Tuition Pupils	*Enrollment*
Passaic County—		
*Pompton Lakes	2	177
*Wanaque Borough	..	156
Union County—		
Elizabeth		
Cleveland	..	2,273
Lafayette	1	1,076
Hamilton	1	1,175
Roosevelt	..	640
Washington	..	1,229
*Garwood	..	208
*Springfield	..	199
Summit	76	623
Westfield	40	839

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

ENROLLMENT IN ACCREDITED EVENING SCHOOLS

	Tuition Pupils	*Enrollment*
Barringer (Newark)	31	1,444
Bayonne	..	906
Dickinson (J. City)	90	3,134
Trenton	69	793

TABLE III

CLASSIFICATION OF NEW JERSEY SECONDARY SCHOOLS

		Enrollment
Approved four-year high schools	132	98,432
Approved six-year high schools	8	5,004
Approved senior high schools	19	18,795
Approved three-year high schools (Partial high schools)	1	80
Approved two-year high schools (Partial high schools)	2	84
Approved one-year high schools (Partial high schools)	4	194
Approved junior high schools	55	54,508
Accredited evening high schools	4	6,277
		183,374
Total school enrollment of the State		868,200

HIGH SCHOOL TEACHERS

	Men	*Women*	*Total*
Four-year high schools	1,374	2,243	3,617
Six-year high schools	72	148	220
Senior high schools	267	427	694
Partial high schools	22	27	49
Junior high schools	344	1,022	1,366
Evening high schools	97	44	141
	2,176	3,911	6,087

The increase in total registration over last year is 20,165 or 13.7%. The percentages of increase for the last ten years are: 18%, 10.5%, 6.4%, 2%, 4%, 10.9% (including evening school pupils), 8.9% (including evening school pupils), 6.1% (including evening school pupils), 7.6% (including evening school pupils), and 13.7% (including evening school pupils).

The median salary for men teachers in the high schools of the State in 1931 was $2,911 and for women teachers $2,530.

TABLE IV

Registration by Curriculums

	College Prep		*Business*		*Agricultural or Other Vocational*		*All Others*		
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*
Four-year high schools	22,539	13,814	10,674	22,907	3,959	736	8,441	6,461	89,531
Six-year high schools	515	419	303	662	142	46	561	524	3,172
Senior high schools	4,212	2,969	1,701	3,660	798	21	1,547	1,459	16,367
Three-year high schools	20	75	..	..	..	..	..	..	95
Two-year high schools	7	10	13	4	..	..	16	32	82
One-year high schools	52	19	18	28	2	..	..	..	119
Junior high schools	5,238	4,086	2,876	6,098	1,565	340	4,225	3,760	28,188
Evening high schools	1,116	475	629	716	..	..	653	292	3,881
Total	33,699	21,867	16,214	34,075	6,466	1,143	15,443	12,528	141,435
Percent of Registration	23.83	15.46	11.46	24.09	4.57	.81	10.92	8.86	

TABLE V

SIZE OF HIGH SCHOOLS BY ENROLLMENT

	Senior	*Junior*	*4-year*	*6-year*	*Accredited Even. Schools*	*Partial*	*Total*
Under 100	..	1	5	..	..	6	12
100- 199	..	7	16	..	..	1	24
200- 299	2	8	18	1	..	..	29
300- 399	..	6	13	1	..	..	20
400- 499	..	4	8	1	..	..	13
500- 599	2	5	22	1	..	..	30
600- 699	6	3	9	2	..	..	20
700- 999	1	10	11	1	2	..	25
1000-1499	5	6	14	1	1	..	27
1500-1999	1	1	6	..	..	..	8
Over 2000	2	4	10	..	1	..	17
Total	19	55	132	8	4	7	225

TABLE VI

Total Enrollment by Grades

Grade	VII		VIII		IX		X		XI		XII		P. G.		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Enrollment
Four-year ..	..	..	..	..	20,453	18,697	13,663	13,408	9,066	8,871	6,963	6,810	306	195	50,451	47,981	98,432
Senior	..	..	..	..	..	..	4,237	4,235	2,998	2,802	2,103	2,199	124	97	9,462	9,333	18,795
Junior	8,836	8,333	8,689	8,595	9,743	10,312	..	..	..	..	..	..	..	..	27,268	27,240	54,508
Six-year ...	502	475	437	515	505	541	450	397	273	389	230	279	5	6	2,402	2,602	5,004
Three-year .	..	..	..	..	13	15	10	18	10	14	..	..	..	..	33	47	80
Two-year ..	..	..	..	..	25	29	13	17	..	..	..	..	..	..	38	46	84
One-year ..	..	..	..	..	111	83	..	..	..	..	..	..	..	..	111	83	194
Evening ...	..	..	..	..	1,059	701	1,021	676	888	517	796	456	61	102	3,825	2,452	6,277
Total	9,338	8,808	9,126	9,110	31,909	30,378	19,394	18,751	13,235	12,593	10,092	9,744	496	400	93,590	89,754	183,374

	Boys	Girls	Total
Registration January 31	79,135	76,864	155,989
Registration June 30	77,577	75,760	153,331

TABLE VII

Persistence of Classes

			1931	1930	1929	1928	1927	1926	1925	1924	1923	1922	1921
Grade IX	1928	45,007	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.	100.
Grade X	1929	31,632	70.3	72.7	76.7	73.7	68.3	69.1	65.2	71.3	65.6	64.4	60.3
Grade XI	1930	22,490	49.9	49.8	54.9	53.0	47.3	47.8	49.2	53.9	50.5	46.1	44.0
Grade XII	1931	19,836	44.0	43.0	46.5	46.0	40.7	40.3	40.2	43.7	50.9	40.2	37.6

TABLE VIII

Comparison of Graduates

	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931
Total Number in Senior Class..	8,189	9,076	10,899	11,956	12,920	13,516	14,369	15,943	16,722	17,854	19,836
Total Number of Graduates ...	6,879	7,362	8,709	9,991	10,888	11,472	13,130	13,234	14,620	15,348	17,134
Percentage	84.0	81.1	79.9	83.6	84.3	84.9	91.4	83.0	87.4	86.0	86.4

TABLE IX

Percentage of Enrollment by Grades

Grade IX	42.43
Grade X	25.91
Grade XI	17.56
Grade XII	14.10

TABLE X

MISCELLANEOUS

	Men	*Women*	*Total*
Total Number of Teachers	2,176	3,911	6,087
Number of Teachers Attending Summer School, Summer of 1930	...	...	1,090
Number of Teachers Attending Residence or Extension Courses	...	...	2,287
Number of Teachers in State Extension Course	...	...	674
Number of Practice Teachers Trained in High School	...	...	565
Number of Teachers who left during year	...	...	148
Number of Tuition Pupils	...	...	25,263
	February	*June*	
Number of Graduates	3,004	14,130	17,134

TABLE XI

Enrollment in Mathematics in 1930-31

	7		8		9		10		11		12		Total Excluding 7 & 8	% of High School
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Grades	Registration
.....	..	..	..	..	18,153	11,060	1,305	693	6,083	2,985	585	134	40,998	27.8
ometry	..	..	..	..	91	41	10,425	5,606	969	472	33	13	17,650	12.0
ometry	..	..	..	..	5	1	..	..	192	19	2,155	341	2,713	1.8
etry	..	..	..	..	..	..	..	..	50	30	2,611	355	3,046	2.1
lal Arithmetic	..	..	..	..	5,616	10,008	48	57	120	185	58	57	16,149	11.0
ic	6,133	5,817	6,014	6,014	2,343	1,415	539	53	94	38	327	148	4,947	3.3

Enrollment in Mathematics in 1926-27

	7		8		9		10		11		12			% of High School
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	Registration
.....	..	..	..	..	14,353	10,845	2,834	1,906	4,003	2,308	518	198	36,965	35.9
ometry	..	..	..	..	2	..	8,223	6,077	1,524	1,147	66	58	17,097	16.8
ometry	..	..	..	..	..	..	4	2	772	143	1,136	233	2,290	2.2
etry	..	..	..	..	..	..	..	..	58	10	1,720	472	2,260	2.2
al Arithmetic	..	..	..	..	3,070	5,508	104	165	2	9	*12	*38	8,908	8.7
Mathematics	..	..	..	..	561	987	118	200	51	90	*319	*679	3,005	2.9

se numbers represent chiefly pupils taking reviews in arithmetic in preparation for entrance to normal schools.

TABLE XII

ENROLLMENT IN SUBJECT COURSES 1930-31

	9		10		11		12			% of High School Registration o, 9-10-11 & 12
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	*Grades*
English	25,996	23,481	18,835	17,975	13,717	14,301	10,474	10,618	135,398	92.1
Nature Study	116	93	11	12	..	..	..	20	252	.2
Hygiene	2,211	1,941	290	1,134	307	1,576	22	298	7,776	5.3
General Science	15,109	14,810	40	50	..	..	48	76	30,133	20.5
Biology	433	373	8,816	7,055	124	183	381	240	17,605	12.0
Chemistry	26	4	..	..	1,642	891	4,645	1,786	8,994	6.1
Physics	32	13	4	6	1,780	1,363	1,546	465	9,209	6.3
Latin	6,529	5,656	4,531	3,909	1,772	1,941	651	1,012	26,001	17.7
French	2,988	2,979	5,202	5,964	3,374	4,158	772	1,349	26,786	18.2
German	956	603	2,630	1,707	1,275	836	371	258	8,636	5.9
Spanish	1,514	1,048	3,555	3,023	2,141	1,948	638	615	14,482	9.8
Italian	410	191	394	251	155	97	48	29	1,575	1.1
Greek	..	..	2	1	8	5	3	..	19	.01
Arithmetic	2,343	1,415	539	53	94	38	327	148	4,937	3.3
Algebra	18,153	11,060	1,305	693	6,083	2,985	585	134	40,998	27.9
Plane Geometry	91	41	10,425	5,606	969	472	33	13	17,650	12.0
Solid Geometry	5	1	..	..	192	19	2,155	341	2,713	1.8
Trigonometry	..	..	..	..	50	30	2,611	355	3,046	2.1
World History	1,730	1,824	298	347	65	45	1	2	4,209	2.9

Ancient History	4,271	3,154	616	542	9	6	19	21	8,647	5.9
Early Eur. History	5,822	4,424	1,928	1,447	47	39	9	9	13,725	9.3
Modern History	276	244	3,747	2,691	2,229	1,932	28	22	11,169	7.6
U. S. History	63	78	105	106	1,428	1,464	7,585	7,235	18,064	12.3
English History	..	..	..	..	..	..	76	65	141	.1
History of Commerce	27	53	47	85	41	164	217	412	1,048	.7
Civics	7,623	7,606	294	438	..	..	..	..	15,961	10.9
Prob. American Democ.	107	96	..	..	550	449	6,300	6,089	13,388	9.1
Geography	484	445	26	46	40	52	194	209	1,496	1.0
Commercial Geography	469	878	1,960	3,987	231	566	196	371	8,658	7.9
Economics	..	..	40	..	429	429	2,438	2,539	5,875	4.0
Commercial Law	..	..	77	135	1,184	1,871	998	1,358	5,623	3.8
El. Bus. Training	5,337	9,906	93	171	..	..	..	..	15,478	10.5
Bookkeeping	1,452	2,601	4,529	8,078	1,800	2,839	362	397	22,058	15.0
Stenography	167	1,200	1,003	4,133	1,884	7,086	808	3,519	19,800	13.5
Typewriting	1,848	4,748	2,587	4,679	3,016	7,512	968	884	27,957	19.0
Office Practice	..	..	..	..	6	91	683	2,008	2,817	1.9
Business Organization	..	..	..	..	33	68	268	210	579	.4
Marketing	..	..	7	18	108	66	..	..	199	.1
Salesmanship	..	..	198	206	110	66	40	59	672	.5
Penmanship	1,189	1,853	200	360	72	73	12	11	3,770	2.6
Commercial Arithmetic	5,616	10,008	48	57	120	185	58	57	16,149	11.
Drawing	4,865	6,989	1,885	3,276	1,237	1,823	901	2,221	23,177	15.8
Mechanical Drawing	8,230	287	3,287	29	1,932	11	1,815	39	15,630	10.6
Agriculture	272	1	222	..	140	..	121	..	756	.5
General Shop	4,962	191	670	45	922	19	417	19	7,245	4.9
Woodworking	5,809	54	1,885	46	588	19	829	25	9,255	6.3

TABLE XII—Continued

ENROLLMENT IN SUBJECT COURSES 1930-31—Continued

	9		10		11		12			% of High School Registration of 9-10-11 & 12
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Total*	*Grades*
Metal Working	2,945	91	844	49	313	23	419	32	4,716	3.2
Electrical Work	1,545	2	31	2	22	..	22	..	1,624	1.1
Auto Mechanics	116	6	122	..	31	..	31	..	306	.2
Printing	2,941	76	248	..	135	..	289	..	3,689	2.5
Clothing	8	9,733	..	2,387	..	855	..	1,378	14,361	9.8
Foods	73	9,102	..	1,811	..	737	..	1,412	13,135	8.9
Physical Training	22,100	20,735	14,409	13,753	9,935	10,523	7,456	7,371	106,282	72.3
Music	7,431	9,141	2,571	3,436	1,895	2,166	1,960	2,884	31,484	21.4
Normal Review	5	8	..	..	..	..	200	557	770	.5
First Aid	137	209	87	244	1,409	2,198	168	151	4,603	3.1
Spelling	310	531	24	80	40	93	9	26	1,113	.8
Household Arts	10	527	9	544	9	14	19	33	1,165	.8
Manual Arts	501	14	65	10	12	..	12	..	614	.4
Vocations and Guidance	1,046	981	180	309	235	282	40	9	3,933	2.7
Physiology	315	270	75	62	..	..	151	104	977	.7

Comment on Tables

Table I reports the pupil enrollment of:

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

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

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

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

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

The Demonstration High School of the State Teachers' College at Montclair, will offer a full four-year academic curriculum next year and will no longer be on the list of partial high schools. The teaching staff of this school includes members of the faculty of the State Teachers College, the instruction is excellent, and the school does not suffer from the usual handicaps of the small high school.

The other partial high schools listed in Table I were discussed in last year's report. The opportunities they can offer to students are limited by their size, by their equipment, and by the lack of a continuous program of guidance and articulation. The one-year school at Newport (Cumberland County) will be discontinued next year.

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

The enrollment in junior high schools and in many of the intermediate schools is large enough to permit diversification of courses and provision for adequate equipment. A few of the intermediate schools are too small to offer the advantages which this type of organization should supply. Approval of new junior high schools and continued approval of those now listed should depend on adequate enrollment and ample provision of physical equipment. The curriculum should be flexible enough to meet the exploratory and guidance functions of the junior high school, a requirement that can be met only by having a teaching staff of considerable size. The mere addition of a ninth grade class or two by no means changes an elementary school into a junior high school. The expense of providing adequate equipment and teaching force can be justified only by making these facilities serve a large number of pupils. The attempt to do it for a small enrollment of pupils always leads to compromise and subtraction of service which defeat the aims of the junior high school.

Even when enrollments are large and careful economy is practiced in making full use of all facilities, the expense of the junior high school is greater than that of elementary and four-year high school service for the same number of pupils.

It would seem desirable, since we recognize the value of the junior high school program, to encourage it by increasing the apportionment of state funds for junior high school teachers. There is now a small allowance for teachers in intermediate schools, but the allowance for junior and senior high school teachers in districts which maintain senior high schools does not exceed that which would be made for the elementary and high school teachers in those districts if they were organized on the eight-four plan. It would be well to recognize at once the value and the expense to school districts of the junior high school program by making a teacher quota allowance equal to that now made for four-year high school teachers. I recommend that an effort be made to secure legislation authorizing this allowance.

The approval of junior high schools in districts which maintain more than one such school should be given individually rather than on the basis of a general junior high school curriculum.

Table III gives a classification of the secondary schools listed in Tables I and II with the enrollments in each class, the growth in total registration in grades nine to twelve for the past ten years, the number of high school teachers, and the average salary of high school teachers. The high school enrollment of the State has doubled in the last ten years. It should be noted that there is an unusually large increase in enrollment over last year and that a large increase is to be expected next year. Further comment on this is contained in a later section of this report.

Table IV records the registration by curriculums as of June 30th given in the principals' annual reports. The total registration recorded in this table will not agree with the total registration for the year because the differentiation of curriculums is not uniformly begun at the same grade in all schools. The table shows, however, a consistent preference for the college preparatory and commercial curriculums. The enrollment of boys in the college preparatory curriculum is more than double that in any other. The enrollment of girls in the business curriculum is correspondingly large.

It is difficult to determine how much of this choice is the result of careful guidance programs in the schools and how much the result of the traditional feeling that college preparatory courses are the only real high school courses. When the schools keep accurate and continuing records of graduates and other students who leave the school, we shall have a measure of the efficiency of our guidance procedures. Some schools are beginning to do this. Meanwhile, there is reason to doubt whether the choice of curriculums is closely related to the real ability, interest, or vocational future of a majority of the pupils. In too many cases, it is a casual choice quite at variance with the best interest of the pupil, resulting in little intellectual growth and leading only to discouragement and the early termination of his secondary school career.

Table V is a tabulation of the several classes of high schools according to size. It shows a range from twelve with enrollments of less than one hundred pupils to seventeen with enrollments of more than two thousand. The smallest school, a one-year partial high school with an enrollment of six pupils will be discontinued next year. The largest school had an enrollment of 4,678. The median school had an enrollment between five and six hundred.

The partial high schools are all, of course, excessively small.

The accredited evening high schools, located in cities, are all large.

The six-year schools range in size from slightly less than three hundred to more than twelve hundred. The smallest of these schools can be more economically administered as the enrollment increases. The largest will probably require separate organization for its senior and junior groups as its enrollment increases. The six-year type of organization is particularly convenient in making joint use of a fairly complete school plant which could not economically be assigned to the junior or senior high school separately. If enrollments become large enough to justify a separate plant and administration for each unit there are usually advantages to be gained by making the separation. The social life of each unit is probably more satisfactory and articulation between the units can be equally satisfactory. The six-year school is rendering satisfactory service in the communities which are using this type of organization.

The four-year school continues to be the predominant type of organization in New Jersey. Of the 132 four-year schools, five have enrollments of less than 100 and ten have enrollments of more than 2,000 pupils. The smallest schools are in special need of a program of studies fitted to the requirements of their pupils and related to the life of their communities. It is characteristic of the smallest schools that they cling most tenaciously to the academic type of program with a maximum of abstract mathematics and foreign language, a minimum social studies and general science, and generally no manual arts, home economics, or vocational courses. Some of these schools should consider the educational advantages of consolidation. The obstacles in the way of consolidation and possible methods of removing them are considered in another section of this report.

The fifty-five junior high schools are with few exceptions of reasonable size or growing so rapidly as to give promise of an economical and effective program.

The nineteen senior high schools are of reasonable size with suitable equipment for effective service.

Table VI shows the total enrollment by grades in all secondary schools. By total enrollment is meant the whole number of pupils enrolled in the grades for the entire year.

A comparison with the previous year is shown in the following summary:

	1929-30	1930-31	*% Increase*
Grade VII	12,856	18,146	40.3
Grade VIII	11,524	18,236	58.2
Grade IX	52,128	62,387	19.6
Grade X	34,051	38,095	11.8
Grade XI	22,490	25,828	14.8
Grade XII	17,854	19,836	11.1
P. G.	354	896	153.1
Total	151,257	183,424	21.2

Several features of this table deserve serious consideration. It is understood, of course, that the figures for grades seven and eight represent only the pupils enrolled in fifty-five junior high schools, many of which are small, and in the eight six-year schools, and that the totals for those grades are not a large factor in the situation in the state as a whole. The number of post-graduate students is not large enough to be seriously embarrassing at present, though the increase this year is significant. These students are for the most part pursuing studies in the upper grades of the high school which are not yet seriously crowded. In any event their claim on the facilities of the high school would in time of extreme stress yield to the prior claim of younger and less advanced pupils.

But the enrollments in grades nine, ten, eleven, and twelve represent a serious strain on the facilities of our high schools. Even a year ago these facilities—classroom space, libraries, gymnasiums, laboratories, auditoriums, shops—were used almost to their capacity. The large increase in enrollment this year has not been accompanied by a corresponding increase in school facilities and many schools are seriously overcrowded in consequence.

Without attempting an explanation of all the causes for this increased enrollment, it may be assumed that the lack of opportunity for junior employment under present business conditions has resulted in the return to school of large numbers of pupils who have been employed and in the retention in school of large numbers who would ordinarily be seeking employment. It is to be expected that the recent change in the compulsory education law will result in the return to school and the continuing in school of more pupils next year. It has been possible to provide additional teaching force in approximately the ratio of the increased enrollment during the past year. It will be difficult to continue doing this in the future unless additional buildings can also be provided. Various devices are in use for increasing the utilization of the present school buildings—staggered schedules, platoon organization, and other part-time or lengthened school day plans are attempting to meet the situation. Every effort should be made when a school is planned to secure full utilization of the school plant. It is doubtful whether much good result can be expected from emergency measures forced on the schools by unexpected demands. The fact remains that more school space is needed even after every reasonable use is made of the space now available.

In addition to the problem of providing physical equipment to care for the rapidly increasing enrollment, there is the equally serious problem of meeting the individual educational needs of the pupils. It will be noted that the heaviest enrollment is in the ninth and tenth grades and the largest increase is in the ninth grade. This is not a new situation, and it merely emphasizes what we have long known—the failure of the high school to hold the interest, and consequently the attendance of many of its pupils beyond the tenth grade. But an examination of typical age-grade tables seems to show that this increased enrollment of ninth and tenth grade pupils consists largely of over-age pupils, who have failed to make regular progress and whose return to school is probably not caused by keen interest in academic studies. There is a particular need at this time for actual adaptation of teaching materials and methods to the interests and needs of these pupils.

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

Table VII shows the persistence of classes in grades nine, ten, eleven, and twelve for the past ten years. The columns at the left show the actual enrollment in ninth grades in 1928, the number who continued to the tenth grade in 1929, the number who continued to the eleventh grade in 1930, the number who continued to the twelfth grade in 1931.

The columns to the right of these figures show for the years 1921 to 1931, on the basis of each 100 in the ninth grade, how many were in the tenth grade—the eleventh grade—the twelfth grade.

Table VIII is an extension of Table VII showing the total number of ninth grade pupils for each of the last ten years and the number and percentage of those pupils who graduated. For example, of the 19,836 pupils in the twelfth grade last year, 17,134 or 86 per cent graduated at the end of the year. The failures recorded in this table continue to indicate the need for better adjustment of high school courses and standards to the needs and abilities of students. It should be possible for the normal industrious student to succeed and to form the habit of succeeding throughout his secondary school career.

Table IX shows the percentage of enrollment by grades for the year 1930-1931. It is another record of the holding power of the high schools.

It should be remembered that the "mortality," recorded in Tables VII, VIII, and IX does not precisely represent the failure of pupils to make normal progress in school. There is some actual mortality among high school pupils. There are economic and family stresses which reduce school attendance of older children, and some children are sent to vocational or private schools for reasons which reflect no discredit on the public high schools. It is none the less incumbent on the high school to make constantly better adjustment of its instruction and to assure the success of a larger proportion of its pupils.

Table X contains miscellaneous information concerning the number of teachers and the number attending summer school or extension courses. It should be noted that more than half the teachers in New Jersey high schools are enrolled in such courses.

Table XI compares the enrollment in courses in Mathematics for the last year with the enrollment in similar courses four years ago The smaller relative enrollment in Algebra and Plane Geometry is the most striking feature of this table.

Table XII gives the enrollment in subject courses for grades nine, ten, eleven, and twelve for the year 1930-1931. Reports from the schools on this item are incomplete and the grouping of subjects not entirely uniform. For most of the subjects, the figures are fairly accurate. This table was used for the first time last year. It will show from year to year the relative emphasis placed on different subject matter fields in New Jersey high schools.

Summary of the Activities of the Department

During the year Mr. Rice and I have made as many visits as possible to the high schools of the State, inspecting classroom work and conferring with teachers and principals. Such private schools as required attention have also been inspected. In coöperation with other divisions of the Department we have made several investigations and reports on local school systems. It has been necessary to attend many local or county association meetings and to make a number of public addresses. It has not been possible to meet all the requests made of the Department for special surveys and investigations, but every effort has been made to give as much of this service as time and the resources of the Department permit.

One of the most interesting studies was that of the Rahway High School. Particular mention is made of this study because of the assistance we were able to get in making it. The Rahway Board of Education requested the State Department to make a study of the efficiency of the Rahway High School. This was requested in addition to the building survey which the Department had made earlier in the year. We attempted to give an estimate of the educational value of the Rahway High School program and to make helpful recommendations for the improvement of the Rahway High School service. In making this study which involved a comprehensive program of visiting and testing, we had the assistance of several members of the Department of Public Instruction and of fifteen members of the faculty of the State Teachers College at Montclair. We believe that the report of these specialists will be of great value to the Rahway Board of Education. It would not have been possible to make the study without their aid and we realize that we ought not to make frequent demands of this character on the Montclair faculty.

Curriculum Studies and Validations

The following comment was made in last year's report concerning curriculum studies and validations: "The approval of the Department is required for all changes in high school curriculums. As there should be and is a constant effort on the part of high school authorities to improve their service to the pupils by offering courses better adapted to their needs, the Department receives many requests for approval of proposed revisions. These requests are considered

seriously and involve much careful study and correspondence, often requiring personal conferences with the school authorities concerned. The validation of certificates or credentials of pupils transferring from school to school or from State to State continues to be a considerable and useful function of this Department. Approximately 4300 such certificates have been validated during the year."

The work connected with these two important functions of the Department is constantly increasing and requiring more of our time and attention.

Annual High School Conference

The thirteenth annual State High School Conference was held at New Brunswick on May first and second. The attendance was approximately the same as last year. Eighteen State associations of teachers contributed separate programs and afforded their members opportunity to attend the general sessions. This Department has again promised to publish the papers presented at the conference in a volume of proceedings.

Proposed Study of High School Graduates and Drop-Outs

The Department undertakes to collect information each year concerning the high school graduates of the previous year. It has not been possible so far to account fully for all of the graduates of public high schools but the schools are making a more careful effort each year to study the post-high-school career of their graduates. In the case of pupils who enter other institutions to continue their education it is comparatively easy to get a complete record. Studies need to be made of the occupations which high school graduates pursue and the relation of their high school studies to those occupations. These figures are reported each year with increasing completeness and accuracy but there are yet too many pupils "unaccounted for." With the encouragement of this Department the Camden County Commercial Teachers Association will undertake next year a study of the graduates and drop-outs of the Camden County High Schools. As these high schools cover a large area of urban, suburban, and rural communities, and because the association is prepared to make a particularly thorough and detailed study, we expect to arrive at some valuable conclusions when the study is completed. Mr. Rice mentions this study in his annual report. It is a type of research which this Department should encourage.

Equalizing Apportionment for Consolidated Districts

The Penns Grove and Upper Penns Neck school districts have organized as a Union Graded School District for high school purposes and will next year conduct the high school under that type of organization. Previous to this consolidation, the Penns Grove High School received high school pupils from Upper Penns Neck on a tuition basis, and an allowance of $60.00 per pupil was given to the Upper Penns Neck Board of Education toward the payment of tuition, charged by Penns Grove. This allowance can no longer be made under the present law and the combined district is forced to conduct its high school with a diminished income. The Board estimates that it has lost approximately $10,000.00 income as a result of the consolidation.

In view of the advantages of consolidation it would seem equitable to continue the payment of a tuition allowance to consolidated districts. The payment of an amount at least equal to that paid before consolidation would remove one obvious obstacle to consolidation without causing any financial hardship to other districts of the county.

The need for additional high school facilities in many parts of the state is becoming more evident each year. In general, such facilities can be assured on an adequate scale only by consolidation of school districts. If the present plan of depending on a central school to receive pupils from surrounding districts on a tuition basis is continued there is need for legislation which will assure a continuance of that service. At present, the receiving school is protected from the loss of tuition pupils, but the sending districts have no protection against the loss of high school opportunities for their pupils.

To remedy this situation, the law should offer every possible inducement to school districts to consolidate.

Supervision in the Smaller High Schools

It is important that the service of the smaller high schools be improved. Schools of over four hundred pupils should have the services of a principal who devotes his full time to supervision. The principal in charge of a smaller school should have a limited teaching program—in no case teaching more than three periods and preferably teaching only one or two periods a day.

Curriculum Revision

The need for constant revision of curriculum offerings and the adaptation of teaching materials to the varied and changing requirements of high school pupils has been felt by all workers in the field of secondary education. It is not necessary to attempt a new or more convincing statement of this need, although the need is emphasized by the recent large increase in ninth and tenth grade enrollments of sixteen year old pupils. I recommend that the several syllabi issued by the Department be revised with the needs of these pupils particularly in mind, and that competent committees of high school teachers and subject matter specialists be employed to assist in the revision.

Mr. Rice's Report

Mr. Rice's report and recommendations are submitted with my approval. His assistance in the work of this division is, of course, chiefly in the field of commercial education. In this field he has been influential in enriching curriculums and in improving teachers in service through helpful supervision. In addition to this service, Mr. Rice has been constantly helpful in the other undertakings of the secondary division. He has the confidence of the high school principals and his knowledge of secondary school problems is of great value in solving the many problems of administration and supervision which are referred to us.

Needs of the Department

The needs of this division for additional and more conveniently arranged office space have been mentioned in previous reports. These needs become more urgent each year. There is also need for additional clerical service both for the routine duties of the office and for new services which the division will undertake.

Respectfully submitted,

Howard Dare White,
Assistant Commissioner of Education.

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

June 30, 1931.

Mr. Howard Dare White,
Assistant Commissioner of Education,
Trenton, New Jersey.

My Dear Mr. White—The following is a report of my work for the fiscal year ending June 30, 1931:

Summer and Extension Courses

In the 1930 Summer School at Rutgers University the following courses in Business Education were given:

The Teaching of Elementary Business Training	45 hours	Einolf
The Teaching of Typewriting	45 hours	LaVigne
The Teaching of Commercial Law	30 hours	Einolf
Tests and Measurements in Business Education	45 hours	Deal
Teaching Materials in Business Education	45 hours	Rice
Research Studies in Business Education	45 hours	Rice
The Technique of Typewriting	30 hours	LaVigne

The work of the demonstration school was again carried on in Elementary Business Training, Typewriting, and Arithmetic.

There were 31 different students enrolled in the various business education courses, a large majority of whom were New Jersey commercial teachers. There were about 30 more commercial teachers in attendance at the general summer session who were engaged in the study of other subjects outside their own field in order to satisfy degree requirements.

For the 1931 Summer School at Rutgers the following courses are planned:

The Technique of Typing	30 hours	Skene
Principles of Business Education	30 hours	Wythes
Administrative Problems of Business Education	30 hours	Rice
Tests and Measurements in Business Education	45 hours	Deal
The Teaching of Bookkeeping	45 hours	Deal
The Teaching of Elementary Business Training	45 hours	LaVigne
The Teaching of Shorthand	45 hours	Skene
The Teaching of Typewriting	45 hours	LaVigne
Teaching Materials in Business Education	45 hours	Wythes
The Teaching of Commercial Geography	30 hours	Rice
Research Problems in Business Education	45 hours	Rice

This extension of courses because of the change in our certification requirements, has necessitated the employment of an additional instructor, while another new staff member had to be secured to take the place of Professor Einolf, who this year teaches in the Harvard Summer School. Our two new staff members are Mr. William H. Wythes of the commercial department of the Camden Senior High school and Miss Etta S. Skene of New York University.

Because of other work, I was unable to offer an extension course during the past year. The teachers in South Jersey, however, as well as teachers in other sections of the State, are very anxious to have extension courses offered, and I strongly recommend that provision for such courses be made either through the State Teachers College or some other suitable agency.

Visits and Conferences

During this year I visited 96 high schools. In every case these visits were concerned with classroom inspection, and conferences with teachers or principals or both.

The total number of conferences with principals, superintendents, supervisors, and county superintendents was 132. These dealt with revision of curriculum, improvement of teaching, better equipment, and improved building facilities.

I served as instructor at sixteen county institutes, attended nine other county meetings, and took part in the program of the State Teachers' Association, the Summit Parent-Teacher Association, and the New Jersey High School Conference. I attended the conferences of the county superintendents, superintendents and supervising principals in four districts, five meetings of the High School Principals' Association, the Department of Superintendence of the National Education Association, the New Jersey Council of Education, the National Association of Commercial Teacher-Training Institutions, the Eastern Commercial Teachers Association, the Philadelphia Commercial Teachers Association, and the Metropolitan Business Education Conference, taking part in the programs of a number of these organizations.

The annual conference of heads of departments in large high schools was held on April 17th in Newark. This conference was attended by 22 heads of departments and by Assistant Superintendent Jackson, and Principals Wiener and Webb of Newark. The morning was spent in observing the work in

Newark, in Central and East Side High Schools; and in the afternoon our speaker was Mr. Ralph H. Baker, Principal of the High School of Commerce, Yonkers, New York. The group accepted the invitation of Trenton to meet in its new high school next year.

During this year we have installed a system of high school visiting cards which are made out in advance of the visit and furnish considerable information about the school, thus saving much time on the ground.

I believe that these visits and conferences are very profitable as an excellent spirit of coöperation exists with both administrators and teachers. It would be desirable for me to do more visiting but for the number of demands on my time for other things, although some of these burdens could be lessened by an improvement of the working conditions in the office.

County Visiting Days

This year a new plan was tried in two counties, Sussex and Cape May, which was to have all the commercial teachers of the county assemble in one school for a day of observation and conference. The Cape May County meeting was held in the Wildwood High School, where the morning and the first period after lunch were spent in visiting classes, followed by a conference on teaching methods in which a very fine contribution was made by County Superintendent Durell in analyzing some of the teaching which had been seen. The Sussex County meeting was held at Franklin and was attended by every commercial teacher in Sussex County. Because of a conflicting meeting at the Montclair Teachers College, it was impossible to have the county superintendent or any of the supervising principals at this meeting.

The success of these two meetings leads me to believe that we should endeavor to hold more such conferences and that the results of such gatherings would be of considerable value.

Teachers' Associations

The New Jersey High School Commercial Teachers Association, which now has more than four hundred members, has had its usual successful year of meetings and programs. Both the Atlantic City and the New Brunswick meetings were well attended and both provided programs of unusual interest. The Plainfield meeting in February drew the usual large number and has come to be regarded as a third meeting of the whole association. The committees of the association have been most active in the work of preparing syllabi. In addition, the executive committee of the association sponsored publication of a small periodical which will appear regularly in order to carry to teachers all over the State word of what is being done in other high schools.

Camden County has for many years had a very active commercial teachers association. This association held its regular meetings, several of which I was privileged to attend and had a number of interesting programs. The Association has under way a project calling for the follow-up and study of more than 5,000 cases of graduates and drop-outs from the high schools during the past five years. This survey encountered a number of obstacles, one or two of which still exist; however, there is every prospect that the study will be made during

the early part of the next year, the Commissioner of Education having agreed to provide financial aid to cover the postage and expense of printing.

Following the example of their neighbors in Camden County, the commercial teachers in Gloucester County have formed an association that, while yet in its infancy, has held several interesting meetings, and gives much promise of effective and profitable work.

Syllabi

During this year the syllabus committees of the State High School Commercial Teachers Association have been unusually active in their work and as a result three syllabi have been completed and considerable work has been done on two others. The syllabus in Business Law has just been issued. The syllabus in Economic Geography is in the hands of the printer, while the syllabus in Office Practice requires only a few minor alterations before it will be ready for printing. All three of these outlines will be distributed to the commercial teachers and to administrative officers early in September. We hope to issue next year the syllabus in Economics and the outline for Part II of Bookkeeping, the first part of which was issued several years ago. These two outlines, with the seven previously prepared, will give us a very complete set of syllabi for the use of instructors in business subjects.

Research Studies

So much time has been spent in conferences with syllabus committees during this year, there has not been much opportunity for research studies.

The Commercial Arithmetic study, for which materials were received at the close of last year, was completed and reports sent to the participating schools. This study served to confirm our present practice in regard to handling Commercial Arithmetic.

A study of the occupations of high school graduates was made on a new basis which permits comparisons in future years. This study was published in the Education Bulletin for January, 1931.

A study has been made of the length of the high school day, number and length of periods and lunch hours. This study is ready for final tabulation and will be issued early next year.

During the year I spent considerable time in work on the revision of the High School Manual; much remains to be done on this project.

The survey to be made in Camden County referred to at some length in the preceding section of this report has required considerable work in its planning and preparatory steps.

I assisted in the survey of the Rahway High School, having charge of the testing and evaluation of teaching in commercial subjects.

Growth of Elementary Business Training

An examination of the Form B reports submitted by high school principals in June, 1931, shows that there has been a remarkable increase in the number of Elementary Business Training courses as well as in their enrollment. The situation now is as follows:

	Schs. Off. El. Bus. Trg.	*Per Cent of All H. S. in Each Class*	*Enrollment*	
Four-year Schools	100	74.	11,476	All ninth grade.
Junior High Schools ...	41	74.	5,685	21 ninth grade—12 eighth grade—7 both eighth and ninth
Six-year High Schools ..	6	75.	390	4 ninth grade—2 both eighth and ninth.
Partial High Schools ...	3	50.	139	All ninth grade.
	150	73.1	17,690	

The enrollment of 17,690 is an increase of 59 per cent over last year's.

Two-year Curriculums

In the northern part of the State there are still a few high schools which are maintaining two-year commercial curriculums. This type of organization has almost died out because of its ineffectiveness, and even in some of the few schools where it remains the administrators admit there is no educational justification for it. While it would probably be impossible to get rid of these courses immediately because of lack of guidance facilities and the inability of the schools maintaining them to demonstrate their shortcomings to parents of pupils who enroll in them, it seems highly desirable to impose some restriction which will prevent the mingling of pupils in such short courses with pupils in the regular four-year curriculum; for example, we have in some schools beginning shorthand classes containing freshmen and juniors, and office practice courses containing sophomores and seniors. It is very evident that the upper classmen are generally the ones who suffer in any arrangement of this kind.

New Commercial Teachers

During this year there were 164 commercial teachers who were new in their positions; 28 of these had last year served in the State and transferred from one system to another. Of the other 136, 88 came to us with experience, while 48 were beginners. Of the 136 teachers, six were trained in the Trenton State Teachers College; 38 were trained in Rider College; and the other 92 came from other schools. The education of the 136 incoming teachers was as follows: 8 had a Master's Degree, 53 had a four-year Baccalaureate Degree, 41 a three-year Baccalaureate Degree, 13 were graduates of a three-year normal school course, and 21 had had less than three years in one school. Fifty-five of the 88 experienced teachers employed had had three or more years of teaching. The median salary of experienced incoming teachers was $1,900 or $100 less than the median for the previous year. The median salary for inexperienced teachers was $1,500, or $100 more than for the preceding year.

These 164 vacancies represent 20 per cent of the full-time commercial teaching positions in the State. There were 802 full-time commercial teachers in service

this year; 9 per cent of these were occupying positions which existed for the first time this year; 11 per cent were replacements.

A summary of our records for the past three years shows the following interesting facts:

(1) The number of transfers has ranged from 23 to 30, averaging 27; however, as the number of commercial teachers has increased more than 25 per cent in the four-year period, this means we have lost more experienced teachers than have been transferred to other positions in the State. If these teachers are good, there is need for a placement bureau which will retain them for service somewhere in New Jersey. If they are poor and have lost their positions by reason of that fact, then there needs to be a further improvement of our standards of certification.

(2) In the three-year period there have been 331 vacancies filled by teachers who were not previously employed; 120 of these having been inexperienced teachers. Only 20 of these 120 positions have been filled by graduates of the Trenton State Teachers College. Of the 211 other positions, only 21 have been filled by teachers trained by this State. In other words, we have had to look elsewhere for five-sixths of our beginning teachers and for seven-eighths of all new teachers employed. During this same period Rider College has supplied 54 of the beginning commercial teachers and 37 experienced teachers. There can be no doubt that the State's commercial teacher-training program exercises an extremely small influence upon the teaching of business subjects in the New Jersey high schools.

Commercial Teachers

There have been several noteworthy achievements by commercial teachers in this State during the past year. Mr. Charles W. Hamilton and Mr. Foster W. Loso, of the Elizabeth system, are the authors of a textbook on "Office Practice" for the senior high schools, and Mr. Charles F. Hainfeld, of the Union Hill High School, Union City, is the author of a text in the same field. Mr. Peter L. Agnew, of the Orange High School, is the joint author with Dr. Paul S. Lomax of a book on "Problems of Teaching Bookkeeping." Mr. G. G. Gudmundson, of Thomas Jefferson High School, Elizabeth, has published a pamphlet of information about courts in New Jersey. A number of other teachers have contributed magazine articles on various phases of business education.

It is unfortunate for us that this fine work on the part of our teachers has another side—other institutions outside the State are bidding for their services. Mr. P. L. Agnew, of the Orange High School, has accepted a full-time position as instructor in the School of Education of New York University; Mr. Augustine Cosgrove, of Theodore Roosevelt, in Elizabeth, went to Freeport, L. I., as head of the Commercial Department; Mr. Robert J. Young, of the Springfield Junior High School, became head of the department in the Portsmouth, Va., High School; Mr. H. Grady Baker, head of the department in the Hamilton Township High School, becomes City Director in Dallas, Tex.; Mr. Frank H. Ash, who two years ago was in the Cliffside Park High School and was taken from us by Mt. Vernon, N. Y., has been chosen to head Connecticut's new training department in the Danbury State Teachers College. The losses are the more acute because these communities have been unable to replace these

men with teachers of comparable training and experience. While exchanges of teachers with other States are to be expected, it is not desirable that in such transactions our best teachers go elsewhere while those who come in are of inferior quality.

In conclusion, I wish to acknowledge gratefully the coöperation of the supervisors, administrators, and teachers throughout the State, especially those teachers who have labored so faithfully on the syllabus committees, and the assistance rendered by the members of the staff of the department.

Respectfully submitted,

L. A. RICE,
Assistant in Secondary Education.

ANNUAL REPORT OF THE ASSISTANT COMMISSIONER OF EDUCATION, SUPERVISOR OF VOCATIONAL EDUCATION, INDUSTRIAL ARTS, AND CONTINUATION SCHOOLS

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

MY DEAR DR. ELLIOTT—Herewith I submit the annual report of the Vocational Division for the year ending June 30, 1931, covering activities in the following fields: Trade and industrial schools, agricultural departments, home economics, industrial arts, continuation schools, and rehabilitation. At the end of the report will be found a summary of the different sections and statistics of enrollment.

TRADE AND INDUSTRIAL SCHOOLS

One of the problems that has engaged the attention of the vocational staff in the trade and industrial field during the last year is that of endeavoring to develop types of training adapted to the needs of unemployed workers. This problem is an exceedingly complex one, and it must be admitted that little or no progress has been made towards a solution. The urgent need of the man out of work is a job. Unless there is a job in sight for which training is required, he is not greatly interested in what the school has to offer. Because of this fact, it has been very difficult, in spite of the efforts of the vocational schools, to organize classes for the unemployed.

The problem is also complicated by the fact that the budget of most boards of education has been cut to a point that leaves little or no opportunity for the establishment of additional classes. The vocational staff has held two conferences with school principals and employers during the year in an effort to discover

what training could be given. Although the results have thus far been meager, we are planning to continue our efforts in this direction during the coming year.

While very little progress has been made in training unemployed groups, a number of the evening vocational schools have been successful in working out courses for new developments in various trades which have enabled men, who would otherwise be discharged, to retain their jobs. Some of these courses are discussed at a later point in this report.

Another problem incident to the industrial depression is that of the placement of graduates of the day schools. With the continuance of the depression it has become more and more difficult to place these young workers in the particular occupations for which they have been trained. This has been mainly due to lack of work and the rapid changes that have been taking place in certain occupations. It is further affected by the policy—which is a wise one—adopted by many employers of giving preference in employment to those workers who have families dependent upon them for support. In many cases the schools are cooperating in this policy by holding their pupils in schools in order that the jobs they would otherwise fill may be made available for adults. This is a policy that might well be further emphasized during the coming year.

Each year a study is made by the vocational division of the results of the placement of the all-day trade and industrial school graduates. This study is made at the request of the Federal Board for Vocational Education, which prepares a complete tabulation of the placement of graduates in all trades and in all schools of the North Atlantic region. The following tabulation, taken from the studies of 1928-1929 and of 1929-1930, shows the decrease in placements during the last year:

	Total Graduates	Total placed in trade for which trained	Percentage in trade for which trained	Average entering wage
1928-1929	946	719	76.4	$15.89
1929-1930	997	528	53.9	$16.41

Trade Extension Classes

The apprentice training program in the vocational schools in New Jersey which was developed during the years 1923-1927 is also feeling the effects of the depression. During the evening school year of 1926-1927 this enrollment numbered approximately 4,000 apprentices, who were chiefly employed in the building trades. In the evening school year of 1930-1931, the enrollment dropped to approximately 1,900 apprentices. In some of the building trades no new apprentices have been employed for the past three years, during which time the boys who had previously started on their apprenticeship have become journey-

men. Where these conditions exist, apprenticeship is disappearing. In other trades the employers and labor organization have completely abandoned the apprentice training program, and apprentices have been dropped from the pay roll. While this condition is perhaps inevitable, it is not altogether wholesome. It is more than likely to result in a marked scarcity of skilled workers in the building trades a few years hence.

It is interesting to note that trade extension training for journeymen has not been affected as has the apprentice training program. Skilled workers are more and more recognizing the need for additional trade training. To this end a number of evening schools have organized short unit courses for skilled tradesmen, and this has increased the effectiveness of the entire trade extension program. These short units assist the worker to develop new trade skills and give him an opportunity to acquire the use of new trade tools and appliances. An outstanding example of this sort of development may be found in the plumbing and heating trades. Because of changing conditions in these industries, oxy-acetylene welding courses for journeyman plumbers and steamfitters have been organized in practically every evening school district in the State. Workers in these trades are given training which enables them to retain employment on new types of construction used in modern buildings. In Jersey City, more than 400 plumbers and steamfitters applied for admission to the oxy-acetylene welding classes. It was impossible to give instruction to the entire group at one time, but provision was made during 1930-1931 for almost 150 of these men. Two shifts of classes were operated each evening, and additional units were conducted during the months of April and May. Those who could not participate in the training last year will be afforded an opportunity to do so during the coming evening school season.

During the spring term the Paterson Vocational School organized a short unit course in Tobin bronze welding for a group of electrical workers who were constructing radio station WABC at Wayne. This type of welding has been made necessary by new requirements for the grounding of high frequency electrical circuits and the protection of high tension circuits. Welding of this sort is an entirely new development requiring tools and materials with which the electrical workers were not familiar. The course in the Paterson School was organized under emergency conditions and was conducted after the close of the regular evening school season. The new skills and knowledge acquired in this training enabled a group of electrical workers to retain their jobs at a time when employment possibilities were very limited.

New short unit courses in blue print reading, radio serviceing, apartment house telephones, heat treatment of steel, and automobile transmissions were organized in several school districts to meet the particular needs of groups of workers actively engaged in trade and industrial occupations. In this connection the following report from the Federal Board for Vocational Education is of interest:

Technological changes in industry and retraining—

"The reports from the various states of the North Atlantic Region indicate considerable advance is already being made in the way of retraining to meet

some of the changes in industry. The following retraining activities are mentioned in the reports:"

"Metal spinners being trained for lathe hands as hydraulic dye work is taking place of mental spinning—Connecticut.

Telephone girls operating manual exchanges retrained for other jobs by New Jersey Bell Telephone Company—*New Jersey.*

Wood lathers in Atlantic City trained for applying metal lath—*New Jersey.*

Training in elementary electricity provided for operating and maintenance foremen on Lackawanna Railroad—*New Jersey.*

Oxy-acetylene welding training for plumbers and steamfitters—*New Jersey,* Delaware, Ohio, Pennsylvania, Rhode Island and Connecticut.

Instruction in electricity for machinists in Pennsylvania Railroad employ—Delaware.

Carpenters trained for the installing of kalemein trim—*New Jersey.*

In shoe industry workers skilled on Goodyear welt retrained on the McKay welt—Massachusetts.

Classes in special field of cable splicing for journeymen electricians evenings and Saturdays—Pennsylvania."

There was a marked improvement in teaching efficiency in the trade extension training activities throughout the State during the past year. This improvement was largely due to the organized training course in teaching methods which was established in 1928 for all trade extension teachers in the State. Since that time teachers have been offered additional courses from time to time on a short unit basis. Members of the Vocational Division of the State Department met with the various groups of trade extension teachers for follow-up work once or twice in each of the following districts: Camden, Atlantic City, Elizabeth, and Middlesex County. These meetings were held either just previous to the opening of the evening schools or during the evening school year when some particular teaching problems had developed. At such times, attention was given to the specific problems which had arisen and to the preparation and use of demonstration devices, lesson planning, and the formulation of short unit courses of instruction.

While various trades have been included in the work referred to above, particular attention has been given to improving the teaching in the electrical trades. The rapid changes in operating methods and the increased demand for technical information in the electrical industry make it imperative that the most modern instructional procedures be followed if the teaching in this field is to be effective. In order to improve the present methods the teachers of electrical subjects in the day and evening classes were asked to meet in May at the Middlesex County Vocational School in New Brunswick under the direction of the State Department to discuss the development of organized instructional material that would be better adapted to evening classes in this field. As a result of this conference, a committee of five teachers, three of whom are employed in the electrical industry during the day but who teach in the evening classes, are now engaged in the preparation of experimental sheets which will

be used in industrial electricity classes. These sheets will assure a series of controlled experiments that will require the pupil to intelligently record the information obtained in the various electrical tests and in addition will require the pupil to determine the causes of observed results. Some of this material may be available for the evening school year 1931-1932. The entire series of sheets, however, will not be completed until a later date.

Growing Demand for Industrial Classes

The demand for admission to the all-day trade and industrial schools during the last year greatly exceeded the facilities available. This situation existed despite the fact that provision for this type of education has materially increased during the last five years with the construction of new and larger buildings, additions to existing buildings, and the organization of new vocational school districts such as the Camden County Vocational School. Even with these additional facilities, nearly every school in which boys are given pre-employment trade training has a waiting list of prospective pupils who cannot be immediately admitted because the school is being operated to the limit of its capacity. This increased demand for trade and industrial training is due in part to a better appreciation of the value of such training for young workers who desire to enter industrial occupations, and in part to the industrial depression prevalent throughout the country which makes it difficult for pupils who have reached the minimum legal age for industrial employment to secure jobs in industries that are operating on short time or with a minimum operating force.

The growing demand for pre-employment trade training has resulted in many problems affecting the selection of pupils for admission to the vocational schools. These problems are becoming increasingly difficult in school districts such as Atlantic City and Paterson where twenty-five or thirty per cent of the total enrollment are tuition pupils who come from neighboring school districts which have no trade and industrial schools. In most instances, these districts are residential communities populated by industrial workers who are employed in the larger cities and industrial centers in which the all-day trade and industrial school is located. In Paterson and Atlantic City, pupils who have the minimum age and grade requirements for the trades in which they wish training are accepted in the order of their application for admission regardless of their place of residence. In some instances, pupils from the smaller communities who are among the first to apply for admission secure a place in the school while pupils who have equivalent qualifications and who reside in the district which maintains the school are obliged to wait their turn for admission.

Another problem has to do with tuition fees. Non-resident pupils are required, of course, to pay the tuition charges established by the district operating the school. Sometimes this charge is paid by the board of education of the district in which the pupil resides. In other instances the board of education refuses to pay the tuition charge, in which case the expense must be borne by the parent of pupil. Among the pupils thus affected are many who would profit more by trade training than the regular grade or high school course which they may be forced to accept because the school board may refuse to pay the tuition for trade training, or because the parent may be financially unable to do so. A similar problem of tuition charge also exists in the evening vocational schools,

especially when apprentices are compelled by their labor organizations to attend evening classes and the only classes available are those operated by a school district other than the one in which the apprentices live.

The School Law at present contains no provision for State aid to the sending district in such cases as those just described. Because of the increasing frequency of these cases it is highly desirable that the School Law be amended to correct this condition.

Many pupils who have reached the legal age for industrial employment and who have the necessary age and grade requirements for admission to schools in which they might obtain training in the trade of their choice but who are placed on a waiting list because the school facilities are operating at the maximum capacity do not return to the regular grade or high school. Oftentimes they drift about in idleness or obtain employment wherever it can be found. If the present industrial depression continues for any considerable period, there will be a considerable number of young men who, because they were unable to enter the skilled trades at sixteen years of age, will find it impossible to enter these trades at eighteen or twenty years of age because they cannot afford to work at learners' wages. To meet the needs of this group further provision of vocational school facilities are imperative.

Part-time Cooperative Courses

One of the few places in the State maintaining cooperative industrial classes is Rahway. Twenty-one pupils who started in the part-time cooperative classes in the Rahway High School graduated in June, 1931. This was the first graduating class—seventy per cent of the group which started. One measure of the effectiveness of this type of training for a small industrial community may be found in the continued employment of those part-time workers in industries which were seriously affected by industrial conditions. None of the seventy-five pupils enrolled in the courses in Rahway has been laid off or placed on short working time.

These pupils were employed in fourteen different trades. They spent alternate weeks in industry and in school. The average weekly earnings of the sophomores were $8.00 per week, of the juniors $10.00 per week, and of the seniors $12.00 per week.

Surveys

During the year the vocational staff has made a number of special studies for various purposes. One of these was a survey of the vocational schools of Atlantic City undertaken at the request of Dr. Boyer, Superintendent of Schools. This study resulted in a number of recommendations for the further improvement of these schools, and the State Department has been requested by the superintendent of schools to assist in carrying out these recommendations.

At the request of the Department of Institutions and Agencies, a study was also made of the training program at the State Prison in Trenton. During the year a survey was also made of Somerset County for the purpose of determining the need for vocational education. Since special reports covering each of these studies have already been submitted, they are not included in the present report.

INDUSTRIAL CONFERENCES

Each year, for the past several years, it has been found desirable to participate in conferences and meetings with industrial groups. Such conferences usually consist of workers, foremen, industrial executives, and personnel representatives who are interested in industrial training as carried out in the industry or in the public schools. It is important that contacts with these groups be maintained if trade and industrial education in New Jersey is to keep abreast of the constant changes in trade practices, new developments, and problems of industrial organization and management.

The following is a partial list of general conferences in this field in which, in addition to plant meetings, the vocational division has participated during the past year:

Carnegie Foundation Conference on Unemployment

Early in the year the department participated in a conference on unemployment problems called at the office of the Carnegie Foundation under the leadership of Honorable Newton D. Baker. The meeting was attended by a number of nationally known economists, employers, and educators, and was devoted to a discussion of unemployment and plans for the training of industrial workers.

Industrial Institute at Silver Bay, New York, August 16th to 26th

This involved participation in a seminar on plant training conducted by Mr. Frank Cushman, Chief of the Trade and Industrial Section of the Federal Board for Vocational Education. The group consisted of educational and personnel representatives from industrial organizations throughout the Eastern part of the United States. Several representatives from the publicly controlled trade and industrial schools were also in attendance at this conference.

Industrial Conference, Rutgers University, September 10th and 11th

This is an annual conference conducted by the Extension Division of Rutgers University. It is attended by foremen, superintendents, and personnel representatives from industries of New Jersey. These conferences give attention to problems of industrial engineering, industrial management, and foreman training.

General Conference of the National Association of Manufacturers Held in New York in October

The chief topic of discussion in this conference was old-age pensions, unemployment funds, and training older workers for new jobs.

General Conferences of the National Safety Council, Pittsburgh, Pennsylvania

A special sectional meeting was devoted to safety practices in trade and industrial schools. Discussion was devoted to the best procedure for preemployment training in industrial safety practices.

General Conference, American Society of Mechanical Engineers, New York

A sectional meeting of this organization was devoted to apprentice training for industrial plants. Particular emphasis was placed upon training of shipyard apprentices and training for ground mechanics in the aviation industry.

Regional Conferences, American Society Mechanical Engineers—Evening Meetings Held Monthly In Plainfield or Elizabeth

During the past year consideration was given in these meetings to industrial situations resulting from the depression, to new industrial progress in the manufacture of automobiles and machine tools, and to new developments of the photo-electric cell.

Monthly Meetings of the Elizabeth Foremen's Club Held In Elizabeth

These are evening meetings addressed by prominent leaders in education, manufacturing, and finance.

Regional Meeting of the American Society of Mechanical Engineers, Held In Hartford, Connecticut, June 1, 1931

A section of this meeting was devoted to a consideration of human problems in industry. Industrial executives are beginning to recognize that well adjusted workers are as indispensable as well adjusted machines.

Six Meetings of Industrial Executives In the Industries of Northern New Jersey Which Were Held at Montclair State Teachers College Once Each Week During April and May, 1931

This group has been meeting during the spring of each year for the past three years. The discussions are led by Dr. Zachry of the staff of the Montclair State Teachers College. This group has been studying the causes of human behavior and methods of better adjusting workers to their jobs. There are about twenty-five members in the group—educators, plant executives, social workers, and representatives of labor organizations.

Y. M. C. A. Industrial Conference, Lake Waywayanda, New Jersey

This is an annual two-day conference held in June and attended by foremen and industrial executives. This year attention was given to retirement plans, obsolescence of workers, and a forecast of future industrial conditions.

Foreman Training

The work in foreman training has been continued throughout the year along essentially the same lines as heretofore. The character of the instruction has been affected to some extent, as might be expected, by the unsettled condition of industry. Many men who have been serving as foremen for years have been retired or have found themselves out of work. Others have been demoted to the ranks. In both of these groups were a considerable number of men who had participated in foreman training for several years and who in normal

times could confidently expect to make use of this instruction in their daily work as foremen. In spite of these conditions, however, the interest in foreman training continues, and the enrollment during the last year showed an increase over the preceding year.

While the interest in foreman training has continued it has gradually shifted from problems of organization and supervision to those of human behavior. Greater interest is also being manifested by the men in their teaching responsibilities. Last year, for example, ninety-eight men were enrolled in a course in behavior problems, and one hundred thirty-one in methods of teaching—an increase of one hundred four and thirty-three, respectively, over the corresponding courses of the previous year.

The industries in which foreman training was given included the following: Textiles, resistance wire, sewing machines, rubber hose, brake linings, and clutch facings. Among the plants participating in this work were the following: Botany Worsted Mills, Passaic; Driver Harris Company, Harrison; Singer Manufacturing Company, Elizabeth; Thermoid Rubber Company, Trenton; and the Acheson Harden Company, Passaic.

One indirect result of the work in foreman training which is fully as important as the direct results is the helpful relationships established between the vocational schools and the various industrial plants. Such contacts are mutually beneficial to both industry and the schools. The schools are constantly calling on industry to assist them with problems of equipment, teaching, and placement, and industry, in turn, comes to the school for help in various matters pertaining to personnel and training. Each year, for example, prominent executives from some of the most important industries in the State have given lectures upon recent industrial developments to the teachers enrolled in various teacher training classes conducted by the State Department. Without cooperation of this sort, it would be difficult for the schools to keep pace with the changes that are constantly taking place in industry.

AGRICULTURAL EDUCATION

Supervision

During the year covered by this report, 90 groups of pupils were given class instruction in vocational agriculture. This included 63 high school groups where the pupils were met five times a week during the school year by the teacher of agriculture, 4 other high school groups where the pupils were met less frequently each week to enable the teacher to reach more pupils in his region, 1 group consisting of young men of the community who returned to school during the winter months for instruction in agriculture, and 22 adult farmer groups who were met periodically during the winter months for class instruction dealing with their immediate farm problems.

The classes were held in 48 centers in various parts of the State. The enrollment in agriculture was 746 boys and 337 adults, a total of 1,083. The number of teachers employed was 32.

The pupils studying vocational agriculture cleared, above all expenses, $133,863.73 from practical farm work that was correlated with class instruction

and supervised by the teachers of agriculture. This was approximately $160 per pupil. This practical farm work is for the most part done on the home farms of the pupils and the teachers in supervising this part of the instruction must travel to the homes of the boys. The average travel mileage per teacher for this work was 3,507 miles.

Provision was made during the year to start a new agriculture department in the high school at Millville. The class instruction will center around poultry husbandry, vegetable gardening, and small fruit culture, which are the chief farming enterprises of the community.

A new greenhouse 73 feet by 35 feet in area was built at the Middletown Township High School the past year. With this additional house the agriculture department of this school now has approximately 5,000 square feet under glass. In addition, they have a 20-sash cold frame, a fenced-in nursery plot, and a building devoted exclusively to the agriculture department.

At the Camden County Vocational School a new 50-foot by 35-foot greenhouse was completed. This house was built by the students of the school. Three such houses, in addition to cold frames, propagating house, and work room for potting plants, mixing soils, etc., are now available for the floriculture work in this school.

In the new high school building recently completed at Bridgeton, the agriculture department was provided with two classrooms, a store room and space for farm shop work. In the new Salem high school addition, a classroom and farm shop room were provided for the agriculture department. In both schools, new equipment and furniture for the agriculture work were installed. A new room and equipment were also installed in the agriculture department of the Hackettstown High School.

The Borough of Sussex voted during the year to build a new high school building in which the plans call for a two-room agriculture department. New equipment and furniture for the department will also be provided.

New Jersey was again prominent in the nation-wide organization of farm boys known as the Future Farmers of America. Local chapters of this organization were maintained in each high school where agriculture is taught. Ten of the highest ranking boys in the State were awarded the so-called State Farmer degree. In selecting these boys, consideration was given to scholarship, leadership, ability to work with others, and accomplishments in farming activities. At the National Congress of the Future Farmers of America held at Kansas City, Missouri, in November, a nation-wide contest was held to decide the most outstanding vocational agriculture boy in the United States and this honor was won by a pupil of the Lambertville Agriculture Department, David Johnson, of Stockton. For winning the honor, the Kansas City Weekly Star awarded this youth a check for $1,000. Hundreds of articles in newspapers, farm journals, and magazines were published about David's accomplishments in vocational agriculture and his work on the home farm under the supervision of his agriculture teacher, all of which, of course, reflected on the type of agricultural instruction given in the New Jersey schools.

One phase of vocational work that has been particularly stressed in the high school agriculture classes the past year is what is termed "other supervised practical work" of the pupils. By this is meant practical farm work done by

the boys in addition to the home projects they carry as a part of their agricultural instruction. The home project is some farm enterprise, such as the growing and marketing of a crop or the production and sale of farm animals, that is carried through the complete farming cycle of production and marketing. Such projects, when carefully supervised by the agriculture teachers, are excellent teaching devices, but they are limited to the one farm enterprise.

To increase the amount of supervised practical farm work of the vocational pupils, the "other supervised practice" referred to above is used by the agriculture teachers. This is any supervised farm work other than a project. These are grouped as specific farm jobs, systematic farm employment, practice in keeping farm records, practice in farm management, and cooperative farm enterprises.

By farm job is meant "an actual unit of farm work which is distinguished from other farm jobs by its special purpose, its particular setting, and the special equipment required, if any". Examples are: Culling chickens, marketing eggs or broilers, feeding chicks, milking by hand, milking by machine, selecting seed, preparing land, fertilizing, marketing through the roadside market, laying out an orchard, spraying fruit trees, propagating by cuttings, making returns for tax assessment, and installing a water system.

Of necessity most farm boys work at specific farm jobs on the home farms, but if supervision by the agriculture teacher is lacking, frequently the father does not allow or require the boy to do certain jobs in which he should gain proficiency if he is to become a competent farm manager.

To aid the teachers, a printed list of the usual farm jobs has been prepared in the State office. This list is used by the teachers as a check to determine which jobs the boys should undertake to carry out on the home farm. The method of procedure is for the teacher, the boy, and the father to go over the list and decide which jobs the boy should undertake during the current year, and also, which ones the father is willing to have him undertake. During the year, then, as rapidly as the father and the teacher agree that the boy has gained proficiency in any job, this job is checked from the list.

The systematic farm employment plan is used for boys in the agriculture classes who do not live on farms. For these boys, the teacher secures work as hired men with farmers of the region near the school. The teacher and the farmer decide about the kind of work the boy can and should do to help him with his agricultural studies and also the amount of pay the boy is to receive. The boy is required to keep a notebook describing the work he does and at stated intervals the teacher discusses the notes and supervises his work on the farm.

The farm records practice is the keeping by the boy of some important records of the father's farm. This may be, for example, a cost account of a crop, a record of milk production on the herd of cows and the cost of producing the milk, or the records on a poultry flock. Such records not only give the boy facts about the farm business, but in addition show the father where he can make changes that will better his income.

Farm management practice deals with the management, by the boy, of certain enterprises on the farm or the farm as a whole. In a few cases a father is willing to allow the boy to assume such management. With the teacher to

help in the supervision, it usually happens that such management practice is an advantage both to the father and to the boy.

Cooperative enterprises or jobs are those handled by groups of agriculture pupils working under the direction of the teacher. Where a school greenhouse or a number of cold frames are available, the growing and marketing of plants by the group give the boys excellent practice in learning greenhouse and cold frame management. Or the group may cooperate in buying, say, certified seed potatoes and disposing of them as a cooperative organization. Or, again, eggs produced by the individual pupils in their home projects may be sold collectively by the group, or the pupils may buy eggs by the case, candle and carton them and sell them at retail.

As stated previously, all these types of "other supervised practice" have been stressed during the past year. The results have been satisfactory and the boys have gained more practical farm experience than had their practical work been confined to home projects. In some cases it is possible to compute financial returns on this kind of supervised practical work and records in the State office show that 314 boys cleared last year $36,503.61 from this work. This, of course, is in addition to the profits made from home projects.

Teacher Training

Under agreement between Rutgers University and the State Board of Education pre-service training for students preparing for teaching positions in vocational agriculture is maintained at the University. The State Supervisor of Agricultural Education and his assistant, employed by this Department, act as the professors in charge. The courses include work in educational psychology with special applications in the field of agriculture, and methods of teaching vocational agriculture. A portion of each student's time is devoted to observation and actual teaching in the agriculture department of the New Brunswick High School.

All teachers of agriculture in service are required to do a given amount of professional improvement work each year. Graduate credit toward the Master's degree is given by Rutgers University for this work done under the direction of this Department. The courses given the past year include a series of group seminars at which important problems relating to the agricultural work of the vocational schools and departments were studied and discussed; a course in educational sociology which included such units as: The rural high school community in New Jersey, the educational objectives and programs of some significant social service groups, social relationships significant to the rural high school community, the cultural background of the rural high school community, and standards for measuring the effectiveness of significant social service groups; a course dealing with material that should be stressed in floriculture classes; and subject-matter courses in economic entomology and plant pathology.

During the last year all of the agricultural teachers in the State participated in these courses under the direction of the State Supervisor of Agricultural Education. As a result of this work, two of these teachers were granted the Master of Science degree by Rutgers University at the June commencement.

Home Economics Education

Home economics education in New Jersey has not suffered to any appreciable extent because of the economic depression. The schools have instituted various economies in their operation, but reasonable expenses have all been met. There has been no curtailing of programs, and the number of home economics departments continues to increase. At present there is a considerable number of new school buildings under construction in various parts of the State. At least six of these buildings are high schools with adequate provision for home economics departments in districts where there has heretofore been little or no instruction in this subject.

Building costs are now lower than they have been for many years and this has, to a certain extent, stimulated construction, for a saving of four cents a cubic foot amounts to a considerable reduction in the cost of a school building. In a number of districts the building of a new school has been undertaken as a means of giving local employment. Appropriations have been voted and contracts awarded with the agreement that as far as possible work should be done by labor from the district.

The fact that provision is being made in many of these buildings for home economics departments indicates that home economics education has made a permanent place for itself in the New Jersey schools and that its continuance and development are assured even in periods of economic depression.

In order to stimulate home economics departments to aid families of limited income to meet some of their financial problems due to the present economic depression, the State Supervisor sent out a circular letter early in April to all home economics teachers on this subject and is preparing to follow it up with special conferences at all the County Institutes in the fall.

Vocational Home Economics

Two years ago, it will be recalled, the State Board of Education authorized the establishment of a new type of home economics curriculum for high schools similar to the curriculum in agriculture. This curriculum was designated "vocational home economics" to distinguish it from the more general instruction in this subject commonly found in the grades and the larger high schools. This new type of curriculum was organized last year in the high school at Glassboro. This is the fourth department of this kind to be established in the State, and it is believed that conditions in Glassboro promise well for the future of the work. Glassboro is an important town of Gloucester County. Its schools are progressive and the leadership efficient. A State Normal School is located in the town. Glassboro has some manufacturing and is the center of an agricultural district. It is a community in which there is a considerable number of girls who do not go beyond high school. Many of these girls marry young or remain at home helping their mothers. It is, therefore, an excellent district in which to organize this type of training.

A new high school was completed in Glassboro last summer with generous provision for home economics instruction. On the top floor of the new building are a foods room with five unit kitchens, a combination dining and living room, and a well equipped clothing room. Two teachers are employed who

divide their time between vocational and general home economics. The first year of work has been successful, and there are prospects of improvement for the coming year.

The high school at Bridgeton was completed during the last year, and the vocational home economics is now well housed in a department which has a fine clothing room, a combination living and dining room, and five well equipped unit kitchens. Bridgeton was the first vocational home economics department in the State to be established in a high school. The work has always had the interest and support of school officials and an efficient teaching staff. Under these conditions, the home economics department has developed favorably and made for itself a definite place in the community in spite of lack of space and adequate equipment. With the very attractive quarters now provided for this department the future of vocational home economics in Bridgeton would seem to be assured.

In the Newton High School the registration in the vocational home economics department has increased so that next year two teachers will be employed on full time with an additional instructor for the general home economics classes. Two more vocational home economics departments are in prospect as soon as buildings are completed.

Registration in the independent or separate vocational schools of home economics has increasely slightly. This is a more favorable report than would at first appear. Pupils in these schools come from families which have been hard hit by the economic depression. In many cases the father has no work, but employment can be secured by the mother or daughters. This has forced many girls to leave school either to take a job themselves or to manage the home while the mother goes out to work.

General Home Economics

During the last year five new districts have made provision for instruction in general home economics. Parsippany, Troy Hills, East Hanover, River Edge, and Cape May Court House have installed approved equipment of a fine type for instruction in home economics subjects. The first three districts are giving this instruction in grade schools only, as they do not maintain high schools. At Cape May Court House the new equipment is in the high school, and classes have been organized for pupils from both the high and the elementary schools. In order that pupils in the outlying districts may have the benefit of this instruction, transportation has been arranged by means of the school buses, and the children are brought in to class once each week.

Secaucus has installed equipment for foods classes only. This instruction is of elementary grade, as no high school is maintained by the district.

In districts where home economics instruction has been in operation for some time, the department has felt that a special problem exists in the need for broadening the content of home economics instruction, and has been giving special attention to this problem throughout the year. In too many cases instruction in home economics subjects is limited to work in food and clothing, and in a few instances, the teachers have restricted their subject matter still more so that they are actually teaching cooking and sewing with very little

attention to any of the other factors which are necessary for successful family living.

At the county institutes one of the topics for discussion was the desirability of broadening the scope of home economics instruction and the need for organizing subject matter from the standpoint of pupils' interests. Certain books and publications were recommended for teachers, both for general reading and for use in their classes. In order to give more specific assistance in the work of reorganization, the department has set up professional improvement classes in two counties and used these classes as a means of bringing together the teachers of general home economics for the purpose of working out reorganization of their courses of study. Teachers in some districts have, on their own initiative, made changes in their program so as to include work in home management, home decoration and house furnishing, dietetics, first aid, child development, and family relationships. More teachers, it is believed, will in the coming year undertake revision of their courses of study.

Trade and Industrial Education for Girls

One trade school and trade departments in two home economics schools is the present status of trade and industrial education for girls. This can hardly be considered sufficient in the State where girls go out to work in such large numbers before finishing high school. That girls want training for employment is indicated by the number who are taking advantage of existing opportunities.

The Essex County Trade School for girls has a registration of 792 and is increasing its facilities to meet the needs of new groups. During the last year additional students have been received in all lines for which training is offered. A new class for the training of mothers' assistants has been started. This work offers profitable empoyment for girls who are fond of children.

The classes for training dental assistants and the classes in retail selling now take school students on a cooperative basis in addition to full-time students enrolled in the vocational school.

Evening classes were opened this year in this school for the first time. The registration in these classes was good, but the attendance was not altogether satisfactory. The location of the school makes necessary a considerable expenditure for transportation, and this probably affected the attendance.

A survey of the Atlantic City Vocational School for Girls was made at the request of the school authorities. A considerable portion of this survey dealt with the developing of trade departments. As was pointed out in last year's report, the problem of employment for girls in Atlantic City is perplexing, as the opportunities are somewhat limited. There are, however, certain fields which have not been developed and opportunities which have not been utilized. The future usefulness of the school depends in large measure on the extent to which the present work in trade training can be expanded. The superintendent of schools is planning for a gradual development along the lines already recommended by the State Department.

The Girls' Vocational School in Elizabeth, as has been stated in previous reports, cannot develop the trade departments which are needed until it has a new building with more space.

Professional Improvement of Home Economics Teachers in Service

The in-service training which the State Department does each year with the graduates of the teacher-training courses in home economics at the New Jersey College for Women is of special importance. This year eight girls who graduated in June found positions in the schools of the State. Each of these teachers was given help in the preparation or revision of a course of study for the district in which she had been employed to teach. In September and again in October each of these young teachers was visited by a member of the department in order that she might have advice and assistance on her problems. A third visit was made in cases where special difficulties seemed to exist.

The problem of maintaining professional improvement classes for teachers in service is a difficult one because of the difference in previous training which exists in any group of teachers representing various teacher-training institutions. The length of time since graduation is another factor in this situation, since some teachers finished their normal school or college training at a time when instruction was generally limited to food and clothing subjects.

For this reason the State Department of Public Instruction offered two extension courses of fifteen sessions each for the home economics teachers. One class was held at the high school in Asbury Park and brought in twenty-four teachers from Monmouth and Ocean counties. The other class met at the Morristown High School, which was central for Morris County and a few Passaic County teachers. In this group there were sixteen teachers.

The courses covered the following:

A. Home Management—considering time, finances, equipment, food, clothing, and shelter.
B. Social and family relationships from the standpoint of the family, the parents, and the children.
C. Child development in order to establish a basis for a better understanding of the development of habits in children.

The last five lessons were given over to the teachers to prepare a course of study which was to include home management and social and family relationships and child study to meet the needs of their particular situations. In addition to this, each member of the class reviewed and reported on three of the recent books on home economics with which they were not already familiar. For this purpose a suggested list was given.

Two classes for clothing teachers were also held under the direction of the State Department: One in Union County with a registration of 29 and the other in Middlesex County with a registration of 24 teachers.

Home Economics Teacher Training At the New Jersey College for Women

The following section covers the work carried on under the Federal Act for Vocational Educational by the New Jersey College for Women in cooperation with the State Board of Education.

During the past year a group of 24 seniors and 6 juniors have been enrolled in the teacher-training course. The extreme difference in the size of the two groups may be accounted for by the general financial depression which forced some of the juniors to withdraw from college. However, the most promising members of the class returned to college, and though we may have lost in numbers we have maintained a fair quality in the group. It is surprising that all of the seniors were able to return and finish their course.

During the past summer the students were able to find interesting positions to satisfy the requirement of their commercial project, and we have had more calls for the present summer than we have been able to fill. In our placement for next year we have been more successful than we had dared to hope. We realize that we shall not be able to place all of these young women in teaching positions, but the indications are that by the fall they will all be placed in some form of work which will bring them valuable experience and in which their home economics training will be of value to them. It has been a cause for pride, in the past, that all of the students have been placed in teaching positions.

In order to care for the large number in the senior group, a center for practice teaching was opened in Atlantic City as well as in New Brunswick and Essex County. The variety of experience which the students gained during this period made their discussion particularly valuable when they returned to their classes at the college.

The work at the practice house has been maintained in a very satisfactory manner under the leadership of the new director of the house. The students have enjoyed their experience there, and the director has been able to interpret to the students and to help them to coordinate in this experience much of the training and instruction which they have had during their course.

In the spring, the senior shop undertook to make the costumes for the play which the German Club presented at the college and in several cities in the State. This work was organized as a training project for similar undertakings which our students may have to assume when they go out to teach. They found the experience interesting and were most cooperative in putting it through in such manner that it did not interfere with the organization of our course in the shop. The final project in the shop, which is the designing and making of a dress for the student, represented a high standard of workmanship and good taste.

The organization of the Child Study School has opened an interesting and valuable form of experience to the students. Each student in the child development course in this department was scheduled to spend two hours a week in the school for one semester. This observation and experience was planned and supervised by the director of the school, who understands and is sympathetic with the problems of our group of students.

The prize which was awarded by the New Jersey Home Economics Association for the senior who had attained the highest average grade in her courses within the department was won by one of the teacher-training students.

No important additions were made to the equipment of the department during the year, but the unit kitchens were altered to bring them more nearly in line with the plans which the State is recommending for school kitchens.

Industrial Arts

The steady growth of industrial arts, or manual training, has been indicated in previous annual reports. This growth has continued, and the industrial arts department now appears to rank in importance in most schools with the other major departments.

The growth in industrial arts has been especially noticeable in recent years in the southern part of the State. Of the eleven new districts introduced this year, five were located in South Jersey. Special efforts have been made on the part of rural districts to provide practical courses for pupils. This is largely due to the influence of the county superintendents and county helping teachers who feel that such courses should be offered in the rural sections as well as the urban districts of the State. During the year four townships combined in Cumberland County and equipped shops for industrial arts. By this combination it was possible to employ a full-time industrial arts teacher.

Because of the steady growth in enrollment in shop courses and the increased facilities necessary for teaching shop work, school officials have been forced to give increased attention to the administration of the work. To this end they have devised blanks and cards of various types which have done much to facilitate the smooth running of the industrial arts departments. Several of the districts have this year submitted to the State Department of Public Instruction samples of the forms which they are using. The City of Camden, for example, sent in a complete set of equipment and requisition forms for securing articles and supplies. This pamphlet contains forty-five pages with all conceivable items in the school shop listed alphabetically. Trenton, East Orange, and Phillipsburg have worked out similar forms for this purpose. There is a growing diversity of such material—pupils' progress cards, job sheets, operation sheets, and pupils' stock bills. These forms, properly used, enable the teacher to organize his work more effectively and to grade the progress of pupils more accurately.

Many teachers have also devised forms which they find helpful in improving the quality of teaching, such as brief outlines for discussions, lesson sheets, and a great variety of blue prints, pictures, and photographs. There is also a growing tendency to make use of commercial and industrial catalogs, illustrated pamphlets, and textbooks.

Progress is being made in measuring the results of teaching by means of more efficient testing of pupils. Dr. Ira T. Chapman, Superintendent of Schools of Elizabeth, reports the following: "The industrial arts teachers held regular monthly meetings. Besides taking up routine work, several committees were formed to make investigations and reports. Some of the studies and reports are:

What records are necessary in the subject which you teach?
How can the school and city library be made to function more in our work?
How can we measure progress in industrial arts work?
How can the bulletin board be made to function more in our work?

Objective tests for each unit of work dealing with the related technical information have been worked out by the various committees of teachers and their supervisors. The major thought for testing, in the mind of the average school teacher, is to determine a school mark. This is by no means the only one, and it is unfortunate that it has so long eclipsed other equally important results to be measured. Some of the reasons for testing are as follows:

1. To determine the value of different teaching methods and devices.
2. To diagnose and find the learning difficulties of students.
3. To compare the work done in one school with that of another.
4. To determine if certain goals have been reached.

The teachers charted the number of times each question was answered incorrectly in the various tests given. By doing so, one can readily see where the weak spots are located and do the necessary remedial work."

Diagnosis is one of the outcomes of the refinement of our thinking about the teaching process. It is not enough to know that a pupil is having difficulty in his work; it is essential to know just where the difficulty lies in order to avoid wasting time on the repetition of other portions of the work. It is evident that the industrial arts teachers of the State are making progress in this direction.

Use of Lesson Plans and Instruction Sheets

The practice of preparing lesson plans and using instruction sheets is becoming an important factor in our school shops. In order to encourage teachers in this work a few years ago the Vocational Division circulated among the shop teachers samples of various types of instruction sheets. "The use of instruction sheets" was presented at the County Institutes which are conducted by the State Department. Many teachers became convinced of the advantages of such a teaching device and gradually carried the idea into practice. In Gloucester County a few teachers prepared a great variety of instruction sheets for industrial arts projects and in a short time converted every shop teacher of that county to this plan. Recent visits to the school shops have revealed the fact that every boy in this county now uses an instruction sheet in connection with his shop work.

This same group of shop teachers developed a manual for the rural schools containing over twenty drawings of industrial arts projects of wood and iron construction and carefully prepared instructions for pupil use. The classroom teachers of these small schools worked two evenings a week as an organized class in the Woodbury High School shop and completed the projects which had been previously selected as suitable for those schools which have a very limited shop equipment. In spite of the small amount of training on the part of the teachers, the boys did very creditable work with the aid of the manual containing instruction sheets. At a meeting of the Gloucester County Parent-Teacher Association held last May in Woodbury, their projects were exhibited and were rated very high on three points—good construction, good tool work, and in every instance, excellent finish.

The objection which many teachers had to the use of instruction sheets seems to have been forgotten. They now report that these instruction devices economize time and make possible a greater variety of work in the shop. The time thus saved can be used effectively in perfecting a better organization of all the work.

Mr. Arthur O. Smith, Superintendent of Schools of Union City, comments on instruction sheets, "In order to keep up the standards of instruction and quality of work in our schools, the industrial arts teachers have developed a great variety of instruction sheets in mimeographed form. These are placed in the hands of pupils to supplement instruction and demonstration by the teachers. This enables the bright boy to carry on his work to his full capacity and allows the instructor additional time to devote to the slower pupils."

Although most industrial arts shops now give instruction in metal work, the greatest emphasis continues to be placed on wood work. This is natural. Wood working is the field in which instruction in shop work originated, and most teachers have received their major training in this field. Moreover, wood work is especially well adapted to the interests and abilities of many pupils and lends itself readily to school instruction.

Examples of Noteworthy Projects

One of the most interesting events of the Hoboken elementary schools was the interscholastic kite contest held in April. The children of the various schools anticipated this event for several months, and a visit to any of the industrial arts shops showed boys actively engaged in making and shaping their sticks, assembling frames, glueing the paper, or artistically decorating their finished product. All of the construction work was done by the boys themselves. After three days of elimination contests, the inter-scholastic contest was held at Stevens Field, which with its long "take-off" is admirably suited to tournaments of this kind. The contests attracted both school chidren and adults and went far to arouse interest in industrial arts.

In the upper classes many of the boys in the woodworking department spent part of their time building small model airplanes to place in competition at the end of the school year. Their planes were modeled after those in use in the commercial field. The building of gliders is considered one of the best methods of studying aviation. The term "glider" has a vague meaning to many people. In reality, it is no more than a motorless airplane. In a number of schools, air-minded boys have become interested in building gliders. A group of boys in the Leonardo High School have organized an aviation club. They have already built a primary glider and will continue this study next year, making a secondary glider and finally the sailplane. The great interest shown in these activities indicates that aviation in all its phases has assumed a permanent place in the teaching of industrial arts.

Another distinctive feature of the year's work is a course in watchmaking and watch repairing given in the school for crippled children in Jersey City. This course is classified as manual training, but its purpose is vocational. The boys devote two and a half hours each day to this work. Dr. James F. Nugent, Superintendent of Schools of Jersey City, has the following interesting report to make on this course:

"What we especially desired was something that appealed to the boy with strong mechanical aptitude who lacked interest or ability in commercial work. The class in watch repairing was undertaken with the thought or the hope that it might offer a suitable opening for the boy who but for his handicap would be a successful machinist or automechanic; that the mechanical problems of the watch would interest him in the same way and utilize the same general ability. This work has been in operation for nearly a year and a half. The results, from the point of view of interest, have been most gratifying. At the close of the tryout period three-fourths of the pupils wished to continue, and their progress seemed to justify permitting them to do so. Of course, we have yet to face the problem of actual placement of these boys in the watch industry. We recognize that the trade is a comparatively small one but believe that after a two-year training period a majority of them will have obtained a degree of skill sufficient to render them employable with watch assembling houses or in small jewelry shops. Further, this work offers distinct possibilities in the line of home employment. The equipment required is comparatively inexpensive, and it seems probable that some who would be unable to go regularly to a shop or factory will be able to work at home and build up a business in their own neighborhood, a business that will mean in time partial and perhaps complete self-support."

School Exhibits

It is an excellent plan to assemble the completed work in industrial arts in the gymnasium of the school and invite the public to view the year's accomplishments and many schools do this each year. A large number of such exhibitions were held throughout the State last spring, although, unfortunately, many were on conflicting dates. The work was so uniformly good that it would be impossible to state which of these exhibits excelled.

The exhibition held in Plainfield was originally planned for three days, but so much interest was shown that it was continued for one week. The significant feature was the great variety of work which included projects in drawing, painting, modeling, applied design, woodwork, machine shop work, forging, metal work, electrical work, concrete work, mechanical drawing, pottery, costume design, leather work, batik, foods, clothing, and jewelry.

There are about fifty shop and mechanical drawing teachers in Bergen County. Last year they formed an Industrial Arts Club and held three meetings, one of which consisted of attendance at the exhibition held in the Dumont High School. Forty-two teachers and two members of the State Department of Public Instruction were present.

Professional Improvement Classes for Industrial Arts Teachers

Classes in professional improvement for teachers in service were conducted at the State Normal School, Newark; Junior High School, Maywood; Glassboro High School; and the Junior High School, Florence. These courses were given under the direction of the State Department of Public Instruction, and approximately two hundred industrial arts teachers were enrolled. Courses

of this character have been offered throughout the State for several years, and each year the industrial arts teachers have requested that the department continue to conduct such courses.

CONTINUATION SCHOOLS

Enrollment

The enrollment of continuation school pupils for the year 1930-1931 fell to the lowest number on record. Only 5,264 boys and 7,442 girls or a total of 12,706 pupils registered in the thirty-nine (39) districts and two counties. This represents a loss of 4,197 pupils from last year. Two factors were mainly responsible for this loss. First, the raising of the educational requirement from the completion of five grades to that of six grades, and second, the general decline in industrial activity throughout the State. Since there have been abundant workers available above the age of sixteen, those within the continuation school range (14 to 16 years of age) have found it increasingly difficult to find employment. The schools have rendered excellent service in placing many who otherwise would have drifted; others were induced to return to the full-time school. Through visits to homes many worthy cases received assistance and encouragement. This phase of continuation school work will be discussed at greater length in another paragraph.

Although the total enrollment declined twenty-five per cent, only two districts discontinued their continuation classes. These were Boonton and East Newark. A large hosiery mill at Boonton cut its working force and ceased employing the group below sixteen years of age. Heretofore over one hundred continuation school girls had been employed. The Clark Thread Company closed its East Newark plant in which practically all of the continuation school pupils found employment. This school was one of the first to organize and worked in the closest cooperation with the factory. In fact, the company furnished the building, janitor service, etc., free of charge, while the district provided the equipment and teacher.

New Continuation Class

The Township of Union, Union County, organized a class in September but due to the lack of room and teaching force a temporary plan was agreed to whereby the boys and girls received instruction from the industrial arts and household arts instructors. Beginning with September a full-time teacher will be in charge of the work.

Guidance

Those engaged in supervision and teaching in the continuation schools of New Jersey are continually assuming greater responsibility for the guidance of their pupils, not merely from a vocational standpoint but in regard to placement, health, social activities, self improvement, and personal adjustment at home, at work, and in society in general. As a result of this work a number of girls were induced to accept jobs in homes when no factory jobs were open. At the Girls' School in Newark the school employment bureau placed only

about fifty per cent as many pupils as formerly, but in spite of the depression the school was able to find "mother's helper" jobs for all who would accept them. This school did a great deal of welfare work. Teachers visited the homes and cooperated with public welfare agencies to relieve distress. Home difficulties were smoothed out, objections to the acceptance of jobs in homes were removed, girls were provided with needed clothing and placed where they had board and room and a fair wage. The courses of study were fitted to the needs of this group so they might better fill their places. The home making courses helped many to hold the positions secured through the school.

Guidance in Health

No phase of work is more important in the continuation school than the conservation of health and the development of good health habits. An increasing number of schools are providing thorough medical and dental inspection which is followed by the constant vigilance and instruction of a school nurse. The Middlesex County Continuation School reported two hundred and eighty physical examinations by the nurse, one hundred and twenty-six visits to home, clinics, physicians, etc. Glasses were obtained for two pupils, two had tonsils removed, school treatment for the relief of burns, infections, toothache, etc., was given in over two hundred cases. Forty-three homes were visited and twenty-two case studies were reported. A typical case is quoted as follows:

"When Elizabeth—entered school in April, her right arm was bandaged below and above the elbow. Her skin was dark, sallow, and blotchy, and she was very thin and undernourished. When the bandage, which had been applied by the 'family' without the doctor's orders, was removed, the pus literally poured out of the arm, which was badly swollen, inflamed, and very painful. Elizabeth stated it has been infected for two or three weeks, and previous to this time she had had a similar infection in both feet which eventually cleared up without medical attention. The arm was attended to by Dr. —— and dressed daily at school. Elizabeth is trying to follow a diet and is greatly improved physically and in appearance. The arm was entirely healed in about two weeks." Had this child not received expert attention at this time she might very possibly have lost her arm.

Not only does the school function in the lives of its pupils but the homes and industries are greatly benefited. The case of Mary—shows this clearly.

"Mary ——, who worked at the ——, attended our school one day each week. Mary was losing considerable time from work because of ill health. After a complete physical examination at the clinic in the Middlesex Hospital, the doctor ordered treatments three times daily. A visit with the nurse at the factory resulted in her cooperation, and Mary was able at attend school and work and have her treatments at the same time. Later on, Mary had her tonsils removed at the Middlesex Hospital, and now is improving in general health."

Improvement of Teachers and Teaching

The State supervisor has been striving throughout the year to create an interest on the part of local supervisors, teachers, and pupils in making occupational analyses in those industries which employ the continuation type of worker.

These efforts have met with enough success so that the idea is now fairly well established in the minds of all concerned. A noteworthy accomplishment was the recognition of a splendid analysis made by Miss Josephine Lang of the Linden Continuation School. This work was of such a high order that a member of the Federal Staff for Vocational Education asked to be permitted to mimeograph it and send it to all training schools and State supervisors to encourage the making of similar studies. Through the courtesy of the Federal Board for Vocational Education a supply of this study was available for distribution to the continuation schools. It has had a far reaching effect.

As a fitting climax to the year's work a state-wide conference was held in Elizabeth on the sixth of June before which type studies of industries and occupations were discussed. A particularly good study of a clothing factory was presented by the teachers of the Boys' Continuation School of Elizabeth under the direction of Mr. Arthur Wrigley. The conference was well attended.

A general improvement course, entitled Educational Sociology, was offered by the State Department in cooperation with Rutgers University at the Newark Normal School during the second semester under the leadership of Mr. Arthur Hopper of Plainfield. It was attended by sixty-three teachers who had attended a similar course last year.

Reports of Committees of the New Jersey Continuation School Teachers Association

Last year we chose as our chief problem a survey of the contacts of the continuation school with the following:

a. Social agencies.
b. Pupils, parents, and public.
c. Employees and industries.
d. Organized labor.
e. School organizations.

Through the cooperation of the Continuation School Association, committees were appointed by the President, Mr. Paul Ordway, to undertake these studies.

The chairmen of these committees selected other members to work with them in preparing questionnaires and tabulating results. The reports were presented at the Elizabeth conference which was mentioned in a previous section of this report. Replies were received from sixty per cent of the continuation schools. These studies reveal not only the splendid work of the continuation schools but also weak spots. Following are some of the facts brought out by these studies:

Seventy per cent of the continuation schools have made contact with eye clinics, sixty-six and two-thirds per cent with hospitals, and seventy per cent with medical clinics.

Seventy-four per cent of our schools have established contact with public libraries, fifty-six per cent with the Young Men's Christian Association, and forty-four per cent with the Young Women's Christian Association. Contact has also been made with Camp Fire Girls, Boy and Girl Scouts, and Community Houses.

The industrial survey showed that the largest number of minors were employed in domestic service, textile factories, garment factories, grocery, meat, and fruit stores, messenger service, offices, and tailor shops. One thousand forty-three visits were reported between school and industry. Five hundred sixty consultations were held with parents regarding placements.

Two hundred sixty-three employers called upon the continuation schools for workers and sixty-one obtained all their juvenile workers through the schools. One thousand one hundred fifty-nine placements were made by the schools.

That employers in some cities value the advice and cooperation of the continuation school is shown by the following examples:

One employer asked the director for a solution of his problem which involved the request for an increase in wages, although no orders were coming in and the stock was piled in the storeroom. The continuation school director suggested that the employer take all of his force to the storeroom and show them the situation. The request for increases was withdrawn.

Another employer changed the location of one of his departments when he was told of the effect of high temperature on his workers and their production.

The reports of these committees were received with keen interest and there is no doubt but that many teachers were inspired to improve their contacts, broaden their influence, and attack the indicated weak spots vigorously next year.

It is the intention of the State Department to summarize these studies and prepare them for distribution.

Legislation

New legislation passed during the year contains the following provisions:

(a) Increases the age for granting age and schooling certificates from fourteen years to fifteen years for those who have completed a minimum of six grades; eighth grade graduates may qualify at fourteen years of age.

(b) Requires that employed minors subject to the continuation school law must attend a continuation school in the district in which they are employed if there be one; if, however, there is such a school where the minor resides but none where he is employed he must attend where he resides.

These changes will undoubtedly reduce the enrollment in most of the continuation schools. However, class (b) will have a tendency to increase the enrollment, particularly in such a situation as exists in Paterson. Many of the places adjacent to Paterson have not established continuation schools and it is common practice for minors who reside in Paterson to secure employment in these places and not attend continuation school at all. Hereafter they will attend in the district where they reside, i. e. Paterson.

Another effect of the law will be to hold children in school, particularly the over age and sub-normal types. This will force school officials to provide courses of study, teachers, equipment, and methods of instruction adapted to this type of pupil. Some of our continuation schools have already sensed this problem and have organized opportunity or pre-employment classes. We have suggested an extension of the practice. Briefly, the plan would be to group together in separate classes for boys and girls, pupils selected from the grades who, without doubt, intend getting working papers as soon as they can qualify—

probably within a year. In these classes, teachers might well emphasize industrial problems, guidance, social adjustment, personal health, accident prevention, etc. In fact an intensified continuation school program would best meet the needs of these young people.

Teacher Training for Trades and Industries

The training of teachers of trades and industries for vocational schools is now organized in four distinct types—(1) Pre-service training for day and evening schools, (2) In-service training for day schools, (3) Itinerant training for new teachers—day schools, (4) In-service training—evening schools.

The first type of work covers a period of three years and is organized in a series of units offered in various centers. During the year preparatory courses were conducted in Bayonne, Newark, Camden, and Atlantic City. Thirty-eight were enrolled in these courses. A third-year pre-service course was conducted in Camden with an enrollment of twenty-one.

The second type of work referred to above consisted of seven thirty-hour courses in Newark, New Brunswick, Perth Amboy, Bayonne, Elizabeth, State Normal School in Jersey City, and Atlantic City.

The Newark course dealt with student health problems and was given under the direction of Dr. H. Alton Schachter, school physician for the Essex County Vocational Schools and head of the Neurological Department of Beth Israel Hospital, Newark. Forty teachers were enrolled in this work. The course in Middlesex County was devoted to problems of modern industry and was given under the direction of leading industrialists who pointed out important factors which they felt were essential for the schools to recognize in training for employment in industry. Special emphasis was given to the training of students in the use of safety devices. Twenty-eight teachers were enrolled in this course.

The course in Bayonne consisted of advanced work in tests and measurements. The objective was to develop tests that could be used in vocational schools. The course was given under the direction of Dr. Grossnickle of the State Normal School, Jersey City, with twelve teachers enrolled.

The course in Elizabeth was devoted to the work of curricula construction. Trade and trade technical teachers worked together in order to tie up their courses of study more efficiently. This course, given by Mr. J. G. Spofford of the State Department of Public Instruction, had an enrollment of twelve teachers.

The course at the Jersey City Normal School dealt with problems of mental and social hygiene conducted on the case basis, each member of the group being required to select a problem pupil for a case study and make a report in open conference for group discussion. This course was given by Dr. Caroline B. Zachry of the State Teachers College, Montclair, and had an enrollment of forty teachers.

The course at Atlantic City was devoted to applied psychology based on Burnham's book on the Normal Mind. This course was given by Mr. Heller of the Atlantic City Schools, and sixteen teachers were enrolled.

The third type of course referred to above consisted of individual conferences with new teachers who had been employed without pre-service teacher training.

This work was devoted to fundamentals of teaching, trade analysis, and organization of instruction material. Conferences were held in Paterson, Bayonne, and Essex County. Eight teachers were enrolled.

The fourth type of work was devoted to intensive conferences on problems pertinent to the successful operation of evening trade extension classes. These conferences were conducted for teachers in-service and members of pre-service teacher training classes expecting placement in the evening schools. The courses covered sixteen hours and were conducted in Newark, Atlantic City, Camden, Bayonne, and Paterson. Fifty-eight teachers were enrolled. The total enrollment in the various courses will be found in the appendix of this report.

Rehabilitation

The responsibility of the State Department of Public Instruction for the rehabilitation of persons injured in industry is largely a cooperative one, as the carrying out of this work rests with the State Rehabilitation Commission. The Vocational Division, however, is responsible for administering the federal rehabilitation funds, keeping certain records, and making an annual financial and statistical report to the Federal Government. To do this, it must also exercise general supervision over those activities for which federal funds are used. This the Vocational Division does in accordance with a plan of cooperation between the Rehabilitation Commission and the State Board of Education.

About three years ago the Rehabilitation Commission at the instance of the Vocational Division began to reorganize its activities in order to make a clearer distinction between the work in physical reconstruction on the one hand and vocational training on the other. This reorganization has advanced year by year until it is now complete. The work involved, among other things, the development of new and more complete records and certain reassignments of personnel. During the last year special attention has been given to the development of records, and with the help of representatives of the Federal Board for Vocational Education, an excellent set of record forms have been worked out and are now in operation.

Each year recently the federal funds for the vocational training of handicapped workers have amounted to $29,978.23. Two years ago the federal law was amended in such a way as to permit any unused balance in this appropriation in the Federal Treasury to be allotted to those states which were able to use additional funds. The additional allotment to New Jersey for the year ending June 30, 1931, was $5,000, making the total federal appropriation for the year $34,978.23. All of this money was expended by the Rehabilitation Commission for vocational training, in addition to a state appropriation of $44,177.23 for the same purpose. The total expenditure from both state and federal funds for the vocational training of disabled persons amounted, therefore, to $79,155.46. A detailed report of these expenditures has already been submitted.

The work in rehabilitation is necessarily conducted on an individual basis. Before a handicapped person can be trained it is necessary to make a careful survey of his disability. Many handicapped persons are placed without training; others are not susceptible of training. Each of these cases, however, must

be studied and dealt with in whatever way appears advisable. The records of the Commission show that 1,121 cases were handled during the year by the staff. These were distributed as follows:

Surveyed, rehabilitation plan not made		517
Rehabilitation plan made		144
In process of preparation for employment		378
In preparation status (other than training)	112	
In training status	266	
Awaiting employment		39
In employment, being followed up		43
Total		1,121

In order to give wider publicity to the various rehabilitation activities conducted by the State, the Commission prepared a talking picture during the year designed to tell in non-technical language the story of rehabilitation in New Jersey. It is proposed to make this picture available to various professional, industrial, social and educational organizations. It is interesting to note that this is the first picture of this sort to be made in the United States.

Summary

One problem which the industrial depression has brought sharply into the foreground during the last year is the training of unemployed workers. The vocational schools have given some attention to this matter but owing to the lack of jobs available and to restricted school budgets but little progress has been made in training men who are out of work, although some training has been given that has helped men to retain their present jobs. Because of the disorganized condition of industry, the number of apprentices in attendance upon the evening vocational schools has decreased during the year nearly fifty per cent. On the other hand, the attendance of journeymen has increased approximately 1,000 over the previous year. This increase is largely due to the organization of new courses in such subjects as radio serviceing, heat treatment of steel, installation of apartment house telephones, Tobin bronze welding, oxy-acetylene welding, automobile work, and the electrical trades. New courses in these fields have stimulated attendance and in some cases have undoubtedly enabled workers who might otherwise have been discharged to retain their jobs. In this connection the following extract from a report of the Federal Board for Vocational Education on activities in this field in the North Atlantic Region is of interest:

"Technological Changes in Industry and Retraining"—

"The reports from the various states of the North Atlantic Region indicate considerable advance is already being made in the way of retraining to meet some of the changes in industry. The following retraining activities are mentioned in the reports:"

"Metal spinners being trained for lathe hands as hydraulic dye work is taking place of metal spinning—Connecticut.

Telephone girls operating manual exchanges retrained for other jobs by New Jersey Bell Telephone Company—*New Jersey.*

Wood lathers in Atlantic City trained for applying metal lath—*New Jersey.*

Training in elementary electricity provided for operating and maintenance foremen on Lackawanna Railroad—*New Jersey.*

Oxy-acetylene welding training for plumbers and steamfitters—*New Jersey,* Delaware, Ohio, Pennsylvania, Rhode Island, and Connecticut.

Instruction in electricity for machinists in Pennsylvania Railroad employ —Delaware.

Carpenters trained for the installing of kalemein trim—*New Jersey.*

In shoe industry workers skilled on Goodyear welt retrained on the McKay welt—Massachusetts.

Classes in special field of cable splicing for journeymen electricians evenings and Saturdays—Pennsylvania."

The enrollment in the day trade and industrial schools has increased to a point where most of them have a waiting list. This is raising perplexing problems in regard to the selection of pupils, tuition, and the expansion of facilities necessary to meet the growing demand.

The interest in foreman training continues and there has been a slight increase in enrollment during the current year. The instruction in teaching methods has been of special service to foremen who have found it necessary to retrain workers, and the field for this type of foreman training is growing.

The enrollment in agricultural courses shows an increase of approximately 100 over that of the preceding year. The net income for the year from pupil projects was approximately $134,000 as compared with approximately $127,000 in the year 1929-1930. Among the various new developments in the agricultural departments were the following: A new high school department at Millville; a new greenhouse at Middletown Township; completion of the greenhouse at the Camden County Vocational School; and new quarters and equipment for the agricultural departments at Bridgeton, Salem, and Hackettstown. The most noteworthy event of the year was the winning of a prize of $1,000 in a nation-wide contest by David Johnson, a pupil in the agricultural department of the Lambertville High School. This prize is awarded annually by the Kansas City Star to the most outstanding pupil in vocational agriculture in the United States. Special attention was given by the agricultural teachers and the state supervisor during the year to the development and supervision of practical farm work for those agricultural pupils who do not live on farms. An estimate based on carefully kept records shows that approximately $36,000 was earned by these boys in this type of work.

Work in home economics continues to expand as indicated by the establishment of departments by six new districts last year. In addition to this, many districts completed new buildings during the year in which liberal provision was made for home economics departments. A new vocational department of home economics was established in the Glassboro High School and the Vocational department in the Bridgeton High School was expanded and provided with new quarters and new equipment. The major efforts of the state supervisors, in addition to helping districts and architects in planning new departments, were devoted to assisting teachers to broaden the scope of their instruc-

tion to include fundamental problems in home making to supplement the technical processes of cooking and sewing usually found in traditional home economics courses.

In order to stimulate home economics departments to aid families of limited income to meet some of their financial problems due to the present economic depression, the state supervisor sent out a circular letter early in April to all home economics teachers urging that special attention be given to low cost cooking. The vocational division is also planning to make this the subject of special conferences at all the County Institutes in September and at various periods throughout the school year.

Reports from the local districts show that eleven new districts have established instruction in industrial arts during the last year. Of this number five were located in South Jersey. Because of the growth of shop work special attention was given by the state supervisor during the year to improving methods of organization, administration, and teaching. An interesting development in industrial arts work was the establishment in Jersey City of a course for crippled children in watch repairing. At present this course is only in its elementary stages. It is meeting with a good response, however, and will probably eventually become a vocational course.

Due to a change in the age for compulsory school attendance and to conditions arising from the industrial depression, attendance in the continuation schools dropped during the year to 12,706, a decrease of 4,197 from the previous year. Only two districts, however, have abolished their continuation schools. Continuation school teachers have given special attention during the year to the guidance of pupils in their social and vocational problems and have assisted many young people to re-adjust themselves to changing industrial conditions. Of special interest were the studies of the work of the continuation schools made by the Continuation School Teachers' Association. These studies show that the continuation schools have been active in utilizing the services of social and industrial agencies to aid the teachers in dealing with problems of placement and guidance arising from the present industrial situation. Several continuation schools have established full time classes in which special emphasis is laid on industrial activities, social problems, and pupil guidance. The experience of the continuation schools demonstrates that for many pupils the traditional school curriculum might well be re-organized along continuation school lines.

The total number of cases handled during the year in rehabilitation work under the plan of cooperation between the State Board of Education and the Rehabilitation Commission reached 1,121. The number in training at the end of the year was 378 as compared with 196 for the preceding year. An interesting piece of work undertaken by the Commission was the preparation of a talking picture on the rehabilitation activities in New Jersey. This is the first picture of the kind to be made in the United States.

Respectfully submitted,

WESLEY A. O'LEARY,
Assistant Commissioner of Education.

TABLE I

Moneys Available From Federal Funds for New Jersey, 1930-31

	YEAR	For Salaries of Teachers, Supervisors or Directors of Agricultural Education	For Salaries of Teachers of Trade, Home Economics, and Industrial Subjects	For Training of Teachers of Vocational Subjects	Total for Year
Smith-Hughes Funds	1926 and annually thereafter.	$39,742.28	$137,829.39	$27,777.58	$205,349.25
George-Reed Funds		$2,390.98	$6,595.92 (Home Economics only)		$8,986.90

TABLE 11

Proposed Payments to Districts From Federal Funds (Smith-Hughes) for Vocational Education for the Year Ending June 30, 1931

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
The proposed allotments from the Smith-Hughes Funds are as follows:					
Atlantic City	$16,547.89	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	$1,896.73	.....	.....
Boys' Vocational School (Eve.)	.....	.....	1,785.25	.....	.....
Girls' Vocational School (Day)	.....	.....	108.38	$6,801.08	.....
Girls' Vocational School (Eve.)	.....	.....	.....	325.00	.....
Indiana Avenue School (Day)	.....	.....	.....	4,323.49	.....
Indiana Avenue School (Eve.)	.....	.....	.....	315.00	.....
Continuation School	.....	.....	.....	.....	$992.96
Bayonne	7,294.87	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	3,405.92	.....	.....
Boys' Vocational School (Eve.)	.....	.....	2,565.00	.....	.....
Continuation School	.....	.....	.....	.....	1,323.95
Bordentown M. T. & I. School	3,446.64	.....	547.95	2,898.69	.....
Bridgeton	2,541.61	.....	.....	.....	.....
High School	.....	1,858.95	.....	.....	.....
Continuation School	.....	.....	.....	.....	682.66
Burlington	786.10	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	786.10
Camden	1,406.70	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,406.70
Carteret	992.96	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	992.96
Clifton	1,075.71	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,075.71
Clinton	1,279.03	.....	.....	.....	.....
High School	.....	1,279.03	.....	.....	.....
Egg Harbor City	330.99	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	330.99
Elizabeth	5,503.75	.....	.....	.....	.....
Boys' Vocational School (Day)	.....	.....	832.46	.....	.....
Boys' Vocational School (Eve.)	.....	.....	1,619.62	.....	.....
Girls' Vocational School (Day)	.....	.....	504.29	.....	.....
Girls' Vocational School (Eve.)	.....	.....	.....	333.90	.....
Boys' Continuation School	.....	.....	.....	.....	1,168.80
Girls' Continuation School	.....	.....	.....	.....	1,044.68
Freehold	1,236.08	.....	.....	.....	.....
High School	.....	1,236.08	.....	.....	.....
Flemington	1,384.03	.....	.....	.....	.....
High School	.....	1,384.03	.....	.....	.....
Garfield	1,179.14	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,179.14

TABLE II—Continued

Proposed Payments to Districts From Federal Funds (Smith-Hughes) for Vocational Education for the Year Ending June 30, 1931

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Glassboro	$1,881.18	.....	.....	.....	.....
High School	.....	1,881.18	.....	.....	.....
Gloucester	589.57	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	589.57
Hackensack	1,455.32	.....	.....	.....	.....
Evening Vocational School	.....	.....	90.00	.....	.....
Continuation School	.....	.....	.....	.....	1,365.32
Hackettstown	1,240.86	.....	.....	.....	.....
High School	.....	1,240.86	.....	.....	.....
Hamilton Township	599.91	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	599.91
Hammonton	806.78	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	806.78
Hoboken	1,183.28	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,183.28
Jersey City	9,179.63	.....	.....	.....	.....
Evening Technical and Industrial High	.....	.....	2,769.00	188.40	.....
School No. 24 (Day)	.....	.....	.....	939.90	.....
School No. 25 (Day)	.....	.....	.....	1,334.64	1,175.01
School No. 32 (Day)	.....	.....	.....	2,772.68	.....
Kearny	1,106.74	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,106.74
Lambertville	1,240.86	.....	.....	.....	.....
High School	.....	1,240.86	.....	.....	.....
Landis Township	2,354.68	.....	.....	.....	.....
High School	.....	1,527.21	.....	.....	.....
Continuation School	.....	.....	.....	.....	827.47
Linden	1,199.83	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	1,199.83
Lodi	941.25	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	941.25
Madison	1,634.59	.....	.....	.....	.....
High School	.....	1,634.59	.....	.....	.....
Millville	372.36	.....	.....	.....	.....
Continuation School	.....	.....	.....	.....	372.36
Middletown Township	1,622.66	.....	.....	.....	.....
High School	.....	1,622.66	.....	.....	.....
Moorestown	1,200.29	.....	.....	.....	.....
High School	.....	1,200.29	.....	.....	.....
Mount Holly	1,527.21	.....	.....	.....	.....
High School	.....	1,527.21	.....	.....	.....
New Brunswick	3,046.77	.....	.....	.....	.....
High School	.....	1,909.00	.....	.....	.....
Continuation	.....	.....	.....	.....	1,137.77

TABLE II—Continued

Proposed Payments to Districts From Federal Funds (Smith-Hughes) for Vocational Education for the Year Ending June 30, 1931

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Newark	5,534.03	.....	.....	.....	.....
Central Evening High	.....	.....	311.50	249.20	.....
Girls' Continuation	.....	.....	.....	.....	2,068.67
Boys' Continuation	.....	.....	.....	.....	1,613.56
West Side Evening High	.....	.....	.....	253.60	.....
School of Industrial Arts	.....	.....	1,037.50	.....	.....
Newton	1,527.21	.....	.....	.....	.....
High School	.....	1,527.21	.....	.....	.....
North Bergen	1,168.23	.....	.....	.....	.....
Evening Vocational School	.....	.....	.....	40.80	.....
Continuation	.....	.....	.....	.....	1,127.43
Orange	5,686.10	.....	.....	.....	.....
Evening Voc. School	.....	.....	282.75	218.00	.....
All-Day Voc. School	.....	.....	532.89	4,652.46	.....
Passaic	3,869.42	.....	.....	.....	.....
Evening Voc. School	.....	.....	1,861.38	201.60	.....
All-Day Voc. School	.....	.....	523.86	.....	.....
Continuation	.....	.....	.....	.....	1,282.58
Paterson	16,267.20	.....	.....	.....	.....
High School	.....	5,249.77	.....	.....	.....
Central High (Eve.)	.....	.....	.....	250.40	.....
Schools Nos. 5, 10, 12, 15, 21 (Eve.)	.....	.....	.....	364.00	.....
Continuation	.....	.....	.....	.....	1,820.43
Voc. School (Eve.)	.....	.....	6,159.00	.....	.....
Voc. School (Day)	.....	.....	2,423.60	.....	.....
Perth Amboy	1,117.08	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	1,117.08
Phillipsburg	703.35	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	703.35
Plainfield	1,122.90	.....	.....	.....	.....
Evening Vocational School	.....	.....	192.00	.....	.....
Continuation	.....	.....	.....	.....	930.90
Rahway	4,092.11	.....	.....	.....	.....
Evening Vocational School	.....	.....	1,314.00	328.80	.....
Part-time	.....	.....	2,449.31	.....	.....
Riverside	661.97	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	661.97
Salem	1,336.31	.....	.....	.....	.....
High School	.....	1,336.31	.....	.....	.....

TABLE II—Continued

Proposed Payments to Districts From Federal Funds (Smith-Hughes) for Vocational Education for the Year Ending June 30, 1931

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Sussex	1,312.44	.....	.....	.....	.....
High School	.....	1,312.44	.....	.....	.....
Trenton	1,868.52	.....	.....	.....	.....
Evening Vocational School	.....	.....	600.00	48.00	.....
Continuation	.....	.....	.....	.....	1,220.52
Union City	1,567.82	.....	.....	.....	.....
Evening Vocational School	.....	.....	202.50	.....	.....
Continuation	.....	.....	.....	.....	1,365.32
Wallington	359.95	.....	.....	.....	.....
Continuation	.....	.....	.....	.....	359.95
West New York	846.66	.....	.....	.....	.....
Evening Vocational School	.....	.....	164.00	.....	.....
Continuation	.....	.....	.....	.....	682.66
Woodstown (Pilesgrove Twp.)	1,145.41	.....	.....	.....	.....
High School	.....	1,145.41	.....	.....	.....
Atlantic County	5,868.26	.....	.....	.....	.....
Vocational Schools of	.....	1,236.88	.....	.....	.....
Atlantic County (Eve.)	.....	4,109.14	.....	522.24	.....
Camden County	8,108.87	.....	.....	.....	.....
Vocational Schools of Camden County	.....	1,651.29	.....	.....	.....
Evening	.....	.....	3,760.00	.....	.....
Day	.....	.....	2,697.58	.....	.....
Cape May County	1,715.24	.....	.....	.....	.....
Vocational Schools of Cape May County	.....	1,715.24	.....	.....	.....
Essex County	23,350.02	.....	.....	.....	.....
Bloomfield Boys' Continuation	.....	.....	.....	.....	1,323.95
Newark Girls' Continuation	.....	.....	.....	.....	1,448.07
Irvington, Boys' Vocational (Eve.)	.....	.....	1,319.00	.....	.....
Irvington, Boys' Vocational (Day)	.....	.....	1,386.12	.....	.....
Montclair, Boys' Vocational (Eve.)	.....	.....	571.00	.....	.....
Montclair, Boys' Vocational (Day)	.....	.....	968.24	.....	.....
Newark Boys' Voc. (Day)	.....	.....	6,668.79	.....	.....
Newark Boys' Voc. (Eve.)	.....	.....	4,886.75	.....	.....
Newark Boys' Voc. Part-time	.....	.....	1,925.93	.....	.....
Newark Girls' Voc. (Day)	.....	.....	2,300.17	.....	.....
Newark Girls' Voc. (Eve.)	.....	.....	552.00	.....	.....

TABLE II—Continued

Proposed Payments to Districts From Federal Funds (Smith-Hughes) for Vocational Education for the Year Ending June 30, 1931

DISTRICT AND SCHOOL	Total	Agriculture	Trade and Industry	Home Economics	Continuation
Middlesex County	9,236.66	.....	.....	.....	.....
Vocational Schools of Middlesex County					
South River (Eve.)	.....	.....	.....	58.00	1,406.70
Perth Amboy (Day)	.....	.....	3,171.05	.....	.....
Perth Amboy (Eve.)	.....	.....	1,330.00	146.00	.....
Perth Amboy, Part-time	.....	.....	144.81	.....	.....
New Brunswick (Day)	.....	.....	1,577.60	.....	.....
New Brunswick (Eve.)	.....	.....	1,402.50	.....	.....
Totals	$176,655.03	$38,825.64	$68,840.43	$27,565.88	$41,423.08

TABLE III

GEORGE-REED ACT PROPOSED PAYMENTS TO DISTRICTS FROM FEDERAL FUNDS FOR VOCATIONAL EDUCATION FOR THE YEAR ENDING JUNE 30, 1931

The proposed allotments from the George-Reed funds are as follows:

District and School	*Total*	*Agriculture*	*Home Economics*
Atlantic City	$1,000.00	.....	$1,000.00
Bordentown Manual Training and Industrial School	1,727.23	$1,336.31	390.92
Bridgeton	2,484.67	1,054.67	1,430.00
Glassboro	1,200.00	.....	1,200.00
Newton	1,725.00	.....	1,725.00
Toms River	850.00	.....	850.00
Totals	$8,986.90	$2,390.98	$6,595.92

TABLE IV

Enrollment in Continuation Schools

County	District	Enrollment			
		1930-1931 Boys	1930-1931 Girls	Total	1929-1930 Total
Atlantic	Atlantic City	69	47	116	145
	Buena Vista	36	37	73	59
	Egg Harbor City	22	34	56	73
	Hammonton	48	63	111	122
Bergen	Garfield	84	145	229	314
	Hackensack	41	93	134	148
	Lodi	76	119	195	220
	Wallington	29	57	86	94
Burlington	Burlington	6	21	27	72
	Riverside	12	24	36	54
Camden	Camden	309	513	822	1,011
	Gloucester City	35	12	47	65
Cumberland	Bridgeton	28	50	78	95
	Landis Twp.	59	102	161	157
	Millville	43	52	95	133
Essex	Newark	1,172	1,292	2,464	3,548
	Orange City	22	34	56	102
	Vocational Schools	167	266	433	616
Hudson	Bayonne	118	250	368	538
	East Newark	...	...	...	83
	Harrison	20	33	53	22
	Hoboken	158	95	253	329
	Jersey City	485	488	973	1,362
	Kearny	53	37	90	111
	North Bergen	118	121	239	278
	Union City	136	208	344	424
	Weehawken	9	9	18	30
	West New York	44	60	104	169
Mercer	Trenton	314	509	823	1,045
	Hamilton Twp.	34	32	66	95
Middlesex	Carteret	42	101	143	222
	New Brunswick	149	235	384	512
	Perth Amboy	101	263	364	525
	South River	91	285	376	408
Morris	Boonton	...	...	...	44
Passaic	Clifton	182	199	381	455
	Passaic	226	441	667	882
	Paterson	394	496	890	1,157
Union	Plainfield	63	76	139	152
	Linden	71	99	170	217
	Union	22	24	46	...
	Elizabeth	158	364	522	722
Warren	Phillipsburg	18	56	74	93
	Total	5,264	7,442	12,706	16,903

TABLE V

All-Day Trade and Industrial Schools or Departments

SCHOOL OR DEPARTMENT	Length of Course in Years	Length of Year in Weeks	Length of School Week in Hours	Total Number of Different Pupils Enrolled	Number Teachers Employed	Cash Received for Work Done	ESTIMATED PRODUCTIVITY			TOTAL
							Estimated Market Value of Work Done for Pupils	Estimated Market Value of Work Done for School Department	Estimated Market Value of Work Done for Other Departments	
Atlantic City—										
Boys' Vocational School	3	37	30	359	21	$670.12	$328.95	$24,855.77	$1,940.47	$27,125.19
Bayonne Vocational School	2	42	30	647	21	556.04	681.40	65.46	1,308.60	2,055.46
Bordentown—										
Manual Training and Industrial School	2, 3, & 4	36	31¼	251	5	.....	.....	.....	.....	.....
Elizabeth—										
Boys' Vocational School	2	40	30	140F	15	1,310.65	1,338.98	352.50	173.20	1,864.68
Girls' Vocational School	2	40	36	475	10	537.22	311.50	3,450.27	676.50	4,438.27
Jersey City—Public School No. 24	2	40	30	128	6	6.79	49.50	1,185.56	1,463.97	2,699.03
Public School No. 25	2	40	30	82	4	75.76	11.50	733.65	685.15	1,430.30
Public School No. 32	2	40	30	95	4	331.21	29.50	889.85	107.34	1,026.69
Orange Vocational School	2	40	30	105	5	194.34	450.00	8,841.00	2,035.00	11,326.00
Passaic Vocational School	2	40	30	148	8	176.04	.....	3,608.04	2,581.87	6,189.91
Paterson Vocational School	2	45	35	355	15	.....	.....	6,200.00	1,000.00	7,200.00
Camden County	2 & 3	38	30	673	19	10,622.63	5,373.48	2,574.07	12,121.47	20,069.02
Essex County—										
Irvington Vocational School	2	44	30	379	12	85.96	.....	1,098.53	5,346.26	6,444.79
Montclair Vocational School	2	44	30	207	8	1,100.51	238.25	344.26	.....	582.51
Newark Boys' Vocational School	2 & 1	44	30	1,180	35	334.74	.....	837.75	6,646.55	7,484.30
Newark Girls' Vocational School	2 & 1	40	30	792F	30	14,433.84	30,946.56	1,404.00	10,133.01	42,483.57
Middlesex County—Voca. School 1	2	38	30	316	14	452.31	819.00	12,549.25	3,160.08	16,528.33
Voca. School 2	2	38	30	263	12	722.52	2,924.38	3,963.35	413.90	7,301.63
Totals	..	..	..	6,595	..	$31,610.68	$43,503.00	$72,953.31	$49,793.37	$166,249.68

TABLE V (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Millinery	Tea Room Manager	Catering and Lunchroom	Cafeteria	Dressmaking	Pre-Vocational	Vocational Agriculture	Vocational Music	Retail Selling	Painting and Decorating	Oxy-acetylene Welding	Radio	Cabinet Making	Beauty Culture	Garment Trades	General	Commercial	Mothers' Assistants
Paterson Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Atlantic City—																		
Boys' Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bayonne Vocational School	.....	.....	.....	.....	.....	185				.....	.....	.....	.....	.....	.....	.....	.....	.....
Bordentown—																		
Manual Training and Industrial School	.....	.....	.....	.....	.....	.....	13	53	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
Elizabeth—																		
Girls' Vocational School	.....	.....	2	.....	25	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	52	74	.....
Boys' Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	52	.....	.....	.....	.....	.....	.....	.....	.....
Jersey City—Public School No. 24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public School No. 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Public School No. 32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orange Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden County	.....	.....	.....	27	.....	.....	.....	.....	.....	67	48	51	.....	.....	.....	.....	.....	.....
Essex County—																		
Irvington Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montclair Vocational School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newark Vocational School, Boys	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	.....	50	89	.....	.....	.....	.....	.....
Newark Vocational School, Girls	11	41	.....	.....	148	.....	.....	.....	22	.....	.....	.....	.....	46	65	123	.....	12
Middlesex County—Voca. School 1	.....	.....	.....	.....	.....	.....	.....	.....	.....	48	.....	.....	.....	.....	.....	.....	.....	.....
Vocational School No. 2	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	.....
Totals	11	41	2	57	173	185	13	53	26	188	48	101	89	46	65	175	74	12

TABLE V (Continued)

Enrollment

SCHOOL OR DEPARTMENT	Printing	Electrical Work	Machine Shop	Pattern Making	Woodworking	Mechanical Drafting	Industrial Chemistry	Sheet Metal Work	Textile Trades	Auto Mechanics	Plumbing	General Shop	Bricklaying	Carpentry	Architectural Drawing	Power Operating	Art Trades	Business Trades	Dental Assistant	Aero Mechanics	Steam Boiler Operation	Steam Laundry Operation
Atlantic City—																						
Boys' Vocational School	44	106						43		83	46			37								
Bayonne Vocational School	59		141		46	38				61												
Bordentown—																						
Manual Training and Industrial School	32	8			100					50				40							9	10
Elizabeth—																						
Girls' Vocational School																5	5					
Boys' Vocational School		93	97		76					107		50										
Jersey City—Public School No. 24	42		44		42																	
Public School No. 25			41		41																	
Public School No. 32			46		49																	
Orange Vocational School	31		37		37																	
Passaic Vocational School	35		33		31				27	22												
Paterson Vocational School		34	81	30		59	12		42	31	40			34								
Camden County	64	57	75		62	27	26			58	39				26					46		
Essex County—																						
Irvington Vocational School	75	69	47			62				95				103								
Montclair Vocational School		53				31				62	33			39								
Newark Boys' Vocational School	224	203	192	41		74	45	43		243		320	34	146	57							
Newark Girls' Vocational School																	106	344	31			
Middlesex County—																						
Vocational School No. 1		45	41		42	6				47	39				3							
Vocational School No. 2		51	48		49	28	27	25							18							
Totals	651	836	923	71	575	325	110	111	69	859	197	370	34	399	104	5	111	344	31	46	9	10

TABLE VI

Part-Time Vocational Classes

SCHOOL OR DEPARTMENT	NUMBER HOURS OF INSTRUCTION.		Number Teachers Employed	Total Number Different Pupils Enrolled	Mechanics & Physics	Blue Print Reading	Bricklaying	Plastering	Mathematics	Mechanical Drawing	English	Science	Printing	Industrial Chemistry	Woodworking	Physical Training	Machine Shop	Coop. Restaurant Course	Bookkeeping	Industries	Industrial Science
	Total for Course	Total for This Year																			
Bayonne Vocational School	800	391	1	81 F	..	..	..	..	..	..	..	..	..	..	..	..	..	81	..	..	..
Paterson—																					
East Side High School	1,225	498	4	20 M	..	..	..	..	18	35	20	18	2	..	2	14	..	..	17	20	..
Rahway High School	2,360	920	2	67 M	67	23	..	..	67	67	..	..	..	67	..	..	..	..	..	..	67
Essex County—																					
Newark Vocational School	.....	1,890	6	195 M	..	..	35	89	..	71	..	..	..	..	..	..	71	..	..	..	..
Middlesex County—																					
Vocational School No. 2	426	140	1	17 M	..	..	..	..	..	..	..	..	..	17	..	..	..	..	..	..	..
Totals	.....	.....	14	380	67	23	35	89	85	173	20	18	2	84	2	14	71	81	17	20	67

TABLE VII

All-Day Vocational Home Economics Schools or Departments

SCHOOL OR DEPARTMENT	Length of Year in Weeks	Length of School Week in Hours	Length of School Day in Hours	Number Teachers Employed	Number Girls Enrolled	DISTRIBUTION BY TRADE									
						Cooking	Sewing	Dressmaking	Laundry	Academic	Millinery	Home Nursing	Art	Beauty Culture	Homemaking
Atlantic City—															
Girls' Vocational School	37⅕	30	6	14	203	67	.....	113	.....	203	26	.....	203	41	.....
Indiana Avenue School	37⅕	30	6	9	97	73	43	47	30	91	56	.....	63	53	.....
Bordentown—															
Manual Tr. & Ind. School	36	31¼	5¾	5	185	147	134	11	134	.....	.....	.....	.....	15	.....
Bridgeton High School	40	28¾	5¾	2	58	58	58	58	.....	58	.....	.....	.....	.....	.....
Glassboro High School	38	30	6	1	27	27	27	27	.....	27	27	27	.....	.....	.....
Jersey City School No. 24	40	30	5	2	47	47	47	.....	.....	47	.....	.....	.....	.....	.....
School No. 25	40	30	6	3	36	36	36	.....	.....	.....	.....	.....	.....	.....	.....
School No. 32	40	30	6	4	100	100	100	.....	.....	.....	.....	.....	.....	.....	.....
Newton High School	40	27½	5½	2	72	72	72	.....	.....	.....	.....	.....	.....	.....	.....
Orange Vocational School	40	30	6	6	85	85	85	85	.....	85	.....	85	.....	.....	.....
Toms River (Dover Twp.)	40	27½	5½	2	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
Totals	.....	.....	.....	50	940	712	602	341	164	511	109	112	266	109	20

TABLE VII (Continued)

All-Day Vocational Home Economics Schools or Departments

SCHOOL OR DEPARTMENT	ESTIMATED PRODUCTIVITY			
	Cash Received for Work Done	Estimated Market Value of Work Done for Pupils	Estimated Market Value of Work Done for Others	Totals
Atlantic City—				
Girls' Vocational School	$1,047.31	$9,177.40	$1,895.27	$11,072.67
Indiana Avenue School	1,337.08	2,147.57	611.54	2,759.11
Bordentown—				
Manual Training and Industrial School	355.19	.....	.....	.....
Bridgeton High School	.....	600.00	160.00	760.00
Glassboro High School	6.50	390.00	13.00	403.00
Jersey City Public School No. 24	393.13	175.00	525.70	700.70
Public School No. 25	899.15	262.20	28.60	290.80
Public School No. 32	563.08	721.37	577.33	1,298.70
Newton High School	30.00	10.00	.....	10.00
Orange Girls' Vocational School	3,141.17	40.00	.....	40.00
Totals	$9,083.26	$14,862.52	$4,163.94	$19,026.46

TABLE VIII

Evening Trade and Industrial Classes

SCHOOL OR DISTRICT	No. of Evenings in Session	No. of hours per Session	No. of Pupils in Attendance	No. of Teachers Employed	Sheet Metal	Carpentry	Electricity	Machine Drafting	Woodwork	Masonry and Plastering	Painting and Decorating	Engineering	Power Plant Operation	Machine Shop	Plumbing	Auto Mechanics	Auto Drivers	Marine Drafting	Aero Mechanics	Paperhanging
Atlantic City Boys' Vocational	76	2	371	15	74	131	101	....	....	....	.....	....	.....	.....	39	136	.....	.....	.....	....
Bayonne Evening Technical	82	2	363	11	.....	16	30	26	....	....	.....	....	.....	16	.....	28	.....	.....	.....	....
Elizabeth Boys' Vocational	72	2	512	22	.....	21	166	....	....	7	40	8	.....	56	27	28	68	.....	.....	8
Hackensack	36	2	17	1	.....	17	.....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
Jersey City—Evening Tech. & Ind.	90	2	1,022	27	33	27	124	....	....	....	.....	....	51	51	.....	.....	.....	.....	.....	....
Evening No. 32	69	2	61	2	.....	.....	.....	....	34	....	.....	....	.....	27	.....	.....	.....	.....	.....	....
Newark—Public Sch. of Ind. Art	157	2	1,921	44	.....	.....	.....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
West Side Evening High	90	2	44	2	.....	.....	.....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
East Side Evening High	89	2	164	7	18	.....	.....	....	....	....	.....	....	.....	42	21	.....	.....	.....	.....	....
Central High	89	2	192	7	26	.....	.....	....	....	....	.....	....	.....	34	.....	.....	.....	.....	.....	....
South Side Evening High	90	2	75	2	.....	.....	.....	....	....	....	.....	....	.....	30	.....	.....	.....	.....	.....	....
Orange—Evening	87	2	33	2	.....	15	.....	....	....	....	.....	....	.....	18	.....	.....	.....	.....	.....	....
Passaic Evening Vocational	100	2	320	13	20	22	.....	....	....	....	.....	....	.....	48	12	58	.....	.....	.....	....
Paterson Vocational	80	2	769	58	.....	68	112	....	....	18	.....	....	.....	60	98	48	.....	.....	.....	....
Plainfield Evening High	32	2	35	2	.....	.....	17	....	....	....	.....	....	.....	.....	18	.....	.....	.....	.....	....
Rahway Evening Vocational	64	2	328	8	.....	24	42	....	....	....	.....	....	21	.....	.....	61	.....	.....	.....	....
Trenton Evening Vocational	40	2	20	2	.....	.....	20	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
Union City, Union Hill High	81	2	35	1	.....	.....	.....	....	....	....	.....	....	.....	.....	35	.....	.....	.....	.....	....
West New York	133	2	43	2	.....	42	.....	....	....	....	.....	....	.....	.....	.....	42	.....	.....	.....	....
Camden County	100	2	965	30	33	.....	165	....	33	....	26	....	.....	55	27	35	.....	19	37	....
Essex County—Irvington	87	2	365	12	.....	.....	69	....	....	....	54	....	.....	70	.....	.....	86	.....	.....	....
Montclair	44	2	143	6	.....	.....	22	....	....	....	22	....	.....	.....	27	31	30	.....	.....	....
Newark Boys' Voca.	110	3	1,452	40	47	46	202	....	....	....	.....	....	65	130	92	.....	276	.....	.....	....
Newark Girls' Voca.	42	3	630	19	.....	.....	.....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
	22	2	.....	.....	.....	.....	.....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	....
Middlesex County—No. 1	70	2	322	10	.....	.....	42	....	37	....	.....	....	.....	38	18	.....	48	.....	.....	....
No. 2	71	2	324	9	16	.....	47	....	17	....	.....	....	.....	64	.....	.....	.....	.....	.....	....
Totals	...	..	10,526	354	267	429	1,090	26	121	25	142	8	137	691	414	467	508	19	37	8

TABLE VIII—(Continued)

SCHOOL OR DISTRICT	Painting	Die Cutting	Arts and Crafts	Chemistry	Manual Training	Embroidery Mending	Patternmaking	Heat Treatment of Steel	Modeling	Jewelry	Interior Decoration	Textiles	Garment Trades	Ceramics	Mechanical Drawing	Architectural Drawing	Dressmaking	Sign Painting	English	Physics	Drafting	Gymnasium
Atlantic City Boys' Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	65	....	....	....	....
Bayonne Evening Technical	....	....	....	35	....	....	....	....	....	....	....	....	....	....	23	....	....	....	....	35	....	....
Elizabeth Boys' Vocational	11	....	....	....	....	....	....	....	....	....	....	....	....	....	54	....	....	....	....	....	....	....
Hackensack	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Jersey City Evening Technical & Ind.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46	37	....	....	....	....	....	....
Jersey City Evening No. 32	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newark—Public Sch. of Ind. Art	19	20	114	....	....	....	....	....	50	23	193	....	....	39	240	238	....	....	....	....	....	....
West Side Evening High	....	....	....	....	20	....	....	....	....	....	....	....	....	....	24	....	....	....	....	....	....	....
East Side Evening High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	56	....	....	....	....	....	....	....
Central High	....	....	....	....	....	....	22	....	....	....	....	....	....	....	57	35	....	....	....	....	....	....
South Side Evening High,	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46	....	....	....	....	....	....	....
Orange—Evening	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Passaic Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	19	....	....	85	33	....	....	....	....	....	....
Paterson Vocational	31	....	....	19	....	....	12	....	....	....	....	225	....	....	....	....	....	....	....	....	76	....
Plainfield Evening High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Rahway Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	....	58	....
Trenton Evening Vocational	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Union City, Union Hill High	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
West New York	....	....	....	....	....	43	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Camden County	....	....	....	19	....	....	....	....	....	....	....	....	....	....	....	47	....	....	....	....	....	....
Essex County—Irvington	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	67	....
Montclair	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newark Boys' Voc.	....	70	....	28	....	....	....	77	....	....	....	....	....	....	88	39	....	....	....	....	....	....
Newark Girls' Voc.	....	....	....	....	....	....	....	....	....	....	....	....	23	....	....	....	30	....	....	....	....	42
Middlesex County—No. 1	....	....	....	....	....	....	....	....	....	....	13	....	....	....	45	22	....	....	....	....	....	....
No. 2	....	....	....	51	....	....	....	....	....	....	22	....	....	....	44	35	....	....	....	....	....	....
Totals	61	90	114	152	20	43	34	77	50	23	228	244	23	39	808	486	30	65	7	35	201	42

TABLE VIII—(Continued)

SCHOOL OR DISTRICT	Mathematics	Printing	Joinery	Design	Radio	Costume Design	Welding	Steamfitting	Brick	Tile Setting	Electroplating	Blue Print Reading	General Art	Commercial Art	Show Card	Water Analysis	Foremanship Training	Beauty Culture	Dental Assistants	Commercial
Atlantic City Boys' Vocational	.....	52	.....	.....	50	.....	104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bayonne Evening Technical	81	30	.....	.....	.....	.....	79	.....	.....	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....
Elizabeth Boys' Vocational	.....	20	.....	.....	.....	.....	.....	.....	24	.....	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
Hackensack	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jersey City Evening Technical & Ind.	64	30	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jersey City Evening No. 32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newark—Public Sch. of Ind. Art	.....	.....	.....	34	.....	240	.....	.....	.....	.....	.....	.....	250	185	30	.....	.....	.....	.....	.....
West Side Evening High	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Side Evening High	.....	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central High	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Side Evening High	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orange—Evening	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic Evening Vocational	19	.....	.....	.....	.....	.....	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paterson Vocational	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield Evening High	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rahway Evening Vocational	57	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	.....	.....	.....	.....
Trenton Evening Vocational	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union City, U. Hill High	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West New York	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden County	179	71	.....	.....	47	.....	89	5	.....	.....	.....	58	.....	.....	.....	12	16	.....	.....	.....
Essex County—Irvington	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montclair	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newark Boys' Voc.	.....	146	.....	.....	36	.....	109	.....	32	13	34	.....	22	.....	.....	.....	.....	52	54	953
Newark Girls' Voc.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex County—No. 1	26	18	.....	.....	.....	.....	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. 2	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	464	412	49	34	133	240	414	5	130	13	34	139	272	185	30	12	16	52	54	953

TABLE IX

Evening Vocational Home Economics Classes

SCHOOL OR DEPARTMENT	Number of Evenings in Session	Number of Hours in Session	Number of Women in Attendance	Number of Teachers Employed	Sewing	Dressmaking	Cooking	Interior Decoration	Millinery	Nursing	Commercial	Domestic Science	Electrical Equipment	Dietetics	Handicraft	Art	English	Auto Mechanics	First Aid	Home Hygiene
Atlantic City Girls' Vocational—																				
Illinois Avenue	74	2	524	9	....	170	70	42	96	10	260	.....	.....	.....	.....	110	48	30	.....	.....
Indiana Avenue	74	2	227	9	....	153	.....	.....	.....	32	92	.....	25	11	.....	28	.....	.....	.....	.....
Elizabeth Girls' Vocational	70	2	231	11	....	128	76	25	.....	133	.....	.....	.....	.....	.....	.....	.....	.....	9	.....
Jersey City—Evening Tech. & Ind.	90	2	192	7	....	92	58	.....	29	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Evening No. 32	69	2	72	2	29	.....	33	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newark—South Side Evening High	90	2	57	2	....	30	27	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Central High	89	2	283	6	108	.....	33	.....	54	46	.....	.....	.....	.....	49	.....	.....	.....	.....	.....
East Side High	89	2	116	4	65	.....	54	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Side High	90	2	168	5	....	74	30	.....	21	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Bergen—Lincoln	35	2	35	1	....	34	14	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orange—Evening	87	2	127	3	104	.....	23	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic Evening Vocational	100	2	113	3	....	70	43	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paterson—Central High	64	2	299	10	61	.....	.....	.....	9	....	....	229	.....	.....	.....	.....	.....	.....	.....	.....
No. 5	64	2			22	.....	.....	.....	18	....	....	30	.....	.....	.....	.....	.....	.....	.....	.....
No. 10	64	2			23	.....	.....	.....	7	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
No. 12	64	2	270	13	153	.....	.....	.....	.....	....	....	22	.....	.....	.....	.....	.....	.....	.....	.....
No. 15	64	2			41	.....	.....	.....	9	....	....	39	.....	.....	.....	.....	.....	.....	.....	.....
No. 21	64	2			28	.....	.....	.....	.....	....	....	16	.....	.....	.....	.....	.....	.....	.....	.....
Rahway—Evening Vocational	64	2	342	6	....	95	131	103	.....	....	....	.....	.....	.....	.....	.....	.....	.....	61	27
Trenton	40	2	21	1	....	.....	.....	.....	.....	....	....	21	.....	.....	.....	.....	.....	.....	.....	.....
Forwarded	...	.....	3,077	92	496	846	592	170	243	159	352	357	25	11	49	138	48	30	70	27

TABLE IX (Continued)

Evening Vocational Home Economics Classes

SCHOOL OR DEPARTMENT	Number of Evenings in Session	Number of Hours in Session	Number of Women in Attendance	Number of Teachers Employed	Sewing	Dressmaking	Cooking	Interior Decoration	Millinery	Nursing	Commercial	Domestic Science	Electrical Equipment	Dietetics	Handicraft	Art	English	Auto Mechanics	First Aid	Home Hygiene
Brought Forward	....	.....	3,077	92	496	846	592	170	243	159	352	357	25	11	49	138	48	30	70	27
Atlantic County—																				
Agricultural School	*6	2–2½	12	1	.....	.....	12	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bargaintown	*7	2–2½	11	1	.....	.....	12	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Farmington	*3	2	5	1	5	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hammonton	6	2–2½	11	1	.....	.....	11	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hammonton	8	2–2½	10	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hammonton—13th St.	*6	2–2½	8	1	.....	.....	8	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hammonton—Middle Rd.	*7	2–2½	10	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake School	*4	2–2½	7	1	.....	.....	7	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Linwood	....	2–2½	6	1	.....	.....	6	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McKee City	*6	2–2½	8	1	.....	.....	8	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milmay	*6	2–2½	6	1	.....	.....	6	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minotola	*7	2–2½	12	1	.....	.....	12	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newtonville	*6	2–2½	7	1	.....	.....	7	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasantville—Decatur Ave.	*7	2–2½	10	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasantville—Reading Ave.	....	2–2½	17	1	.....	.....	17	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rosedale	*9	2–2½	10	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex County—																				
Perth Amboy	71	2	72	2	72	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South River	37	2	57	3	13	.....	34	....	....	10	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	....	.....	3,356	113	586	846	771	170	243	169	352	357	25	11	49	138	48	30	70	27

TABLE X

Agricultural Classes

SCHOOL OR DEPARTMENT	Number of Teachers Employed	Full Time			Unit Work		Evening		Part Time	
		Number of Weeks School Was in Session	Enrollment		Number of Weeks School Was in Session	Number of Men Enrolled	Number of Evenings School Was in Session	Number of Men Enrolled	Number of Meetings	Enrollment
			Male	Female						
Bordentown Manual Training	1	40	13	.....	.....	.....	.....	.....	.....	.....
Bridgeton High	2	40	65	.....	.....	.....	.....	.....	.....	.....
Clinton High	1	40	20	.....	.....	.....	.....	.....	.....	.....
Flemington High	1	40	23	.....	.....	.....	.....	.....	.....	.....
Freehold High	1	40	23	.....	.....	.....	.....	.....	.....	.....
Glassboro High	2	40	45	.....	.....	.....	.....	.....	.....	.....
Hackettstown High	1	40	19	.....	.....	.....	.....	.....	.....	.....
Lambertville High	1	40	15	1	.....	.....	10	36	.....	.....
Leonardo High	1	40	42	.....	.....	.....	.....	.....	.....	.....
Madison Junior, Senior High	1	40	44	.....	.....	.....	24	13	.....	.....
Moorestown High	1	40	29	.....	.....	.....	.....	.....	.....	.....
Mt. Holly High	1	40	19	.....	.....	.....	.....	.....	10	22
New Brunswick High	1	40	70	.....	.....	.....	.....	.....	.....	.....
Newton High	1	40	29	.....	.....	.....	.....	.....	.....	.....
Paterson Central High (9-3)	3	40	22	.....	.....	.....	.....	.....	.....	.....
Paterson Central High (6-6)	..	24	50	.....	.....	.....	.....	.....	.....	.....
Salem High	1	38	28	.....	.....	.....	.....	.....	.....	.....
Sussex High	1	38	28	.....	.....	.....	10	15	.....	.....
Vineland High	1	40	43	.....	.....	.....	.....	.....	.....	.....
Woodstown High	1	40	30	.....	.....	.....	.....	.....	.....	.....
Atlantic County	4	40	58	.....	.....	.....	7-12	255	.....	.....
Camden County	1	40	22	.....	.....	.....	12-39	53	.....	.....
Cape May County	1	.....	.....	.....	37 & 38	70	5-12	35	.....	.....
Totals			737	1	.....	70	.....	407	.....	22

TABLE XI

Comparative Enrollment in Continuation Schools for the Last Ten Years

Years	Boys	Girls	Total
1921-1922	7,845	10,261	18,106
1922-1923	8,784	11,295	20,079
1923-1924	8,826	11,745	20,571
1924-1925	8,333	10,913	19,246
1925-1926	9,120	11,141	20,261
1926-1927	9,375	11,470	20,845
1927-1928	8,764	10,833	19,597
1928-1929	8,412	10,638	19,050
1929-1930	7,403	9,500	16,903
1930-1931	5,264	7,442	12,706

Distribution of Enrollment According to Age in Continuation Schools

Age	Boys	Girls	Total	Boys' Average of Total	Girls' Average of Total	Total Average
14-15	1,705	2,608	4,313	13.42	20.43	33.94
15-16	3,054	4,283	7,337	24.03	33.70	57.74
Over 16	505	551	1,056	3.97	4.33	8.31
Total	5,264	7,442	12,706	41.42	58.46	99.99

Distribution of Those Leaving Continuation School and Reasons for Leaving

Reasons for Leaving	Number Leaving
Becoming 16 years of age	5,950
Returning to day school	317
Change of residence	682
Other reasons	802
Total	7,751

Teachers Employed in Continuation Schools

	Male	Female	Total
Full Time	46	86	132
Part Time	37	42	79
Total	83	128	211

TABLE XII

Enrollment in Industrial Arts and Home Economics Under the Manual Training Act

Subject	Totals for Boys	Totals for Girls	Grand Total
Agriculture	321	.....	321
Cement Work	110	.....	110
Cooking	384	66,751	67,135
Electricity	3,612	2	3,614
Home Nursing	368	459	827
Mechanical Drawing	28,790	551	29,341
Metal Work	20,336	648	20,984
Millinery	.....	260	260
Primary Manual Training	48,727	44,865	93,592
Printing	14,967	455	15,422
Sewing	185	88,171	88,356
Woodwork	92,748	500	93,248
Other Activities	13,604	7,164	20,768
Grand Total *	224,152	209,826	433,978
Total Number Different Pupils...	162,097	154,366	316,463

* Note: **This enrollment includes duplication.**

TABLE XIII

Enrollment in Classes for the Training of Teachers

FIELD OF WORK	Enrollment					Number of Teachers			
	Pre-Service		In-Service		Total	Pre-Employment		In-Service	
	Day	Evening	Day	Evening		Male	Female	Male	Female
1. Agriculture	20	....	29	....	49	*2	..	5	..
2. Continuation	....	....	63	....	63	..	..	1	..
3. Industrial Arts	....	....	83	....	83	..	..	2	..
(a) Summer School	....	....	54	....	54	..	..	1	..
							*10		
4. Home Economics	57	....	93	....	150	*1	4	..	2
5. Trades and Industries	38	58	259	....	355	3	..	16	1
Totals	115	58	591	....	764	6	14	25	3

* Part time.

TABLE XIV

Foreman Training Activities

TYPE 1

Foreman Conferences

Plant	City	Enrollment	
Botany Worsted Mills	Passaic	18	
Botany Worsted Mills	Passaic	19	
Driver Harris Company	Harrison	25	
Singer Manufacturing Company	Elizabeth	22	
Singer Manufacturing Company	Elizabeth	22	
*Thermoid Rubber Company	Trenton	13	
			119

TYPE 2

Training Foreman Conference Leaders

Y. M. C. A.	Bayonne	7	
Y. M. C. A.	Elizabeth	6	
Y. M. C. A.	Passaic	15	
			28

TYPE 3

Conferences for Training the Foreman as an Instructor

*Acheson Harden Company	Passaic	13	
Botany Worsted Mills	Passaic	18	
Botany Worsted Mills	Passaic	14	
Driver Harris Company	Harrison	25	
Singer Manufacturing Company	Elizabeth	26	
Singer Manufacturing Company	Elizabeth	22	
Thermoid Rubber Company	Trenton	13	
			131

TYPE 4

Conferences on Problems of Human Behavior in Industry

Electro-Technicians' Society	Paterson	30	
Singer Manufacturing Company	Elizabeth	20	
Singer Manufacturing Company	Elizabeth	24	
Singer Manufacturing Company	Elizabeth	24	
			98
Total number of foremen trained			376

* These conferences to be completed in the fall.

TABLE XV

Total Enrollment in Vocational and Continuation Schools and Manual Training Departments

	Boys	Girls	Men	Women	Totals
Industrial					
Day	5,591	1,004	....	....	6,595
Evening	....	....	9,006	1,520	10,526
Part-time	....	....	299	81	380
Home Economics					
Day	....	940	....	....	940
Evening	....	....	....	3,356	3,356
Agriculture					
Day	737	1	....	....	738
Evening	....	....	407	....	407
Unit	70	....	....	....	70
Part-time	22	....	....	....	22
Totals					
Vocational Schools	6,420	1,945	9,712	4,957	23,034
Continuation Schools	5,264	7,442	....	....	12,706
Manual Training	162,097	154,366	....	....	316,463
Grand Totals	173,781	163,753	9,712	4,957	352,203

TABLE XVI

Vocational Rehabilitation

Financial Report

Summary Statement of Federal, State, Local and Other Funds Available for Vocational Rehabilitation of Amounts Expended for the Fiscal Year Ended June 30, 1931

FUNDS	Amount Available for Fiscal Year			Amount Expended During Fiscal Year
	Balance Brought Forward From Preceding Year A	New Funds Available in Fiscal Year B	Total A Plus B C	D
1. Allotment of Federal money	.....	$34,978.23	$34,978.23	$34,978.23
2. State appropriations	.....	96,041.76*	96,041.76	44,177.23
Total	.....	$131,019.99	$131,019.99	$79,155.46

* This is for all forms of rehabilitation.

TABLE XVI (Continued)

Vocational Rehabilitation

Statistical Report

Live Roll of Cases at End of Fiscal Year, June 30, 1931

	Number of Cases
1. Surveyed, rehabilitation plan not made	517
2. Rehabilitation plan made	144
3. In process of preparation for employment	378
a. In preparation status (other than training) 112	
b. In training status 266	
4. Awaiting employment	39
5. In employment, being followed up	43
6. Total	1,121

Nonrehabilitation Closures

Not Accepted for Rehabilitation Service	Number of Cases	Rehabilitation Service Not Completed	Number of Cases
1. Not eligible	113	1. Died	12
2. Not susceptible	110	2. Left State	5
3. Service declined	51	3. Discontinued	53
4. Referred to other agency	47	4. Lost contact	8
5. Other reasons	21	5. Other reasons	12
6. Total	342	6. Total	90

ANNUAL REPORT OF THE ASSISTANT COMMISSIONER OF EDUCATION, SUPERVISOR AND DIRECTOR OF BUSINESS MATTERS

School Year 1930-1931

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

MY DEAR DR. ELLIOTT: In compliance with your request, I submit herewith my annual report of the activities under my supervision and direction for the school year 1930-31. The divisions of my report are as follows:

School Buildings
State Aid
Bookkeeping and Financial Accounting Service
Compulsory School Attendance
Statistical Studies
Internal Activities of the Division
Analysis of the 1930-31 Educational and Financial Statistics

SCHOOL BUILDINGS

SCHOOL HOUSING SURVEY FOR 1930-31

The number of pupils on part-time, as of November 1, 1930, was 33,880, which was 5,811 pupils less than that reported November 1, 1929. There were fifty-nine school districts, as of November 1, 1930, which had pupils on part-time, which was a decrease of five from that of November 1, 1929. In comparing the enrollment of November 1, 1930, with the number of seatings in school buildings owned by the district, exclusive of seatings in portable buildings, there were fifty-eight districts having enrollments exceeding seatings, which was an increase of two over the preceding year. The seating shortage based on this comparison was 7,757, as compared to 11,527, as of November 1, 1929. There were, as of November 1, 1929, accommodations for 10,970 pupils in portable buildings and rented rooms, while on November 1, 1930, the total was 9,842, which was a decrease of 1,128 seatings. Forty-one districts in 1930 used portables to relieve the seating shortage, which was a decrease of one from 1929. There were fifty-five districts which rented rooms for classroom purposes, which was an increase of ten over that of 1929. One hundred eleven school districts in the State, as of November 1, 1930, used 366 basement rooms for classroom purposes with a total of 11,847 seatings. This was an increase

of 21 districts, 122 rooms, and 4,336 seatings over that reported on November 1, 1929. In 1929-30 there were 31,290 new seatings provided, and plans were made to provide 31,418 new seatings for 1930-31. This survey is made each school year to aid in assisting local boards of education and their officials in supplying adequate school accommodations.

Capital Outlay

The expenditures in the school districts of the State for capital outlay for the school years 1925-26 to and including 1929-30 were $112,226,124.86, which makes an average yearly expenditure for the five-year period of $22,445,224.97. During this five-year period one hundred sixteen districts had no capital outlay expenditures. In 1929-30 two hundred forty-six districts made no expenditures for capital outlay. The average expenditure per pupil in average daily attendance was $34.10, while the median school district in the State had an average expenditure of $15.48 per pupil in average daily attendance. The median for city districts was $29.96; for rural districts $2.70, and urban districts $23.50 per pupil in average daily attendance.

The amounts expended for capital outlay for the school years 1925-26 to and including 1930-31 are given below. There was a decrease of $7,416,950.97 in capital outlay for 1930-31 from that of 1929-30, due in all probability to the depression.

Year	*Amount Expended*
1925-26	$22,403,903.36
1926-27	22,186,950.15
1927-28	22,541,174.69
1928-29	23,495,489.32
1929-30	24,228,260.51
1930-31	16,811,309.54

School Building Planning Service

Many requests are made annually by local boards of education and the county superintendents for aid in the correct planning of new or the alteration of present buildings to meet the modern requirements of education, and the proper location of new buildings. As a result of this service the State school housing facilities are being greatly improved.

School Building Program Surveys

During the school year of 1930-31, there were undertaken and completed school building program surveys in eleven school districts. Such building programs recommended the construction of new buildings or alterations to old buildings which were immediately needed, those needed in five years, and those needed in ten years. This type of service to local communities has proved to be very valuable, as it gives to local boards of education and the public expert advice as to their immediate and future school building needs.

The surveys were made in the following communities: Belleville, Bergenfield, Chatham Borough, Hamilton Township (Mercer), Hillside, Newton, Northampton, Rahway, Tenafly, Wantage and Warren Township (Somerset).

State Department Building Records

During 1928-29 a new building record form was devised for the purpose of having readily available detailed information concerning the type of construction, cost, and utility of each school building of the State. The gathering of this information for old and new school buildings is nearing completion. This record is of great value to the Department for administrative purposes.

School Water Supplies

The rules of the State Board of Education require that drinking water from local sources, such as wells, springs and cisterns, whether owned by the Board of Education or otherwise, shall be tested at least once during each school year.

A majority of the school districts of the State are supplied by municipal or private water companies. These supplies are under the direct supervision of the State Department of Health and samples of water from such sources are made at regular intervals.

Some 225 school districts, however, depend upon wells, springs or cisterns for their water supply. In these districts water samples are collected by the district clerk, medical inspector or other agent of the board of education and sent to the State Department of Health for analysis. Through the cooperation of the State Board of Health all test records showing the character of the water were submitted to the Department of Public Instruction.

During the year 1930-31, 696 samples of water from 204 school districts were tested. About 20 districts made no effort to have their sources of water supply analyzed. Included in the total tests were 76 samples taken from privately owned wells, of which 19 were found to be unsafe for drinking purposes. In a number of cases where the water supply was found to be unsafe new wells were driven.

County superintendents of schools were notified of the results of the tests in every case and the use of unsuitable water was discontinued.

The following table shows the number of school districts in each county where tests were made, the sources of supply and the number considered safe, doubtful or unsuitable from each source:

NEW JERSEY STATE LIBRARY

Counties	Districts Tested	WELLS Satisfactory	WELLS Doubtful	WELLS Unsuitable	CISTERNS Satisfactory	CISTERNS Doubtful	CISTERNS Unsuitable	SPRINGS Satisfactory	SPRINGS Doubtful	SPRINGS Unsuitable	Totals
Atlantic	12	31	10	1	..	..	..	..	..	..	42
Bergen	12	16	3	8	..	..	..	2	..	1	30
Burlington	14	17	8	1	..	..	..	..	..	..	26
Camden	9	35	3	2	..	..	..	..	..	..	40
Cape May	4	13	6	0	..	..	..	..	..	..	19
Cumberland	12	31	16	3	..	..	..	..	..	..	50
Essex	2	2	0	0	..	..	..	..	..	..	2
Gloucester	11	23	19	1	..	..	..	..	..	..	43
Hunterdon	14	16	9	18	3	0	2	4	1	10	63
Mercer	6	18	6	1	..	..	..	..	..	..	25
Middlesex	8	18	5	4	..	..	..	1	1	0	29
Monmouth	13	28	22	4	..	..	..	..	..	..	54
Morris	20	33	11	2	..	..	..	4	..	2	52
Ocean	9	20	10	0	1	0	0	..	..	..	31
Passaic	4	10	1	2	..	..	..	2	0	0	15
Salem	9	14	16	1	..	..	..	..	..	..	31
Somerset	13	31	12	3	..	..	..	0	1	0	47
Sussex	11	11	5	11	1	0	0	4	0	2	34
Union	2	2	0	0	..	..	..	..	..	..	2
Warren	19	14	2	2	18	0	9	11	2	3	61
Totals	204	383	164	64	23	0	11	28	5	18	696

STATE AID

Apportionment of School Moneys for 1931-32

For the school year 1931-32 there was apportioned to the counties and school districts of the State the sum of $20,564,683.97, which was an increase of $691,063.94 or 3.5 per cent over that of 1930-31. Out of this sum of $20,564,683.97, there was apportioned $20,340,293.97 to the counties and $224,390.00 direct to individual school districts.

The State School Tax for 1931 was $17,978,774.14, which was an increase of $328,544.03 or 1.9 per cent. The income of the State School Fund was $600,000.00 for 1931-32, which was the same as for 1930-31. The Railroad Tax apportioned to the counties for 1931-32 was $1,929,612.85, which was an increase of $342,859.84 or 21.6 per cent over that of 1930-31. The interest on the Surplus Revenue for the year 1931-32 was $26,133.89, which was a decrease of $1,393.62 or 5.1 per cent from that of 1930-31. The June, 1931, Special Education Bulletin gives a complete report of the apportionment of school moneys.

In the apportionment of $45.00 for each dependent child, as provided in Chapter 233, Public Laws of 1926, a thorough study and investigation was made of the dependency of each child submitted by the school districts through the county superintendents. A record of each dependent child was made and filed for future reference. This survey resulted in eliminating 947 names of pupils approved by county superintendents who were not entitled to consideration under the law, with a money value of $42,615, which amount increased the apportionment to the counties of the State.

State Aid for Special Activities

Appropriations are requested each year from the Legislature to be apportioned to those school districts maintaining such special activities as manual training, vocational classes, and evening classes for foreign-born residents. As the work in these subjects has enlarged and a greater number of districts have sought State Aid, it has become more and more important that the Department should know that such State Aid moneys are being properly and wisely used.

First, the Department must know considerably in advance what sums the districts will ask from the State in order to place before the Legislature an exact budget request, and second, the various districts must make special reports to the Commissioner of Education showing the amounts appropriated by them for these activities, and a detailed statement of the expenditures for these purposes.

All districts were requested to send to the Department on or before September 15th of each year a budget request stating the amount of State Aid each would require for the following school year. These figures were tabulated and given to the Governor's Budget Commission on October 15th of this year and later acted upon by the Legislature at its next annual session.

All courses of study for manual training, vocational training and evening foreign-born classes must be approved by the State Board of Education before State Aid may be granted.

Manual Training

Districts maintaining approved manual training courses may apply for State Aid for any amount from $250 to $5,000, providing a like amount has been raised in the district by district tax or by subscription, or both. Actual application for State Aid must be made on special forms by October 1st in order that the Department may make its apportionment by December 1st. Each district must submit its annual report for manual training to the Commissioner of Education on or before August 1st. Such report shows the sources of all receipts for manual training purposes, expenditures classified by groups, the names of all teachers in manual training work and their contractual salaries, and a statement of the various classes maintained. These reports are carefully audited before State Aid is given to any district.

State Aid has been given to districts maintaining manual training classes since 1888 when five districts received a total of $6,000. In 1921-22 there was distributed $479,706.05 to 175 districts. For 1930-31 there was distributed $692,-621.00 to 216 school districts. According to requests submitted by 237 districts in September, 1930, the amount of $754,537.56 will be needed for the manual training State Aid in 1931-32. The apportionment of this amount for 1931-32 is shown below:

Budget Requests	*No. of Districts*
$250 to $500	8
500 to 1,000	25
1,000 to 2,000	34
2,000 to 3,000	28
3,000 to 4,000	38
4,000 to 5,000	19
5,000—limit	85
Total	237

Vocational Training

In the case of Vocational State Aid reports of the work for the year must be sent to the Commissioner of Education by July 15th. Apportionment to each vocational school is limited to $10,000.00.

The first payments for State Aid on account of vocational training was made in 1913-14 to six districts which totaled $80,000.00. Ten years later $215,736.50 was paid to fifteen districts and four counties maintaining vocational classes. In 1930-31 payments totaling $330,132.34 was made to thirty-two districts and five counties maintaining schools or classes in vocational training.

Federal Aid paid to districts or counties began in 1917-18 with payments totaling $22,762.91. Ten years later in 1927-28 the payments totaled $175,009.57. In 1930-31 the payments from Federal Aid totaled $181,148.52.

Evening Classes for Foreign-Born Residents

Where evening schools for the instruction of foreign-born residents have been established, operating under Article XIII of the 1931 Edition of the School Law, Sections 298 and 299, the State will pay toward the maintenance of such schools such an amount as has been raised by the district, either by district tax or by subscription up to the amount of $5,000 each year.

Financial reports and applications for State Aid for evening classes for foreign-born residents are submitted to the Department by March 15th each year.

First payments on account of evening classes for foreign-born residents were made in the school year 1906-07 when such payments totaled $700. Ten years later such payments totaled $4,602.79 and twenty years later $45,794.34. In 1930-31 thirty-nine school districts received State Aid totaling $48,345.46, as shown below.

Payments 1930-1931

Asbury Park	$595.00	Long Branch	$500.00
Atlantic City	2,000.00	Manville	500.00
Bound Brook	500.00	New Brunswick	1,125.00
Bridgeton	150.00	North Bergen	1,350.00
Camden	500.00	Orange	863.71
Carteret	750.00	Passaic City	2,225.00
Cliffside Park	1,000.00	Passaic Twp.	150.00
Dunellen	800.00	Perth Amboy	2,500.00
Elizabeth	5,000.00	Princeton Boro.	400.00
Englewood	800.00	Roselle Park	135.00
Fairview	427.00	Ridgewood	600.00
Freehold	207.00	Rutherford	200.00
Garfield	800.00	Rahway	500.00
Garwood	275.00	South River	100.00
Hackensack	5,000.00	Summit	500.00
Irvington	3,014.75	Tenafly	2,500.00
Jersey City	5,000.00	Trenton	2,000.00
Kenilworth	350.00	Union City	2,878.00
Linden	700.00	Westfield	1,200.00
Lodi Boro.	250.00		
		Total	$48,345.46

State Aid for Crippled Children

According to Chapters 53 and 54 of the Public Laws of 1928, State Aid was first granted to forty-six districts in 1929-30 for the school year of 1928-29. In 1930-31 such aid was granted to fifty-three districts for the school year 1929-30. The total payments made in 1930-31 amounted to $24,990.23, as compared to $18,337.57 in 1929-30.

In order to carry out the provisions of the above acts, annual financial reports are required from the districts requesting this aid, which are carefully audited. Permanent record cards are kept for each crippled child in the State, and such records are compared with the financial reports from the districts.

The names of the districts and the amount granted to each district for 1930-31 are given below:

Atlantic—	
Atlantic City	$887.50
Longport	903.23
Ventnor	272.50
Bergen—	
Bogota	150.75
East Paterson	79.20
Hackensack	75.25
Hasbrouck Heights	9.00
Lodi Boro.	218.40
North Arlington	30.00
Northvale	45.50
Oradell	119.21
Overpeck Twp.	178.38
Rochelle Park	29.72
Saddle River Twp.	87.50
Tenafly	82.50
Wyckoff	100.00
Camden—	
Bellmawr	12.67
Camden City	3,238.35
Pensauken Twp.	30.00
Essex—	
Caldwell	94.50
East Orange	1,660.80
Irvington	794.70
Montclair	682.12
Orange	851.58
South Orange	1,394.70
Gloucester—	
Woodbury	214.70
Hudson—	
Bayonne	2,147.92
Hoboken	634.16
Jersey City	2,445.10
North Bergen	306.26
Union City	472.87
Hunterdon—	
Flemington	27.50
Mercer—	
Trenton	996.68
Middlesex—	
Dunellen	65.00
Helmetta	6.57
Monmouth—	
Long Branch	150.00
Morris—	
Kinnelon	110.00
Lincoln Park	207.49
Wharton	65.65
Ocean—	
Pine Beach	168.25
Passaic—	
Bloomingdale	176.87
Paterson	877.12
West Paterson	67.50
Somerset—	
Bedminster	22.88
Somerville	168.75
Union—	
Elizabeth	1,909.50
Hillside	527.14
Linden	376.00
Plainfield	212.50
Roselle	19.38
Summit	12.35
Union Twp.	544.78
Warren—	
Phillipsburg	29.25
Total	$24,990 23

BOOKKEEPING AND FINANCIAL ACCOUNTING SERVICE

Business Institute

On May 28th a business institute was held in Morris County upon the request of the county superintendent. At this institute, which was well attended, instruction was given in all phases of the budget, bookkeeping, distribution, State Aid payments, reports and necessary statistics to the district clerks and custodians by the members of the staff of the Division and Mr. Whiteman, Secretary of the New Brunswick Board of Education. A round table discussion of the problems of the individual district clerks and custodians concluded the institute.

Audit Service to County Superintendents of Schools

During the months of July and August, 1930, the three inspectors of accounts again visited the offices of the county superintendents for the purposes of assisting them in auditing the various district clerks' and custodians' reports before entry in the county superintendents' annual reports. This service was a very valuable aid to the county superintendents in the preparation of their annual reports to the Commissioner of Education. In case errors were discovered in either the district clerks' or custodians' reports, these officials were visited or called to the office of the county superintendent and the true facts ascertained. This service made it possible for the completion and filing of the county superintendents reports at an earlier date and also expedited the audit of these county reports in our office. These reports were received in a better and a more accurate condition than heretofore.

District Inspections

Inspections of the records of secretaries, district clerks and custodians of every district in Bergen, Essex, Hudson, Middlesex, Morris, Somerset, and Sussex counties were made during the year. In addition a portion of Hunterdon County was inspected and a number of special inspections were made making about 250 districts visited during the year.

Each county superintendent is advised on all points that need attention by the several boards of education in his county, which have been reported by the individual inspectors. The county superintendent in turn communicates directly with his boards, pointing out the deficiencies and makes recommendations for improvement.

All the districts in the State have had regular inspection service three times, except those in Hunterdon, Mercer, Monmouth, and Union, which have had two inspections. The districts in Bergen have been inspected four times.

The uniform accounting system with standardized forms and complete directions has been in use in the cities six years, and in Article VII districts five years. Simplified forms, but uniform in all other respects, were furnished and used this year by all districts having ten or less teachers and no special "State Aid" accounts. This simplified system was well received and better results were being obtained in these districts.

The following table shows the efficiency percentages for the counties of the State on the work of the boards, district clerks and custodians, as shown by the third and fourth inspections.

Counties	*Third Inspection Per Cent*	*Fourth Inspection Per Cent*
Atlantic	70.0	...
Bergen	76.1	81.0
Burlington	66.8	...
Camden	76.3	...
Cape May	69.0	...
Cumberland	72.2	...
Essex	91.0	...
Gloucester	76.8	...
Hudson	87.7	...
Hunterdon	...	...
Mercer	...	...
Middlesex	79.6	...
Monmouth	...	...
Morris	74.7	...
Ocean	71.2	...
Passaic	72.4	...
Salem	63.6	...
Somerset	75.4	...
Sussex	63.8	...
Union	...	...
Warren	72.7	...

In my last two reports, I recommended that a bill be drawn and passed by the Legislature, providing that on and after a fixed future date every applicant for the position of secretary or district clerk of the board be required to hold a certificate of qualifications issued by the Commissioner of Education, based on education and fitness before he can be selected by the board of education for the position, provided that every secretary or district clerk now holding the position may be reelected as long as the board desires his service to continue. This would apply only to new officials.

COMPULSORY SCHOOL ATTENDANCE

Continuing Census

In order to properly enforce the compulsory education laws, it is the duty of every board of education to have on file for instant reference among its records a list, in convenient form, of all the children of school age residing in the school district. A system of "Continuing Census" has been devised by the Department to provide such a list to the boards of education. Two forms, A-230

(Field Card) and A-231 (Permanent Record Card) have been printed and furnished all school districts in the State desiring to carry out the "Continuing Census." A "Continuing Census" adequately kept will have the following uses:

1. It provides a complete list of all children of compulsory school age as a basis for enforcing the provisions of the compulsory education and child labor laws.
2. It provides a reliable means of identification of children who should be in school.
3. Children and parents can be easily located.
4. It aids in locating crippled children.
5. It aids in planning a school building program.

One hundred sixty-five school districts during the school year of 1930-31 used the "Continuing Census" as provided by the Department. In two counties, namely Mercer and Warren, every district used the "Continuing Census." In Salem County all but one district used it in 1930-31. Hudson and Ocean counties had no districts using the "Continuing Census." The number of districts in each county using the "Continuing Census" is shown in the table below.

NUMBER OF SCHOOL DISTRICTS IN EACH COUNTY USING THE "CONTINUING CENSUS" IN 1930-31

Atlantic	9	Monmouth	25
Bergen	30	Morris	10
Burlington	1	Ocean	0
Camden	7	Passaic	3
Cape May	3	Salem	13
Cumberland	4	Somerset	1
Essex	4	Sussex	1
Gloucester	3	Union	2
Hudson	0	Warren	23
Hunterdon	4		
Mercer	11	State	165
Middlesex	11		

ATTENDANCE

The number of pupils enrolled in day schools in 1930-31 was 800,221 as compared to 785,225 in 1929-30. This was an increase of 14,996 or 1.9 per cent. The number of days present in 1930-31 was 126,859,986, as compared to 124,021,448 in 1929-30. This was an increase of 2,838,538 days or 2.3 per cent.

The enrollment and total number of days present in day schools are given below for the school years 1914-15 to and including 1930-31.

Year	*Enrollment*	*Per Cent Increase*	*Total Number of Days Present*	*Per Cent Increase*
1914-15	519,880	...	77,392,960½	...
1919-20	591,798	13.8	85,771,431	10.8
1924-25	702,690	18.7	108,457,461½	26.4
1925-26	720,346	2.5	109,384,932	.9
1926-27	739,010	2.6	115,502,255½	5.6
1927-28	753,753	2.0	117,884,511½	2.1
1928-29	770,879	2.3	118,976,010	.9
1929-30	785,225	1.9	124,021,448	4.2
1930-31	800,221	1.9	126,859,986	2.3

It is reasonable to expect that the per cent increase in days' attendance should increase in a like ratio with the increase in enrollment. In the period between 1914-15 and 1919-20, the per cent increase in total number of days present was less than the per cent increase in enrollment. The same was true between 1924-25 and 1925-26 and between 1927-28 and 1928-29. In the periods between 1919-20 and 1924-25, 1925-26 and 1926-27, 1926-27 and 1927-28, 1928-29 and 1929-30, and 1929-30 and 1930-31, the per cent increase in total number of days present exceeded the increase in enrollment. When the per cent increase in days' attendance exceeds the per cent increase in enrollment, the attendance is improving, and when per cent increase in enrollment is greater than the per cent increase in days present, the attendance is not improving.

The per cent of attendance in 1930-31 for the State as a whole was 93.6, which was the same as for 1929-30. This percentage of attendance is the highest ever recorded in our State.

Good school attendance in addition to its value to the pupils has a monetary value to the school districts. The amount apportioned by the county superintendents to districts on days' attendance has increased from $7,879,833.66 in 1924-25 to $10,809,666.63 in 1929-30, and down to $9,810,351.35 in 1930-31 and up to $9,939,061.40 in 1931-32. The value of a day's attendance in 1931-32 ranged from 2.69 cents in thirteen counties to 22.67 cents in Atlantic County.

The total number of days' attendance allowed for apportionment purposes in 1930-31 is given below for each county. This attendance consists of the actual attendance in day schools, summer schools, continuation schools, night schools, allowance by the Commissioner for attendance when schools were closed for good cause and quarantine allowance.

Every county had some districts which showed losses in attendance from that of 1929-30. The gains in other districts in each county, however, were large enough to give gains for the counties over that of 1929-30. The gain for the State, as a whole, over that of 1929-30, was 2,979,538 days.

ENROLLMENT AND OFFICIAL ATTENDANCE BY COUNTIES FOR 1930-31

County	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Atlantic	24 282	3,646,727	47,430	48,414
Bergen	79,316	12,676,920	61,473	520,560
Burlington	20,425	3,078,544	41,562½	76,604½
Camden	50,858	7,781,487	45,707½	79,918½
Cape May	6,874	984,213	12,930	17,775
Cumberland	14,992	2,340,794	17,039	37,219
Essex	155,735	26,043,855	1,285	564,265
Gloucester	18,099	2,682,102	34,500½	104,737½
Hudson	118,572	19,890,623	31,140	461,854
Hunterdon	7,772	1,218,675	8,566	65,657
Mercer	33,865	5,552,075	61,008½	249,375½
Middlesex	44,319	7,068,922	68,235½	147,790½
Monmouth	31,915	4,841,647	16,150½	215,486½
Morris	22,354	3,519,257	8,982½	196,520½
Ocean	7,417	1,094,583	15,797½	55,901½
Passaic	60,254	10,031,733	52,228	107,061
Salem	9,005	1,366,656	10,439	36,852
Somerset	14,185	2,284,261	32,772	94,292
Sussex	6,976	1,084,221	8,753½	60,500½
Union	62,039	10,065,307	7,838½	352,516½
Warren	10,967	1,786,063	1,439	71,515
Total	800,221	129,038,665	585,278	3,564,816

I again recommend that an appropriation be secured which will allow the appointment of a clerk with social welfare training to investigate and assist in coordinating the work of compulsory attendance in the State.

ATTENDANCE OFFICERS

In 1930-31 there were 233 full-time and 423 part-time attendance officers, as compared to 226 full-time and 420 part-time in 1929-30. There were 111 school districts in 1930-31, as compared to 115 in 1929-30 which did not expend a single cent for the enforcement of compulsory education. Adequate enforcement of the compulsory education law necessitates the employment of competent attendance officers with suitable compensation. The services rendered by attendance officers are usually directly related to the compensations received.

With proper enforcement of compulsory education laws, every pupil of compulsory school age should be in school (public or private). It is essential that the cases of absence be regularly investigated. It is important to know the cause of absence in every case. This can usually be determined by a visit to the home of the pupil in question. If sufficient service is provided, it would seem wise to determine the question of the legality of absence only after the matter has been investigated by the attendance officer.

Whenever transfers are made from school to school in a district or from public schools to private schools, or in the opposite direction, the attendance officer should be given a record of the transfer and he is requested to check it immediately to discover whether or not it has been made effective by the appearance of the pupil transferred to the new school.

The monthly report (Form A200) printed and supplied by the Department has had a wholesome effect upon the attendance officers of the State. The annual report of the chief attendance officer (Form 205) of each district is submitted to the county superintendent, who was requested to submit to the Department such reports for the school year 1930-31.

The philosophy of compulsory attendance has materially changed in recent years. The attendance officer is no longer a police officer, but primarily a social worker. The attendance officers are working for the welfare of the children in their districts. Therefore, it is essential for them to clearly understand the purposes of education, child psychology, and sociology.

Accordingly, I recommend that all new full-time attendance officers appointed in the future should have the following qualifications:

1. At least two years of college education beyond high school graduation with majors in child psychology and sociology
2. At least one year's successful practical experience in social welfare work
3. Be able to pass a competent physical and medical examination
4. In addition to the above, have a sufficient degree of personality to meet people easily, be cooperative in all matters where cooperation is necessary, have initiative, have a pleasant appearance, and be firm and convincing in all suggestions pertaining to the work of an attendance official.

STATISTICAL STUDIES

In studying and analyzing the educational and financial statistics of the school year 1929-30, a number of articles with statistical tables were prepared and published in the 1930-31 Education Bulletins. In the regular monthly issues of the Education Bulletin statistical studies were submitted to the extent of 505 pages, an increase of 171 pages over that of 1929-30.

The October, 1930, issue of the Education Bulletin gave a "Comparison of the Receipts of the Various School Districts from the State, District Taxes and Other Sources in 1928-29;" the November issue—"A Study of the Growth in Enrollment in the Public Day Schools of New Jersey;" the December issue—"Per Capita High School Costs for Tuition Purposes for the School Year 1929-30" and "Statistical Summary of Education for the School Year Beginning July 1, 1929, and Ending June 30, 1930;" the January, 1931, issue—"Instructional Costs Per Pupil in Average Daily Attendance (1929-30)" and "Statistical Summary of New Jersey School Districts for the School Year 1929-30;" the February issue—"School Housing Survey for 1930-31;" the March issue—"Per Cent of Day School Operating Expenditures Devoted to the Various Major Items in 1929-30" and "The Average Capital Outlay for Schools from

1925-26 to and including 1929-30 Per Pupil in Average Daily Attendance and the School Expenditures (1929-30) Per Each $1,000 of Net Valuation Taxable (1930) for the Various School Districts of the State;" the April issue—"Health Service Costs for the School Years 1926-27 to and including 1929-30" and "Comparison of Receipts of the Various School Districts from the State, District Taxes, and Other Sources for the School Year 1929-30;" the June, 1931, Special issue—"Apportionment of School Moneys for 1931-32," "School Attendance Survey 1929-30," and "The Cost of Debt Service in the School Districts of the State for 1927-28, 1928-29 and 1929-30."

In addition to the above, the following articles were prepared for publication in the October, 1931, Education Bulletin: "How the New Jersey Governmental Dollar Was Spent in 1929-30" and "Comparison of School and Municipal Indebtedness and School and Municipal Expenditures for 1929-30."

These articles furnish the means by which the school people and the public of the State may see a true picture of the magnitude and cost of their public school system and allows a comparison as between school districts.

INTERNAL ACTIVITIES OF THE DIVISION

Cancelled School Bonds

The School Law, 1931 Edition, Section 194, page 105, referring to Article VII School Districts states that all bonds, when cancelled, "shall be deposited with the Commissioner of Education." A majority of the districts comply with the law and during 1930-31 cancelled bonds were sent to the Commissioner of Education from 153 school districts. Each district received an acknowledgment of the receipt of such cancelled bonds.

Blanks and Forms

Blanks and forms used in the school districts of the State are distributed from this office to the county and city superintendents. On March 1st an annual requisition from the county and city superintendents is received by the Division ordering the forms needed for the year. From these requisitions an estimate is made of what is needed by the school districts and ordered through the State Purchasing Agent.

Printed Material

Monographs, School Laws, Annual School Reports, Legislative Manuals and other printed matter are sent from this Division. In sending out printed matter, we have made 3,514 requisitions. Fifty-five hundred educational bulletins are distributed monthly for ten months to school officials, teachers, and the interested public in the State, and to many interested individuals outside of the State. Eighth grade examination questions have been distributed three times during the year, in January, May and June.

School Registers

During July and August, thirty-one thousand five hundred school registers were received from the school districts and audited and results tabulated by ten teachers and one extra clerk.

Orders and Payments

All orders for supplies, furniture, and equipment for the Department are made in this Division. All bills and payrolls of the Department and orders for school moneys payable to counties and districts are taken care of in this Division.

Academic Certificate Fund

The total receipts of the Academic Certificate Fund for the year were $13,927.50. The cash, checks, and money orders received are deposited in the bank. At the end of each month a list of the applicants and a check for the receipts of the month are sent to the State Treasurer.

Miscellaneous Receipts

The total amount of money received from monographs and other printed materials sold outside the State was $196.80. Many monographs are paid for by postage stamps. These stamps are used by the Commissioner and for mail sent out after the mail has been collected for the day. The cash, checks, and money orders are deposited in the bank, and a check for the amount is sent to the State Treasurer.

Mimeographing

During the year there were mimeographed 260 letters, 10 surveys, 13 legislative bulletins, 6 reports, 10 tests, 36 forms, 9 courses of study, and 400 copies of Bookkeeping Directions—Simplified System containing 56 pages.

Addressographing and Mailing

Six thousand stencils for addressographing were made during the year. Most of the mail sent from the Department is addressed on the addressograph and mailed from this Division.

ANALYSIS OF THE 1930-31 EDUCATIONAL AND FINANCIAL STATISTICS

Receipts

The total amount of receipts for 1930-31 was $149,316,394.56, which was a decrease of $2,452,614.54 from that of 1929-30. The sources of receipts are shown in Table D of the accompanying Statistical Summary of Education. Receipts from the State equalled $28,999,548.44 or 19.4 per cent of the total receipts; receipts from district or county taxes equalled $82,975,271.28 or 55.6 per cent; previous year's balances contributed $18,458,119.20 or 12.4 per cent, and receipts from other sources including bond issues equalled $18,883,455.64 or 12.6 per cent.

There is still due the districts of the State $146.14 from the income of State School Fund and $34,510.18 from the State School Tax. The $146.14 from the income of State School Fund and $5,601.88 from the State School Tax are being withheld from a district by order of the Commissioner of Education and the State Board of Education. The county treasurers in Atlantic and Ocean

counties are withholding from three and two districts respectively the total of $26,053.30 for failure to pay the 1930 State School Tax. Two thousand dollars apportioned to needy districts during 1930-31 was not paid, but was re-apportioned in 1931-32. Eight hundred fifty-five dollars apportioned one district for dependent children in 1930-31 will be paid in 1931-32.

Expenditures

Expenditures in 1930-31 for all purposes were $137,327,128.58, which was an increase of $1,098,002.09 over that of 1929-30. Decreases in expenditures were noted in four accounts, namely, Continuation Schools, Evening Schools for Foreign-Born Residents, Land, Building and Equipment and Payment of Notes Incurred for Previous Year's Expenses and Interest Thereon. The expenditures for Land, Building and Equipment in 1930-31 were $16,759,063.70, a decrease of $7,392,053.78 from that of 1929-30. This expenditure of $16,759,063.70 in 1930-31 was the lowest annual expenditure since 1921-22 when such expenditure was $14,279,157.00.

A comparison of expenditures in 1930-31 with those of 1929-30 is shown below. In this comparison expenditures for capital outlay are only those from tax receipts and other sources not including bond issues. Each and every item showed an increase over that of 1929-30 with the exception of Capital Outlay from taxes and other sources, not including bond issues. The total increase from that of 1929-30, according to this classification, was $6,381,490.63.

EXPENDITURES FOR EDUCATION

	1929-30	1930-31	*Increase*
State Administration	$227,709.79	$235,213.60	$7,503.81
County Administration	243,601.65	245,469.30	1,867.65
Local Administration	2,283,683.67	2,336,232.86	52,549.19
Supervision	6,237,594.00	6,621,496.61	383,902.61
Salaries of Teachers	52,346,179.63	55,587,977.45	3,241,797.82
Textbooks and Supplies	3,823,833.50	3,916,534.72	92,701.22
Operation	9,233,895.35	8,847,426.26	386,469.09
Maintenance of Plant	4,151,905.63	4,261,051.35	109,145.72
Transportation	2,158,777.79	2,292,848.42	134,070.63
Miscellaneous	6,803,605.22	7,448,589.70	644,984.48
Debt Service	16,443,020.03	17,579,682.45	1,136,662.42
Capital Outlay from Taxes and Other Sources Not Including Bond Issues	1,345,807.11	1,198,235.43	* 147,571.68
State Educational Institutions	4,238,642.35	4,292,170.02	53,527.67
Teachers' Pension and Annuity Fund	3,266,918.00	3,550,798.00	283,880.00
	$112,418,704.63	$118,800,195.26	$6,381,490.63

* Decrease.

A comparison is given below according to the amount out of every dollar expended for education for each purpose in 1929-30 and 1930-31. According to this comparison, supervision, teachers' salaries, miscellaneous items, debt service, and Teachers' Pension and Annuity Fund showed larger expenditures out of every dollar expended in 1930-31 than in 1929-30. Textbooks and supplies, operation, maintenance of plant, capital outlay from taxes and other sources not including bond issues, and State educational institutions showed smaller expenditures out of every dollar expended in 1930-31 as compared to that of 1929-30. Administration and transportation showed the same expenditures out of every dollar expended in 1930-31 as in 1929-30. How the educational dollar was expended in 1930-31 is shown graphically following Table G in the Statistical Summary of Education.

Purpose	*Amount of Each Dollar in Cents Expended for Each Purpose* 1929-30	1930-31
State Administration	0.2	0.2
County Administration	0.2	0.2
Local Administration	2.0	2.0
Supervision	5.5	5.6
Salaries of Teachers	46.6	46.8
Textbooks and Supplies	3.4	3.3
Operation	7.9	7.8
Maintenance of Plant	3.7	3.6
Transportation	1.9	1.9
Miscellaneous	6.1	6.2
Debt Service	14.6	14.8
Capital Outlay from Taxes and Other Sources Not Including Bond Issues	1.2	1.0
State Educational Institutions	3.8	3.6
Teachers' Pension and Annuity Fund	2.9	3.0

Debt Service and Indebtedness

Debt Service in 1930-31 cost $17,579,682.45, an increase of $1,136,662.42 over that of 1929-30. The expenditures of 1930-31 were more than three times as large as that of 1920-21 and 43.8 per cent larger than that of 1925-26. The expenditures for Debt Service in 1920-21, 1925-26 and 1930-31 are shown below:

1920-21	$5,578,881.10
1925-26	12,366,503.56
1930-31	17,579,682.45

The total amount of bonds issued in 1930-31 was $13,398,418.19, a decrease of $12,849,624.80 from that of 1929-30, which was $26,248,042.99. The issue of $26,248,042.99 in 1929-30 was the highest for any school year in the State. In 1920-21 the amount issued was $10,333,019.15 and every year since then the total amount issued in the State exceeded that of 1930-31. The amounts of school bonds issued yearly since 1920-21 are given below:

Year	*Amount Issued*
1920-21	$10,333,019.15
1921-22	15,024,017.38
1922-23	19,982,399.11
1923-24	13,621,790.00
1924-25	20,449,646.42
1925-26	20,860,371.94
1926-27	22,321,561.18
1927-28	20,881,046.78
1928-29	18,011,079.37
1929-30	26,248,042.99
1930-31	13,398,418.19

During 1930-31 two counties, namely, Cape May and Hunterdon, issued no bonds for capital outlay. The redemption of bonds and authorized notes in 1930-31 was greater in six counties than the amount of bonds and authorized notes issued. The amount of bonds or authorized notes issued in 1930-31 was $14,772,106.80, as compared to $8,177,430.76 redeemed from district taxes and sinking funds. The indebtedness outstanding, as of June 30, 1931, increased $6,594,676.04 over that of July 1, 1930, leaving a total indebtedness outstanding of $220,446,444.09, as of June 30, 1931.

Operating Costs in Day Schools

The total cost of operating the day schools, less tuition, in 1930-31 was $85,039,859.10, which was an increase of $4,486,586.37 or 5.6 per cent over that of 1929-30. The costs of operating the day schools per pupil in average enrollment and in average daily attendance in 1930-31 were $117.84 and $125.97 respectively, which were $3.26 and $3.60 respectively more than those of 1929-30. Out of every dollar expended for day schools in 1930-31, administration required 2.6 cents; supervision 7.0 cents; instruction proper 64.8 cents; operation 10.2 cents; maintenance 4.8 cents; coordinate activities 2.3 cents; auxiliary agencies 3.5 cents, and fixed charges 4.8 cents. In 1929-30, administration required 2.7 cents; supervision 7.0 cents; instruction proper 64.7 cents; operation 10.3 cents; maintenance 4.9 cents; coordinate activities 2.3 cents; auxiliary agencies 3.5 cents, and fixed charges 4.6 cents. It will be noted that administration, operation, and maintenance received a smaller proportion of the cost in 1930-31 than in 1929-30, while instruction proper and fixed charges received a larger proportion of the cost in 1930-31 than in 1929-30.

Instructional Day School Costs

In 1930-31 there were 546 school districts, an increase of one over that of 1929-30. Twenty-three of these districts did not maintain their own schools. In the remaining 523 districts the total cost of instruction in their day schools was $63,355,492.21, an increase of $3,505,288.01 or 5.9 per cent over that of 1929-30. A comparison of the instructional costs per pupil in average daily attendance for 1929-30 and 1930-31 is shown below. It will be noticed in 1930-31 that supervision increased over that of 1929-30 by twenty-nine cents per pupil

in average daily attendance; teachers' salaries by $2.68; supplies by two cents, and total instruction by $2.93 per pupil. Textbooks decreased by three cents and other instructional items decreased by three cents per pupil from that of 1929-30.

	Cost Per Pupil in Average Daily Attendance	
	1929-30	1930-21
Supervision	$8.83	$9.12
Teachers' Salaries	76.34	79.02
Textbooks	2.14	2.11
Supplies	3.39	3.41
Other Instructional Items	0.22	0.19
Total Instruction	$90.92	$93.85

Some of this decreased cost per pupil is due to the large increase of pupils in the high schools, which was 11.7 per cent over that of 1929-30. The high schools showed a decrease in per capita cost, yet the total costs in all types of day schools increased $3.26 per pupil in average enrollment. This comparison shows that the increased per capita costs were due primarily to the elementary schools.

The rental charge for all types of high schools was $4,041,625.19 in 1930-31, which was an increase of $278,979.55 over that of 1929-30. The total cost for tuition purposes in 1930-31 was $26,122,365.18, which was an increase of $1,947,604.17 over that of 1929-30. The average cost per pupil in average enrollment for tuition purposes for all types of high schools was $182.38, as compared to $188.90 in 1929-30. The rental charge was $28.22 per pupil as compared to $29.40 in 1929-30. The median cost for tuition purposes in the 125 school districts maintaining four-year schools in 1930-31 was $161.49 per pupil in average enrollment; in 26 districts maintaining senior high schools $206.22, and in forty-one districts maintaining approved intermediate or junior high schools $169.05. The median rate of tuition charged in the four-year schools in 1930-31 was $125.00 per pupil per year; in senior high schools $140.00 and in junior high schools $125.00.

Enrollment

The total enrollment in the day schools for the school year 1930-31 was 800,221, which was an increase of 14,996 or 1.9 per cent over that of 1929-30. The enrollment in rural one-room schools showed a decrease of 635 pupils, and the two-room rural schools showed an increase of 345 pupils, making a decrease of 290 pupils in one and two-room rural schools. The kindergarten and grades one to four inclusive showed decreases in enrollment as well as training, anaemic classes, and backward and incorrigible classes. For the State as a whole, the elementary schools including kindergarten showed a decrease in enrollment, while special classes, as a group, and the high schools showed increases. Considering the junior, senior, and four-year high schools as a group, the increase in enrollment over that of 1929-30 was 15,964 or 11.7 per cent.

Continuation schools showed a decrease of 4,076 pupils from that of 1929-30. This decrease is due to the scarcity of work for many pupils, who would under

ordinary conditions be out of regular school with working certificates. Most of these pupils are now enrolled in the junior and senior high schools.

The number of pupils receiving instruction in their own homes under the provisions of the Crippled Children Acts increased by 194 pupils over that of 1929-30.

Vocational day schools showed an increase of 542 pupils.

All evening schools showed an enrollment of 47,479 pupils, or an increase of 1,654 pupils over that of 1929-30.

Summer schools showed an increase of 7,804 pupils over that of 1929-30.

The total number of pupils receiving instruction in public schools in 1930-31, exclusive of pupils in summer schools, who are largely duplicated in regular day schools, was 868,200, or an increase of 13,310 pupils over that of 1929-30.

Teachers

The total number of teachers, including superintendents, principals, supervisors and teachers in day and evening schools, in the State for 1930-31 was 29,502, an increase of 841 over that of 1929-30. The total number of teachers and the per cent increase for 1920-21, 1925-26 and 1930-31 are given below. This table shows that approximately one new teacher is added to the State school system every five years for every five teachers employed.

Year	*Total No. of Teachers*	*Per Cent Increase*
1920-21	19,784	18.2
1925-26	24,405	23.4
1930-31	29,502	20.9

In 1930-31 there were 25,845 teachers teaching regular and special classes in the day schools, which was an increase of 705 teachers over that of 1929-30. The number of teachers in regular schools, number of pupils in regular and special classes in regular day schools, and the average number of pupils per teacher for 1920-21 to and including 1930-31 are shown below. This table shows a definite trend toward smaller classes. In 1930-31 there were 4.6 pupils less per teacher than in 1920-21, and 2.6 pupils less than in 1925-26.

Year	*Total No. of Teachers*	*Total Enrollment*	*No. of Pupils Per Teacher*
1920-21	17,200	612,277	35.6
1921-22	18,180	648,936	35.7
1922-23	18,891	668,391	35.4
1923-24	19,749	685,005	34.7
1924-25	20,668	702,690	34.0
1925-26	21,451	720,346	33.6
1926-27	22,364	739,010	33.0
1927-28	23,313	753,753	32.3
1928-29	24,160	770,879	31.9
1929-30	25,140	785,225	31.2
1930-31	25,845	800,221	31.0

The total number of supervisors, including superintendents, principals, helping teachers and supervisors, in 1930-31 was 1,632, an increase of 66 over that of 1929-30. The number of supervisors in 1930-31 was 510 over that of 1920-21 and 242 over that of 1925-26. The number of teachers in regular and special classes in day schools per supervisor in 1920-21 was 15.3; 15.4 in 1925-26, and 15.8 in 1930-31. A comparison of the number of supervisors, number of teachers, and number of teachers per supervisor for 1920-21 to and including 1930-31 are shown below.

Year	*Supervisors (Total No. of Superintendents, Principals and Supervisors)*	*Total Number of Teachers*	*No. of Teachers Per Supervisor*
1920-21	1,122	17,200	15.3
1921-22	1,148	18,180	15.8
1922-23	1,222	18,891	15.5
1923-24	1,286	19,749	15.4
1924-25	1,348	20,668	15.3
1925-26	1,390	21,451	15.4
1926-27	1,500	22,364	14.9
1927-28	1,531	23,313	15.2
1928-29	1,559	24,160	15.5
1929-30	1,566	25,140	16.1
1930-31	1,632	25,845	15.8

School Buildings

The valuation of school buildings, sites, and equipment for 1930-31 was $306,803,743.43, an increase of $14,075,149.78 over that of 1929-30. The total value of school property has almost doubled since 1920-21, and increased by $94,060,038.33 since 1925-26. The value per school building increased from $54,357.22 in 1920-21 to $94,974.86 in 1925-26, and to $133,509.03 in 1930-31. Such comparison shows that larger and better school buildings are being constructed. A comparison of the total value of school property and value per building for 1920-21 to and including 1930-31 are shown below:

Year	*Total Value of School Property*	*Value Per Building*
1920-21	$116,324,463.22	$54,357.22
1921-22	133,111,171.67	61,200.54
1922-23	151,796,312.20	69,281.74
1923-24	170,547,848.24	77,170.97
1924-25	185,677,876.99	83,450.73
1925-26	212,743,705.10	94,974.86
1926-27	241,512,241.97	105,602.20
1927-28	253,251,703.13	110,109.43
1928-29	271,225,536.33	113,912.45
1929-30	292,728,593.65	125,742.52
1930-31	306,803,743.43	133,509.03

The following table shows the number of buildings of various sizes for 1920-21, 1925-26 and 1930-31. The number of one, two and three-room buildings have been decreasing, while the number of four and five or more room buildings have been increasing. The total number of school buildings increased from 2,140 in 1920-21 to 2,255 in 1930-31.

NUMBER OF SCHOOL BUILDINGS

	1920-21	1925-26	1930-31
One-room Buildings	633	514	361
Two-room Buildings	317	322	278
Three-room Buildings	61	57	54
Four-room Buildings	215	237	244
Five or more room Buildings	914	1,110	1,318
Total School Buildings	2,140	2,240	2,255

CONCLUSION

1. I wish to call your attention to the need for additional office space, as we are now handicapped by overcrowding.

2. The appointment of a clerk with social welfare training should be made to assist in coordinating the work of compulsory attendance in the State.

3. All future district clerks and secretaries employed by boards of education should be required through the enactment of a law to hold a certificate of qualifications issued by the Commissioner.

4. All full time attendance officers appointed in the future should have at least the qualifications as given under the section of "Attendance Officers" in this report.

Respectfully submitted,

HERBERT N. MORSE,
Assistant Commissioner of Education.

ANNUAL REPORT OF THE DIRECTOR OF PHYSICAL AND HEALTH EDUCATION
School Year 1930-1931

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

DEAR DR. ELLIOTT—In compliance with your request, I herewith submit the annual report of the Division of Physical and Health Education which reviews the work of the Division for the year ending June 30, 1931, together with a summary of conditions throughout the State and recommendations for future projects and activities.

I. GENERAL PERSPECTIVE OF THE FIELD

Although little change is manifest from year to year there are always signs giving rise to optimistic belief in progress. Standing out prominently, the deficiencies and slow-moving projects, because of what they are, seem to be in transcendence. Probably they are not so significant, at least it must be so assumed.

As would be expected the interest in health supervision and health education steadily grows. Less rapidly and much less surely, the actual practice of modern health procedures goes forward, for interest is not a sure criterion of proficiency. In other words, there is a recognition of importance but less often a true acceptance of the challenge. As a result, hygiene and physiology are still being taught academically for a few minutes each week while the great wealth and scope of health education is ignored. Not a few school districts do practically nothing and in others there is an unfortunate tendency to leave all health education to the nurse, a practice utterly without reason. Too much reliance upon textbooks and amusing devices is still a common error. Notwithstanding these great basic faults there is evidence of gathering momentum in the forward progress of health education.

In health supervision, the honors go to the school nurse. No part of the combined program is more encouraging. The nurse is eager to learn. She seeks help and she is diligent in her attack upon problems. She likes her work. Unfortunately she has more than she can do without the danger of becoming inefficient, for the program entrusted to her has expanded out of proportion to increase of staff. Nurses with better training and educational background are increasingly available and there is a corresponding demand for their services.

Increasing recognition of the inadequacies of the health examination is a wholesome sign. From school executives and physicians alike, comes the

plea for a better service, involving the removal in part of a pupil's clothing, better facilities, and just compensation The wastefulness and inefficiency of the cursory inspection that so frequently passes for an examination are deplored. There is a hopeful search for the solution which in the end will be successful, resulting in ample time for a thorough examination, the presence of both teacher and parent, an adequate follow-up, intelligent use of the examination findings in adjusting the pupil to school conditions, and recognition of health as the foundation stone of education.

The steady forward progress of mental hygiene continues. Teachers, nurses, physicians, administrators, and parents are showing interest. Sources of information such as publications, extension courses, and clinics are more numerous than ever before. The prevailing demand is for psychiatrists and psychologists and mental hygiene clinics. Inquiries concerning available facilities are rapidly multiplying. It is on the whole a hopeful situation though the ultimate solution is not altogether clear.

Each year brings additional school dental clinics and there are signs that indicate continued expansion in this field. To that end, the sponsorship of the State Dental Society is assuring.

The school lunch situation shows improvement although the commercial factor involved is still a handicap. A decided gain is apparent in the point of view which regards the school lunch as an educative project as well as a necessity. Attempts at coordinating the lunch and health education are increasing, with health habit formation as a common motif. Opposed to these desirable aspects are overcrowded conditions, the machine-like haste imposed by the schedule, the sale of candy, the street vendor, and the nearby store. It is not sufficient that the pupil be given an opportunity to eat something. If education is not narrowly conceived, the school has such obligations as social training and health to provide for. It becomes most important, therefore, to control what the pupil shall eat and the environment and the social intercourse involved. The situation is rich in possibilities. Uncontrolled, it educates in the wrong direction. But properly directed, it exerts an influence that may be life-long in effect. Clean, bright, pleasant surroundings are impressive. Good food makes better pupils. Good manners are assets to be cherished. As a social occasion the meal wherever held is unsurpassed in importance.

The addition of special classes, chiefly by the large city districts, can be regarded as prophetic of future developments. Special classes for the crippled, the visually impaired, and the mentally retarded child are on the increase.

In opposition to the health program, there is the state-wide practice of placing overemphasis upon devices and incentives designed to maintain a high attendance rate. The giving of awards, the publication of attendance percentages, competitive schemes, and undue recognition of exemplary cases are examples. They are primarily appeals to the emotions, whetting the appetite for victory despite the indisposition of the moment. They awaken cupidity and tend to encourage self-glorification. In the race for gold stars or the points that mean a banner for the classroom, or one's picture in the newspaper, little thought is given to aches and pains. Disease ceases to become a deterrent and it matters little how many may be exposed in the meanwhile. The characteristic American desire to win comes to the fore, while health and

preventive measures are put aside. As previously reported, it is doubtful if the health program will ever attain the maximum of its possibilities until attendance is viewed in a different light.

Physical education exhibits a wide range of activities and interpretations. To many it is still thought of as exercise or physical training, a most unfortunate point of view that causes much misunderstanding and curtailment of progress. Facilities and equipment are notoriously inadequate and trained supervisors and teachers are far short of the number needed. In spite of a general belief that physical education is functioning well, there is little tangible evidence as proof. Good programs are few and widely scattered. An awakening to the rich and lasting values of child education through participation in purposeful activity is the great need.

Interscholastic athletics are exhibiting reform tendencies that hold promise. More than ever before there is organized effort to eliminate the evils that have heretofore contaminated the field of sport. Bringing athletics into coordination with physical and health education is one great step. Another is the personal interest that principals are taking in the control of athletics. Still another is the ideal of sportsmanship that prevails. All factors have contributed to furnish the school with a better type of athletic coach. The future looks brighter than at any time in recent years. There is one important move, however, that is urgently recommended, namely, the establishment of qualifications and the formulation of state certification rules for the teacher of athletics.

The year was marked by great activity in safety education and supervision, particular stress being given to the organization of pupil safety patrols. Safety education took on new life following the passage of a law requiring the teaching of accident prevention in the schools.

II. Accomplishments of 1930-1931

All the features cited are not accomplishments of the division of physical and health education alone, instead, some are undertakings in which the division was represented or had some influence.

1. *Helping Teacher Appointments*

The outstanding accomplishment was the placing of two helping teachers, one in physical and health education in Cape May County, and one in health education in Monmouth County. The former is on a full-time basis, and the latter half-time. These appointments are significant in that they stand for a new point of view, a realization that health as an aim of the school is more than a gesture or a hope but a live issue, a dynamic thing, more than a little expressive of the real purpose of education. For a long time health has been cited as an aim but little of importance has been done about it. A few rules were laid down, for the most part negative in their effect upon the pupil, and such other futilities as fumigation were introduced. Doctors, and later, nurses were brought in to search out disease although so handicapped by restrictions that little really effective work has been typical until recently. No training of moment was given to teachers and indeed a concept was permitted to take root that sanctioned a "let alone" policy. The presence of physicians and nurses was

thought to be sufficient. But gradually the positive aspect of health gained prominence and everywhere the school was importuned to adopt a new doctrine. It was the beginning of the transition period through which we are now passing. Health is spoken of, with more certainty than formerly, as the foremost objective of education. Eagerness to do something definite and effective is everywhere apparent. But lacking a knowledge of what to do, and with inadequately trained teachers, there is little hope of early progress. It is not sufficient that textbooks be placed in the hands of teachers and that health education be entered upon the time schedule. Knowledge is never a guarantee of health. To read what others advise has little meaning to the child. We must realize that health is not a subject nor an end in itself. It is life, it is a condition of being involving all mental, social, moral, and physical aspects of living. To attain it or to help others attain it is not an ordinary undertaking. It involves an educative process and an understanding of the child, as well as a knowledge of the contributory sciences, as much as any course or activity in the curriculum. Indeed there is considerable justification for the fear that untrained and unsympathetic teachers may do more harm than good through clumsy handling of health education. Moreover, it would be the sort of harm that strikes deep, reaching the emotions and the personality of individuals and influencing perhaps the whole of one's life. It is not, therefore, a simple procedure. Great care and skill are necessary. Hence the awakening to the need for trained helping teachers. The importance of the job to be done demands that it be done correctly and few are the classroom teachers who can do that. Few are the parents who have the necessary background and few are the physicians and nurses who know education for healthful living and how to teach children. There is no denying the supremacy of rank held by health. In establishing the school machinery, full recognition of that position should be accorded. Helping teachers are needed in every county. Theirs is the privilege to influence and build the child's most valued possession.

2. *The Dental Program*

At the request of the division, a committee of the State Dental Society undertook a comprehensive survey of school dental programs with a view to the ultimate preparation of a program of standards in this field. The work proceeded expeditiously, creating incidentally an interest in the school dental service that is resulting in notable developments. The program of standards was completed in manuscript form ready for the final printing.

In addition to the study the committee contributed materially to the accomplishments of the year by undertaking to meet requests from school authorities and interested organizations for help in establishing school clinics locally. On several occasions the chairman of the committee, Dr. J. M. Wisan of Elizabeth, complied with the requests of the director by traveling to different parts of the State at his own expense to help organize local programs.

3. *Summer Course in Health Education and School Nursing*

No little importance is attached to the successful introduction of a course in health education for teachers and nurses and a course in school nursing at the Ocean City summer school.

4. *Gymnasium Construction*

The year was marked by a great increase in the number of requests for assistance in planning gymnasiums and accessory rooms. Although special efforts were made by the division to bring about this result, the outcome was more profitable than anticipated. It was regarded as one of the notable achievements of the year. Heretofore, the staff has not been inspecting plans before the blueprint stage. Consequently, there was little constructive help to be given for the cost entailed in making the changes recommended would be prohibitive, with the result that the suggestions were not heeded. In attempting to meet this obstacle, an offer of consultation services during the stage of preliminary planning was announced. It was immediately effective to such an extent that for several months one member of the staff devoted the major portion of his time to this activity. It has proved to be a popular form of field service.

5. *The Institute Program for Nurses*

Special efforts directed toward the improvement of institute programs for nurses were markedly successful. Two institutes were held in each county during the year. They were exceptionally well attended and apparently popular. A policy of presenting practical features was followed. The meetings were also used for the exchange of problems and suggestions, as well as for creating a feeling of organized endeavor and oneness of purpose regardless of affiliation.

6. *Publications*

Rapid progress marked the preparation of programs for immediate and near future publication. Concentration upon the assembling and classification of data and the preliminary sketching of outlines was so productive as to be classed as an accomplishment.

7. *Legislation*

Either through the direct or the indirect efforts of the division, changes in statutes were effected. These are cited elsewhere in this report.

8. *Extension Courses*

Much work was given to creating a demand among nurses for extension courses and to making the courses possible, with the result than an unusual number of nurses were enrolled in such courses at different places in the State. On the other hand, the efforts devoted to making more courses available were not so successful.

III. Field Service Report

The following summary is for the period covered by the report. During the year practically all requests for assistance were granted and all invitations to address meetings were accepted.

A. Visitation of Schools

Visitation at the request of school executives and boards of education constitutes the bulk of the field service. The assistance needed covers all phases of the combined program and involves an infinite number and variety of problems. Probably no activity of the division is more important. This service is well received and it seems to be productive of good, to an extent at least that compensates for the time and expense it requires. There is nothing comparable to it, for like results would be impossible through correspondence or programs. First-hand observation and the opportunity to question permits a ready grasp of the situation and a detailed interpretation of the recommendations made.

The steadily increasing demands upon the time of the division staff for field service is becoming a serious problem. With only three members available for part-time work in the field, the service must be curtailed either by refusing some of the invitations or by effecting short-cut methods, a course to be avoided if possible since it invariably means inefficient labor and unsatisfactory results. The cause is apparent in the expanding program. Everywhere there is evidence of greater interest and more sincere concern. Child health and safety occupy the center of the educational stage while physical education is beginning to receive due recognition. Such major phases of the program as the school lunch, the health service activities of the physician, dental clinics, and mental hygiene are before administrators with ever-enlarging emphasis. It is indeed a growing concern and being relatively new there is little that is common knowledge. As a result the pressure is felt at the State office where local officials look for guidance and inspiration. To effectively carry out all that is asked and expected of it, the division staff must be increased by the addition of specialists in each of the major fields.

Schools visited by the staff during the year were as follows:

Rural Schools	46
Elementary Schools	142
Junior High Schools	22
Senior High Schools	63

B. Meetings

Meetings addressed by the division staff were as follows:

Teachers (by districts), 13; Teachers (county group), 1; Nurses (local group), 1; Nurses (county group), 23; Parent-teacher associations (local), 13; Parent-teacher associations (county), 3; County public health association, 1; County meeting of supervising principals, physicians and nurses, 1; Normal school assemblies, 1; Clubs and organizations: Freehold Women's Club, 1; Contemporary Club of Essex County, 1; Essex County Health Council, 1; Pitman Kiwanis, 1; Hunterdon County Associated Boards of Education, 1; New Jersey Council of Education, 1; New Jersey Health Officers Association, 1; New Jersey State Medical Society, 1; New Jersey State Dental Society, 1; Bergen County Medical Society, 1; New Jersey Tuberculosis League, 2; New Jersey High School Principals' Association, 1; New Jersey State Library Association, 1; Monmouth County Physical Education Society, 1.

C. Group Conferences

The total of group conferences was 101.

These are informal meetings of a practical type attended by school executives, physicians, nurses, physical education supervisors and other persons involved in the conduct of the health and safety program.

D. Individual Conferences

Eight hundred eleven conferences with individuals in the field were recorded. The actual number would greatly exceed that figure. No attempt is made to record conferences held at the division office.

E. Demonstrations

Demonstrations given by members of the staff fell into the following classification:

Health Instruction	5
Health Supervision	10
Playground	10
Gymnasium	2
Classroom (physical education)	1

F. Surveys

In addition to the problem, solving service incident to routine visiting, five surveys were made by the division. These surveys are comprehensive in character, involving thorough investigation, analysis of the facts found, and a complete report of recommendations.

The school districts surveyed were Hackensack, Hopewell Township, Rahway, Hamilton Township and Harrington Park.

IV. Legislation

A. Legislation Enacted

School laws on health and safety enacted by the Legislature during the year were as follows:

1. Chapter 50—Requiring instruction in accident prevention in all schools of the State.

2. Chapter 84—Permitting the principal or the teacher to exclude pupils from the school building or the classroom respectively, when such pupils show evidence of illness or they have been exposed to communicable disease.

3. Chapter 150—Changing the basis of apportionment for school nurses as provided in Chapter 204, P. L. 1930.

B. Comments and Recommendations Concerning Present Laws

1. *Terminology*

Changes in terminology are recommended with a view to clarifying and modernizing both phraseology and meaning. Through the substitution of more appropriate terms, those in the present statutes referred to below are no longer acceptable for general usage.

a. For physical training, *physical education* should be substituted. This is the term universally used today and the one more truly definitive of purpose. It is the term used in the literature and by professional organizations. It is the term generally found in the laws of other states.
b. For medical inspection, *health supervision* should be substituted. This is a positive term, whereas medical inspection sounds formal, militaristic, and therapeutic, and frequently gives rise to opposition. Medicine in relation to the school is rarely understood while inspection meets with antagonism in the nature of human beings. As with physical training, medical inspection is passing from common use. Coincidentally, the terms *school physician, health director,* and *health adviser* are replacing medical inspector.
c. In place of physiology and hygiene, *health education* is the term recommended. The latter is in accord with the meaning of the legal text and with the purpose of the school. Physiology and hygiene are each contributory sciences to the broader and inclusive field—health education.

2. *Codification Recommended*

A reorganization is recommended. As the laws now stand medical inspection comes under two headings, viz., physical training and miscellaneous. It is provided for in both instances.

It would seem advisable to bring together under one main section all legislation pertaining to physical education, health education, hygiene instruction, safety education, building hygiene and sanitation, and fire drills.

C. Needed Legislation

1. *Retirement of School Nurses*

It is recommended that provisions be made for the retirement and pensioning of school nurses in a manner similar to that legally provided for medical inspectors in section 336 of the 1928 New Jersey School Law.

2. *Health Education*

A law, separate from statutes referring to physical education and safety education, requiring that health education shall be provided in all grades of the public school is greatly needed. The present law which provides for instruction in hygiene and physiology is not sufficiently broad to encompass all that is included in the modern conception of health education.

V. Publications

A. Programs Completed

1. Publications of the division that were completed and distributed during the year were as follows:

"A Physical Ability Test"
"A School Health Program for the Nurse"
"Standards in the Prevention and Control of Communicable Disease"

2. Publications completed in manuscript and submitted for printing were as follows:

"Gymnasium Planning and Construction"
"A School Health Program for the Teacher"
"Self-Testing Activities for Grades I-IV"
"Self-Testing Activities and Contests for Grades V-VIII"

B. Programs in Preparation

The following bulletins, programs, and courses of study, to be submitted later for publication, were in process of preparation throughout the year.

"Records and Report Forms for Health, Safety, and Physical Education"
"A School Health Program for the Physician"
"Standards for School Dental Service"
"A Program in Physical Education"
"A Program in Health and Safety Education"
"Play Days"
"The Organization and Administration of Health, Safety and Physical Education for Superintendents and Supervising Principals"
"The Organization and Administration of Health, Safety and Physical Education in Secondary Schools"

C. Bulletins and Letters

This means of circularizing informational material and practical aids was used extensively, for the most part in response to inquiries and specific demands. It offers a convenient vehicle for conveying suggestions and reports from the field. Superintendents, supervising principals, high school principals, physical education teachers, physicians, and nurses were reached in this manner. Similar letters were prepared especially for two special groups, the county superintendents and helping teachers and the normal schools. Several bulletins of suggestions were prepared for chairmen of the County Councils of the New Jersey Congress of Parents and Teachers.

Deserving of special comment is the monthly bulletin to school nurses inaugurated early in the year. This is a five-page mimeographed compilation of news notes, projects, informational material, and announcement of interest to school nurses. It has proved to be a popular undertaking.

D. Contributions to Contemporary Publications

Each issue of the Education Bulletin contained one or more articles on health, safety, and physical education, prepared by the division staff. Much of the material given out in this way consisted of completed sections of programs in preparation.

"The School Health Department," a special page in the Journal of the State Medical Society edited by the director, was continued. The page was prepared for each monthly issue. It was used for reporting health projects, timely items of health news, and sections of programs. That the page is fulfilling its purpose is evident from the comments received.

Another publication to receive a monthly page composed by the division staff was "The Beanstalk," a health bulletin for teachers issued by the New Jersey Tuberculosis League.

National professional periodicals, such as "The Public Health Nurse" and "The Journal of Health and Physical Education" were supplied with articles and notes, or they carried items originally published by the division in other periodicals or bulletins. Since these journals are widely read in New Jersey they constitute a valuable medium for conveying state policies and programs.

E. Publications Planned

Preliminary work was started on the following for later publication:

"The School Lunch"

"A Course of Study in Physical Education for Rural Schools"

"Hygiene and Sanitation of School Buildings"

"Health, Safety, and Physical Education Defined and Illustrated" (An illustrated exposition of the subject for boards of education and the public)

"The Planning and Construction of Playgrounds and Athletic Fields"

"The Healthy Child at School" (A program for Parent-Teacher Associations)

F. The Public Press

On several occasions special articles were written for the newspapers and frequently in connection with meetings and surveys reports of addresses were carried.

VI. Promotional Activities

A. Committee Projects

1. The following promotional activities were initiated at the request of the director:

a. A committee of the State Medical Society to function in an advisory capacity to the division and to undertake the study of special problems in the school medical field for the State department.

b. A committee of the State Dental Society to advise on school dental service, to formulate standards for procedure, and to conduct special studies as needed.

c. A committee of the New Jersey Tuberculosis League to establish standards for the detection and the prevention of tuberculosis in public schools.

d. A committee of school nurses to study a means of organization as a professional group and to assist the division in arranging programs for institutes and the annual conference.

e. The preparation of standards to govern girls' athletics in public schools was requested of the New Jersey committee of the Women's Division of the National Amateur Athletic Federation.

2. Other committee studies in which the division staff participated were as follows:

a. A committee of county superintendents on safety standards for school buses and transportation.

b. A committee of the New Jersey High School Principals' Association on the organization and administration of athletic programs. The original assignment was broadened at the request of the director to include health, safety, recreation, and physical education.

c. A committee of the New Jersey State Medical Society to study mental hygiene needs and procedures with particular reference to schools.
d. The State Committee for Child Health Day.
e. The normal school curriculum revision committee on physical and health education programs.

B. Interdepartmental Activities

Activities carried on in cooperation with other State departments were as follows:

1. State Police—Promotion of school safety patrols
2. Bureau of Child Hygiene, State Department of Health—Promotion of school nursing
3. Bureau of Communicable Disease Control, State Department of Health—Rendering decisions on local problems of control
4. State Traffic Commission—Making statistical reports of accidents to school children available to schools for study purposes.

C. Public Education in Health

This topic refers to the continued relations with the State Medical Society and chiefly the activities of the society that are concerned with the education of the public in health and medical subjects. For practically the entire school year, the field secretary of the society was used by the division as a speaker for institutes, public meetings, teachers conference, parent-teacher association meetings, and school assemblies. The itinerary covered every county, allowing each an average of four days.

D. New Jersey Conference on Child Health and Protection

The division was represented by the director, who served on the planning commmittee and as chairman of Section I—Medical Service, and who retains affiliation as a member of the continuation committee.

VII. Research

A. Certification

Under the direction of the assistant in health education, a comprehensive study, national in scope, was carried out on the problem of State certification requirements for school nurses. The final report was published by the National Organization for Public Health Nursing and copies were presented to all State departments of education.

B. Gymnasium Construction

An extensive search for literature on gymnasium construction was undertaken by the assistant in physical education. The data obtained furnished the basis for the division's bulletin "Gymnasium Planning and Construction."

VIII. Teacher and Nurse Preparation

A. Institutes

Sections for both school nurses and physical education teachers were conducted at the annual State institutes. Additional meetings of similar character were held in mid-winter.

At these meetings, plans for progress were outlined together with suggestions of practical value for immediate adoption. Emphasis was given to the opportunity for discussion and the exchange of ideas. The personal contacts established were productive of good, since they frequently opened the way for other forms of service and they aided materially in cementing the bond of common interest which exists between the division staff and the workers in the field.

B. Summer Schools

Expansion of the summer courses was effected at each of the State schools. Courses for school nurses were introduced at Ocean City and a course in health education was given at all schools. One or more new courses in physical education were added to the usual program.

All work was planned to place stress upon the most practical features of an average elementary program. To that end an attempt was made to utilize the actual school situation as presented by the several demonstration schools, but due to several causes it was only partially successful. Without that opportunity to put theory to trial through the actual application of procedures with groups of pupils, any health study will fall short of worthy achievement. Not only do the students lose much but the pupils and their teachers are deprived of valuable experience and profitable supervision. The same comment holds for the physical education and safety courses.

C. Extension Courses

Although New Jersey is a rich field for university extension courses, there are relatively few opportunities for the nurse, the physical education teacher, and the classroom teacher interested in health and safety education. In an effort to remedy the deficiency, several approaches to the problem were launched and attended with some degree of success, although short of expectations. Contacts were made with several institutions including New Jersey normal schools and teachers colleges. Teachers and nurses were encouraged to organize and to make application for courses. In the end, a few courses developed, either directly or indirectly out of the endeavor, but the result was not commensurate with the effort made. The difficulties were too involved and obscure to be readily diagnosed as to cause.

IX. Teacher Certification

A. Physical Education

New requirements for the certification of physical education teachers went into effect this year. They should prove effective in enforcing the appointment of the best trained teachers available. In no small measure, the success of the

physical education program depends upon the educational and professional background of the teacher in charge. Evidence that New Jersey has suffered in this respect is readily apparent in the field.

B. Athletic Coaches

It is again recommended that certification requirements be established for athletic coaches. Certain faults would be corrected thereby. This recommendation is based on the general axiom that the better trained teacher is a better person to assume leadership over children or youth. As a rule, the trained leader will have higher ideals and a better conception of the aims of education and the purpose of the school.

With this improvement athletics would be elevated to a higher plane. Moreover, athletic coaching under any definition is a form of teaching. It is an educative procedure. As a matter of fact, athletics should be made an integral part of the health and physical education program which is both legalized and recognized as a division of education. Consequently, the certification of teachers of athletics would not be a departure from policy but merely an addition to the classification.

An alternative to the certification of athletic coaches has been proposed to the effect that there be a State requirement that athletic coaches be regularly certified physical education teachers. This suggestion has merit.

C. Nurses

As recorded elsewhere in this report, the division conducted a national survey of State requirements governing the certification of school nurses. It was found that twelve states require certification of all school nurses and five states make provision for certification under certain conditions. New York and Pennsylvania have good standards which should guarantee the schools a nursing personnel of a high order. It is recommended that New Jersey take similar action.

D. School Physicians

The national trend in the certification of teachers and educational specialists has, in some states, been extended to include the school physician. It is a move in accord with the tendency to stress the educative phase of health supervision and the integration of all health activities in the general program. From one point of view the efficiency of health service as represented by the physician's work depends to a large extent upon the degree to which it educates through the development of habits, attitudes, and ideals for healthful living. To insure such a contribution, a knowledge of school procedures, educational principles, and methods is very desirable.

Another point of view gives emphasis to the physician's need for a thorough knowledge of modern school health standards and procedures. School hygiene and sanitation alone is rich in scientific material that ordinarily is not included in medical training. School work is rapidly becoming a specialty with many features that call for special study. Child psychology, mental hygiene, the hygiene of instruction, and corrective posture work may be cited as evidences of the expanding scope of the school physician's work.

It is these basic needs that underlie the purpose of several states in setting up qualifications for the school physician. Reports from those states indicate that the plan not only works but the physicians themselves endorse the policy that qualifies them to render better service. Consideration of its merit is recommended.

E. Health Education Supervisors and Teachers

The growing interest in health education is increasingly creating a demand for trained supervisors and teachers, so much so that several states have formulated certification requirements in order to standardize qualifications on a high plane. It is a natural move having the same intent as certification in other special branches. The need for standards in New Jersey is already apparent. Supervisors and teachers are being recruited from several groups, chiefly nurses, physical education teachers, and nutritionists, but fitness for the job is largely a matter of chance. Unless the proper steps are taken there is the grave danger of duplicating the unfortunate conditions that grew out of the ungoverned selection of school nurses. It is strongly recommended, therefore, that standards be established to insure the selection and certification of properly trained supervisors and teachers of health education.

X. Extra Departmental Relations

The nature of child health work involving as it does the home, the public interest, and the work of several governmental departments and philanthropic organizations, quite naturally necessitates cooperative endeavor on the part of all concerned. Programs overlap at several points and there is an interdependency that must be accepted if the best results are to be attained. Consequently, the work of the division brings about a wide range of external relations of more than a little importance. The following classification is illustrative.

A. Relations Within the State

1. The State Medical Society has been cited elsewhere for the cooperative stand it has taken and the constructive help it has always so readily given. A committee of the society was appointed to serve the division in whatever capacity it may. As an advisory council in considering the medical aspects of the school health service, it should prove invaluable. The society contributed again this year a page of its official journal for the "School Health Department" conducted by the director.

2. The excellent service rendered by the State Dental Society has already been described in this report. In addition to the program prepared by a committee of the society and the field work it undertook for the State Department, there will be many professional problems arising that can only be solved by dentists.

3. Close working relations with the State Department of Health were continued and extended during the year. The Bureau of Communicable Disease Control was called upon on many occasions for rulings in connection with local school situations. The Bureau of Child Hygiene and this division conferred

frequently on mutual problems and, as a result, gave consideration to a plan that promises, when the details are completed, to strengthen the school nursing situation in the State.

4. As a member of the board of directors of the New Jersey Tuberculosis League and of several committees, the director was able to serve the league in its work with school children and, in turn, his program was benefited by this affiliation.

5. An appointment as State Chairman for Child Health was accepted by the director, from the New Jersey Congress of Parents and Teachers. On several occasions, it proved to be a most profitable contact. Many opportunities arose for interpreting school health needs and purposes and for advancing the provisions of the State program.

6. Relations were continued with the Department of State Police in connection with their safety patrol program.

7. The director was invited by the New Jersey High School Principals' Association to work with a committee of that organization on a study of interscholastic athletics.

8. As a member of the Council of the New Jersey Physical Education Association and as chairman of a committee on constitution revision, the director aided in furthering the purposes and professional program of the Association.

9. The director was a member of the State planning committee for May Day —Child Health Day.

10. The director was appointed to the advisory committee on child health of the State Board of Children's Guardians.

11. The director served as chairman of the Medical Service Section of the New Jersey Conference on Child Health and Protection and by reason of that office became a member of the Conference Continuation Committee.

12. The staff assistant in health education was appointed chairman of the school nurses' section of the State Organization for Public Health Nursing.

13. The director's service on the executive committee of the New Jersey High School Interscholastic Athletic Association was continued.

14. The director continued to serve as a member of the health committee of the Monmouth County Organization for Social Service.

15. The director was invited to act with the curriculum revision committee of the normal school and teachers college faculties in physical and health education.

16. Preliminary plans were completed for a project in safety education to be conducted in cooperation with the State Traffic Commission.

17. The director served as a member of a committee of the State Medical Society on a study of mental hygiene.

B. Relations Outside of the State

The director continued the following service obligations during the year:

1. Member of a Committee of the American Association of School Physicians to study physical standards for athletic competition

2. Member of the Constitution revision committee of the American Physical Education Association

3. Chairman of the Honor Awards committee of the American Physical Education Association
4. Member of the board of directors of the Sportmanship Brotherhood
5. Associate editor of the Journal of Health and Physical Education
6. Member of the sub-committee on physical education and recreation of the White House Conference on Child Health and Protection
7. Member of a national committee to devise and promote National Physical Achievement Standards
8. Chairman of the program committee for the Eastern District Convention of the American Physical Education Association
9. Member of a committee of the American Physical Education Association to study physical education programs for secondary school boys.

XI. The Division of Physical and Health Education

With an enlarging State program and an awakening health consciousness in the field, the demands made upon the division have long since exceeded the facilities. To consider fully what is involved, it is necessary to consider two principal factors. First, the extent of a program that includes health and safety education, physical education and athletics, safety supervision, health supervision, nutrition and the school lunch, dental service, mental hygiene, health and safety clubs, hygiene in all its applications to the organization of the school and the teaching processes, school hygiene and sanitation, sex education, and special health classes for the handicapped. Each phase of this field represents a complete program in itself, with countless problems always arising.

The second factor to weigh is that of personnel. By its very nature health and safety to some extent concerns every teacher, principal, and administrator. Every district has one or more school physicians. There are over two hundred school dentists and over five hundred nurses. Physical education teachers number over eight hundred. In addition, there are nutritionists, special class teachers, home economics supervisors, psychologists and psychiatrists and others, each with a role in the school health program. Outside of school there are several hundred Parent-Teacher Associations, many civic and social clubs, professional groups, and public health organizations that demand time and attention.

There is no part of the program that can be ignored. There is no individual nor group that can be refused. Consequently, there is no alternative but to attempt in some fashion to do a little of everything. In the end, the work suffers in quality, constructive activities are either set aside or reduced to a minimum, and the field feels slighted. It is a true picture of conditions.

In seeking a solution, one becomes convinced of the necessity for adding to the division staff. Justification of that step should not be difficult if child health is as important as claimed for it. The program is only beginning to take form and it needs every bit of help that can be provided lest it continue to err and stagnate as in the past.

A fair estimate of the staff needs of the division at the present time would include the following in addition to the presnt personnel:

1. An assistant in physical education for girls and elementary grades
2. An assistant in charge of school nursing
3. A dentist.

XII. Summary of Recommendations

1. The enlargement of the division staff to include (a) a dentist, (b) an assistant in charge of school nursing, (c) an assistant in physical education
2. The addition of a stenographer to the clerical staff of the division
3. The recodification of laws pertaining to health, safety, and physical education
4. The formulation of rules to govern the certification of athletic coaches, school nurses, and health education teachers
5. Consideration of the problem created in connection with over-emphasis upon attendance
6. Endorsement of a law permitting the removal of the shoes and the upper clothing of pupils to be examined by school physicans
7. The adoption of a policy calling for the appointment of helping teachers in physical and health education in every county
8. The passage of a new law, following repeal of the old, providing for health education in schools in place of hygiene and physiology

Respectfully submitted,

Allen G. Ireland,
Director.

PART III

REPORTS OF STATE TEACHERS COLLEGES AND STATE NORMAL SCHOOLS

For Year Ending June 30, 1931

PAGE

State Teachers College and State Normal School at Trenton, Roscoe L. West, Principal 303
New Jersey State Teachers College at Montclair, H. A. Sprague, Principal 310
State Normal School at Newark, M. E. Townsend, Principal 313
State Normal School at Glassboro, Seymour G. Winans, Acting Principal 322
State Normal School at Paterson, Roy L. Shaffer, Principal 333
State Normal School at Jersey City, William A. Messler, Principal 338

STATE TEACHERS COLLEGE AND STATE NORMAL SCHOOL AT TRENTON

June 30, 1931

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

DEAR SIR—I hereby submit my report as Principal of the State Teachers College and State Normal School at Trenton for the year 1930-31.

The administration of Dr. D. C. Bliss from 1923 to 1930 was marked by a number of major advances. In 1925 the school was authorized to confer the B. S. degree in Education. This meant the beginning of a program for the training of secondary school teachers. In 1929 the name "Teachers College" was added to the historic title "Normal School." In 1928 the Legislature appropriated money for the purchase of a new site. The last year of Dr. Bliss's administration and the year 1930-31 have been considerably occupied by the planning for the new college at the Hillwood Lakes site.

The appropriations of 1929 and 1930 provided for a main administration and classroom building; a library and classroom building; an auditorium, speech, and music building; and a group of three dormitories. The administration and classroom building and the dormitories will be ready for occupancy in September, 1931, and the library soon thereafter. Construction on the auditorium-music building was started in the spring of 1931 so that this unit should be finished in the spring of 1932.

Very fittingly, the administration and classroom building has been named "James M. Green Hall" in honor of the man who was principal of the school for twenty-eight years (1889-1917). For ten years under his administration (1907-1917) a four-year course was in operation, thus demonstrating his understanding of the inevitable trend of professional education for teachers. Although this building was begun in May, 1930, the cornerstone was not laid until May, 1931, when the following program was carried out. In this connection it is interesting to note that Dr. Butler as a member of the New Jersey State Board of Education made the motion which brought Dr. Green to Trenton.

PROGRAM

OF THE CORNERSTONE LAYING

OF THE

ADMINISTRATION AND CLASSROOM BUILDING

JAMES M. GREEN HALL

TRENTON STATE TEACHERS COLLEGE
AND STATE NORMAL SCHOOL

SATURDAY, MAY THE NINTH

NINETEEN HUNDRED THIRTY-ONE

THREE O'CLOCK IN THE AFTERNOON

DAYLIGHT SAVING TIME

CHAIRMAN: D. STEWART CRAVEN
President, State Board of Education

Music .....State Teachers College Band

Introduction of Speakers

Mrs. Seymour L. Cromwell
Member, State Board of Education and
Chairman, Committee on Training of Teachers

Address.....Dr. Charles H. Elliott
Commissioner of Education

Address.....Dr. Nicholas Murray Butler
President, Columbia University

Cornerstone Laying.....Hon. Morgan F. Larson
Governor, State of New Jersey

Music.....Singing of State School Song

The Legislature of 1931 appropriated $250,000 for a Health and Physical Education Building, and also made available necessary funds for water, sewage, electrical, and steam connections, roads, walks, landscaping, and equipment for buildings under construction.

From an educational standpoint it is already evident that the increase in the length of the various curricula to three and four years will materially improve the quality of the work done. The additional time is almost entirely given to additional subject matter courses. The greater maturity of the students in the third and fourth years makes possible better scholarship than was formerly obtained. It is evident that within a short time, at least two-thirds of the school will be on a four-year basis.

During the year the four-year secondary curriculum was rearranged somewhat. Formerly students took two years of work in the elementary curriculum and then transferred to the secondary curriculum. This arrangement made it difficult for them to obtain sufficient subject matter in the fields of secondary work for which they were preparing. Under the new plan the first year is identical with the three-year elementary curriculum. This gives the students an acquaintance with the subjects and methods of the upper elementary grades. At the beginning of the second year the student selects two majors from five offered, namely—English, history, mathematics, science, and geography. From thirty to thirty-five semester hours are required in each major during the last three years, leaving about thirty-five other hours for electives, professional courses, and practice teaching. It is the aim of the school to treat subject matter in a professional way so that separate professional courses are general in nature and are not specifically concerned with methods of teaching a particular subject. The graduate from the secondary curriculum should, therefore, be able to take a position in grades 5, 6, 7, or 8 and in two fields of work in a junior or a senior high school.

The following resignations of faculty members took effect July 1, 1930: Florence V. Barraud, instructor in kindergarten; D. C. Bliss, principal; Madge Burgard, instructor in industrial arts; J. Edgar Caswell, instructor in physical education; Lillian B. Cinberg, part-time instructor in music; Carolus T. Clark, instructor in French; Osborne J. McConathy, part-time instructor in music; Mildred L. Swayze, part-time instructor in music.

Mr. John S. Neary, business manager, resigned to take effect October 31. Mr. Neary had served very efficiently for thirty-two years, having been appointed in October, 1898.

Miss Carolyn Hammond and Miss Virginia Currier were on leave of absence during the year.

The following appointments were made to take effect September 1, 1930: Roscoe L. West, principal; William F. Andreas, instructor in physical education; Edgar F. Bunce, vice-principal and head of department of education; Marjorie E. Fish, instructor in physical education; Mrs. Bird H. Fraser, dean of women; Blanche E. O. Graham, instructor in physical education; Charles W. Harp, instructor in science; Samuel F. Monroe, instructor in music; Charles R. Rounds, head of English department; Mabel W. Rounds, instructor in music; Mrs. Muriel E. Smith, assistant dean of women; Dorothy Upham, instructor of fine arts.

Miss Mary Eleanor Lindeman returned September, 1930, after a year's leave of absence.

Mr. John S. Quimby was appointed Business Manager to take effect November 1.

On account of the change from two to three years in the elementary curriculum which took effect in 1929, the graduating class in June, 1931, was the smallest since 1893. The number of degrees granted (55) was the largest to date.

In looking ahead it should be obvious that the new plant at Hillwood must be completed at the earliest possible date. Delay means running the school in two sections five miles apart, a very costly and inefficient plan. Consideration should be given immediately to increasing the practical arts curriculum from three to four years. Consideration should also be given to the training of school librarians and of teachers of art and of special classes. No State institution is now providing an opportunity in these fields. The new facilities at Hillwood may make it desirable to offer some or all of the curricula mentioned above.

It is the aim of the Trenton Teachers College to provide an environment which will be rich in culture and in opportunity. This cannot be done in the classroom alone. The dormitories and the social and recreational life must also contribute. Faculty standards must be kept high. The school is in the process of adapting its total program to the new opportunities which the new buildings and site present.

Respectfully submitted,

ROSCOE L. WEST,
Principal

TRENTON STATE TEACHERS COLLEGE

Enrollment by Curricula, 1930-31

General—	
Two-year Elementary	29
Three-year Elementary	159
Four-year B. S. Secondary	230
Kindergarten-Primary (three-year)	30
Rural (three-year)	36
Commercial—	
Three-year	17
Four-year	42
Health and Physical Education (four-year)	75
Music—	
Three-year	1
Four-year	42
Practical Arts (three-year)	19
Total	680

Enrollment by Counties, 1930-31

Atlantic	10
Bergen	34
Burlington	44
Camden	9
Cape May	7
Cumberland	11
Essex	13
Gloucester	5
Hudson	23
Hunterdon	36
Mercer	209
Middlesex	55
Monmouth	59
Morris	24
Ocean	12
Passaic	15
Salem	11
Somerset	14
Sussex	11
Union	39
Warren	27
Other States	12
Total	680

ENTRANCE CLASS BY CURRICULA, SEPTEMBER, 1930

Three-year General Elementary	85
Four-year B. S. Secondary	94
Kindergarten-Primary (three-year)	18
Commercial (four-year)	25
Health and Physical Education (four-year)	26
Music (four-year)	13
Practical Arts (three-year)	13
Total	274

GRADUATES BY CURRICULA, 1930-31

	First Semester	*Second Semester*
Four-year Secondary	1	25
Four-year Elementary	0	2
Four-year Commercial	0	5
Four-year Music	0	12
Four-year Health and Physical Education	0	11
Three-year Commercial	0	17
Three-year Music	0	1
Two-year General Elementary	30	1
Total	31	74

EXTENSION COURSES, 1930-31

Courses Offered	*First Semester*	*Enrollment*
Arithmetic		62
Arithmetic		35
Educational Tests and Measurements		21
Educational Tests and Measurements		38
Elementary School Curriculum		31
Industrial Arts		30
Industrial Arts		28
Methods of Teaching Reading in Primary Grades		35
Methods of Teaching Reading in Primary Grades		37
Problems of Teaching English in Elementary School		44
Problems of Teaching English in Elementary Grades		64
Problems of Teaching Science in Elementary Grades		43
Problems of Teaching Science in Elementary Grades		49
Problems in Elementary Science		46
Psychology of Elementary School Subjects		22
Social Studies		25
United States History Since the Civil War		27
United States History Since the Civil War		56
Problems of Teaching Science in Elementary Grades		45
Total		738

Second Semester

Contemporary Literature	60
Educational Biology	53
Educational Tests and Measurements	34
Fundamentals of Physics and Chemistry	19
Modern European History	38
Problems of Primary Reading	48
Problems of Science Teaching	63
Problems of Teaching Science in Elementary Grades	23
Problems of Teaching Science in Elementary Grades	45
Problems of Teaching Science in Elementary Grades	38
Psychology of Adolescence	33
Total	454

AMOUNT EXPENDED, 1930-31

Salaries and Wages	$230,073.99
Materials and Supplies	39,983.22
Repairs and Replacements	14,903.78
Miscellaneous Expenses	7,471.72
Practice Teaching—Salaries	10,605.29
Practice Teaching—Travel	1,999.05
Practice Teaching—Instructors to assist in Supervision	7,075.00
Total for Current Maintenance	$312,112.05
New Buildings	$654,003.04
Services (Water, Steam, Electrical, Sewage)	163,071.73
Grading, Walks, etc.	25,000.00
Equipment	72,000.00
Total	$914,074.77
Grand Total	$1,226,186.82

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

June 30, 1931

To the Commissioner of Education:

I have the honor of presenting the following brief report of the work of the State Teachers College at Montclair for the year 1930-1931.

1. *General development of New Jersey State Teachers College at Montclair*

1. Considerable time was spent throughout the year in reviewing and clarifying our professional standards and policies.

2. In cooperation with Brinley and Holbrook, landscape architects, and Guilbert and Betelle, State architects, it has been possible to complete a fifteen-year program for the development of building facilities and grounds.

3. The State Legislature of 1931 appropriated $375,000 to build a new auditorium, additional facilities for English, music and library, and a new cafeteria.

4. During the early part of this college year a new athletic field and three new tennis courts were developed.

5. During the spring term and before the graduation of the second class of the College the Department or Bureau of Placement was organized and put into operation.

6. The office of registrar under the direction of Miss Marshall was developed during the summer and fall terms and has been working in close cooperation with the office of dean of instruction throughout the year.

7. The Institute of Mental Hygiene was organized during the fall term. This department is under the direction of Dr. Caroline B. Zachry and has received substantial aid from the Keith Foundation of New York.

8. During the spring term members of the college staff under the direction of Howard Dare White, Assistant Commissioner of Education, conducted a survey of the public high school of Rahway, New Jersey.

9. The college year has marked an extension of contacts with the practices and personnel of the secondary schools of the State.

10. The summer of 1931 marked the organization and establishment of our first summer session for teachers in service with a registration of 292.

11. Each department in the College has continued its development by the addition of staff members, development of courses of study, and the addition of teaching materials.

II. *Recommendations*

1. During this period of depression it has not seemed advisable to increase capital outlay by way of carrying on our building program. In addition to the new auditorium, cafeteria and classroom building which has been provided we need two comparatively inexpensive buildings: first, a science building, and, second, a dormitory for young men. These buildings should receive favorable consideration as soon as money may be made available.

2. The State Teachers College at Montclair should be permitted to give courses on a graduate level for graduate credit. Any teachers college organized to serve the teachers of the secondary schools must be given this privilege if it is to carry out the program which has been placed before it and render a maximum or even a reasonable degree of service to teachers in our public secondary schools. It should be noted that this important step may be taken without additional cost to the State.

III. *Faculty changes*

1. Transfers and withdrawals from June, 1930, to June, 1931:

Edouard Dambrin
Sarah Louise Grose
Wilhelm Heidrich
Dorothy Higbie
B. Lamar Johnson

2. New appointments from June, 1930, to June, 1931:

Edgar C. Bye
Lawrence H. Conrad
Edouard Dambrin
Sarah Louise Grose
Wilhelm Heidrich
Dorothy Higbie
Elizabeth Adams Hurwitz
B. Lamar Johnson
Wilma F. Lloyd
Robert H. Morrison
Hilma Saterlee

IV. *Enrollment for the year* 1930-1931

1. Total by curricula:

Curricula for secondary school teachers	663

2. Total by counties:

Atlantic	11
Bergen	80
Burlington	6
Camden	7
Cape May	2
Cumberland	3
Essex	211
Gloucester	3
Hudson	96
Hunterdon	3
Mercer	2
Middlesex	2

Monmouth	23
Morris	29
Ocean	9
Passaic	111
Salem	1
Somerset	9
Sussex	14
Union	34
Warren	4
Out of State	3
Total	663
3. Average enrollment for the year	641.52
4. Entering class—September, 1930	165
5. Graduates—June, 1931	95

Respectfully submitted,

H. A. SPRAGUE,
Principal

STATE NORMAL SCHOOL AT NEWARK

June 30, 1931

Dr. Charles H. Elliott,
Commissioner of Education,
State Department of Public Instruction,
Trenton, New Jersey.

MY DEAR DR. ELLIOTT—I have the honor to submit herewith my annual report as principal of the New Jersey State Normal School at Newark for the year 1930-31.

I. *The General Program*

A. The Curriculum

The three-year normal school curricula in the three fields in which we offer preparation for teaching, that is, the kindergarten-primary, general elementary and industrial arts are a real improvement over the two-year courses, although some emphases are in need of readjustment as to the number of semester-hours of credit given, and the better balance of some of the offerings. In all curricula, and in particular, in the industrial arts curriculum, the administration of the curriculum offering places a very heavy burden on the time of the student. In the kindergarten-primary curriculum and in the general elementary curriculum, twenty clock hours of recitation are required each week, and in the industrial arts curriculum, twenty-three clock hours per week are required in class work. This, particularly in a school where most of the students commute from some distance, does not allow for adequate study opportunities in the libraries. While this curriculum material is admittedly of importance in about the proportional amount indicated in our courses, this is a serious matter. With only three years in our curriculum we are demanding, quite aside from the other desirable phases of our work, 120 semester hours of work, while the typical program of the liberal arts college rarely exceeds 128 hours in program.

In the social sciences, and particularly in geography, the time is probably inadequate, considering the current importance attached to this work in the elementary school. Minor changes other than these have been the subject of brief memoranda to you, from my office, during the year.

The quality of instruction is in most departments, of distinctly college level, and there are constant interviews going on between the principal and individual instructors, looking to specific improvement.

The courses in education, articulated as they are, with the observation and demonstration programs, have been a matter of real satisfaction. Some further treatment of this is contained further on in this document.

There is still some evidence that in isolated cases, instruction is carried on with too small regard to the scholarly attainments which should characterize a normal school program. With the present justifiable insistence upon the

necessity for teachers being possessed of ripe scholarship, and an adult viewpoint toward academic work, this tendency is being actively discouraged, and the idea is gaining marked headway that the conduct of studies must be that of the most approved college standards, with the relationship toward the student, on the part of the instructors, that of a frank admission that we are dealing with adults, here for a serious purpose, and bound by its responsibilities.

It is my judgment that the matter of the type and character of normal school instruction can bear careful investigation by our faculties in the same manner as that of the college and university.

One of the very perplexing problems which has confronted our faculty this year, has been that of the significance of, and the administration of student grades or marks. There has been a traditional policy in the institution to give fewer low, or average marks and many more A and B marks, than the law of chance would tell one were possible, even in a highly selected group. This has led to the appointment of a special investigating committee to recommend some of the more obvious improvements, after a study of the facts.

In the departments of science, mathematics, tests and measurements and geography, some very significant researches have been inaugurated to investigate the operation of the materials of instruction. Faculty members in these departments are cooperating in the development of objective measures, which will later be standardized, either locally, or in cooperation with other teacher-training institutions of the State.

Our library services have been very greatly expanded this year, both in the number of volumes available, and the hours and conditions of service to students and faculty members. A very active Library Committee from the faculty, and the Student Library Council has ably advanced this service. Two additional persons were made available for the library service.

Materials of instruction have been added, both in the library, and elsewhere. Our Visual Education Committee headed by Mr. Sloan, has made the apparatus much more available to faculty members, and the projection room (the old book room) on the second floor, which was particularly designed for visual projection by lanterns or other equipment, has been used to a great extent this year, following its establishment last fall. We have recently purchased a motion picture camera, to take motion pictures of classroom situations in the field, and for the use of the social science department. This machine will enable us at small expense to transfer to our school, a setting for discussion of modern classroom activities. This supplements our demonstration program in Montclair, East Orange, South Orange, and elsewhere. Added facilities for industrial arts instruction are provided by heavy lathe equipment, a band-saw, an electric laboratory, and a modern drafting room.

B. The Department of Education and Student Teaching

The study of articulation of the departments of theory and practice, begun in 1929, has progressed greatly. Our demonstration teachers now include four in Montclair,, four in East Orange, and five in South Orange. We have made good use of these, both in connection with our course in introduction to teaching, and in the other professionalized subject-matter fields. Every faculty mem-

ber thus gets into the field with his students, and the students themselves get ninety hours of directed observation prior to student teaching.

Our training teacher staff for the new three-year courses has been selected with great care, since we now need fewer of them. Superintendents have been most cooperative in this exacting work, and have readily aided us in our search for master teachers.

A bulletin sent to the faculty members some months ago, stipulates that each theory faculty member must visit students in training, at least twice during each semester, in company with a supervisor of student-teaching. Thus the articulation plan is furthered still more, to enable the faculty member to appraise his work in light of what the student actually does in student-teaching. Already, a real change of attitude toward the practical implications of theory is becoming evident, from those who have already gone.

Our placement of the graduates from the two-year course continues slowly. Careful records have been obtained from all recent graduates, and the modest beginning of a real placement service has been made. Much more needs to be done, and with our much-reduced student-body, much more can and will be done with the new three-year students.

Follow-up this year, due to the transition from the two to the three-year curriculum, has been rather disappointing. We have done some, but I am not personally at all satisfied either with the quality or timeliness. We will expect much better results in this next year.

The supervision provided our students in student-teaching is now for the first time approaching adequacy, now that we have an adequate staff, compared to the size of the student body. The principal has personally visited with each supervisor, and their techniques have been noted. An improvement can be made here, now that we have a better selection of training-teachers.

Visiting-teacher service will be attempted next year, so far as Miss Meredith's time permits. This will give added service in treatment of behavior problems, and will be a "student-case" approach. Our training school (kindergarten) is of a very high type and both to its pupils, and to the students, renders a real service. Each pupil and each mother are given special health and psychiatric service regularly.

C. Personnel Service to Students

In the selection of students it seems evident on every hand that we are "doing better what we have to do, anyway." Personal interviews are given to each applicant by one of six persons: The dean, the principal, the head of the department of education, the head of the kindergarten curriculum, the head of the industrial arts curriculum, the visiting teacher. These interviews form the first contact with the prospective student, and begin our personnel records.

Our program of advisement, with the faculty advisers to each student, our health and psychiatric service, and the research, is familiar to you, and will be commented upon briefly.

Numerous cases have been materially assisted by the operation of this service, and it has been of inestimable worth in determining cases of probation, dismissal, or adjustment of work.

The health service has been somewhat handicapped through the lack of adequate physician service. Miss Brooks has, however, done outstanding service as nurse, and we now have a respectable set of medical and health records for each student. Through the cooperation of the Newark City Board of Education we were able to give audiometer tests to all students this year. Several serious cases of defective hearing were thus discovered or more adequately diagnosed and one student was asked to leave because of such a hearing defect as to make it improbable that she would enter teaching.

Our statistical testing and research in personnel have been greatly added to this year under the very able chairmanship of Miss Downe. We are able now, with the data at hand, to make much more definite prognoses of ability and to discover and treat cases before they become serious, which is the essence of good personnel.

Our student activities have this year taken shape, and the students now have a well-rounded offering of student activities well organized, into a general organization, with proper officer representation and budget.

Much yet remains to be done in personnel, particularly in the field of orientation, part-time employment, health and records. These are all being considered in plans for the coming year.

Plans are already under way to further the national aspects of personnel, both through the hoped-for publication of my dissertation, and the formation of the Teachers College Personnel Research Association.

D. Extension

Miss Kain has submitted a brief report on the extension service. This contains valuable suggestions and statistics.

E. General Administration

1. *Accreditation*

I wish to report that the New Jersey State Normal School at Newark is now on the *Class A* accredited list of the American Association of Teachers Colleges.

2. *Records.*

Progress has been made this year in developing our records of administration to a more efficient degree.

3. *Budgeting*

Departmental budgets were introduced this year to better balance expenditures.

4. *Bulletin*

The Faculty Bulletin has been issued twice a month, and at other times, and I believe serves a real purpose in the institution. A committee of the faculty has assisted materially in the work of providing material for the Bulletin.

5. *Committee Work*

A beginning has been made in sharing administrative responsibility with faculty committees. Of these, the Library Committee, the Dean's Personnel Committee, the Visual Education Committee, the Research Committee have done outstanding work.

6. *Publicity*

We are not able to report at all happily about newspaper publicity. It has been a problem not yet solved, although the newspapers have for the most part been cooperative. Some definite attempt needs to be made to get before the public legitimate news about the work of the school.

7. *Buildings and Grounds*

Pointing-up of the defective parapets and other portions of our roof has this year been a needed item of maintenance accomplished this year. A tennis court has been added, and several minor changes made within the building. Office and conference space and recreation space for students, so far as social rooms are concerned, are totally inadequate, and always will be, since the building was not constructed with these features in mind.

II. Recommendations

A. Our normal school serves a highly urbanized, high type group of communities, and to continue to give adequate service needs a much more adequate plant. This plant is seriously deficient in the following particulars:

1. *Industrial Arts Laboratories*

a. We are now using basement rooms originally designed as storage rooms, with the exception of our drafting room and electric shop. These facilities are not only inadequate in space, but do not allow of instruction for as many desirable men as we can now place. We turned away five desirable candidates this June, and could have attracted more had we had laboratory facilities.

b. Our finishing and drying room are totally inadequate.

c. Our tool rooms are practically little more than cages, and are most inconvenient in administration.

d. We have no offices or exhibit rooms at all, except for crowded cubbyholes taken from much-needed floor space.

e. We are unable to offer print shop practice because we have no room.

In this connection, the following figures collected by Mr. West and myself, and brought up-to-date this year by our office, are pertinent:

STATISTICAL DATA, NEW JERSEY INDUSTRIAL ARTS SURVEY, 1930-1931

Percentage of Teachers Required for Elementary, Junior High and Senior High Schools

Total number teachers' schedules examined	596
No. of teachers required for all shop work and mechanical drawing:	
Grades 5 and 6 (elementary schools)	116
Grades 7, 8 and 9 (Junior High Schools)	326
Grades 10, 11 and 12 (Senior High Schools)	119
Miscellaneous industrial art work	35
	596

If teachers of industrial arts could be appointed according to the three classifications in the above data, the following percentages are apparent:

5 and 6 grades (Elementary School)	19.5%
7, 8 and 9 grades (Junior High School)	54.7%
10, 11 and 12 grades (Senior High School)	19.9%
Miscellaneous	5.9%

Time Devoted to Various Industrial Art Subjects

The following data has been obtained from a complete, state-wide survey, covering all types of industrial art activities in grades five to twelve inclusive, as reported by practically every teacher in this field of education.

Data Obtained from Teachers' Weekly Schedules

Number of individual teacher schedules examined	596
Number of scheduled clock hours of woodwork	6,519
Number of scheduled clock hours of mechanical drawing	2,160
Number of scheduled clock hours of printing	1,520
Number of scheduled clock hours of general shop practice	1,309
Number of scheduled clock hours of metal work	1,094
Number of scheduled clock hours of machine shop practice	350
Number of scheduled clock hours of electrical work	358
Number of scheduled clock hours of miscellaneous activities	550
Total clock hours per week (all activities)	13,860

The total number of clock hours required for all activities (13,860) divided by the number of teacher schedules examined (596) shows the average teaching load to be 23.25 + clock hours per week.

The teacher programs submitted show much diversification as regards subjects taught and the number of different grades instructed. It would be of little value to attempt a worthwhile grouping or classification along these lines. However, if the ratio of teacher load (23¼ hours) and the number of clock hours devoted to instruction in each activity is considered, the following deductions are apparent:

Number of teachers required for woodwork	283
Number of teachers required for mechanical drawing	94
Number of teachers required for printing	65
Number of teachers required for general shop	57
Number of teachers required for metal work	46
Number of teachers required for machine shop	15
Number of teachers required for electrical work	13
Number of teachers required for miscellaneous activities	23
Total	596

The attached chart shows the distribution of activities in all grades.

County distribution of industrial art teachers required in State of New Jersey to teach shopwork and mechanical drawing in Grades 5-12, inclusive:

Atlantic	15	Monmouth	15
Bergen	54	Morris	11
Burlington	8	Ocean	4
Camden	28	Passaic	55
Cape May	7	Salem	3
Cumberland	8	Somerset	7
Essex	143	Sussex	4
Gloucester	13	Union	61
Hudson	100	Warren	6
Hunterdon	3		
Mercer	25	Total	596
Middlesex	26		

The distribution shows that 69 + % of all teachers are employed in the five northeastern counties and that 73 + % are employed in the six northeastern counties.

In view of these facts, we need in this school a modern, well-equipped industrial arts wing, or suite to include the following:

One freshman wood shop
One upperclassman wood shop
One sheet metal shop
One lathe and machine shop
One automatic machine shop
One electric shop
One freshman drafting room
One additional drafting room
One well-equipped tool room
One storage room for lumber

One dry room
One exhibit room
Three offices and conference room
One lecture room.

2. This building has only two small blocks of men's toilets in the basement to provide facilities for 125 men.

3. The only men's locker is at the end of a long corridor, remote from the gymnasium.

4. Only one set of dark, damp showers, are included *for men and women to use alternately.*

5. We have a real need for student social rooms, particularly for the commuters who come long distances.

6. In view of the fact that 87 of our present enrollment, and approximately 45 more freshmen commute more than 60 miles per day, we need dormitories for this constant load of 132, which is a minimum. Some of these, of course (about 25), board and room in Newark, at a great expense to them for board and lodgings. A considerable number of our students spend not less than three hours per day commuting. Some spend in excess of five hours. This needs to be considered in view of a heavy academic schedule.

7. With so large a number of students, adequate campus facilities are needed.

8. We should be able to have resident laboratory classes in our training school for grades kindergarten through six, which means at least six more rooms for a training school on the campus. In spite of the value of our demonstration centers they can never replace a laboratory school.

9. Not one member of our teaching faculty has an office or conference room. In view of the personnel work, these are almost imperative.

10. Popular demand is increasing in this and for establishment of a curriculum for fine arts supervisors.

11. Many of our students wish to go on for their degrees in the elementary field. This is particularly true in Newark, the Oranges, Montclair and Summit. We should be able gradually to offer to first a limited number and later to all a degree. These facilities are now needed particularly in industrial arts, and in the case of those teachers who teach in the seventh and eighth departmental or junior high school departments. I have definite assurances that these degree facilities would be welcome both to students and neighboring administrators.

It seems that in its present site, this plant is inadequate and very difficult to administer. It is noisy, crowded, and on two main traffic streets in a neighborhood of rapidly changing character. Cheap shops and questionable establishments surround us.

I therefore earnestly recommend that serious and early consideration be made of these needs.

III. Conclusion

In conclusion, let me say that I feel that this school has a real place of service, and that, under your able leadership, I am happy to be here, assisting in the solution of its problems.

Respectfully submitted,

M. ERNEST TOWNSEND,
Principal.

STATE NORMAL SCHOOL AT NEWARK

FINANCIAL REPORT

Fiscal Year 1930-1931

Salaries and Wages—		
Principal	$6,500.00	
In lieu of residence	1,000.00	
Teachers and others	130,784.81	
Other employees	12,017.50	
		$150,302.31
Materials and Supplies—		
Fuel, light, power, gas, water	$4,408.95	
School supplies, equipment	11,767.54	
Printing and stationery	2,329.43	
Janitor supplies	1,599.14	
Grounds	199.90	
		20,304.96
Repairs		8,698.95
Miscellaneous—		
Traveling expense, principal	$531.70	
Postage	488.29	
Telephone and telegraph	416.25	
Incidentals and office	2,244.47	
Insurance	99.00	
Extension traveling expense	899.59	
		4,679.30
Practice training, teachers' salaries	$35,305.00	
Supervisors' practice traveling expenses	1,516.35	
		36,821.35
		$220,806.87
Amount appropriated		$221,692.00
Expenditures		220,806.87
Balance		$885.13

STATE NORMAL SCHOOL AT GLASSBORO

REPORT OF ACTING PRINCIPAL, 1930-1931

The Glassboro State Normal School opened for its eighth school year on Thursday, September 12, 1930, following the conference of all the faculties of normal schools and teachers colleges at Montclair. Except for the regular holiday periods at Christmas and Easter, the two-day recess at Thanksgiving, and special recesses for Armistice Day and Memorial Day, the Normal School was in session every school day of the entire year.

This was the second year of a new three-year schedule of work. The classes, therefore, comprised a large freshman class entered in September, 1930, a small section of freshmen entered in February, 1930, the large junior class entered in September, 1929, and a small junior section entered in February, 1929. In addition to these groups, there was a small section of people working for the three-year diploma, selected from graduates of the two-year courses in New Jersey, and from residents of the State who had been trained in other two-year teacher training institutions. The total number of students enrolled during the year was 363.

The second dormitory, provided by the Legislature of 1929, was completed during the summer of 1930, so boarding accommodations were ample for the smaller enrollment. It should be noted, however, in passing, that next year, when the school has returned to its normal size, the dormitory accommodations will be fully used, and may be taxed beyond capacity, so that another dormitory should be considered for the very near future.

The second of the new-type dormitories is practically a duplicate of the first building. It consists of four units, each accommodating approximately twenty students. Each unit is independent of the others, containing besides study rooms, a bath on each floor, and a well-appointed living or reception room. In addition, the building contains a large assembly room for its entire population, and the necessary general service rooms, such as dean's office and living room, a laundry and a trunk room. The excellent building and provisions made by the Legislature for furniture make this new dormitory one of the finest in the State.

THE YEAR'S WORK

The aim set for the year in the preliminary faculty meeting included (1) special emphasis upon the subject matter to be taught; (2) a careful and detailed study of personnel with a view to improving the quality of our product; (3) a careful study of sound teaching procedures so that not only in the academic work within the building, but also within the practice field, better results might be secured; (4) improvement of the demonstration school; (5) the organization of a carefully conducted follow-up program throughout the year so that our graduates might be served more fully; (6) an enlarged extension program, aiming to render more efficient help to teachers in service. In addition to these aims, the faculty, the clerical help, and the principal strove for a more

efficient, more attractive working plant, a freer spirit of cooperation between faculty and students, and larger service to the community of southern New Jersey. The working out of this program constituted a large part of the work of the year.

Subject Matter

Schoolmen, administrators and theorists alike, have consistently emphasized the need for better preparation of students of the normal schools in the field of subject matter. The discussions centering around this demand have been quashed in the past by the simple argument that two years is too short a training period for the teacher. It might be logically assumed by the faculties of normal schools that a graduate of an eight-year elementary and a four-year secondary course should have adequate command of the subject matter needed by the teacher of elementary grades. It is consistently true, however, that this is not the case. Partly because of this weakness and partly because an integrated plan of teaching is sound, the normal schools have adopted a professional treatment of subject matter, aiming to present not only the methods of teaching, but also an enlarged knowledge of the subject matter to be taught.

The addition of a third year was intended to provide ample time for the correction of the recognized fault. A greater emphasis upon the thorough mastery of subject matter is to be expected under the present plan. The faculty at Glassboro in teacher's meetings and in departmental conferences have studied the essential subject matter to be taught to students in normal school and have begun an organization of it by the process of diagnosis. In this connection the work of the various curricular committees in the State has been most helpful. During the year it was the aim of the various departments of the normal school to find the essential elements of subject matter in the various courses, and to center their instruction around these essentials. The study included, for the students, not only a knowledge of the processes and facts in the subject, but also a history of its development, and practice in its use. The continuation of this study of subject matter, begun early in the school's history, has been one of the high points of the year's work.

Personnel

The school's student body is its major consideration. Its only excuse for existence is to be found here. As the students succeed in their profession after graduation, the school is considered to be successful. No professional school, however, can succeed unless its student body is carefully chosen at the outset, and unless the whole work of the school has been planned with a view to improving the character, the physical condition, the culture, and the professional training of its students. One of the major aims of the school year was a concentrated study of the personnel at Glassboro.

Very early in the year a central committee, composed of the heads of the psychology, health, practice, and extension departments, and of the nurse, secretary, and dean of women, was chosen to formulate a plan of study. The entire faculty became interested in the project and organized itself into five subcommittees for a thorough consideration of the social, health, educational,

service and leisure needs of the student body. Each committee worked on its problem throughout the year, studied the situation at Glassboro State Normal School and the personnel work done in other institutions, and formulated definite plans for the future. Work was begun, in addition to the excellent program already in operation, towards organizing and integrating the school's activities.

The program to care for the social needs of the students was begun by a systematic plan for week-ends in the dormitories, the deans and faculty members cooperating to provide interesting activities. Committees of student council worked on a revision of plans for the extra-curricular activities of the school and cooperated in the presentation of many interesting functions. Worthy of particular mention are the Christmas program, which was used as the basis for much of the work during December and engaged the study and interest of every student and faculty member of the school; the May Day exercises which were as inclusive; the program of orientation for the incoming freshmen; and the exercises attendant upon closing of the school.

It was deemed especially important that the students selected for training be carefully chosen. The personnel committee in charge of this work was active from the time applications for admission were received until final selection was completed. The applicants were studied for method of work, general appearance, and adaptability during the entrance examination; their social qualities were observed during the Orientation Day program, when the student body welcomed them and gave them special recognition; and their speech habits were observed when an informal reception in their honor was held in the school gymnasium. Each new freshman was presented a copy of the school's first handbook prepared under the direction of a committee of Student Council members and their specially chosen adviser. It is true, too, that the entire student body gained much socially from the project.

The school presented two out-of-door plays during closing week and concluded the exercises with an impressive lantern-night processional.

The committee on the health needs of the students concerned itself with the whole problem of student health and organized definite campaigns for improving posture, and for building up a strong, active group of prospective teachers.

At the close of the school year each committee submitted a detailed report of its activities throughout the year, and recommended procedures to be followed in the future. The recommendations of the committee are on file and constitute a valuable addition to the school's library of information and plans.

Teaching Procedures

At all times emphasis has been placed upon teaching procedures in the Glassboro Normal School. The professional treatment of subject matter has been followed and has continued as the basis of instruction during the past year. Particularly in the work of the freshman and junior years the procedure has served well, and no further comment upon it is necessary. With the small group of seniors, third-year students, the problem was a different one, however. The curriculum outlined emphasized "problems of teaching." With this group it was found that there was definite need for a more complete knowledge of subject matter, and while the methods were not neglected, the basic em-

phasis was upon the knowledges and facts to be taught, rather than upon methods of presentation. Faculty members studied the work of the third year with this small group and are now strongly convinced of the need for a definite place in the curriculum of subject-matter courses.

Demonstration School

The Glassboro Normal School has a small demonstration school. In its three rooms, scattered about the main administration building, are the first six grades of an elementary school. These grades are taught by students of the school, and supervised in a limited fashion by the faculty of the Normal School. In the past it has been possible to use students who have had teaching experience in the State, but at present no such students are enrolled. The school can operate efficiently for purposes of demonstration by members of the normal school faculty under this plan, but for purposes of instruction of the children enrolled in it, efficiency will not be obtained until skilled teachers, supervised by an expert, are obtained. Under the direction of the supervisor of extension, who gave part time to this work, and with the cooperation of the faculty, some progress was made in improving the quality of instruction in the school. The tests made during the year showed that the efforts of the faculty in directing instruction in the demonstration school were bearing positive results. There is still much to be done and definite recommendations will be made later in this report.

Follow-up

With the smaller enrollment during the school year, it was possible to give some attention to a most important part of the normal school's work—the follow-up of its graduates. It must be granted that three years is all too short a period for the training of a teacher. Moreover, the most efficient plan provides for in-service as well as pre-service training. The State has recognized this in its provision for temporary or limited certification during the first two years after graduation from normal school. The State is, then, in a sense obligated to continue its training during the period of apprenticeship of normal school graduates.

Recognizing this, a plan of cooperation between the local school authorities and the practice department of the normal school was inaugurated during the past school year. The graduates of Glassboro Normal were visited during their first year of service and definite help was given them. Conferences were arranged with these graduates, supervisors and administrators were invited to be present, and definite help was given to the novices in the profession. Teachers who showed need of careful supervision were visited several times, occasionally by the normal school faculty member alone, often with the local supervisor accompanying, and at times with the local administrators present. The results obtained more than justified the effort, and pointed out the desirability of extending the service.

Improvements to Property

During the year many improvements were made to the school property. The main administration building, the greenhouse, and the Whitney dormitory were painted. A new road to the garage was constructed. The grounds around all the dormitories were graded and seeded, and many decorative shrubs were added. The second Christmas Arbor Day resulted in presentation by students and faculty of more than a score of evergreens.

Within the buildings new furniture was added to the teachers' rest room, the community room, and the young men's retiring room.

The Dormitory Association, through a Christmas bazaar which it sponsored, earned enough money to purchase a cabinet radio for each new dormitory. Through the generosity of the organizations the camp owned by the students and alumni association was completely renovated and papered throughout.

Alumni Association

The alumni of the normal school were unusually active during the year. Early in the fall, during the State Teachers' Convention at Atlantic City, the Association sponsored a dinner at the Hotel Dennis, as well as an afternoon reception which was attended by approximately one-third of the entire Association. The mid-winter banquet of the Association at the Walt Whitman Hotel in Camden was the largest and most enthusiastic gathering of its kind, and on Lincoln's birthday nearly two hundred members of the Association returned to celebrate Alumni Day, at Normal. A complete program was rendered before the student body of the normal school on that date. The annual meeting at Camp Savitz was well attended, indicating the interest of the Association in its Alma Mater.

This interest of the alumni is indicative in a measure of the school's service to its graduates. It is only as a school follows and serves its alumni that the tie which bound both remains strong. The fact that nearly one-half of the entire alumni body was present at the functions of the Association and the school is evidence of an appreciation that is mutual.

Extension

During the year it was found possible to offer extension work to teachers in service to all of the six lower counties of the State. Under the supervision of the director of extension a well rounded program was mapped out. It was planned to render service through every type of district in this section of the State. Cities, boroughs, and townships were served. The cooperation of the county and city superintendents and supervising principals and the helping teachers in every county is heartily appreciated. The readiness of the entire faculty to serve in the extension work is indicative of their interest in this type of service and is likewise appreciated. Through this spirit of cooperation, which was marked throughout the whole region, it was possible to offer the largest program of extension ever planned for Southern New Jersey. During the year, through the interest and effort of the director of extension and the

generosity of a good friend of the school, it was possible to have a general conference of all extension course members at the normal school. More than seven hundred attended the conference held in the afternoon and evening. Features of this conference were talks by members of the group, the director of extension, the acting principal, and two excellent addresses by Dr. Edwin Reeder, of Columbia University.

The summary which follows shows in detail the service rendered.

GRADUATES

During and at end of first semester:

Curriculum	*Men*	*Women*	*Total*
General (2 year)	1	43	44
Kindergarten-Primary (2 year)	0	1	1
Upper Grades (2 year)	0	1	1
	1	45	46
During and at end of second semester:			
General (2 year)	0	12	12
General (3 year)	1	9	10
Kindergarten-Primary (2 year)	0	3	3
Upper Grades (2 year)	0	1	1
	1	25	26

EXPENDITURES

Salaries and Wages	$117,805.81
Materials and Supplies	27,157.94
Current Repairs	4,139.11
Miscellaneous Expenses	8,611.94
Sewer Assessment	5,728.36
Grading	478.61
Total	$163,921.77

Extension Courses
1930-1931

Title of Course	*Instructor*	*Location*	*Total No. Enrolled*	*No. Receiving Cert.*
Children's Literature and Library Methods	Eliz. Cordery	Atlantic City	21	21
Contemporary Literature	Marion Emory	Beverly	50	36
Reading	Anna K. Garretson	Beverly	40	28
Science 202	John Sangree	Bridgeton	65	61
Art 302	Parthenia VanderMark	Bridgeton	71	51
U. S. History before Civil War	Eda Willard	Bridgeton	43	33
Supervision	Ethel Orr	Cape May C. H.	34	29
Contemporary Literature	Dora McElwain	Franklinville	24	12
Tests and Measurements	Nellie Campbell	Glassboro	12	9
Kintergarten-Primary Activities	Ora Lee Everts	Glassboro	18	11
General Teaching Methods	Alice Corbin Sies	Glassboro	26	21
General Teaching Methods	Alice Corbin Sies	Glassboro	34	29
Tests and Measurements	Seymour G. Winans	Middle Township	42	42
Problems in Teaching English	Marion Emory	Millville	56	30
Education 203	Anna K. Garretson	Millville	19	13
Activity Program	Clella Finster	Ocean City	25	17
Classroom Activity	Clella Finster	Paulsboro	58	24
Contemporary English	Dora McElwain	Penns Grove	48	35
General Teaching Problems	Alice Corbin Sies	Salem	24	15
U. S. History before Civil War	Eda Willard	Salem	45	39
Science 201	John Sangree	Swedesboro	30	26
Nature Study	Louise Palmer	Verga	58	23
Arithmetic	Kjersten Nielsen	Vineland	33	21
General Problems in Teaching	Ethel M. Orr	Vineland	35	27
Art 302	Parthenia VanderMark	Vineland	39	21
General Teaching Problems	Seymour G. Winans	Westville	42	42
Classroom Problems	Alice Corbin Sies	Wildwood	54	29
Activity Program	Alice Corbin Sies	Woodbury	38	21

RECOMMENDATIONS

Dormitory

Earlier in this report it was pointed out that next year the dormitory capacity of the school will be taxed to the limit. Provision should be made for a third dormitory, of fireproof construction, for the accommodation of boarding students.

Dormitory life is an integral part of the school's activities, and should be utilized by more students of the school. It is probable that as rapidly as possible all students should be required to live at least part of their three-year undergraduate life in the school's dormitories. The social training gained by contact with dormitory conditions should prove invaluable to every teacher.

Administration Building

The school library has now passed its limit of capacity and is too much crowded for efficient service. Still it is true that there are in the library only about one-half of the books needed for an institution of the size of the Glassboro Normal School. Provision should be made at once for an addition to the normal school, providing for a library and including a general service room, a reading room and stacks adequate for the future needs of the school.

It has been pointed out that in the present situation an efficient demonstration school may be maintained only with difficulty, if at all. There is immediate need for a further addition to the main building of the normal school to provide suitable quarters for the demonstration school classes. This addition may well take the form of a new wing to the present building.

It had been hoped that a suitable manual arts room might be provided by the present time. The room now used is wholly inadequate. In the new room, which should be provided immediately, should be a shop equipped to teach the many phases of manual arts suitable to elementary school needs. The shop should train individuals acquainted with many types of activity rather than specialists.

The need of adequate dining accommodations for the growing number of dormitory students has already been pointed out in earlier reports and need only be reemphasized here. Dining room facilities are inadequate at the present time. A wise plan of building could be made to meet all these immediate and urgent needs of the normal school.

Course of Study

The recent changes in curriculum organization have resulted in some disadvantageous situations. There is real need for reorganization. No student at present receives any instruction in psychology until she has completed a full year of training and is nearly ready to go out for practice teaching where her first need is for a knowledge of psychology and its principles. The curriculum should be rearranged to provide for psychology during the freshman year, so that students may work intelligently on the teaching problems they will meet from the first year of their training.

At the present time members of the senior class, and of other classes as well, complete all of their practice teaching before they are introduced to a study of either principles of teaching or classroom management. This course is not offered until the last half of the senior year. Moreover, one-half of the classes complete their entire practice teaching before they are introduced to the "general problems of teaching" course scheduled for the first half of the senior year. These courses should evidently be changed to come at an earlier time in the training course.

There is still a very definite and vital need for subject matter or cultural courses in the various curricula. For instance, the kindergarten-primary group receives only training in very rudimentary arithmetic over two semesters, and has no opportunity to become acquainted with the large field of everyday business arithmetic so important for every teacher to know. Another course should be added here to care for this weakness.

It would be particularly valuable if there might be added to all curricula courses in sociology, which is very important for an understanding of community needs. The addition, also of a course in economics should prove valuable to teachers of upper grade children.

In passing it might be mentioned that other definite needs of the school include:

1. An adequate suite for the departments of music and geography
2. Additional conference rooms for instructors
3. Suitable quarters for the health department
4. Additional storage rooms for the proper care of school equipment
5. More clerical help, particularly a clerk for mimeographing and general stenographic service
6. A men's retiring room for the accommodation of the male faculty members and of male guests of the school
7. Properly trained skilled teachers for the demonstration school
8. As soon as practicable, plans for the removal of the school barn to a more appropriate location.

Not all of these items are immediately necessary, but the need for all is recognized and provision should be made for them at an early date.

Many other suggestions for the improvement of the Glassboro Normal School might be offered, but these will certainly receive consideration in due time, and are omitted for the present in favor of the more urgent items.

ENROLLMENT STATISTICS 1930-1931

Enrollment by Curricula:		
During first semester:		
General	296	
Kindergarten-Primary	40	
Total	336	
Additional Enrollments during second semester:		
General	27	
Total for year		363
Enrollment of Entering Classes:		
September, 1930:		
General	106	
Kindergarten-Primary	18	
General (Admitted with advanced standing)	19	
Total	143	
February, 1931:		
General	25	
General (Admitted with advanced standing)	1	
Average Enrollment for the Year		321

ENROLLMENT BY COUNTIES

County	September, 1930 Class Entering			February, 1931 Class Entering			Irregulars			Grand Totals		
	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Atlantic	3	66	69	2	1	3	0	0	0	5	67	72
Bergen	0	2	2	0	0	0	0	0	0	0	2	2
Burlington	0	15	15	0	0	0	0	0	0	0	15	15
Camden	2	78	80	0	7	7	0	0	0	2	85	87
Cape May	2	14	16	0	0	0	0	1	1	2	15	17
Cumberland	2	48	50	0	5	5	1	0	1	3	53	56
Essex	0	7	7	0	0	0	0	0	0	0	7	7
Gloucester	4	53	57	3	4	7	0	0	0	7	57	64
Hudson	0	4	4	0	0	0	0	0	0	0	4	4
Hunterdon	0	0	0	0	0	0	0	0	0	0	0	0
Mercer	0	0	0	0	0	0	0	0	0	0	0	0
Middlesex	0	1	1	0	2	2	0	0	0	0	3	3
Monmouth	0	2	2	0	0	0	0	0	0	0	2	2
Morris	0	1	1	0	0	0	0	0	0	0	1	1
Ocean	0	1	1	0	0	0	0	0	0	0	1	1
Passaic	0	0	0	0	0	0	0	0	0	0	0	0
Salem	0	17	17	0	1	1	0	0	0	0	18	18
Somerset	0	2	2	0	0	0	0	0	0	0	2	2
Sussex	0	0	0	0	0	0	0	0	0	0	0	0
Union	0	4	4	0	0	0	0	0	0	0	4	4
Warren	0	3	3	0	0	0	0	0	0	0	3	3
Out of State	0	5	5	0	0	0	0	0	0	0	5	5
Totals	13	323	336	5	20	25	1	1	2	19	344	363

STATE NORMAL SCHOOL AT PATERSON

June 30, 1931.

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

MY DEAR DR. ELLIOTT:

I respectfully submit to you my sixth annual report of the State Normal School at Paterson, New Jersey, for the year ending June 30, 1931.

GENERAL DEVELOPMENT OF THE SCHOOL

During the time that I have been principal of this school I have been introducing my report to you by stating that the building is not State owned. That the janitors and janitor service are supplied by the Board of Education of the City of Paterson, without cost to the State of New Jersey. While this is still a fact, the near future should find us enjoying a new building on a large and beautiful tract of land, immediately outside of the City of Paterson. The State of New Jersey now owns a site of 121.07 acres. The Legislature has appropriated $400,000 for the first unit of a new State normal school. The objective of the faculty at this school is to conduct its work in such a manner that the new building will not eclipse their efforts along professional lines.

There is at this school only one curriculum, the aim of which is the training of teachers for the elementary school. The school is organized into two large divisions; one is the academic department, the other the practice department. The work of subject matter is professionalized, and the practice department conducted along laboratory lines. Our laboratory work is efficient. We have on account of a close cooperation with the City of Paterson, a complete set up of laboratory schools. The work of these schools adheres closely to the best thought in teacher training. The quality of work of the two departments is good, and we are continually striving to improve. The faculty are cooperating. A number of them are taking extension work at the universities of New York City. There is no accurate way of appraising the preparedness of teachers, except in terms of academic progress. The following are the ratings of the faculty of the school.

Doctor of Philosophy	1
Masters of Art	11
Baccalaureate Degree	8
No Degree (Normal School)	1
Total	21

There has been little or no change in the methods of selection of candidates for the normal schools. There is need of a better method of selection. I state this because the Paterson State Normal School has a large list of graduates, about 125, that it is practically impossible to place in positions. The cause of this is that the laws of the State receive all candidates who can pass a test for entrance, while the local boards of education select teachers by using several standards. I would suggest the limiting of the number of students to normal schools who reside in the large centers of population. The population of the large centers and the small centers differ in what may be called cultural aspects. The great majority of our students come from the large centers of population. For example, during the past six years, there have been graduated from this school 826 students; of this number 544 were from the eleven secondary schools of the City of Paterson. Our records show that 98 of these students were placed in the city of Paterson. The remaining 446 could not be placed in the city, and needed to be placed in the suburban towns. The fact is that more than 100 of them cannot be placed at all. The principal reason given by school men is that they lack the culture which their school districts desire. In view of these facts, it seems that the number of students coming from the larger towns should be curtailed. I say larger because the population of the larger towns are industrially minded and perhaps lack what we think of when the word culture is mentioned.

Since the school has the services of a specialist in health, the work in health has improved. The medical inspection is better, and is checked up accurately. The attendance is watched more carefully and the illness of students is followed up by the health department. The improvement in this work has been decided.

A system of follow-up work has been inaugurated during the year. This consists of a visit or visits to the beginning teacher early in the school year. The school superintendent or supervising principal is visited, the school principal, and the teacher. The work of the teacher is supervised, if she needs help it is given. Frequently, several visits are made in order to assist and encourage the teacher. The student is frequently visited in her home. This work has been very effective, and is resulting in improved instruction in the schools which we are serving.

Faculty Changes

At the end of the school year, Cornelius R. Jaarsma resigned to take the position of supervising principal at Radburn and Fairlawn, New Jersey. He was instructor in psychology. This instructorship has been filled by the appointment of Adolph Aleck. Mr. Aleck has been employed at New York University. He is well trained, and I am expecting effective results from his department.

Miss Frances Doane is a new instructor of music and English. Miss Doane, who taught both music and English at Nutley, New Jersey, is well trained. The added third year to our curriculum made it necessary that a new instructor be added to our faculty.

Extension Teaching

The extension teaching of the State Department of Education, and sponsored by the Paterson State Normal School, is meeting the needs of the teacher in service. The detailed account of courses, instructors, and number of persons taking courses, follows.

EXTENSION PROGRAM

For Semester Beginning in September, 1930

Title of Course	*Instructor*	*Location*	*Total Number enrolled*	*Number receiving certificates*	*Number finishing course but not receiving certificates*
Teaching of Arithmetic	G. E. Matthews	School No. 12, Clifton	51	42	9
Contemporary English	C. Jeffries	School No. 12, Clifton	34	10	0
Professional Ethics & the Teaching Personality	E. L. Jackson	Franklin	52	24	3
Teaching of Science	J. H. Fox	State St. School, Hackensack	42	34	3
Literature of the Elementary Grades	D. A. Abrams	Haledon	55	49	0
Principles of Education	C. R. Jaarsma	Hawthorne	38	23	0
Technique of Teaching	M. L. Hatcher	Lyndhurst	52	22	0
Research in the Elementary School	R. L. Shaffer	Columbus School, Lodi	28	16	0
Industrial Art	M. B. Tiffany	Paramus	52	46	1
Tests and Measurements	C. S. Wightman	Columbus School, Lodi	37	29	3
Teaching of Health	M. Josselyn	Prospect Park	43	23	6
Oral Speech for the Elementary Teacher	E. M. Gill	Totowa	39	24	0
Story Telling in the Elementary School	H. B. Keefer	West Paterson	12	8	0
Total			535	350	25

EXTENSION PROGRAM

For Semester Beginning in February, 193[illegible]

Title of Course	*Instructor*	*Location*	*Total Number enrolled*	*Number receiving certificates*	*Number finishing course but not receiving certificates*
The Modern Drama	E. M. Gill	School No. 12, Clifton	78	47	1
The Teaching of Elementary Science	J. H. Fox	State St. School, Hackensack	39	31	0
The Psy. of Elem. Education	C. R. Jaarsma	Hawthorne	33	32	0
Research in the Elem. School	R. L. Shaffer	Roosevelt School, Lodi	17	13	4
Tests and Measurements	C. S. Wightman	Roosevelt School, Lodi	29	28	1
Contemporary English	C. Jeffries	Paramus	28	20	1
Sup. & Teach. of Read. in the Elem. School	M. L. Hatcher	Central H. S., Paterson	57	44	13
The Teach. of Health	M. Josselyn	Central H. S., Paterson	58	51	4
Intro. to Philosophy	E. L. Jackson	Pompton Lakes	30	22	5
Fine & Industrial Arts II	M. B. Tiffany	School No. 4, West Paterson	58	42	1
Total			427	330	30

RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF THE SCHOOL

As long as we remain in the present building, the only development that can take place is to use every effort to improve the quality of instruction. This will be done.

STATISTICS

I. Enrollment for the year.

A. Total by curricula:

General elementary	306

B. Total by counties:

Bergen	74
Monmouth	2
Morris	9
Passaic	221
	306

C. Average enrollment for the year	242

D. Entering classes:

September, 1930	73
February, 1931	40

E. Number of graduates:

January, 1931	51
June, 1931	8

II. Expenditures:

A. Salaries and wages	$91,952.55
B. Materials and supplies	7,548.57
C. Current repairs	.....
D. Miscellaneous expenses	2,567.08
E. Survey of land	1,959.49
	$104,027.69

Respectfully submitted,

ROY L. SHAFFER,
Principal.

STATE NORMAL SCHOOL AT JERSEY CITY

ANNUAL REPORT—1930-1931

In September, 1930, the Jersey City State Normal School opened for the second year with an enrollment of three hundred and ninety-eight students distributed as follows:

Normal School—		
Freshman B	102	
Freshman A	41	
Junior B	71	
Senior A	64	(two-year-course students only)
	278	
Demonstration School	120	
Total	398	

In January, the third and last commencement of the two-year curriculum was held with fifty-six graduates.

The next commencement will be held in June, 1932, when the first class of the three-year curriculum will be graduated.

The following changes were made in the faculty:

Resignations:

Miss Eva D. Glassford, instructor in geography, history and handwriting, resigned July 1, 1930, to become a vice-principal in the public school system of Jersey City in September, 1930.

New appointments:

Instructor in Psychology—Grace M. Taylor, Ph.D., Columbia University, who came to the State Normal School from the Newark, N. J., Board of Education, where she had been head psychologist of the Bureau of Child Guidance and later assistant editor of curriculum.

Demonstration Teacher, Second Grade—Amy Walker, B.S., New York University, who had had 20 years of experience in public school work and came to us from the East Orange, N. J., public school system.

Demonstration Teacher, Third Grade—Myrtle Nancy Carnes, M.A., Teachers College, Columbia University, whose experience included public school teaching as well as demonstration teaching at Chico and San Jose (California) State Teachers Colleges and who came to us directly from Teachers College.

Medical Examiner and Instructor in Health Education—Grace M. Kahrs, M.D., Medical College and Hospital for Women, University of the State of New York, whose experience included lecturing, teaching and instruct-

ing for the National Red Cross and health instructing for the Department of Health, New York City.

Instructor in Handwriting, part-time—Marjorie Flaacke, who divides her time between the State Normal School at Newark, N. J., and our institution.

An important feature of the school administration was the organization of faculty committees for various types of work such as personnel, visual education, health education, educational exhibits, and so forth.

The student organization has shown commendable growth in self-direction and helpfulness in the carrying out of the school program.

During the year, the principal and Miss Cazin, head of the education department made visits to the various high school principals and superintendents in the centers from which our students are drawn. These visits were made for the purpose of discussing such problems as selection of prospective candidates for the normal schools, the high school curriculum for normal school candidates, and the placing of graduates in teaching positions. These meetings resulted in the elimination of several undesirable candidates and the placing of eighty-nine graduates in fifty-six different towns.

Follow-up

Every student who succeeded in securing a position was visited once and sometimes twice by supervisors or others from the normal school for the purpose of assisting the new teacher in her problems or difficulties.

Department of Education

The department of education meets once each month to work out problems of articulation of all departments of the school. The special study for the year 1931-32 will be the following problems:

1. The consideration of home work by a careful analysis of answers to a questionnaire submitted to the student body and a series of recommendations formulated by a well selected committee from the faculty.
2. The growth of the demonstration school and organization of a Mothers' Club.
3. The work of the school physician in the department of health instruction.

The amount of money appropriated for improvement of the grounds was not sufficient to complete all that was needed, but the following has been accomplished:

1. Athletic field laid out and graded
2. About two-thirds of ground in rear of building graded and cultivated
3. Concrete steps and walk from Culver Avenue to cafeteria entrance
4. Twenty-one hundred perennial plants and bulbs planted
5. Fountain erected in middle of sunken garden.

A much needed improvement was made in the installation of sanacoustic tile on the ceiling of the cafeteria. Previous to this installation the echoes were so great the din was almost deafening. The tile so reduced the echoes that ordinary conversation can be carried on in comfort.

REPORT ON EXTENSION COURSES, 1930-31

Title of Course	*Instructor*	*Location*	*Total Number Enrolled*	*Total Number Receiving Certificate*	*Number Finishing Course not Receiving Certificate*
		September, 1930			
Biology	John Rosengren	Jersey City	46	39	1
Health Education	Dr. Grace M. Kahrs	Jersey City	53	45	0
Methods of Teaching Arithmetic in the Elementary Schools	Dr. F. E. Grosnickle	Jersey City	52	28	0
Methods and Principles of Physical Education	Clara A. Hepburn	Jersey City	43	29	0
Mental Hygiene of the Elementary Grades	Dr. Grace A. Taylor	Jersey City	71	44	0
Procedures in Primary Education	Marian E. Tobey and Myrtle N. Carnes	Jersey City	88	49	0
Speech Improvement for Teachers	Ruth B. Manser	Jersey City	23	21	0
		February, 1931			
Teaching of Physical Science in Elementary Grades	John Rosengren	Jersey City	25	23	0
Health Education	Dr. Grace M. Kahrs	Jersey City	60	52	0
Teaching of Arithmetic in Advanced Grades	Dr. F. E. Grosnickle	Jersey City	50	23	0
Methods and Principles of Physical Education	Clara A. Hepburn	Jersey City	63	54	0
Mental Hygiene of the Atypical Child	Dr. Grace A. Taylor	Jersey City	30	18	0
Problems in Teaching History in Elementary Grades	Charles A. Titus	Jersey City	12	5	0
Speech Improvement for Teachers	Ruth B. Manser	Jersey City	23	21	0
Children's Literature and Primary Reading	Myrtle N. Carnes	Ridgewood	72	49	15
		Totals	711	500	16

RECOMMENDATIONS

1. The greatest need is the construction on the campus of a demonstration school of seven grades solely under State control. The normal school building is not provided with proper equipment for children. All available space in the main building is now occupied and an increased enrollment will necssitate using the demonstration rooms now used in the main building.
2. The kindergarten and first grade department are a unit by themselves with separate entrances from outside. At present these entrances are not used. Steps leading from the main entrance walk to these classrooms are much needed because these steps would permit dismissals from the rooms and prevent the congestion caused in the halls by parents and children collecting in the corridors.
3. Completion of the grading of the grounds
4. Concrete walks from main building to the athletic field and tennis courts
5. An iron fence entirely surrounding the school grounds. This is necessary for proper protection.
6. A fourth year demonstration class with a competent teacher
7. The use of the school physician for health instruction
8. Screens for the cafeteria
9. Building painted inside with a washable paint. The walls now cannot be washed or cleaned.

ENROLLMENT STATISTICS, 1930-31

1. Total enrollment for the year 1930-31—	
General curriculum	294
Kindergarten-Primary curriculum	30
	324
2. Average enrollment for the year 1930-31	238
3. Number of students entering in September, 1930—	
General three-year curriculum	93
Kindergarten-Primary three-year curriculum	9
	102
4. Number of students entering in February, 1931—	
General three-year curriculum	46
Kindergarten-Primary three-year curriculum	..
	46
5. Number of graduates January, 1931—	
General two-year curriculum	54
Kindergarten-Primary two-year curriculum	2
	56

6. Number ot graduates June, 1931—

General two-year curriculum	7
Kindergarten-Primary curriculum	..
	7

7. Total by Counties—

County	*Men*	*Women*	*Total*
Bergen	0	42	42
Essex	0	4	4
Hudson	3	258	261
Middlesex	0	1	1
Passaic	0	7	7
Union	0	9	9
Totals	3	321	324

Financial Report

Year Ending June 30, 1931

Expenditures

Salaries and Wages—		
Principal's Salary	$7,500.00	
Teachers' Salaries	94,795.38	
Other Employees	23,373.17	
		$125,668.55
Materials and Supplies—		
Fuel, Light and Power	$5,492.47	
School Supplies	10,111.19	
Printing and Office Supplies	1,842.27	
Sundry Supplies	1,629.62	
Janitor's Supplies	1,670.17	
Library and Text Books	9,709.02	
		30,454.74
Current Repairs		2,759.94
Miscellaneous—		
Traveling Expenses	$584.22	
Postage	445.35	
Telephone and Telegraph	582.02	
Incidentals	850.92	
Extension Service, Traveling Expenses	999.03	
Practice Teaching	17,853.86	
Practice Teaching, Traveling Expenses	1,150.29	
Grading and Improving Grounds	28,000.00	
Sanacoustic Tile Ceiling	4,444.00	
		54,909.69
Total Expenditures		$213,792.92

PART IV

REPORTS OF OTHER EDUCATIONAL INSTITUTIONS

For Year Ending June 30, 1931

Report of—	PAGE
New Jersey School for the Deaf, Alvin E. Pope, Superintendent	345
Manual Training and Industrial School for Colored Youth at Bordentown, William R. Valentine, Principal	347
School of Industrial Arts of Trenton, Frank F. Frederick, Director	350
Schools for Industrial Education, Hoboken, Sol Gottlieb, Director	351
Schools for Industrial Education, Newark, Allan R. Cullimore, Director	356

NEW JERSEY SCHOOL FOR THE DEAF

Academic Department

Primary—During this year teachers were encouraged to visit the more progressive public schools rather than other schools for the deaf, and thus, wherever possible, methods were made to approach a little more closely those used with normal children. Continued emphasis was placed on reading, and tests in intelligence, reading, and arithmetic were introduced and records kept. The value of these is as yet undetermined. An experimental class was formed for deafened and hard of hearing children and this class was taught as nearly as possible by modern public school methods, with special emphasis on lip-reading and speech correction.

Intermediate and Advanced—The work in the intermediate and advanced department progressed, on the whole, along the lines of former years. There was a distinct improvement in the pupils' attitude towards speech and lip reading, which had a very favorable effect on the classroom work. Provision was made for a special class in lip reading for older deafened students, those who had become deaf after they had received most of their education in the public school, and a number of post-graduates.

Closer cooperation between school and parents was also established by a new type report card which keeps the parents better informed of their children's progress in school.

Two boys, graduates of last year, took college preparatory work, passed their examinations, and were admitted to Gallaudet College in Washington, D. C., where they are giving a very creditable account of themselves.

Industrial Department

Boys—The progress in the shop classes has been very satisfactory. In addition to the regular instruction given, the shops were able to attend to practically all the needs of the school in the way of printing, carpentry, painting, cement work, and repairs of all kinds, which afforded the boys excellent trade experience.

A room used formerly for garage purposes was fitted up as a general shop for the older boys in the primary department, an instructor was provided, and classes were formed so that these boys now have the benefit of instuction in shop activities.

A greenhouse was built during the year, a well qualified teacher, a graduate of the Agricultural College at Rutgers, engaged, gardens were laid out, and floriculture and gardening developed as an additional vocational subject for boys and girls who need or desire outside work.

Girls—The course of instruction in the girls' industrial department was reorganized on the basis of units of work, and the problems of study were correlated with the needs of the institution. The department was divided into three general phases; (1) general home economics, (2) pre-vocational, (3) vocational.

In the power machine shop the girls received a great deal of valuable practice in turning out work for Mercer and St. Francis Hospitals. Four girls completed the work prescribed in this department and were placed in industry with partial supervision by the school.

Household—The dining rooms, kitchens, and the inside of the boys' building were painted, and furniture and supplies were readjusted to better fill the needs of the various departments. An analysis of supplies was made and a standard requisition of many items established.

Regular housemothers' meetings were held under the direction of the matron resulting in a smoother running of dormitory activities.

FINANCIAL STATEMENT

Expenditures

Salaries and Wages	$179,685.52	
Materials and Supplies	93,637.06	
Current Repairs	7,405.21	
Miscellaneous	12,972.61	
Total Current Maintenance		$293,700.40
Additions and Improvements		42,006.79
Total		$335,707.19

Respectfully submitted,

ALVIN E. POPE,
Superintendent

MANUAL TRAINING SCHOOL AND INDUSTRIAL SCHOOL FOR COLORED YOUTH, BORDENTOWN

June 30, 1931.

Dr. Charles H. Elliott, Commissioner,
Dept. of Public Instruction,
State House, Trenton, N. J.

DEAR SIR: I am submitting the annual report for the Bordentown School for the year 1930-1931 as follows:

The enrollment for this year was 434, being 19 more than last year. There were 259 in academic grades 9 to 12, inclusive, and 175 in the lower grades (6 to 8, inclusive). Still more noteworthy is the increase in the retention of students. The school year 1929-1930 closed with 338 students; the year 1930-1931 closed with 373, an increase of 35. Last year out of the 415 students 77 were lost; this year 61 were lost. In other words, the retention of enrollment was 85.9 per cent this year against 81.4 per cent last year.

Not only is the enrollment increasing from year to year, and the retention of that enrollment improving, but also the school is more and more attracting an increasingly more intelligent type of student. Of the 400 regular students who took the standard intelligence test last September, 118 made scores that fall within the range of those of average ability, which is 30 more than of the previous year.

The trade teaching gears in with the need of plant maintenance and operation as far as is possible. For example, the domestic science teaching has its practical outlet in the preparation and service of the meals for the teachers three times a day, seven days a week. The general mechanical department operated the mechanical equipment of the school except the farm machinery. The scope of the department included maintenance of the fuel, power and water supply, current repair of mechanical equipment in all departments, and permanent improvements in electrical installations.

The students carried on the maintenance of the chemical equipment of buildings, operated the steam laundry and acted as firemen in heating and power plants. Of the graduates in this department this year one is operating a steam laundry, two are working as licensed firemen, and one as engineer in charge of a steam heating plant.

The auto mechanics shop did overhaul and major repair jobs on 71 cars and periodic servicing on 14 cars. Eighty per cent of the graduates of this year were placed in the automotive industry.

The printing shop handled all the publicity printing of the school as well as administrative and interdepartmental printing, the commercial value of which amounted to about $1,200.

The carpentry department is responsible for the upkeep of the buildings of the plant, including such repairs as the glazing, painting, screening, millwork,

cement work and plastering. The largest single activity during the year was the renovation of Gregory Hall, one of the boys' dormitories. The commercial value of this department was $3,073.60.

A new trade for girls was started this last year, namely, the trade of hair dressing. This is now recognized as a skilled trade among women. The trade has its organizations, both State and national, and in some states has successfully put through legislation requiring its operators to secure license to practice. This is an especially lucrative trade for intelligent colored women. They can operate their own shops, work in shops already established, or operate from their homes. Every town of any size possesses a hair dressing shop.

The agricultural department exhibited at the State Fair, Trenton; the Burlington County Fair, Mt. Holly, and the State Horticultural Show, Atlantic City. The usual high record was maintained at each exhibition. The outstanding feature for the year was the winning of the Sweepstake Trophy for the best plate of five apples of any variety exhibited at the State Horticultural Show, Atlantic City. As last year, the department received a prize of $32 awarded by the Holstein Friesian Association for "excellent showing" made by the herd in Advance Registry testing in class C. For the third time, the school herd was placed on the National Honor Roll by the National Dairy Association in recognition of an average production of over 300 lbs. of butterfat. The average production was 372.9 lbs. The hogs also won many prizes, including the Grand Championship at the State Fair in Trenton.

The agricultural instruction has had the usual opportunity of being followed or coordinated with supervised practice in practically every phase of the work taught. The school farm with its diversified activities has supplied the laboratory for actual experience and practice. Five boys, especially interested in poultry production, conducted ownership poultry projects. Another assisted with the flock belonging to the school.

In short, the equipment, the plant, the school community offer the best sort of opportunity for experience to check the theory of the classroom. The apprenticeship method of vocational training can be applied without its attending evils.

The school has received some very favorable publicity during the year. The New York Times of December 21, 1930, carried a two-column article. The New York Evening Post of December 31, 1930, carried an illustrated article, and the Trenton Sunday Times-Advertiser of March 29, 1931, carried a feature page. The Negro press carried many articles also during the year.

In a contest of school papers conducted by Columbia University, the "Ironsides Echo," a Bordentown School student publication, was awarded second place for vocational high schools. The school took third place last year. The school received a check of $10.00 from the Veterans' Alliance of Mercer County, Inc., as a prize for uniformed outfits for best appearance and orderly marching in the Armistice Day parade in Trenton. These items of recognition for merit, together with the places won in agricultural exhibits, etc., suggest that the teaching staff and the work of the school rank well.

The school continues to send out to all parts of the State its glee club and quartet, where it reaches thousands of people. Special days are held at the school during the year whereby other thousands, especially of the Negro public, are given the chance to get first-hand information concerning the school and to

bask in and enjoy the beauty of its surroundings in an atmosphere of perfect freedom and ownership. After all, the school is the only tangible evidence of importance that the colored people possess of the disposition of their taxes and of their State participation. All creeds and factions are united fervidly in their support and enthusiasm for the school.

It is of interest that there is awarded each commencement day over $750 in cash prizes and scholarships to deserving students. All, except about $50, is donated by colored men and women, clubs and organizations. The amount is increasing each year.

Lest there be an exaggerated notion of the amount of money the State has spent in building construction on the school it would be well to bear in mind that the total amount which the State has appropriated for Bordentown for all buildings whatsoever in the last fifteen years (1915-1930) is $1,041,800. This includes all the new buildings and also all the old buildings which have been acquired, remodelled, moved and altered or substantial additions added thereto whether brick or frame, barns or dwellings in this period; and all buildings constructed previous to this period have since been altered.

In this same fifteen-year period (1915-1930) the school has returned to the State Treasury in the form of receipts, the sum of $516,530.50. It might be of interest to know that these receipts would pay almost one-half or 50 per cent of the cost of all the building operations of the Bordentown School as described above.

Stated in another form, the receipts of the school over this fifteen-year period have enabled the State to perform $1,041,800 worth of building operations as described above, for the sum of $525,269.50, or an average of $35,017.96 per year and thereby provide buildings and housing for 375 students of adolescent age, both boys and girls.

It should be noted that in the last fifteen years to date the school has built only four new brick buildings from the ground up, and the receipts of the school would pay for three of them (except for $15,000). Other buildings have been enlarged or remodelled.

The school is seriously in need of a large storeroom handy to the dining room if possible for the storing of all sorts of supplies. As it is now, the supplies must be scattered, and partly in basement rooms, some of which remain damp all the time.

The school population has outgrown the dining room facilities so that it is necessary to have two seatings and also to use the two rooms designed for cloak rooms. It is suggested that the present dining room be connected by tramway or otherwise with the present gymnasium, which will double the floor space of the present dining room. This would necessitate the construction of another gymnasium. It is suggested that the old trade building be either torn down or converted into a combination gymnasium and assembly, especially since the present assembly is already outgrown.

Respectfully submitted,

W. R. VALENTINE,
Principal.

THE SCHOOL OF INDUSTRIAL ARTS OF THE CITY OF TRENTON

June 17, 1931.

State Board of Education,
State House, Trenton, N. J.

GENTLEMEN: This is the thirty-third annual report of the School of Industrial Arts of the City of Trenton.

A statement of the enrollment in the School for the school year 1930-1931 follows:

Males	940	
Females	410	
		1,350
Attending evening only	908	
Attending day only	382	
Attending both day and evening	60	
		1,350
Enrolled in the following courses:		
Architectural	86	
Ceramic	10	
Chemistry	26	
Saturday classes for children	320	
Dressmaking	137	
Electrical	96	
Fine and Applied Art	296	
Evening Technical	213	
Technical	54	
Trade:		
Automobile mechanics	61	
Cabinet making	47	
Carpentry	..	
Electric wiring and radio	20	
Machine shop practice	43	
Welding	7	
		1,416
Enrolled in more than one course	66	
		1,350

The work of the school has continued along the lines it has followed since its organization in 1898, but, with more experienced instructors and better equipment, the standard of the institution has been raised.

Respectfully submitted,

FRANK F. FREDERICK,
Director, The School of Industrial Arts of the City of Trenton, N. J.

REPORT OF THE DIRECTOR TO THE BOARD OF TRUSTEES FOR INDUSTRIAL EDUCATION, HOBOKEN

June 30, 1931.

To the Members of the Board of Trustees for Industrial Education.

LADIES AND GENTLEMEN:

I take pleasure in submitting to you my annual report of the day and evening activities of the Industrial School for the scholastic year ending June, 1931:

As our building is used both by day and evening classes, my report will be divided into two separate sections, one treating of our day activities and the other with our evening school.

At the close of this, my first year as your director, I desire to extend to the members of the Board my sincere appreciation for your most generous assistance and cooperation. Your many courtesies and kindnesses have materially assisted me in making the past year a most successful one.

DAY ACTIVITIES

CONTINUATION SCHOOL

The Industrial School building, together with its equipment and personnel, is used during the day as a continuation school for boys and girls between the ages of 14 and 17 years. Our population in this school is a variant, students entering and leaving all during the year, as they reach the proper age. This year, from September to June, our registers show a complete enrollment of 246 different students, 154 boys and 92 girls. The attendance averaged 100 students per week.

The following staff has been assigned to the continuation school by the Industrial Board:

Mr. Sol Gottlieb, Director
Mr. Leo J. McAlevy, Assistant to Director
Miss Helen Gunkel, Sewing
Miss Katherine Selck, Sewing
Miss Catherine Byrnes, Academic
Mrs. Catherine Jordan, Part-time Typewriting

In addition to the director and his assistant, the board of education has also assigned the following teachers to the continuation school:

Mr. James J. O'Brien, Coordinator
Miss Ella R. Reidy, Vice-Principal
Miss Bessie Dorsey, Sewing (Assigned to office)
Miss Mary M. Smith, Academic
Mrs. Emma Cerutti, Cooking
Miss Florence Miller, Part-time Typewriting
Mr. Frank Verbist, Custodian.

Public and Parochial Schools

The following students from the public and parochial schools of our city are provided with instruction in sewing and cooking by the above named staff of teachers at the Industrial School.

SS. Peter's and Paul's School	—Sewing	—5 classes—	80 pupils per week
O. L. G. School	—Sewing	—8 classes—	140 pupils per week
O. L. G. School	—Cooking	—6 classes—	55 pupils per week
P. S. No. 1	—Cooking	—3 classes—	40 pupils per week
		Total	279

In addition, one of our sewing teachers spends two days per week in the public schools. The materials for the above-named classes are provided by the board of education.

Nurses' Class

The Board of Trustees has granted the nurses' class of the St. Mary's Hospital permission to use the Industrial School kitchen one day each week. This year 18 students, under the supervision of their instructor, have used our upper kitchen each Friday afternoon.

Council Class—(Americanization)

The Board of Trustees has also granted the Hoboken Section Council of Jewish Women, permission to use one Industrial School classroom twice each week between the hours of 3 and 5 P. M. Under the supervision of their own instructor, 20 students use this room on Monday and Wednesday afternoons of each week.

Manual Training

The office of the Industrial School is used as headquarters of the manual training department of the Hoboken public schools. Supplies and materials are stored in our cabinets and in the supply room and reports are taken care of by a teacher assigned by the board of education.

Resume of Day Activities

Continuation School	100 pupils per week
Public and Parochial Schools	279 pupils per week
Nurses' Class	18 pupils per week
Council Class	20 pupils per week
Total using building	417 pupils per week

EVENING ACTIVITIES

Our evening school has just completed a most successful year. In addition to our usual activities, classes in mechanical drawing, blue print reading, and millinery were started in October. Each of these classes showed an excellent enrollment with the exception of millinery. For this reason, it became necessary to close this class at the end of the first month. Statistics of our evening school are listed on the following pages:

Date of Opening School.....October 14, 1930
Date of Closing School.....March 6, 1931

ENROLLMENT

New Students Enrolled	446
Former Students Enrolled	104
Total	550

DEPARTMENTAL ENROLLMENT

Cooking	13
Figure Drawing	25
Dress Designing	16
Millinery	7
Advanced Typewriting	59
Blue Print Reading and Mechanical Drawing	44
Dressmaking	62
Americanization	218
Lampshade	17
Hairdressing and Manicuring	61
Sewing	17
Home Hygiene	11
Total	550

FEES

Received for Enrollment Fees	$446
Returned to Students	114

CLOSING EXERCISES

At our closing exercises, held Friday evening, March 6, 1931, following an inspection of our exhibits, the address to the graduates was delivered by the Honorable A. Harry Moore, Ex-Governor of the State of New Jersey.

Respectfully submitted,

SOL GOTTLIEB,
Director

FINANCIAL STATEMENT

Board of Trustees, New Jersey Industrial Education, City of Hoboken

Fiscal Year Ending June 30, 1931

RECEIPTS

July 1, 1930, Balance of fund on hand		$2,049.58
Appropriations—		
City of Hoboken	$10,000.00	
State of New Jersey	10,000.00	
Fees—Deposit for tuition	446.00	
Interest—Bank balances	74.30	
Total receipts for year		20,520.30
Total receipts and balance on hand		$22,569.88

DISBURSEMENTS

Day School

General Administration		
Salary, Secretary	$900.00	
Office expenses	243.70	
Fees returned	114.00	
Telephone service	53.60	
Advertising	82.48	
Insurance	81.38	
Sub-total		1,475.16
School Administration and Instruction		
Salaries—		
Teachers	$9,335.76	
Director	1,000.00	
Sub-total		10,335.76
Operation and Maintenance		
Repairs	$1,190.26	
Supplies—Janitor	103.54	
Light and Water	241.41	
Equipment—School	729.80	
Sub-total		2,265.01
Total cost of Day School		$14,075.93

EVENING SCHOOL

Salaries—		
Teachers	$5,253.00	
Janitor	368.50	
Materials and supplies	448.52	
Sub-total		6,070.02

RECAPITULATION

Total cost of operating Day School	$14,075.93	
Total cost of operating Evening School	6,070.02	
Total cost of Day and Evening School	$20,145.95	
Balance cash on hand June 30, 1931	2,423.93	
Total disbursements and balance on hand		$22,569.88

RECONCILIATION

Balance on hand June 30, 1931		$2,423.93
Warrants outstanding—		
Old	$3.50	
No. 9345, June 24, 1931	45.00	
9347, June 24, 1931	32.58	
9354, June 24, 1931	4.00	
9356, June 24, 1931	7.04	
9357, June 24, 1931	41.42	
9358, June 24, 1931	9.44	
Total		142.98
Balance in Jefferson Trust Co., June 30, 1931		2,566.91
Balance brought down (cash)		$2,423.93

Contractual obligations (unpaid June 30, 1931)

Morgan & Co., Painting	$350.00	
Keuffel & Esser Company, Equipment	275.40	
Jas. A. Marnell, Heating, etc.	197.50	
A. Neri, Inc., Installing and replacing electric equipment	169.26	
Tagliabue & Co., Mason repairs	45.00	
Total		1,037.16
Reserve for New Equipment—		
Commercial Art & Hygiene		190.00
Total		$1,227.16
Free Balance Available		$1,196.77

Respectfully submitted,

BERNARD VEZZETTI,
Treasurer.

September 29, 1931.

REPORT OF THE BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION OF NEWARK

In the narrative report rendered for the year ending June 30, 1930, I stressed particularly the services of the Newark College of Engineering and the Newark Technical School to the State as a whole, and particularly mentioned the plan which the trustees of these two institutions were seeking to develop through the New Jersey State Board of Regents.

It is interesting to note in the time covered by this particular report that the number of students outside the City of Newark has increased somewhat, and the number of students in the City of Newark shows an actual decrease, so that the college is serving the State, as such, to a very much greater extent than it did a year ago.

This should be kept in mind, I think, as basic in the development of both institutions administered by this board.

The total number of students in both institutions this year is 2,152, an increase of some 52 students over last year. There are approximately 500 students in the college and 1,652 in the evening school. Of those 2,152 students, 1,506 are from outside the City of Newark, but within the State of New Jersey. Of the 1,652 students enrolled in the evening, all but 300 are taking resident courses of college grade, and the 500 students in the College of Engineering are all taking work of college grade, graduation from the high school being a requisite for entrance.

Money to support this type of work must come, and does come, through the State Board of Regents, and it should be stated here that the State Board of Regents has been of very material assistance in the development of the work of both the night school and the college.

In the report which I made a little over a year ago, the question of costs was taken up in detail, and I made it clear at that time that we were not asking the City of Newark and the State to meet the total cost of tuition, but only the difference that we receive in fees and the actual cost of instruction.

In other words, we are assuming that, in order to build up a proper institution here and to properly ask for State aid, we must make the instruction as efficient and economical as possible to both the student and the taxpayer.

I think our Board feels that the direct beneficiary of the instruction should pay as much as he reasonably can afford to pay, and our fees are estimated with that end in view. Scholarships are available for boys who have not the necessary money to pay the fees, and we think no young man has been denied an education in this institution because of lack of money alone.

I am very strongly of the opinion that when we come to the question of specialized technical work that the total support should not be upon the general taxpayer. It is undoubtedly true that the general taxpayer does receive a considerable benefit from work of this sort, but where the individuals directly benefited are able to pay a certain amount toward the cost, it would seem to me that it is the wisest thing to do.

In our own case we find that we have a distinctly superior type of young men. I think one of the reasons for this is that they are all required to make

some definite contribution toward their own education, and these young fellows all appreciate the opportunities which are offered to them; and their sacrifice so far as money is concerned very definitely gives us a tone and an esprit de corps which I should dislike to give up. I believe most thoroughly that the easiest and most direct way to ruin the Technical School and College of Engineering would be to make it an absolutely free institution, and it seems to me that it may remain public in the proper sense without being free.

It seems to me, in other words, to be distinctly unsound for a young man to come to our college, who is well able to pay or whose father is well able to pay, and to have the cost of that boy's education borne entirely by the taxpayer. Most of our boys are very frankly young men who cannot afford to go away for their technical school or college work. The difference in tuition between Newark and New Brunswick or New York is a great factor. The cost of commutation is very considerable and we find, if the boys can live at home, that it is possible for them to come to college with us—if not, it is impossible for them to go anywhere.

This fall I found our freshmen numbered the 120 which I had set this year as the absolute upper limit. We had about 70 applications in excess of our limit. I started by consulting many of these boys personally, and I found that about 90% of these young men would have to give up going to college at all if they could not go with us. These young men had good preparation, stood in the top third of their class, but actually did not have sufficient funds to finance a college education except in their own city or in their own immediate locality.

The fact is, stripping it of all its wrappings, that we are trying to establish in this locality a democratic education. It does not always prove that, when a young man has money in his pockets, he has brains in his head, and we are specializing in Newark with young men who have brains, but who have little money. If the State is to enter into any arrangement for public instruction and higher education, such an arrangement must be democratic in practice as well as in theory. The actual fact is that a very considerable percentage of the best students in our College and Evening School come to us because they cannot afford to go elsewhere.

These young men in this great center of population deserve the support of the State just as richly as any group anywhere, no matter how financially able they may be. This whole question of the type of education and the need for education in these great industrial centers has a very definite bearing on another question which I think should be considered and that is the question of our development in the future.

This future development is a question that has bothered us greatly, and we have sought widely for information regarding it. I have spent two periods in England and Scotland trying to see what they have developed in a very much longer period. The interesting part about the situation there was that we can see ourselves, perhaps thirty or forty years from now, in a rather more mature civilization, and we ought to be able to escape some of the mistakes and reap some benefits from this study.

I found in Glasgow, for instance, with a set-up almost the same as we have in the northern part of New Jersey, that they supported an evening school of around 4,000 students, and work of college grade in the day was given to a

smaller group, say about 600. My own feeling is, and I have expressed it very definitely on a great many occasions, that this would represent an absolute maximum. I am quite of the opinion that it would be wiser to develop in specific industrial centers colleges and evening schools rather than to have one university or technical school of college grade in the State.

I feel that I can say very definitely and on the basis of first-hand observation that it is of the greatest importance to have this industrial and technical work close enough so that the boy can go to college without the necessity of long commutation or without the necessity of paying a charge away from home for board or rent. I think that you will find that this idea is both vital and fundamental in any State educational system, and I believe that you will find that you must, if you are to have a democratic system, make this available to boys of very limited means.

Personally, it seems to me that if the high school is right and proper in the spring of the year 1930, that the same plan of having local schools so that students may come without loss of time and money, is just as good in the fall when the young man enters college. It is my own strong hope that this college will see fit to limit its numbers to those who can be taken care of in this immediate vicinity, and that the State authorities set up in other localities technical schools and colleges which will meet in that locality the immediate need.

It seems to me further than this that there should be some definite correlation between the junior college work at night and the senior college work in the day, such as we have. It seems to me that there will always be a call in these great industrial centers for junior college work given *at night.*

I am attaching a statement of revenues and disbursements for the fiscal year ending June 30, 1931.

Respectfully submitted,

ALLAN R. CULLIMORE,
Secretary to the Board of Trustees of Schools for Industrial Education of Newark, New Jersey

---

NEWARK TECHNICAL SCHOOL, NEWARK, N. J.

Trial Balance June 30, 1931

	Debit	*Credit*
Guaranteed Mortgage	$12,000.00	
New Building	128,063.55	
Insurance Paid in Advance	2,928.43	
Land—Real Estate	55,000.00	
Academic Building	65,000.00	
Educational Equipment	119,174.00	
General Equipment	7,369.75	
Supplies Inventory	1,077.84	
Recitation Hall	135,357.64	
Checks Returned	5.00	
Fuel Inventory	31.25	

	Debit	*Credit*
Martin Endowment Fund	5,000.00	
Ruesch Scholarship Fund	5,000.00	
Laboratory Building	80,000.00	
Mortgage on Land and Building		$230,000.00
Ruesch Scholarship—Fund Income		485.00
Revenue from Scholarships		3,015.00
Repairs and Renewals	2,285.78	
Interest on Mortgage	8,389.44	
Stationery and Office Supplies	2,119.34	
Postage	716.16	
Telephone	768.37	
Advertising	2,647.01	
Incidental Expense	1,018.89	
Laboratory Expense	5,817.60	
Light	3,028.51	
Library Expense	652.46	
Heat	3,893.19	
Janitor's Supplies	1,399.83	
Insurance (Refund)		118.55
Library Fines		19.35
Interest on Deposits		1,082.85
Graduation Expense	281.48	
Capital Investment		347,183.83
Working Capital		30,677.19
Fund Reserve		10,443.75
Miscellaneous Income		335.09
Laundry Inspection Service	5,599.92	6,170.00
Emergency Payments	78.07	
Martin Endowment—Fund Income		59.64
Interest on Investments		2,318.30
Janitor's Salaries	20,005.81	
Evening Salaries	56,412.71	
Merchandise Purchases	24,000.75	
Appropriations Accrued		75,000.00
Appropriations Nominal		123,700.00
College Laboratory Deposits		4,058.91
Evening Laboratory Deposits		465.67
College Locker Deposits		63.20
College Laboratory Refund	1,180.78	
Cash—Fidelity Union	46,755.25	
Merchants, Incl. special 250	1,224.65	
Office Fund	57.38	
Savings Account	60,000.00	
Revenue College, State		42,238.25
Revenue College, City		12,976.80
Salaries, Administrative	37,350.26	

Power	412.60	
Water	260.80	
College Salaries, Instruction	95,613.06	
Merchandise Sales		26,798.02
Revenue Evening, State		57,299.25
Revenue Evening, City		25,406.25
College Locker Refund	17.75	
Tuition Refund	685.00	
Evening Laboratory Refund	1,234.59	
	$999,914.90	$999,914.90

NEWARK TECHNICAL SCHOOL AND COLLEGE OF ENGINEERING

Schedule of Revenues for the Fiscal Year Ended June 30, 1931

Revenues

Appropriations

State of New Jersey—		
Technical School	$30,000.00	
College—State Board of Regents	18,700.00	
City of Newark	75,000.00	
Total Appropriations		$123,700.00

Educational Revenue

Tuition—		
College—Students' Fees	$54,830.05	
Ruesch Scholarships	605.00	
Individual Scholarships	2,625.00	
Total College	$58,060.05	
Evening School—Students' Fees	82,345.50	
Ruesch Scholarship	40.00	
Individual Scholarships	130.00	
Total Evening School	$82,515.50	
Total Tuition Revenue	$140,575.55	
Supplies Sold (gross profit)	3,406.97	
Total Educational Revenues		143,982.52

Other Revenues

Interest on Bank Balances	$1,082.85	
Interest on General Fund Investments	2,318.30	
Profit on Sales of Securities	.....	
Laundry Inspection Service (net)	570.08	
Miscellaneous	1,020.24	
Total Other Revenues		4,991.47
Total Revenues for the period		$272,673.99

NEWARK TECHNICAL SCHOOL AND COLLEGE OF ENGINEERING
Schedule of Expenditures for the Fiscal Year Ended June 30, 1931

Expenditures

Educational

Salaries—		
College	$95,613.06	
Evening School	56,412.71	
Total Salaries	$152,025.77	
Supplies	246.33	
Laboratory	23,099.66	
Library (net)	592.82	
Total Educational Expenditures		$175,964.58

Maintenance and Operation

Janitors—		
Salaries	$19,964.56	
Supplies	1,518.93	
Total Expense Janitors	$21,483.49	
Light	3,028.51	
Heat	3,329.74	
Power	412.60	
Water	260.80	
Repairs and Renewals	2,285.78	
Insurance	1,293.65	
Total Maintenance and Operation		32,094.57

Administrative Expenditures

Salaries	$37,350.26	
Stationery and Office Supplies	2,141.79	
Postage	716.16	
Telephone (net)	768.37	
Auditing	250.00	
Advertising	2,647.01	
Graduation	736.48	
Director's Expenses	287.80	
Appraisal	.....	
Miscellaneous General	541.55	
Total Administrative Expenditures		45,439.42

Fiscal

Interest on Mortgage Loans	$9,347.77	
Principal of Mortgage Loan	10,000.00	
Total Expenditures for the period		$272,846.34

PART V

SECTION A
FINANCIAL AND OTHER STATISTICS BY COUNTIES
For Year Ending June 30, 1931

CONTENTS

SECTION A

Statistical Tables—	PAGE
Receipts and Expenditures—Tables 1 to 12, Inclusive	364
Distribution of Day School Costs—Tables 13-A to 14, Inclusive	383
Distribution of Costs—Special Schools—Tables 15 to 22, Inclusive	397
Cost of Education by Types of Schools (Day Schools Only) Tables 23-A to 23-G, Inclusive	414
Statement of School Indebtedness—Table 24	422
School Buildings Owned and Rented—Table 25	424
Schools by Types—Table 26	425
Transportation and Tuition—Tables 27 to 28, Inclusive	426
Teachers, Number Employed, Salaries Paid, Experience, Training—Tables 29-35, Inclusive	432
Pupils, Enrollment and Attendance—Tables 36-44, Inclusive	462
Number of Employees Other Than Those Reported as Teachers—Table 45	487
Apportionment of School Moneys for 1931-1932—Table 46	488

SECTION B

Attendance by Counties and Districts	490

TABLE 1

DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1931

COUNTIES	Current Expenses	Repairs and Replacements	Land Building Equipment	Library	Manual Training	Vocational	Continuation
Atlantic	$1,363,747.77	$110,970.00	$6,875.00	$560.00	$65,812.50	$87,704.00	$800.00
Bergen	6,489,442.59	378,369.00	122,023.85	21,875.00	217,250.25	250.00	11,215.00
Burlington	1,083,028.52	66,000.00	10,007.31	3,677.00	25,892.50	1,875.00	1,200.00
Camden	3,190,984.53	158,923.00	4,845.43	6,930.00	59,560.00	.....	30,425.00
Cape May	400,278.00	33,760.00	4,207.00	1,000.00	19,225.00	.....	.....
Cumberland	704,827.50	36,250.00	5,300.00	2,970.00	27,080.00	3,800.00	5,808.50
Essex	14,015,816.66	734,895.64	288,190.65	51,212.07	354,908.38	153,105.00	95,348.00
Gloucester	879,490.46	43,287.23	20,992.85	1,610.00	26,775.00	2,650.00	.....
Hudson	9,150,534.94	320,617.00	892,824.75	15,550.00	454,710.00	163,365.00	95,950.00
Hunterdon	315,189.03	29,593.32	1,200.00	540.00	7,625.00	2,154.00	.....
Mercer	2,549,868.83	100,337.00	39,800.00	16,959.38	182,675.22	293.07	31,910.47
Middlesex	3,221,674.52	157,825.00	23,592.00	9,880.00	108,739.00	1,150.00	20,045.00
Monmouth	2,043,181.27	141,780.55	35,217.00	2,490.60	45,200.00	3,775.00	.....
Morris	1,677,875.00	102,025.00	38,450.00	4,410.00	46,010.00	2,000.00	.....
Ocean	455,394.22	33,010.00	750.00	.....	16,100.00	.....	.....
Passaic	4,549,013.04	164,883.57	1,400.00	710.00	185,600.00	32,266.45	78,683.00
Salem	377,234.80	28,000.00	1,500.00	750.00	10,300.00	1,825.00	.....
Somerset	820,891.00	59,592.00	15,485.00	700.00	20,300.00	.....	.....
Sussex	381,923.69	22,741.85	500.00	300.00	12,700.00	3,500.00	.....
Union	4,774,762.65	236,936.03	47,494.50	8,665.00	233,840.00	74,081.50	30,678.00
Warren	559,822.08	45,130.00	2,900.00	650.00	16,075.00	1,000.00	2,375.00
Total	$59,004,981.16	$3,004,926.19	$1,563,555.34	$151,438.45	$2,136,377.85	$534,794.02	$404,437.97

TABLE 1—*Continued*

DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1931

COUNTIES	Evening School for Foreign-Born Residents	Redemption of Bonds, Authorized Notes and Interest	Sinking Fund Requirements	Total Amount of Taxes Ordered Raised	Net Valuation Taxable	Rate per $100 Local District School Tax	Amounts Fixed by Board of School Estimate and Notes Authorized by Vote of the District Between March 1 and June 30, 1931
Atlantic	$2,000.00	$567,117.01	$4,351.12	$2,209,937.40	$353,694,349.00	.6248	$8,000.00
Bergen	11,777.00	1,843,525.22	54,155.86	9,149,883.77	487,034,017.00	1.8786	44,000.00
Burlington	.....	202,869.64	1,549.71	1,396,099.68	69,039,294.00	2.0221	2,000.00
Camden	500.00	584,909.25	6,669.34	4,043,746.55	347,959,781.00	1.1621	25,000.00
Cape May	.....	35,159.02	.....	493,629.02	98,545,950.00	.5009	6,000.00
Cumberland	320.00	175,735.25	4,924.81	967,016.06	52,650,405.00	1.8366	.....
Essex	4,009.51	4,376,874.44	202,637.37	20,276,997.72	1,618,413,550.00	1.2528	12,000.00
Gloucester	.....	269,613.24	630.38	1,245,049.16	67,205,285.00	1.8526	.....
Hudson	17,138.00	2,523,968.13	88,959.64	13,723,617.46	1,250,656,853.00	1.0973	1,180,600.00
Hunterdon	.....	54,446.18	282.18	411,029.71	29,191,637.00	1.4080	.....
Mercer	3,563.26	841,333.36	32,151.61	3,798,892.20	289,108,862.00	1.3140	26,300.00
Middlesex	7,075.00	776,261.05	8,926.62	4,335,168.19	209,190,009.00	2.0723	.....
Monmouth	492.00	439,183.98	5,315.91	2,716,635.71	229,025,493.00	1.186	22,262.20
Morris	300.00	468,450.08	147.16	2,339,667.24	114,058,179.00	2.0513	.....
Ocean	.....	152,049.73	.....	657,303.95	52,790,283.00	1.245	.....
Passaic	1,750.00	158,806.25	142,14	5,173,254.45	429,703,340.00	1.2039	.....
Salem	150.00	74,258.31	.....	494,018.17	35,394,603.00	1.395	.....
Somerset	540.00	187,881.20	1,383.57	1,106,772.77	68,637,396.00	1.6125	.....
Sussex	.....	72,679.64	.....	494,345.18	33,867,676.00	1.4596	.....
Union	11,412.00	625,100.96	16,282.27	6,059,252.91	492,067,957.00	1.2313	.....
Warren	500.00	87,694.00	.....	716,146.08	45,813,226.00	1.5631	.....
Total	$61,526.77	$14,517,915.94	$428,509.69	$81,808,463.38	$6,374,048,145.00	1.283	$1,326,162.20

TABLE 2.

RECEIPTS FOR CURRENT EXPENSE FROM STATE AND COUNTY FUNDS

COUNTIES.	State School Fund Appropriation	90% State School Tax	10% STATE SCHOOL TAX RESERVE FUND			Special State Aid for Crippled Children	Interest on Surplus Revenue	Reapportioned Balances	Railroad Tax
			Apportioned by County Superintendent	1% Emergency Fund	Apportioned for Pupils Residing in Charitable Institutions				
Atlantic	*$17,352.96	$1,047,261.14	$1,132.61	$3,414.38	$1,800.00	$2,063.23	$392.27	.....	$106,481.80
Bergen	57,859.08	1,110,065.00	44,147.59	6,936.61	5,535.00	1,205.41	1,268.27	$1,106.22	110,688.34
Burlington	14,694.68	180,295.34	258,890.60	15,058.06	3,870.00	.....	4,363.96	543.50	17,977.86
Camden	36,736.84	869,241.48	2,449.74	6,320.00	6,030.00	3,281.02	1,141.60	500.00	86,675.01
Cape May	4,710.82	253,326.38	314.13	3,500.00	270.00	.....	552.97	15.49	25,260.03
Cumberland	11,135.98	130,127.05	133,375.38	4,750.00	2,475.00	.....	2,510.13	.....	12,975.41
Essex	120,647.94	3,936,360.17	8,442.04	.....	65,070.00	5,478.40	1,436.91	38.58	392,527.76
Gloucester	12,371.02	167,423.58	185,668.36	2,500.00	1,350.00	214.70	1,811.50	1,300.00	16,694.37
Hudson	93,303.08	3,094,071.39	6,221.78	.....	32,445.00	6,006.31	553.57	306.88	308,520.35
Hunterdon	5,552.67	72,103.58	130,300.65	1,500.00	2,430.00	27.50	.....	.....	7,189.69
Mercer	25,966.65	725,258.58	1,731.55	.....	6,705.00	996.68	280.62	270.67	72,317.99
Middlesex	**33,260.66	528,309.75	145,293.34	.....	4,410.00	71.57	.....	.....	52,679.56
Monmouth	22,098.71	572,033.66	14,354.63	3,500.00	12,195.00	150.00	2,844.37	981.60	57,039.42
Morris	15,951.49	293,693.74	147,792.39	.....	2,475.00	383.14	2,513.40	153.34	29,286.20
Ocean	*4,821.95	124,619.73	58,979.34	6,700.00	1,575.00	168.25	904.10	.....	12,841.62
Passaic	47,911.57	1,162,000.84	3,194.91	3,000.00	6,120.00	1,121.49	871.94	157.58	115,867.04
Salem	6,327.39	84,862.20	97,739.46	2,000.00	7,830.00	.....	2,099.46	.....	8,461.90
Somerset	10,426.85	163,861.80	100,709.27	.....	4,680.00	191.63	2,869.09	.....	16,339.22
Sussex	4,951.20	81,608.02	96,715.48	.....	495.00	.....	2,321.34	.....	8,137.41
Union	45,447.71	1,146,519.92	3,030.61	2,000.00	4,410.00	3,601.65	.....	149.48	114,323.39
Warren	8,227.66	113,619.87	96,325.65	340.00	990.00	29.25	.....	1,280.00	11,329.42
Total	$599,756.91	$15,856,863.22	$1,536,809.51	$61,519.05	$173,160.00	$24,990.23	$28,735.50	$6,803.34	$1,583,613.79

* Money withheld by Co. Treasurer. ** Differences in Cont. Sch. Acct.

TABLE 2—*Continued*

RECEIPTS FOR CURRENT EXPENSE FROM DISTRICT TAXES AND OTHER SOURCES

COUNTIES	District Taxes—Also From County for County Superintendent's Expenses and Secretary's Salary	Notes Authorized by Vote of the District and Additional Appropriation by Board of School Estimate	FROM OTHER SOURCES					Total Receipts for the year
			Interest on Deposits	Sale of Books	Tuition Fees	Return Premiums Fire Insurance	Other Sources	
Atlantic	$1,317,635.98	$23,425.00	$8,114.00	$1,332.91	$162,101.00	.....	$4,108.45	$2,696,615.73
Bergen	6,334,268.12	36,000.00	14,774.71	3,631.90	520,863.46	.....	27,291.19	8,275,640.90
Burlington	1,086,280.06	4,366.00	2,054.84	554.71	209,884.40	.....	6,578.09	1,805,412.10
Camden	2,953,527.74	69,961.66	3,444.28	1,816.35	206,787.99	.....	8,482.08	4,256,395.79
Cape May	338,532.75	6,000.00	2,587.10	92.06	54,055.85	.....	1,246.94	690,464.52
Cumberland	666,645.59	1,950.00	314.46	773.10	91,447.90	.....	1,640.06	1,060,120.06
Essex	13,658,011.06	1,000.00	36,210.59	6,471.06	127,398.46	$2,606.14	66,012.85	18,427,911.96
Gloucester	821,869.82	5,000.00	1,700.61	519.56	157,216.75	.....	3,693.63	1,379,333.90
Hudson	8,775,987.38	600,600.00	9,458.65	5,498.77	181,930.19	.....	17,453.69	13,132,357.04
Hunterdon	344,719.99	2,900.00	643.31	156.12	126,349.79	.....	2,285.70	696,159.00
Mercer	2,306,638.88	.....	5,561.20	113.38	176,228.16	.....	7,934.66	3,330,004.02
Middlesex	3,096,195.75	.....	9,853.47	527.88	187,758.56	.....	6,155.74	4,064,516.28
Monmouth	1,991,170.97	8,703.63	6,918.24	1,055.76	332,278.19	.....	1,922.30	3,027,246.48
Morris	1,592,164.69	3,502.00	8,270.97	1,026.46	255,517.50	.....	3,306.75	2,356,037.07
Ocean	449,790.55	12,860.00	1,220.72	131.37	92,079.44	.....	588.31	767,280.38
Passaic	4,272,217.79	22,500.00	11,087.23	6,209.75	196,750.12	.....	8,890.76	5,857,901.02
Salem	353,024.88	.....	1,111.37	164.55	63,025.95	.....	557.52	627,204.68
Somerset	818,139.50	.....	3,949.00	910.36	177,523.07	.....	1,865.86	1,301,465.65
Sussex	371,753.92	.....	1,068.02	962.39	68,003.40	.....	3,080.44	639,096.62
Union	4,492,866.71	.....	19,749.18	1,968.85	110,910.12	.....	11,796.19	5,956,773.81
Warren	524,127.51	300.00	354.82	197.16	104,009.63	.....	1,547.16	862,678.13
Total	$56,565,569.64	$799,068.29	$148,446.77	$34,114.45	$3,602,119.93	$2,606.14	$186,438.37	$81,210,615.14

TABLE 2—*Continued*

COUNTIES	RECEIPTS FOR CURRENT EXPENSE		EXPENDITURES FOR CURRENT EXPENSE			
	Balance on Hand Beginning of Year	Grand Total of Receipts and Balance on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$328,018.54	$3,024,634.27	$2,819,430.11	$205,204.16	$2,819,789.19	$204,845.08
Bergen	802,389.60	9,078,030.50	8,259,613.45	818,417.05	8,270,912.34	807,118.16
Burlington	94,651.28	1,900,063.38	1,782,489.23	117,574.15	1,782,489.23	117,574.15
Camden	289,384.20	4,545,779.99	4,349,177.23	196,602.76	4,359,823.43	185,956.56
Cape May	114,872.62	805,337.14	735,892.10	69,445.04	736,625.56	68,711.58
Cumberland	88,633.73	1,148,753.79	1,072,197.94	76,555.85	1,072,197.94	76,555.85
Essex	913,561.43	19,341,473.39	18,669,646.42	671,826.97	18,708,918.61	632,554.78
Gloucester	120,161.36	1,499,495.26	1,412,178.50	87,316.76	1,412,178.50	87,316.76
Hudson	451,173.35	13,583,530.39	13,286,158.89	297,371.50	13,331,945.96	251,584.43
Hunterdon	58,270.12	754,429.12	660,339.63	94,089.49	660,339.63	94,089.49
Mercer	451,715.18	3,781,719.20	3,496,436.27	285,282.93	3,497,444.79	284,274.41
Middlesex	246,258.01	4,310,774.29	4,040,982.64	269,791.65	4,039,603.58	271,170.71
Monmouth	395,897.66	3,423,144.14	3,145,729.56	277,414.58	3,145,729.56	277,414.58
Morris	222,329.99	2,578,367.06	2,356,482.60	221,884.46	2,356,482.60	221,884.46
Ocean	63,581.48	830,861.86	758,273.44	72,588.42	759,929.62	70,932.24
Passaic	564,857.10	6,422,758.12	6,046,895.41	375,862.71	6,049,369.43	373,388.69
Salem	81,535.57	708,740.25	599,966.35	108,773.90	599,966.35	108,773.90
Somerset	160,960.57	1,462,426.22	1,244,388.17	218,038.05	1,244,400.17	218,026.05
Sussex	40,844.78	679,941.40	624,895.56	55,045.84	624,895.56	55,045.84
Union	525,167.45	6,481,941.26	6,025,942.61	455,998.65	6,051,281.54	430,659.72
Warren	70,487.98	933,166.11	847,243.84	85,922.27	847,243.84	85,922.27
Total	$6,084,752.00	$87,295,367.14	$82,234,359.95	$5,061,007.19	$82,371,567.43	$4,923,799.71

TABLE 3

COUNTIES	RECEIPTS FOR REPAIRS AND REPLACEMENTS						
	District Taxes	Notes Authorized by Vote of the District and Additional Funds by Board of Estimate	Sale of Buildings and Land	Sale of Furniture and Equipment	1% Emergency Fund	From Other Sources	Total Receipts
Atlantic	$145,614.79	.....	$865.00	$54.00	$585.62	$457.50	$147,576.91
Bergen	455,340.85	$11,683.75	1,270.00	168.50	63.39	10,294.50	478,829.99
Burlington	69,767.59	10,000.00	60.00	75.00	4,441.94	516.57	84,861.10
Camden	137,305.22	1,600.00	275.00	17.72	.....	904.71	140,102.65
Cape May	58,383.90	.....	156.00	30.00	722.92	1,480.00	60,772.82
Cumberland	36,600.00	.....	1,211.20	265.60	.....	103.94	38,180.74
Essex	808,016.58	.....	25.00	4,301.12	.....	17,165.93	829,508.63
Gloucester	52,932.89	.....	881.40	235.40	.....	51.47	54,101.16
Hudson	680,556.84	.....	.....	85.00	.....	5,142.12	685,783.96
Hunterdon	28,515.00	4,278.68	1,051.35	5.00	.....	614.91	34,464.94
Mercer	138,459.01	1,300.00	351.00	121.14	.....	471.85	140,703.00
Middlesex	176,440.00	.....	2,999.70	631.24	.....	4,022.06	184,093.00
Monmouth	178,188.05	6,524.41	1,293.00	178.03	.....	7,038.28	193,221.77
Morris	138,721.93	2,500.00	3,064.00	187.30	.....	2,291.24	146,764.47
Ocean	33,930.00	.....	3,500.00	.....	1,000.00	122.00	38,552.00
Passaic	210,685.87	.....	.....	23.00	.....	3,520.16	214,229.03
Salem	26,811.00	.....	73.25	28.96	500.00	943.13	28,356.34
Somerset	60,645.00	.....	1,186.00	131.75	.....	1,338.51	63,301.26
Sussex	27,875.00	.....	.....	5.00	.....	496.24	28,376.24
Union	313,466.41	.....	23,100.00	205.32	.....	1,634.80	338,406.53
Warren	46,778.14	900.00	770.00	8.62	2,160.00	1,070.82	51,687.58
Total	$3,825,043.07	$38,786.84	$42,131.90	$6,757.70	$9,473.87	$59,680.74	$3,981,874.12

TABLE 3—*Continued*

COUNTIES.	RECEIPTS FOR REPAIRS AND REPLACEMENTS		EXPENDITURES FOR REPAIRS AND REPLACEMENTS			
	Balances on Hand Beginning of Year	Total Receipts and Balances on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$28,417.39	$175,994.30	$137,256.87	$38,737.43	$137,358.87	$38,635.43
Bergen	110,288.00	589,117.99	493,121.24	95,996.75	497,922.24	91,195.75
Burlington	4,985.17	89,846.27	83,994.20	5,852.07	83,994.20	5,852.07
Camden	31,222.36	171,325.01	164,923.46	6,401.55	164,923.46	6,401.55
Cape May	8,001.51	68,774.33	58,683.62	10,090.71	59,257.91	9,516.42
Cumberland	12,677.61	50,858.35	43,736.83	7,121.52	43,736.83	7,121.52
Essex	178,666.36	1,008,174.99	921,135.53	87,039.46	933,508.24	74,666.75
Gloucester	9,555.72	63,656.88	50,881.07	12,775.81	50,881.07	12,775.81
Hudson	25,693.64	711,477.60	692,656.18	18,821.42	697,629.17	13,848.43
Hunterdon	2,023.03	36,487.97	30,493.87	5,994.10	30,493.87	5,994.10
Mercer	16,647.25	157,350.25	144,174.54	13,175.71	145,610.82	11,739.43
Middlesex	23,284.33	207,377.33	181,997.13	25,380.20	181,680.82	25,696.51
Monmouth	1,028.28	194,250.05	170,649.71	23,600.34	170,649.71	23,600.34
Morris	28,531.02	175,295.49	136,214.33	39,081.16	136,214.33	39,081.16
Ocean	24,752.64	63,304.64	55,916.79	7,387.85	55,916.79	7,387.85
Passaic	23,113.75	237,342.78	228,549.40	8,793.38	228,549.40	8,793.38
Salem	10,625.80	38,982.14	27,254.01	11,728.13	27,254.01	11,728.13
Somerset	24,108.69	87,409.95	71,229.23	16,180.72	71,229.23	16,180.72
Sussex	10,690.78	39,067.02	27,414.74	11,652.28	27,414.74	11,652.28
Union	74,739.54	413,146.07	321,416.68	91,729.39	331,694.09	81,451.98
Warren	8,899.86	60,587.44	46,395.70	14,191.74	46,395.70	14,191.74
Total	$657,952.73	$4,639,826.85	$4,088,095.13	$551,731.72	$4,122,315.50	$517,511.35

TABLE 4

COUNTIES	RECEIPTS FOR LAND, BUILDINGS, EQUIPMENT						
	Sale of Bonds or Notes for Purchase of Land	District Tax for Purchase of Land	Sale of Bonds or Notes to Erect, Enlarge and Furnish School Buildings	District Tax to Erect, Enlarge and Furnish School Buildings	From Other Sources	Total Receipts	Balance on Hand Beginning of Year
Atlantic	.....	$44,629.84	$7,750.00	$18,125.00	$11,189.93	$81,694.77	$139,379.13
Bergen	$221,315.00	41,841.06	1,217,992.47	110,395.89	52,214.95	1,643,759.37	391,945.97
Burlington	5,300.00	1,011.63	166,300.00	16,045.72	148.07	188,805.42	46,677.71
Camden	18,000.00	100.00	100,000.00	35,138.65	1,689.41	154,928.06	134,643.56
Cape May	.....	.....	.....	11,025.89	3,277.08	14,302.97	1,366.82
Cumberland	1,025.00	11,300.00	382,275.00	23,284.11	6,149.53	424,033.64	32,893.68
Essex	709,826.96	5,000.00	2,806,904.48	264,000.60	6,284.97	3,792,026.01	2,395,306.95
Gloucester	.....	1,837.00	229,500.00	20,895.91	.....	252,232.91	45,421.81
Hudson	85,000.00	13,891.00	1,724,431.36	16,562.50	117.65	1,840,002.51	1,686,094.49
Hunterdon	.....	.....	.....	2,800.00	1,410.00	4,210.00	*683.36
Mercer	.....	3,035.01	149,400.00	45,296.22	150.00	197,881.23	688,622.85
Middlesex	37,800.00	2,000.00	453,250.00	79,298.20	2,189.60	574,537.80	374,258.28
Monmouth	59,000.00	16,326.42	781,999.34	89,905.72	228.97	947,460.45	262,832.57
Morris	26,000.00	1,200.00	635,800.00	61,928.07	8,687.65	733,615.72	237,433.80
Ocean	3,500.00	1,000.00	154,000.00	4,825.00	30.00	163,355.00	138,606.66
Passaic	72,000.00	1,000.00	707,197.58	7,200.00	170.06	787,567.64	422,982.81
Salem	.....	.....	200,148.00	1,400.00	2,000.00	203,548.00	1,754.03
Somerset	.....	.....	133,000.00	29,025.00	200.00	162,225.00	20,924.99
Sussex	10,300.00	.....	10,000.00	5,896.89	67.95	26,264.84	*693.78
Union	166,000.00	4,000.00	1,849,983.25	41,178.13	1,992.04	2,063,153.42	334,614.33
Warren	.....	10,500.00	273,419.75	.....	4,883.27	288,803.02	5,447.67
Total	$1,415,066.96	$158,671.96	$11,983,351.23	$884,236.50	$103,081.13	$14,544,407.78	$7,359,830.97

* Denotes deficit.

TABLE 4—*Continued*

COUNTIES	Total Receipts and Balances on Hand Beginning of Year	EXPENDITURES FOR LAND, BUILDINGS, EQUIPMENT			
		Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$221,073.90	$156,274.45	$64,799.45	$191,889.30	$29,184.60
Bergen	2,035,705.34	1,459,128.82	576,576.52	1,463,661.29	572,044.05
Burlington	235,483.13	233,878.13	1,605.00	233,878.13	1,605.00
Camden	289,571.62	222,888.46	66,683.16	222,888.46	66,683.16
Cape May	15,669.79	14,931.45	738.34	14,931.45	738.34
Cumberland	456,927.32	435,143.62	21,783.70	436,716.24	20,211.08
Essex	6,187,332.96	3,869,406.71	2,317,926.25	4,535,621.42	1,651,711.54
Gloucester	297,654.72	281,097.18	16,557.54	281,097.18	16,557.54
Hudson	3,526,097.00	2,491,106.37	1,034,990.63	2,508,783.22	1,017,313.78
Hunterdon	3,526.64	2,710.06	816.58	2,710.06	816.58
Mercer	886,504.08	791,006.56	95,497.52	797,031.25	89,472.83
Middlesex	948,796.08	823,234.98	125,561.10	823,234.98	125,561.10
Monmouth	1,210,293.02	1,056,668.40	153,624.62	1,067,415.53	142,877.49
Morris	971,049.52	530,967.56	440,081.96	530,967.56	440,081.96
Ocean	301,961.66	257,914.49	44,047.17	257,914.49	44,047.17
Passaic	1,210,550.45	852,341.92	358,208.53	852,341.92	358,208.53
Salem	205,302.03	191,014.97	14,287.06	191,014.97	14,287.06
Somerset	183,149.99	174,879.38	8,270.61	174,879.38	8,270.61
Sussex	25,571.06	25,249.95	321.11	25,249.95	321.11
Union	2,397,767.75	1,597,134.75	800,633.00	2,035,364.07	362,403.68
Warren	294,250.69	111,472.85	182,777.84	111,472.85	182,777.84
Total	$21,904,238.75	$15,578,451.06	$6,325,787.69	$16,759,063.70	$5,145,175.05

* Deficit

TABLE 5

COUNTIES.	RECEIPTS FOR LIBRARY						EXPENDITURES FOR LIBRARY			
	State Library Commission	District Tax	Other Sources	Total Receipts	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$220.00	$1,285.00	$54.59	$1,559.59	$3,922.65	$5,482.24	$2,469.71	$3,012.53	$2,469.71	$3,012.53
Bergen	740.00	36,217.98	709.05	37,667.03	4,161.91	41,828.94	35,336.26	6,492.68	35,336.26	6,492.68
Burlington	140.00	4,117.77	59.20	4,316.97	785.72	5,102.69	5,068.88	33.81	5,068.88	33.81
Camden	370.00	6,800.00	114.55	7,284.55	959.78	8,244.33	7,404.42	839.91	7,404.42	839.91
Cape May	.....	1,000.00	.....	1,000.00	69.44	1,069.44	649.92	419.52	649.92	419.52
Cumberland	730.00	2,970.00	458.44	4,158.44	415.10	4,573.54	3,667.73	905.81	3,667.73	905.81
Essex	840.00	45,993.16	321.96	47,155.12	11,831.45	58,986.57	48,779.00	10,207.57	49,471.74	9,514.83
Gloucester	500.00	1,550.00	543.91	2,593.91	809.67	3,403.58	2,116.96	1,286.62	2,116.96	1,286.62
Hudson	390.00	14,230.00	72.35	14,692.35	360.91	15,053.26	12,993.81	2,059.45	13,021.06	2,032.20
Hunterdon	40.00	140.00	.34	180.34	156.31	336.65	180.89	155.76	180.89	155.76
Mercer	40.00	15,214.86	10.27	15,265.13	14,477.51	29,742.64	19,381.67	10,360.97	19,381.67	10,360.97
Middlesex	390.00	18,620.00	425.96	19,435.96	1,960.50	21,396.46	17,323.12	4,073.34	17,328.92	4,067.54
Monmouth	410.00	10,301.47	350.00	11,061.47	1,797.51	12,858.98	9,930.22	2,928.76	9,330.22	2,928.76
Morris	70.00	4,235.00	142.81	4,447.81	754.38	5,202.19	4,471.59	730.60	4,471.59	730.60
Ocean	80.00	1,520.00	.....	1,600.00	1,969.03	3,569.03	2,884.88	684.15	2,884.88	684.15
Passaic	180.00	550.00	852.95	1,582.95	787.14	2,370.09	1,792.13	577.96	1,792.13	577.96
Salem	140.00	800.00	60.00	1,000.00	800.19	1,800.19	713.58	1,086.61	713.58	1,086.61
Somerset	90.00	1,200.00	144.55	1,434.55	248.85	1,683.40	972.63	710.77	972.63	710.77
Sussex	.....	2,850.00	2.93	2,852.93	547.32	3,400.25	2,817.88	582.37	2,817.88	582.37
Union	590.00	29,180.00	504.96	30,274.96	1,208.52	31,483.48	29,779.66	1,703.82	29,958.04	1,525.44
Warren	50.00	1,710.00	147.69	1,907.69	314.28	2,221.97	1,161.14	1,060.83	1,161.14	1,060.83
Total	$6,010.00	$200,485.24	$4,976.51	$211,471.75	$48,338.17	$259,809.92	$209,869.08	$49,913.84	$210,800.25	$49,009.67

TABLE 6

COUNTIES	RECEIPTS FOR MANUAL TRAINING						
	State Appropriation	Federal Funds	District Taxes	Subscriptions, Entertainments, Etc	Sale of Materials and Products	Other Sources	Total Receipts
Atlantic	$33,057.39	.....	$65,162.50	.....	$160.45	.....	$98,380.34
Bergen	124,293.50	.....	223,168.50	.....	4,016.20	$3,331.08	354,809.28
Burlington	26,572.05	.....	25,315.00	$89.02	1,027.35	.....	53,003.42
Camden	36,500.00	.....	132,800.00	.....	875.84	161.61	170,337.45
Cape May	20,375.00	.....	20,315.00	.....	99.48	.....	40,789.48
Cumberland	16,750.00	.....	29,530.00	.....	700.37	10.00	46,990.37
Essex	69,825.00	.....	296,191.39	.....	11,659.03	.....	377,675.42
Gloucester	26,843.71	.....	26,350.00	28.00	1,543.22	355.47	55,120.40
Hudson	49,500.00	.....	443,236.44	.....	2,965.99	.85	495,703.28
Hunterdon	8,634.72	.....	8,450.00	.....	293.25	275.20	17,653.17
Mercer	16,500.00	.....	167,066.79	.....	800.43	.....	184,367.22
Middlesex	44,045.00	.....	105,455.50	10.64	1,661.41	.....	151,172.55
Monmouth	42,300.00	.....	64,193.78	.....	923.91	5.00	107,422.69
Morris	34,599.63	.....	40,255.00	.....	831.62	.....	75,686.25
Ocean	9,000.00	.....	9,000.00	.....	80.42	.....	18,080.42
Passaic	32,200.00	.....	193,240.00	.....	4,294.56	146.22	229,880.78
Salem	9,100.00	.....	8,125.00	.....	68.90	13.03	17,306.93
Somerset	18,325.00	.....	19,325.00	.....	377.17	140.00	38,167.17
Sussex	11,300.00	.....	12,615.11	.....	491.62	1,316.81	25,723.54
Union	62,150.00	.....	224,685.00	.....	2,257.80	52.50	289,145.30
Warren	7,250.00	.....	14,975.00	.....	145.41	.....	22,370.41
Total	$699,121.00	.....	$2,129,455.01	$127.66	$35,274.43	$5,807.77	$2,869,785.87

TABLE 6—*Continued*

COUNTIES	RECEIPTS FOR MANUAL TRAINING		EXPENDITURES FOR MANUAL TRAINING			
	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$36,175.61	$134,555.95	$97,294.23	$37,261.72	$97,294.23	$37,261.72
Bergen	40,609.38	395,418.66	334,891.14	60,527.52	334,945.97	60,472.69
Burlington	8,957.27	61,960.69	48,649.90	13,310.79	48,649.90	13,310.79
Camden	21,530.01	191,867.46	165,674.42	26,193.04	165,674.42	26,193.04
Cape May	10,673.40	51,462.88	40,720.67	10,742.21	40,736.83	10,726.05
Cumberland	10,526.82	57,517.19	49,498.31	8,018.88	49,498.31	8,018.88
Essex	84,578.11	462,253.53	396,302.33	65,951.20	410,403.53	51,850.00
Gloucester	23,520.49	78,640.89	55,675.43	22,965.46	55,675.43	22,965.46
Hudson	40,847.66	536,550.94	511,062.20	25,488.74	511,342.17	25,208.77
Hunterdon	5,581.54	23,234.71	16,713.81	6,520.90	16,713.81	6,520.90
Mercer	17,375.92	201,743.14	182,516.70	19,226.44	182,534.59	19,208.55
Middlesex	17,363.02	168,535.57	149,131.62	19,403.95	149,201.82	19,333.75
Monmouth	11,984.63	119,407.32	100,135.20	19,272.12	100,135.20	19,272.12
Morris	19,019.04	94,705.29	77,002.77	17,702.52	77,002.77	17,702.52
Ocean	11,570.51	29,650.93	16,507.47	13,143.46	16,507.47	13,143.46
Passaic	17,294.35	247,175.13	220,741.80	26,433.33	220,741.80	26,433.33
Salem	5,464.60	22,771.53	15,709.91	7,061.62	15,709.91	7,061.62
Somerset	16,338.93	54,506.10	38,541.61	15,964.49	38,541.61	15,964.49
Sussex	5,467.17	31,190.71	24,877.49	6,313.22	24,877.49	6,313.22
Union	26,201.72	315,347.02	288,442.92	26,904.10	290,039.43	25,307.59
Warren	1,578.81	23,949.22	21,873.64	2,075.58	21,873.64	2,075.58
Total	$432,658.99	$3,302,444.86	$2,851,963.57	$450,481.29	$2,868,100.33	$434,344.53

TABLE 7

COUNTIES	RECEIPTS FOR VOCATIONAL							EXPENDITURES FOR VOCATIONAL			
	State Appropriation	Federal Appropriation	District Taxes, Also County Taxes for County Schools	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balance on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$40,000.00	$20,288.98	$132,850.00	$16,942.31	$210,081.29	$49,597.38	$259,678.67	$202,197.18	$57,481.49	$202,197.18	$57,481.49
Bergen	700.00	538.50	950.00	32.00	2,220.50	3,132.43	5,352.93	717.00	4,635.93	717.00	4,635.93
Burlington	2,016.66	2,828.10	2,150.00	.....	6,994.76	1,856.46	8,851.22	6,597.93	2,253.29	6,597.93	2,253.29
Camden	20,000.00	8,336.92	117,169.18	2,645.38	148,151.48	27,717.94	175,869.42	140,767.25	35,102.17	140,767.25	35,102.17
Cape May	2,300.00	1,560.01	2,300.00	55.32	6,215.33	4,160.96	10,376.29	6,605.01	3,771.28	6,605.01	3,771.28
Cumberland	6,213.67	5,486.70	7,500.00	.....	19,200.37	8,709.36	27,909.73	17,905.13	10,004.60	17,905.13	10,004.60
Essex	60,000.00	34,676.16	529,174.13	24,212.03	648,062.32	70,665.68	718,728.00	663,874.23	54,853.77	665,792.64	52,935.36
Gloucester	4,800.00	2,024.53	2,800.00	2,000.00	11,624.53	308.64	11,933.17	7,797.92	4,135.25	7,797.92	4,135.25
Hudson	1,301.00	13,274.41	142,655.00	886.76	158,117.17	108,897.73	267,014.90	229,047.79	37,967.11	229,678.98	37,335.92
Hunterdon	2,370.16	3,922.86	3,087.50	.....	9,380.52	2,645.14	12,025.66	10,120.27	1,905.39	10,120.27	1,905.39
Mercer	750.00	648.00	1,169.56	.....	2,567.56	4,883.37	7,450.93	1,994.47	5,456.46	1,994.47	5,456.46
Middlesex	27,253.75	7,297.96	109,817.04	1,805.54	146,174.29	12,036.97	158,211.26	155,412.87	2,798.39	155,412.87	2,798.39
Monmouth	2,437.50	2,828.10	2,437.50	900.00	8,603.10	3,906.25	12,509.35	19,906.81	*7,397.46	19,906.81	*7,397.46
Morris	1,000.00	1,505.28	2,000.00	.....	4,505.28	1,095.12	5,600.40	3,722.40	1,878.00	3,722.40	1,878.00
Ocean	.....	800.00	.....	.....	800.00	.....	800.00	680.00	120.00	680.00	120.00
Passaic	47,425.41	17,220.56	73,434.16	16,647.45	154,727.58	88,747.28	243,474.86	144,317.40	99,157.46	144,317.40	99,157.46
Salem	2,315.78	2,554.42	2,575.00	18.50	7,463.70	4,385.09	11,848.79	5,435.50	6,413.29	5,435.50	6,413.29
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	2,399.98	4,300.03	3,000.00	46.76	9,746.77	*13.19	9,733.58	9,197.92	535.66	9,197.92	535.66
Union	35,068.18	9,338.95	73,993.20	1,174.15	119,574.48	31,425.73	151,000.21	109,236.34	41,763.87	110,225.47	40,774.74
Warren	1,250.00	1,140.36	1,250.00	.....	3,640.36	*498.53	3,141.83	2,789.62	352.21	2,789.62	352.21
Total	$259,602.09	$140,570.83	$1,210,312.27	$67,366.20	$1,677,851.39	$423,659.81	$2,101,511.20	$1,738,323.04	$363,188.16	$1,741,861.77	$359,649.43

* Deficit.

TABLE 8

COUNTIES	RECEIPTS FOR CONTINUATION								EXPENDITURES FOR CONTINUATION			
	State Appropriation	Federal Appropriation	District Taxes	From County for Continuation Classes in County Vocational Schools	Other Sources	Total Receipts	Balance on Hand Beginning Year	Total Receipts and Balance on Hand Beginning Year	Cash Expenditures	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	.....	$2,452.69	$4,643.54	.....	.....	$7,096.23	$7,606.28	$14,702.51	$8,730.71	$5,971.80	$8,730.71	$5,971.80
Bergen	.....	3,865.77	6,715.00	.....	$3.00	10,583.77	11,053.30	21,637.07	14,851.23	6,785.84	14,863.62	6,773.45
Burlington	.....	2,220.55	2,184.55	.....	.....	4,405.10	1,063.16	5,468.26	4,338.00	1,130.26	4,338.00	1,130.26
Camden	.....	1,857.18	32,350.00	.....	.....	34,207.18	6,580.86	40,788.04	31,569.82	9,218.22	31,569.82	9,218.22
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	1,958.12	5,908.50	.....	21.59	7,888.21	1,424.41	9,312.62	6,953.62	2,359.00	6,953.62	2,359.00
Essex	.....	.....	84,786.62	$17,691.85	7,184.08	109,662.55	11,572.63	121,235.18	117,201.11	4,034.07	117,285.68	3,949.50
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	9,098.17	86,067.17	.....	.....	95,165.34	34,366.93	129,532.27	95,573.24	33,959.03	95,687.36	33,844.91
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	1,707.80	37,133.32	.....	40.00	38,881.12	4,628.83	43,509.95	34,739.55	8,770.40	34,739.55	8,770.40
Middlesex	$2,213.93	4,369.60	23,270.00	18,308.80	50.31	48,212.64	6,016.87	54,229.51	43,460.72	10,768.79	43,465.96	10,763.55
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	700.00	.....	.....	700.00	343.81	1,043.81	.....	1,043.81	.....	1,043.81
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	3,815.30	78,355.00	.....	200.00	82,370.30	3,723.85	86,094.15	74,834.53	11,259.62	74,834.53	11,259.62
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	4,097.92	33,140.50	.....	34.53	37,272.95	6,452.30	43,725.25	36,134.00	7,591.25	36,234.69	7,490.56
Warren	.....	676.26	2,200.00	.....	.....	2,876.26	576.75	3,453.01	2,764.75	688.26	2,764.75	688.26
Total	$2,213.93	$36,119.36	$397,454.20	$36,000.65	$7,533.51	$479,321.65	$95,409.98	$574,731.63	$471,151.28	$103,580.35	$471,468.29	$103,263.34

TABLE 9

COUNTIES	RECEIPTS FOR EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS.						EXPENDITURES FOR EVENING SCHOOL FOR FOREIGN-BORN RESIDENTS			
	State Appropriation	District Taxes	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balances on Hand Beginning of Year	Cash Expenditures During Year	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$2,000.00	$2,000.00	.....	$4,000.00	$512.49	$4,512.49	$3,540.00	$972.49	$3,540.00	$972.49
Bergen	11,577.00	11,527.00	$2,369.31	25,473.31	3,878.40	29,351.71	19,886.72	9,464.99	19,936.72	9,414.99
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	500.00	500.00	.....	1,000.00	1,047.34	2,047.34	744.00	1,303.34	744.00	1,303.34
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	150.00	150.00	.....	300.00	154.64	454.64	322.30	132.34	322.30	132.34
Essex	3,878.46	7,163.71	460.80	11,502.97	14,470.87	25,973.84	7,384.39	18,589.45	7,384.39	18,589.45
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	9,228.00	15,053.00	376.60	24,657.60	3,630.04	28,287.64	25,520.41	2,767.23	25,520.41	2,767.23
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,400.00	4,295.08	.....	6,695.08	2,409.72	9,104.80	6,386.23	2,718.57	6,386.23	2,718.57
Middlesex	5,275.00	5,575.00	485.00	11,335.00	14,075.10	25,410.10	12,564.26	12,845.84	12,564.26	12,845.84
Monmouth	1,302.00	662.32	295.00	2,259.32	821.23	3,080.55	2,159.32	921.23	2,159.32	921.23
Morris	150.00	150.00	.....	300.00	815.25	1,115.25	682.16	433.09	682.16	433.09
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	2,225.00	2,225.00	.....	4,450.00	745.63	5,195.63	4,130.86	1,064.77	4,130.86	1,064.77
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	1,000.00	1,000.00	.....	2,000.00	940.54	2,940.54	1,891.38	1,049.16	1,891.38	1,049.16
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	8,660.00	10,535.00	.....	19,195.00	6,873.40	26,068.40	15,427.92	10,640.48	15,427.92	10,640.48
Warren	.....	176.60	.....	176.60	258.80	435.40	435.40	.....	435.40	.....
Total	$48,345.46	$61,012.71	$3,986.71	$113,344.88	$50,633.45	$163,978.33	$101,075.35	$62,902.98	$101,125.35	$62,852.98

TABLE 10

COUNTIES	RECEIPTS FOR REDEMPTION OF BONDS, AUTHORIZED NOTES AND INTEREST ON SAME					RECEIPTS FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME			
	District Taxes to Redeem Serial Bonds	District Taxes to Pay Interest on Bonds	District Taxes to Redeem Authorized Notes	District Taxes to Pay Interest on Authorized Notes	District Taxes for Sinking Fund Requirements	Other Sources	Total Receipts	Balance on Hand Beginning of Year	Total Receipts and Balance on Hand Beginning of Year
Atlantic	$472,500.00	$341,358.05	$2,000.00	$912.50	$4,396.23	$1,000.00	$822,166.78	$10,473.67	$832,640.45
Bergen	780,140.00	1,012,272.94	58,430.00	16,165.39	71,791.98	10,739.44	1,949,539.75	74,490.82	2,024,030.57
Burlington	121,146.00	123,650.75	26,166.65	7,242.08	3,049.78	1,305.04	282,560.30	2,526.90	285,087.20
Camden	365,400.00	531,677.46	7,812.86	727.05	32,631.27	9,153.84	947,402.48	7,098.93	954,501.41
Cape May	66,700.00	87,633.75	6,514.16	12.53	3,350.06	.....	164,210.50	*1,570.21	162,640.29
Cumberland	75,560.00	103,092.75	7,150.00	315.00	4,950.72	.....	191,068.47	2,186.50	193,254.97
Essex	1,380,005.00	2,371,367.40	36,346.03	17,453.84	205,780.76	6,310.88	3,997,263.91	80,435.04	4,077,698.95
Gloucester	161,643.54	134,442.19	6,100.00	87.50	1,436.63	7,966.67	311,676.53	18,370.91	330,047.44
Hudson	964,500.00	1,592,950.67	.....	53,136.28	109,539.60	.....	2,720,126.55	.....	2,720,126.55
Hunterdon	27,150.00	30,414.04	10,145.00	869.91	282.18	.....	68,861.13	1,705.58	70,566.71
Mercer	283,650.00	470,899.26	14,548.30	11,009.67	32,750.59	535.45	813,393.27	30,835.32	844,228.59
Middlesex	382,902.50	464,645.90	27,504.23	7,818.70	21,241.69	945.06	905,058.08	36,024.99	941,083.07
Monmouth	266,100.00	310,646.10	41,166.33	2,102.10	18,950.50	500.00	639,465.03	18,502.23	657,967.26
Morris	196,050.00	224,569.45	17,199.90	8,219.85	2,501.02	4,734.61	453,274.83	4,730.04	458,004.87
Ocean	62,961.25	77,298.72	7,355.00	1,133.00	381.62	3,687.37	152,816.96	32,884.27	185,701.23
Passaic	397,400.00	656,690.51	5,200.00	8,754.81	30,762.91	3,044.26	1,101,852.49	7,764.02	1,109,616.51
Salem	38,056.00	23,680.58	12,000.00	.....	.....	.....	73,736.58	324.35	74,060.93
Somerset	91,000.00	97,140.26	20,672.07	1,822.97	1,671.35	416.71	212,723.36	*2,253.26	210,470.10
Sussex	39,900.00	24,992.00	6,050.00	173.44	33.04	135.00	71,283.48	9,993.83	81,277.31
Union	557,500.00	944,454.57	4,000.00	12,466.63	32,526.20	20,927.12	1,571,874.52	22,357.23	1,594,231.75
Warren	48,100.00	63,855.97	13,891.00	2,229.51	.....	1,187.00	129,263.48	1,192.75	130,456.23
Total	$6,758,364.29	$9,687,733.32	$330,251.53	$152,652.76	$578,028.13	$72,588.45	$17,579,618.48	$358,073.91	$17,937,692.39

* Denotes deficit.

TABLE 10—*Continued*

COUNTIES.	EXPENDITURES FOR BONDS, AUTHORIZED NOTES AND INTEREST ON SAME			
	Cash Expenditures	Cash Balance on Hand at Close of Year	Contractual Orders	Free Balance
Atlantic	$825,381.01	$7,259.44	$825,381.01	$7,259.44
Bergen	1,988,770.20	35,260.37	1,988,770.20	35,260.37
Burlington	276,081.29	9,005.91	276,081.29	9,005.91
Camden	944,469.70	10,031.71	956,469.70	*1,968.29
Cape May	160,000.76	2,039.53	160,000.76	2,039.53
Cumberland	190,786.43	2,468.54	190,786.43	2,468.54
Essex	3,969,757.91	107,941.04	3,969,757.91	107,941.04
Gloucester	317,564.96	12,482.48	317,564.96	12,482.48
Hudson	2,720,126.55	.....	2,720,126.55	.....
Hunterdon	68,938.78	1,627.93	68,938.78	1,627.93
Mercer	835,837.06	8,391.53	835,837.06	8,391.53
Middlesex	913,350.08	27,732.99	913,350.08	27,732.99
Monmouth	634,824.91	23,142.35	634,824.91	23,142.35
Morris	452,075.64	5,929.23	452,075.64	5,929.23
Ocean	146,228.11	39,473.12	146,228.11	39,473.12
Passaic	1,096,850.73	12,765.78	1,096,850.73	12,765.78
Salem	71,949.98	2,110.95	71,949.98	2,110.95
Somerset	206,690.63	3,779.47	206,690.63	3,779.47
Sussex	71,415.00	9,862.31	71,415.00	9,862.31
Union	1,548,446.24	45,785.51	1,548,446.24	45,785.51
Warren	127,536.48	2,919.75	127,536.48	2,919.75
Total	$17,567,682.45	$370,009.94	$17,579,682.45	$358,009.94

TABLE 11

COUNTIES	SUMMARY OF RECEIPTS, EXPENDITURES, CASH BALANCES					CONTRACTUAL ORDERS—FREE BALANCES.	
	Totals of Receipts During the Year	Totals of Free Balances Beginning of Year	Totals of All Cash Receipts During Year and Free Balances on Hand Beginning of Year	Totals of All Cash Expenditures During Year	Totals of All Cash Balances at Close of Year	Totals of All Contractual Orders During the Year	Totals of All Free Balances at Close of Year
Atlantic	$4,069,171.64	$604,103.14	$4,673,274.78	$4,252,574.27	$420,700.51	$4,288,650.20	$384,624.58
Bergen	12,778,523.90	1,441,949.81	14,220,473.71	12,606,316.06	1,614,157.65	12,627,065.64	1,593,408.07
Burlington	2,430,359.17	161,503.67	2,591,862.84	2,441,097.56	150,765.28	2,441,097.56	150,765.28
Camden	5,859,809.64	520,184.98	6,379,994.62	6,027,618.76	352,375.86	6,050,264.96	329,729.66
Cape May	977,755.62	137,574.54	1,115,330.16	1,018,083.53	97,246.63	1,019,407.44	95,922.72
Cumberland	1,791,940.30	157,621.85	1,949,562.15	1,820,211.91	129,350.24	1,821,784.53	127,777.62
Essex	28,240,769.89	3,761,088.52	32,001,857.41	28,663,487.63	3,338,369.78	29,398,144.16	2,603,713.25
Gloucester	2,066,683.34	218,148.60	2,284,831.94	2,127,312.02	157,519.92	2,127,312.02	157,519.92
Hudson	19,166,605.80	2,351,064.75	21,517,670.55	20,064,245.44	1,453,425.11	20,133,734.88	1,383,935.67
Hunterdon	830,909.10	69,698.36	900,607.46	789,497.31	111,110.15	789,497.31	111,110.15
Mercer	4,729,757.63	1,231,595.95	5,961,353.58	5,512,473.05	448,880.53	5,520,960.43	440,393.15
Middlesex	6,104,535.60	731,278.07	6,835,813.67	6,337,457.42	498,356.25	6,335,843.29	499,970.38
Monmouth	4,936,740.31	696,770.36	5,633,510.67	5,140,004.13	493,506.54	5,150,751.26	482,759.41
Morris	3,775,331.43	515,052.45	4,290,383.88	3,561,619.05	728,764.83	3,561,619.05	728,764.83
Ocean	1,142,484.76	273,364.59	1,415,849.35	1,238,405.18	177,444.17	1,240,061.36	175,787.99
Passaic	8,434,561.79	1,130,015.93	9,564,577.72	8,670,454.18	894,123.54	8,672,928.20	891,649.52
Salem	958,616.23	104,889.63	1,063,505.86	912,044.30	151,461.56	912,044.30	151,461.56
Somerset	1,781,316.99	221,269.31	2,002,586.30	1,738,593.03	263,993.27	1,738,605.03	263,981.27
Sussex	803,344.42	66,836.91	870,181.33	785,868.54	84,312.79	785,868.54	84,312.79
Union	10,425,670.97	1,029,040.22	11,454,711.19	9,971,961.12	1,482,750.07	10,448,671.49	1,006,039.70
Warren	1,363,403.53	88,258.37	1,451,661.90	1,161,673.42	289,988.48	1,161,673.42	289,988.48
Total	$122,668,291.06	$15,511,310.01	$138,179,601.07	$124,840,997.91	$13,338,603.16	$126,225,985.07	$11,953,616.00

TABLE 12

COUNTIES	RECEIPTS AND EXPENDITURES—NON-REVENUE SOURCES			RESERVE TO PAY OUTSTANDING ORDERS			GRAND TOTALS	
	From Sinking Fund Commission to Pay Term Bonds	From Temporary Loans	From Sale of Permanent Bonds to Pay Temporary Loan Bonds	Receipts—Balance on Hand, July 1, 1930 and Reserve for Orders of Previous Year	Expenditures—Payment During the Year of Previous Years' Orders	Cash Balance in Reserve at Close of Year	Receipts During the Year and Balance on Hand Beginning Year, Including Receipts from Non-Revenue Sources and Reserves	Expenditures During the Year, Including Amounts from Non-Revenue Sources and Reserve
Atlantic	$4,000.00	$89,200.00	$12,000.00	$33,132.68	$32,487.68	$645.00	$4,811,607.46	$4,390,261.95
Bergen	60,000.00	15,000.00	197,915.79	7,388.23	3,587.88	3,800.35	14,500,777.73	12,882,819.73
Burlington	700.00	29,400.00	50,000.00	.....	.....	.....	2,671,962.84	2,521,197.56
Camden	14,500.00	713,048.75	.....	6,930.93	6,930.93	.....	7,114,474.30	6,762,098.44
Cape May	6,000.00	4,900.00	.....	.....	.....	.....	1,126,230.16	1,028,983.53
Cumberland	500.00	.....	.....	75.45	75.45	.....	1,950,137.60	1,820,787.36
Essex	76,000.00	.....	500,000.00	2,404,567.17	2,395,731.20	8,835.97	34,982,424.58	31,635,218.83
Gloucester	2,500.00	77,887.50	11,500.00	13,000.00	13,000.00	.....	2,389,719.44	2,232,199.52
Hudson	616,000.00	.....	1,617,483.00	93,454.76	76,631.46	16,823.30	23,844,608.31	22,374,359.90
Hunterdon	.....	2,500.00	.....	.....	.....	.....	903,107.46	791,997.31
Mercer	104,700.00	20,200.00	.....	15,358.31	11,740.97	3,617.34	6,101,611.89	5,649,114.02
Middlesex	15,500.00	154,000.00	.....	34,773.87	34,716.89	56.98	7,040,087.54	6,541,674.31
Monmouth	55,000.00	.....	12,000.00	30.00	30.00	.....	5,700,540.67	5,207,034.13
Morris	2,000.00	62,024.03	.....	.....	.....	.....	4,354,407.91	3,625,643.08
Ocean	.....	.....	.....	878.18	748.10	130.08	1,416,727.53	1,239,153.28
Passaic	49,500.00	.....	26,000.00	742.51	739.86	2.65	9,640,820.23	8,746,694.04
Salem	.....	12,000.00	.....	.....	.....	.....	1,075,505.86	924,044.30
Somerset	12,000.00	.....	65,000.00	.....	.....	.....	2,079,586.30	1,815,593.03
Sussex	.....	1,700.00	.....	.....	.....	.....	871,881.33	787,568.54
Union	52,000.00	.....	1,258,516.75	339,177.10	337,438.79	1,738.31	13,104,405.04	11,619,916.66
Warren	10,000.00	.....	.....	.....	.....	.....	1,461,661.90	1,171,673.42
Total	$1,080,900.00	$1,181,860.28	$3,750,415.54	$2,949,509.19	$2,913,859.21	$35,649.98	$147,142,286.08	$133,768,032.94

TABLE 13-A
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	School Elections	Expenses Board of Education Members	Salary Secretary or District Clerk	Traveling Expenses Secretary or District Clerk	Salary Assistant Secretary	Secretary's or District Clerk's Office Clerk Hire	Secretary's or District Clerk's Office Expenses	Salary of Custodian	Legal Services Salary and Expenses	Administration of Jo-Ordinate Activities. Salary
Atlantic	$225.20	$986.46	$22,525.00	$121.92	.....	$8,775.00	$2,043.51	$3,932.50	$4,465.02	$2,100.00
Bergen	9,041.08	5,266.40	73,911.86	558.47	$4,137.57	8,709.42	10,517.88	17,352.23	8,320.03	25.00
Burlington	1,155.46	2,063.97	13,938.24	99.66	.....	1,130.00	1,816.98	4,470.00	523.00	.....
Camden	1,529.52	2,748.24	26,788.65	972.02	.....	4,491.50	5,457.90	5,212.46	3,008.77	.....
Cape May	148.83	669.14	7,989.97	177.90	.....	.....	1,525.04	2,084.87	979.96	.....
Cumberland	649.44	1,031.62	6,980.00	89.37	25.00	1,000.00	757.98	1,590.00	2,266.99	.....
Essex	1,293.97	2,204.23	65,104.09	715.74	9,200.00	62,404.96	14,773.96	7,084.72	13,819.92	.....
Gloucester	1,188.82	1,003.56	12,146.56	108.25	.....	230.00	1,585.42	3,075.00	1,551.14	.....
Hudson	53.50	3,138.00	41,749.70	826.40	13,203.76	51,755.22	10,796.31	9,266.77	16,724.35	12,997.68
Hunterdon	303.57	525.00	5,287.25	50.18	.....	.....	669.41	1,586.00	68.25	.....
Mercer	545.86	496.50	15,995.50	200.41	.....	12,107.22	3,414.16	3,601.50	1,313.24	5,550.31
Middlesex	2,455.52	2,327.36	26,760.83	1,051.51	.....	7,565.00	3,519.00	8,344.84	5,279.61	2,400.00
Monmouth	1,319.52	3,579.06	31,912.97	808.35	100.00	6,115.01	3,134.24	6,520.08	4,019.75	.....
Morris	1,437.31	841.59	21,160.67	174.08	805.00	625.00	2,922.84	6,764.78	2,986.92	.....
Ocean	713.86	2,041.70	7,028.97	60.60	.....	20.00	898.49	2,208.25	270.57	.....
Passaic	846.64	1,334.39	18,433.31	303.05	10,829.25	13,836.16	11,025.55	3,363.56	3,482.50	1,540.00
Salem	449.38	287.00	5,399.14	7.80	.....	.....	242.61	1,601.67	278.64	.....
Somerset	677.06	725.72	13,085.00	201.29	103.56	.....	1,174.55	3,817.50	229.79	.....
Sussex	390.67	1,205.61	6,285.00	62.35	.....	.....	547.11	1,981.92	603.52	.....
Union	1,728.12	1,469.97	35,954.80	799.99	5,100.00	20,345.38	7,332.03	6,886.32	7,241.47	484.00
Warren	725.71	778.56	7,991.88	36.13	9.00	1,131.57	1,286.58	2,031.22	1,300.20	.....
Total	$26,879.04	$34,724.08	$466,429.39	$7,425.47	$43,513.14	$200,241.44	$85,441.55	$102,776.19	$78,733.64	$25,096.99

TABLE 13-A—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Administration of Co-Ordinate Activities. Expenses	Census	Salary Business Manager	Traveling Expenses Business Manager	Business Manager's Clerk Hire	Business Manager's Office Expenses	Salary Purchasing Agent	Traveling Expenses Purchasing Agent	Purchasing Agent's Office Clerk Hire	Purchasing Agent's Office Expenses
Atlantic	$1,340.96	$61.56	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	93.76	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	25.00	.....	.....	.....	.....	$3,000.00	.....	$1,600.00	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	$1,050.00	$83.60	.....	.....	.....	.....	.....	.....
Essex	.....	.....	13,000.00	.....	$22,406.94	$3,759.11	7,000.00	$63.83	30,002.70	$2,933.99
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	729.88	.....	5,451.66	125.00	3,660.00	34.17	.....	.....	272.00	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	456.36	649.45	.....	.....	.....	.....	3,999.84	4.40	4,223.98	1,028.72
Middlesex	518.70	303.06	3,000.00	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	8,000.04	211.98	.....	108.86	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	50.00	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	4,500.00	107.00	6,083.50	995.95	3,500.00	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$3,045.90	$1,182.83	$35,001.70	$527.58	$32,150.44	$4,898.09	$17,499.84	$68.23	$36,098.68	$3,962.71

TABLE 13-A—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Store House Salaries	Store House Other Expense	SUPERVISOR OF BUILDINGS AND EQUIPMENT			SUPERVISOR OF JANITORIAL SERVICE		School Architect and Engineer Salary and Expenses	Operation and Maintenance Administration Buildings and Equipment	Autos and Trucks Purchase Cost
			Salary	Expenses	Clerk Hire	Salary	Expenses			
Atlantic	$3,767.50	$111.05	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	$2,625.00	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	1,800.00	$84.00	.....	.....	.....	.....	.....	.....
Camden	3,800.00	.....	3,500.00	.....	$1,200.00	.....	.....	$200.00	.....	$1,065.00
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	26,978.35	1,424.83	15,900.00	40.00	.....	$1,500.00	.....	.....	$4,685.78	3,396.23
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	12,377.17	918.11	16,374.39	402.46	10,788.66	3,862.74	$2,829.96	2,100.00	46,335.02	3,960.67
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,471.21	363.23	3,060.10	577.66	4,475.18	.....	.....	3,499.92	19,593.83	.....
Middlesex	1,039.92	279.42	.....	.....	.....	.....	.....	.....	.....	867.20
Monmouth	.....	14.00	2,950.00	480.00	30.00	.....	.....	.....	.....	740.00
Morris	200.00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	4,200.00	213.12	.....	.....	.....	.....	2,540.77	2,529.40
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	2,650.00	.....	.....	2,299.92	300.00	500.00	5,644.12	425.00
Warren	.....	.....	1,200.00	.....	.....	.....	.....	.....	.....	.....
Total	$50,634.15	$3,110.64	$52,259.49	$1,797.24	$16,493.84	$7,662.66	$3,129.96	$6,299.92	$78,799.52	$12,983.50

TABLE 13-A—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
ADMINISTRATION

COUNTIES	Autos and Trucks—Salaries	Autos and Trucks—Supplies	Autos and Trucks—Maintenance	Teacherages	Other Expense of Business Offices	Superintendent's Salary	Superintendent's Traveling Expenses
Atlantic	.....	$337.93	$1,134.06	.....	$1,563.81	$14,500.00	$60.51
Bergen	$2,230.00	301.80	3,003.10	.....	8,319.53	9,000.00	771.78
Burlington	.....	.....	.....	.....	2,680.95	3,750.00	24.00
Camden	.....	947.47	1,159.11	.....	2,328.95	8,700.00	1,119.95
Cape May	.....	.....	.....	.....	104.30	8,787.96	356.86
Cumberland	.....	.....	76.48	.....	1,159.99	8,483.37	254.30
Essex	16,442.13	3,094.01	8,999.72	$525.33	19,974.66	64,749.75	2,127.46
Gloucester	.....	.....	.....	.....	526.67	.....	.....
Hudson	17,278.42	3,649.72	11,119.62	.....	19,302.92	66,088.30	1,542.70
Hunterdon	.....	.....	.....	.....	579.46	.....	.....
Mercer	4,940.00	322.69	454.23	.....	2,212.05	15,000.00	294.85
Middlesex	.....	265.34	1,070.75	.....	2,161.25	19,000.00	445.55
Monmouth	1,425.00	93.11	582.06	.....	1,113.97	13,250.00	457.48
Morris	.....	.....	.....	.....	1,627.82	.....	.....
Ocean	.....	.....	.....	.....	228.30	.....	.....
Passaic	.....	314.08	1,127.42	.....	488.38	28,000.12	527.32
Salem	.....	.....	.....	.....	401.15	4,000.00	47.27
Somerset	.....	.....	.....	.....	2,394.54	.....	.....
Sussex	.....	.....	.....	1,094.75	1,029.31	.....	.....
Union	2,457.14	1,507.50	2,726.77	.....	4,483.95	31,000.00	1,138.18
Warren	.....	.....	.....	.....	506.95	4,125.00	166.95
Total	$44,772.69	$10,833.68	$31,453.32	$1,620.08	$73,188.91	$298,434.50	$9,335.16

TABLE 13-A—*Continued*

DISTRIBUTION OF DAY SCHOOL COSTS

ADMINISTRATION

COUNTIES	Asst. Supt's Salary	Asst. Supt's Traveling Expenses	Superintendent's and Asst. Supt's Office Clerk Hire	Superintendent's and Asst. Supt's Office Expenses	Vocational Relations	Research Activities	Other Expenses	County Supt's Expenses and Secretary's Salary	Totals for Administration
Atlantic	$4,000.00	.....	$7,905.00	$570.47	.....	.....	$715.52	$2,806.91	$84,049.89
Bergen	.....	.....	2,400.00	208.51	.....	$139.20	.....	4,573.06	171,505.68
Burlington	.....	.....	500.00	281.77	.....	.....	.....	3,400.00	37,718.03
Camden	.....	.....	7,409.34	1,475.09	.....	.....	1,491.54	3,200.00	92,430.51
Cape May	.....	.....	1,299.96	573.16	.....	.....	.....	2,700.00	27,397.95
Cumberland	.....	.....	2,285.00	171.78	.....	.....	285.93	2,500.00	30,740.85
Essex	55,104.16	$806.79	97,874.98	13,292.70	.....	27,688.18	2,725.60	5,374.26	628,473.11
Gloucester	.....	.....	.....	.....	.....	.....	.....	2,304.75	23,720.17
Hudson	48,099.87	200.01	44,991.13	6,364.73	$4,641.60	8,342.07	10,454.04	3,600.00	516,408.71
Hunterdon	.....	.....	.....	.....	.....	.....	36.78	2,500.00	11,605.90
Mercer	1,150.00	.....	6,785.00	1,229.69	1,557.50	10,883.03	835.47	2,997.85	136,290.94
Middlesex	.....	.....	9,704.00	529.34	.....	.....	99.33	5,500.00	104,487.53
Monmouth	.....	3,464.51	533.25	.....	.....	.....	25.65	2,993.16	85,661.17
Morris	.....	.....	.....	.....	.....	.....	.....	2,900.00	42,446.01
Ocean	.....	.....	.....	.....	.....	.....	166.00	3,298.31	16,935.65
Passaic	.....	.....	16,860.31	1,085.30	.....	1,116.18	70.41	2,600.00	134,988.10
Salem	.....	.....	1,353.00	357.70	.....	.....	.....	1,635.38	16,060.74
Somerset	.....	.....	.....	.....	.....	.....	.....	2,495.60	24,954.61
Sussex	.....	.....	.....	.....	.....	.....	.....	2,400.00	15,600.24
Union	.....	.....	10,216.09	1,386.51	1,616.60	25.00	538.17	3,138.96	174,582.44
Warren	.....	.....	1,300.00	503.72	.....	.....	.....	2,697.54	25,791.01
Total	$108,354.03	$4,471.31	$211,417.06	$28,030.47	$7,815.70	$48,193.66	$17,444.44	$65,615.78	2,401,848.64

TABLE 13-B
DISTRIBUTION OF DAY SCHOOL COSTS
INSTRUCTION, SUPERVISORY

COUNTIES	Salary of Supervisors—County Supervisors of Child Study—Helping Teachers	Supervisors' Clerk Hire	Expenses of Supervisors—County Supervisors of Child Study—Helping Teachers	Supervisors' Office Expenses	Non-teaching Principal's Salary	Non-teaching Principal's Clerk Hire	Non-teaching Principals' Expenses	Non-teaching Principals' Office Expenses	Manual Training		Sub-Total Supervisory
									Supervisor's Salary	Supervisors' Expenses	
Atlantic	$56,950.00	$6,255.00	$1,438.80	$690.99	$103,026.50	$36,015.00	$11.50	$1,309.08	$7,300.00	.....	$212,996.87
Bergen	273,009.78	43,129.81	9,008.33	4,955.33	324,107.52	43,632.26	1,305.00	3,529.13	8,613.23	$105.00	711,395.39
Burlington	69,892.50	11,465.50	3,925.65	1,575.14	26,200.00	276.50	22.86	25.00	.....	.....	113,383.15
Camden	105,328.14	12,544.92	3,655.22	644.60	140,274.26	25,840.04	564.35	43.72	2,900.00	.....	291,795.25
Cape May	21,250.08	1,919.20	2,023.48	176.03	16,974.78	800.00	100.00	332.96	.....	.....	43,576.53
Cumberland	40,233.04	2,104.00	2,316.97	335.95	30,876.00	3,855.00	.....	424.41	2,800.00	.....	82,945.37
Essex	384,753.34	27,681.69	7,740.59	6,736.80	703,840.22	331,212.02	2,834.24	22,663.41	17,851.60	73.05	1,505,386.96
Gloucester	45,186.55	4,110.00	2,955.89	956.44	5,437.87	645.00	15.05	.....	.....	.....	59,306.80
Hudson	231,805.26	10,345.93	1,357.10	2,274.46	589,978.31	192,713.19	1,014.40	4,903.53	27,227.46	5,239.46	1,066,859.10
Hunterdon	15,399.96	1,508.40	2,047.76	146.81	.....	.....	.....	.....	.....	.....	19,102.93
Mercer	81,052.00	15,148.05	2,458.53	1,754.62	135,449.23	39,921.00	855.42	3,845.46	12,100.00	251.24	292,835.55
Middlesex	88,283.46	18,201.18	2,763.17	5,692.80	160,267.12	23,555.07	132.46	244.71	10,045.38	.....	309,185.35
Monmouth	116,240.51	10,121.00	3,928.43	1,416.81	94,624.37	10,261.50	695.46	1,108.25	.....	.....	238,396.33
Morris	85,359.68	13,028.38	2,496.96	1,630.60	62,226.86	8,879.50	346.36	692.83	.....	.....	174,661.17
Ocean	29,600.03	3,830.50	2,085.89	354.32	12,324.17	1,056.14	.....	.....	.....	.....	49,251.05
Passaic	115,609.39	3,200.00	1,707.64	180.21	293,380.74	45,804.39	401.39	154.97	1,666.68	585.64	462,691.05
Salem	17,600.00	1,475.00	1,324.93	421.53	.....	.....	.....	.....	.....	.....	20,911.46
Somerset	45,466.63	6,716.74	3,257.07	2,089.77	22,450.00	3,052.06	120.44	426.54	.....	.....	83,579.25
Sussex	17,761.20	3,777.50	717.82	385.32	7,650.00	.....	13.46	186.35	.....	.....	30,491.65
Union	126,787.15	14,276.80	3,643.44	2,674.75	280,563.80	78,520.14	600.17	4,589.57	14,312.50	1,169.97	527,138.29
Warren	31,829.90	2,292.00	1,746.06	242.29	7,625.00	1,862.50	.....	507.69	.....	.....	46,105.44
Total	$1,999,488.60	$213,131.60	$62,599.73	$35,335.57	$3,017,276.75	$847,901.31	$9,032.56	$44,987.61	$104,816.85	$7,424.36	$6,341,994.94

TABLE 13-B—*Continued*
DISTRIBUTION OF DAY SCHOOL COSTS
INSTRUCTION, PROPER

COUNTIES	Teacher's Salary	Textbooks for Pupils	Textbooks, Pupils' and Teachers' Reference	Supplies	Other Expense	Manual Training			Sub-Total Instruction Proper	Total Instruction Costs All Day Schools
						Teachers' Salaries	Supplies	Other Expense		
Atlantic	$1,665,979.17	$39,544.19	$4,410.69	$58,430.80	$10,132.00	$67,132.16	$21,393.99	$111.53	$1,867,134.53	$2,080,131.40
Bergen	4,900,440.10	162,707.10	6,520.34	223,710.79	9,220.28	242,233.05	66,541.84	1,956.47	5,613,329.97	6,324,725.36
Burlington	961,598.39	36,425.10	1,437.11	44,281.20	2,131.70	33,280.73	12,918.81	416.84	1,092,489.88	1,205,873.03
Camden	2,736,571.71	105,895.24	3,426.68	105,634.67	3,742.94	138,873.69	23,325.93	205.94	3,117,676.80	3,409,472.05
Cape May	386,653.09	16,539.23	190.85	21,194.60	1,312.72	26,011.27	7,500.99	245.22	459,647.97	503,224.50
Cumberland	614,233.50	22,036.41	444.57	28,550.99	2,004.42	26,727.58	8,335.72	101.80	702,434.99	785,380.36
Essex	12,582,662.38	224,847.27	3,865.96	358,734.24	37,373.40	294,769.46	78,010.31	264.39	13,581,427.41	15,086,814.37
Gloucester	769,416.00	33,643.04	1,619.52	46,912.07	1,442.46	39,254.19	14,083.72	209.68	906,580.68	965,887.48
Hudson	8,555,788.38	182,232.97	8,050.83	225,641.11	8,352.71	373,354.79	85,059.74	22.81	9,438,503.34	10,505,362.44
Hunterdon	317,170.21	12,268.08	632.50	15,852.29	908.75	12,096.77	3,411.18	1,017.98	363,357.76	382,460.69
Mercer	2,106,241.84	60,415.72	2,225.52	61,922.72	3,113.89	141,252.00	18,201.43	1,259.51	2,394,632.63	2,687,468.18
Middlesex	2,445,540.89	78,350.93	4,444.59	101,738.10	4,644.41	106,130.62	22,461.03	1,238.01	2,764,548.58	3,073,733.93
Monmouth	1,695,017.54	59,226.33	1,946.78	84,286.63	8,131.13	77,143.42	14,387.22	545.94	1,940,684.99	2,179,081.32
Morris	1,255,773.50	48,104.74	3,091.63	73,324.82	2,529.13	55,197.30	11,009.54	1,808.86	1,450,839.52	1,625,500.69
Ocean	369,618.00	14,103.27	706.77	20,011.07	790.01	13,520.00	2,321.02	112.45	421,182.59	470,433.64
Passaic	4,095,842.72	88,657.86	6,083.91	113,883.84	3,823.83	189,054.91	23,738.64	717.34	4,521,803.05	4,984,494.10
Salem	326,223.70	17,392.30	707.30	15,551.61	990.27	12,130.55	3,478.29	101.07	376,575.09	397,486.55
Somerset	678,319.08	27,504.85	319.88	31,655.93	2,542.48	28,885.00	8,603.35	345.09	778,175.66	861,754.91
Sussex	316,489.34	14,861.09	1,091.05	15,055.72	1,857.18	20,062.50	4,706.20	106.74	374,229.82	404,721.47
Union	3,953,468.41	106,717.72	3,046.57	160,668.49	9,196.33	228,495.00	36,407.29	1,626.88	4,499,626.69	5,026,764.98
Warren	466,113.34	19,523.81	735.72	21,516.11	1,646.01	18,149.90	3,302.27	210.49	531,197.65	577,303.09
Total	$51,199,161.29	$1,370,997.25	$54,998.77	$1,828,557.80	$115,886.05	$2,143,754.89	$470,098.51	$12,625.04	$57,196,079.60	$63,538,074.54

TABLE 13-C
DISTRIBUTION OF DAY SCHOOL COSTS
OPERATION

COUNTIES	Janitors' and Engineers' Salaries	Other Employees' Wages	Janitors' and Engineers' Supplies	Fuel	Light, Water and Power	Telegraph, Telephone	Other Expense	Total Operation Costs All Day Schools
Atlantic	$179,715.00	$14,467.05	$17,049.07	$64,094.40	$37,110.37	$9,240.81	$5,501.46	$327,181.16
Bergen	613,247.92	21,868.42	62,523.88	191,256.48	132,354.05	23,719.97	2,302.28	1,047,273.10
Burlington	84,959.58	8,234.27	9,662.21	40,092.22	20,216.76	3,582.57	288.58	167,036.19
Camden	306,299.13	1,902.68	22,566.64	92,820.59	53,481.53	9,698.71	1,572.80	488,341.99
Cape May	50,706.46	934.27	6,342.66	26,453.57	10,451.80	1,016.35	1,131.54	97,036.65
Cumberland	53,027.24	2,472.57	6,658.64	33,403.22	12,552.74	2,329.97	555.95	111,000.33
Essex	1,110,807.33	44,193.23	82,202.35	225,684.90	215,526.87	24,433.40	16,375.27	1,719,313.35
Gloucester	80,157.37	7,927.22	9,919.28	44,231.51	14,604.40	3,030.53	93.22	159,963.53
Hudson	1,102,874.22	75,485.47	77,748.07	253,827.93	155,205.65	16,691.34	1,724.48	1,683,557.16
Hunterdon	19,910.13	2,255.44	3,424.95	19,043.43	4,028.91	502.25	374.41	49,539.52
Mercer	233,608.67	4,953.98	21,238.73	67,750.59	39,598.03	3,530.37	15.00	370,695.37
Middlesex	250,400.64	5,102.75	25,974.35	85,703.22	39,566.78	8,581.46	206.08	415,535.28
Monmouth	180,794.56	10,029.43	20,730.34	78,624.17	41,547.23	6,114.62	341.15	338,181.50
Morris	144,161.12	9,186.35	15,642.64	56,576.07	25,378.90	6,326.92	120.44	257,392.44
Ocean	38,454.55	2,416.75	5,662.23	20,730.05	10,173.35	1,257.75	543.24	79,237.92
Passaic	417,520.63	27,954.36	22,642.76	77,152.81	69,986.75	5,762.66	1.45	621,021.42
Salem	26,131.83	1,019.06	4,429.12	14,611.75	3,522.99	826.48	20.28	50,561.51
Somerset	67,147.71	4,010.32	8,388.68	36,779.83	14,163.69	2,351.56	68.26	132,910.05
Sussex	23,198.01	1,061.73	2,974.89	14,539.30	3,604.67	621.96	599.23	46,599.79
Union	434,263.33	19,012.87	46,160.88	118,507.35	113,881.98	15,626.30	1,463.96	748,916.67
Warren	39,882.48	1,803.85	4,223.24	24,284.49	9,068.99	1,070.50	23.55	80,357.10
Total	$5,457,267.91	$266,292.07	$476,255.61	$1,586,167.79	$1,026,026.44	$146,316.48	$33,325.73	$8,991,652.03

TABLE 13-D
DISTRIBUTION OF DAY SCHOOL COSTS
MAINTENANCE

COUNTIES	Grounds, Walks, Fences	Buildings	Janitors' and Engineers' Equipment	Educational Equipment	Office and Other Equipment	Manual Training—Equipment	Out Houses	Other Expenses	Total Maintenance Costs All Day Schools
Atlantic	$9,470.26	$108,155.58	$725.35	$10,787.21	$2,303.40	$1,231.83	$135.59	$5,781.48	$138,590.70
Bergen	88,929.77	329,321.53	9,293.74	58,380.38	10,894.40	4,494.13	88.80	1,013.62	502,416.37
Burlington	3,591.75	69,922.72	485.06	8,931.81	902.17	1,104.51	.....	160.69	85,098.71
Camden	12,909.79	125,766.62	4,359.30	15,299.59	3,693.03	368.86	2,299.04	596.49	165,292.32
Cape May	5,847.56	45,480.87	787.41	6,174.53	809.04	1,375.26	.....	158.50	60,633.17
Cumberland	4,676.06	29,170.46	3,549.20	5,545.15	756.96	9,465.27	33.00	6.00	53,202.10
Essex	71,207.91	716,945.47	7,059.70	128,239.63	8,743.24	12,357.37	.....	1,312.29	945,865.61
Gloucester	10,011.83	33,763.12	1,711.01	3,099.14	29.98	303.26	.....	2,265.99	51,184.33
Hudson	36,017.94	580,476.88	4,904.89	61,526.72	14,430.64	15,477.95	.....	272.10	713,107.12
Hunterdon	7,238.51	17,491.43	419.56	2,683.90	1,258.17	8.86	1,318.85	83.45	30,502.73
Mercer	35,628.35	78,422.15	4,634.76	26,837.07	63.49	2,529.85	.....	25.00	148,140.67
Middlesex	14,398.99	148,103.91	3,666.74	15,174.94	157.54	2,198.83	35.00	143.70	183,879.65
Monmouth	18,956.59	126,762.01	6,187.21	16,467.63	1,047.78	3,134.82	12.00	1,216.49	173,784.53
Morris	26,803.87	83,025.83	4,322.26	20,053.04	1,153.68	1,276.36	209.97	645.68	137,490.69
Ocean	3,319.01	42,769.17	604.17	8,400.88	435.26	474.80	30.00	358.30	56,391.59
Passaic	26,251.34	140,572.50	4,030.34	19,546.48	38,109.54	4,978.59	7.00	32.20	233,527.99
Salem	1,430.12	22,100.89	100.71	2,873.63	748.66	.....	.....	.....	27,254.01
Somerset	8,335.72	48,804.85	1,937.93	11,469.27	79.35	528.17	175.74	486.37	71,757.40
Sussex	3,918.75	18,187.89	112.55	4,459.15	379.21	2.05	345.58	11.61	27,416.79
Union	26,979.41	249,675.54	7,531.97	45,430.90	2,015.99	5,566.63	.....	100.28	337,260.72
Warren	7,868.42	28,263.64	2,497.25	7,214.72	71.65	210.98	61.40	418.62	46,606.68
Total	$423,751.95	$3,043,183.06	$68,921.11	$478,535.77	$88,083.18	$67,088.38	$4,751.97	$15,088.46	$4,189,403.88

TABLE 13-E
DISTRIBUTION OF DAY SCHOOL COSTS
Co-ordinate Activities

COUNTIES	Attendance Officer—Salary	Attendance Officer—Expenses	Medical Inspector—Salary	Medical Inspector—Expenses	Dental Inspector—Salary	Dental Inspector—Expenses	Nurse Service—Salary	Nurse Service—Expenses	Other Health Activities—Salary	Other Health Activities—Expenses	Total Co-ordinate Activities Cost All Day Schools
Atlantic	$15,747.65	$110.14	$19,468.00	$1,285.14	$14,439.40	$1,150.77	$28,800.98	$787.93	$4,500.45	$517.32	$86,807.78
Bergen	37,560.40	215.43	41,130.66	3,293.16	8,015.24	864.46	69,767.50	4,839.20	713.00	2,157.99	168,557.04
Burlington	7,649.00	842.53	12,887.00	236.08	2,382.00	777.31	15,059.24	1,473.26	.....	522.28	41,828.70
Camden	22,404.03	2,655.25	24,837.74	2,604.49	4,096.75	384.33	29,431.49	498.26	219.00	1,503.76	88,635.10
Cape May	3,889.98	24.50	5,425.00	49.55	2,627.90	220.70	7,201.41	170.80	277.51	41.26	19,928.61
Cumberland	2,794.53	523.43	6,401.00	102.00	2,505.00	484.98	8,027.07	592.42	228.91	20.00	21,679.34
Essex	123,106.02	5,554.03	76,320.68	4,361.61	23,405.44	1,864.86	157,202.08	1,375.58	122,307.13	14,873.91	530,371.34
Gloucester	5,947.00	206.00	12,815.18	79.59	320.00	.....	9,820.50	802.23	40.00	604.74	30,635.24
Hudson	136,165.50	10,547.80	71,525.34	11,492.49	32,150.00	6,475.14	149,488.33	9,743.04	14,939.44	1,365.65	443,892.73
Hunterdon	986.85	.....	1,450.00	82.29	751.58	8.00	3,445.05	71.07	9.00	453.62	7,257.46
Mercer	16,116.02	1,019.78	10,278.75	449.64	9,249.84	1,047.26	31,766.94	2,356.81	652.39	528.96	73,466.39
Middlesex	17,176.46	371.65	18,254.00	2,812.65	4,709.84	5,020.79	33,942.54	2,352.80	935.59	873.66	86,539.98
Monmouth	17,598.36	1,436.26	15,794.60	1,218.05	9,407.50	920.16	22,359.08	1,573.96	400.67	509.19	71,217.83
Morris	7,435.63	7.70	18,052.56	739.10	900.00	50.00	20,787.05	1,161.66	.....	70.35	49,204.05
Ocean	2,200.00	42.60	4,740.00	154.35	.....	.....	7,470.50	594.86	.....	65.20	15,267.51
Passaic	41,073.18	4,069.54	16,573.58	1,276.02	17,681.65	2,230.61	43,926.18	2,170.63	1,445.00	991.63	131,438.02
Salem	1,510.00	.....	2,588.00	97.01	.....	.....	3,788.75	47.23	.....	28.10	8,059.09
Somerset	4,077.84	.....	6,955.00	172.39	955.00	656.38	8,116.08	928.69	.....	626.58	22,487.96
Sussex	1,931.50	20.00	3,890.00	211.81	470.00	.....	3,333.00	293.74	.....	782.82	10,932.87
Union	32,192.02	3,578.20	21,984.31	3,295.75	17,440.10	2,656.96	46,941.45	3,164.02	4,500.07	1,218.23	136,971.11
Warren	2,194.90	475.21	5,390.00	25.88	.....	.....	3,673.00	63.46	.....	107.45	11,929.90
Total	$499,756.87	$31,700.05	$396,761.40	$34,039.05	$151,597.24	$24,812.71	$704,348.22	$35,061.65	$151,168.16	$27,862.70	$2,057,108.05

TABLE 13-F
DISTRIBUTION OF DAY SCHOOL COSTS
AUXILIARY AGENCIES

COUNTIES.	Library—Librarian's Salary	Library—Library Books	Library—Apparatus	Library—Educational Works of Art	Magazines and Periodicals	Public Lectures	Public Lunches and Lunch Room Deficits	Community Centers
Atlantic	$467.51	$1,689.42	$312.78	.....	$846.58	$10,510.30	.....	$35.00
Bergen	11,801.08	22,037.62	1,343.18	$154.38	1,816.77	1,229.90	$6,372.77	2,491.82
Burlington	3,811.00	809.79	71.92	376.17	409.56	163.08	1,940.63	2,036.00
Camden	3,730.38	3,548.84	125.20	.....	652.79	894.74	142.82	10.00
Cape May	649.92	.....	.....	.....	116.47	518.00	.....	25.00
Cumberland	1,400.00	2,267.73	.....	.....	463.26	10.00	1,518.83	.....
Essex	25,979.82	19,171.12	4,223.60	97.20	1,742.15	24,056.51	11,081.49	22,939.54
Gloucester	.....	2,049.04	47.92	20.00	194.30	339.84	127.90	.....
Hudson	8,885.97	4,009.64	52.35	73.10	1,979.95	1,011.17	22,496.05	13,249.71
Hunterdon	.....	180.89	.....	.....	277.00	134.69	.....	.....
Mercer	13,166.00	5,938.33	277.34	.....	578.08	125.00	3,569.70	2,164.97
Middlesex	12,022.34	5,299.28	7.30	.....	942.63	501.25	353.00	.....
Monmouth	5,164.66	4,108.71	656.85	.....	435.83	1,191.15	6,032.71	92.83
Morris	2,321.11	2,120.73	2.15	27.60	847.56	970.25	563.41	.....
Ocean	1,400.00	1,444.11	40.77	.....	620.53	471.25	732.80	.....
Passaic	412.88	1,216.75	162.50	.....	27.00	.....	6,758.09	.....
Salem	239.62	434.24	39.72	.....	3.00	92.50	.....	.....
Somerset	204.39	619.60	148.64	.....	572.82	.....	1,319.40	.....
Sussex	1,750.00	1,018.69	48.45	.74	351.60	200.00	154.56	924.50
Union	19,595.50	10,132.40	202.49	27.65	1,987.37	1,046.00	10,572.04	.....
Warren	600.00	507.74	.....	53.40	66.50	157.50	75.00	.....
Total	$113,602.18	$88,604.67	$7,763.16	$830.24	$14,931.75	$43,623.13	$73,811.20	$43,969.37

TABLE 13-F—*Continued*.
DISTRIBUTION OF DAY SCHOOL COSTS
AUXILIARY AGENCIES

COUNTIES	Operation of Playgrounds	School Athletics	School Gardens	School Savings Banks	Transportation to Other Districts	Transportation Within the District	Other Expense	Total Auxiliary Agencies Cost All Day Schools
Atlantic	$7.50	$3,281.81	.....	.....	$55,608.40	$62,513.90	$4,604.24	$130,877.44
Bergen	13,949.35	17,444.48	$287.08	$85.00	74,730.05	50,206.70	1,070.91	207,021.09
Burlington	863.93	3,942.70	.....	.....	64,492.60	82,336.53	36.55	161,290.46
Camden	1,674.67	3,670.49	.....	178.52	75,677.20	51,074.39	524.85	141,904.89
Cape May	.....	3,874.89	.....	.....	22,251.73	37,859.16	723.71	66,018.88
Cumberland	396.04	598.75	.....	.....	25,822.13	64,303.26	34.97	96,814.97
Essex	214,231.87	16,010.00	12.00	1.36	29,554.19	79,276.98	17,281.58	465,659.41
Gloucester	.....	4,040.85	.....	.....	49,974.80	76,296.37	106.00	133,197.02
Hudson	14,041.86	15,809.38	15.00	18.75	14,284.44	52,975.03	1,641.65	150,544.05
Hunterdon	11.14	660.64	.....	.....	67,617.40	23,079.83	600.60	92,562.19
Mercer	1,388.43	9,107.28	528.10	.....	41,804.92	98,366.62	1,854.44	178,959.21
Middlesex	4,199.25	9,547.97	.....	.....	74,497.80	105,149.02	.....	212,519.84
Monmouth	6,388.84	10,113.84	.....	125.48	73,316.85	121,768.91	1,667.37	231,064.03
Morris	248.30	5,927.44	.....	215.76	73,443.05	99,294.49	99.50	186,081.35
Ocean	47.57	2,948.25	.....	.....	42,118.26	54,049.25	203.45	104,076.24
Passaic	1,726.71	2,032.93	.....	.....	28,241.55	50,100.29	.....	90,678.70
Salem	300.00	594.09	.....	46.75	28,367.91	40,267.80	.....	70,385.63
Somerset	234.63	1,539.58	10.43	.....	38,062.43	51,110.93	32.40	93,855.25
Sussex	450.80	1,526.51	.....	124.75	57,291.60	29,862.10	72.81	93,777.11
Union	10,426.90	15,503.39	293.65	.....	12,906.14	30,834.13	279.50	113,807.16
Warren	274.60	1,711.59	.....	.....	40,033.45	40,294.83	321.13	84,095.74
Total	$270,862.39	$129,886.86	$1,146.26	$796.37	$990,186.90	$1,301,020.52	$31,155.66	$3,112,190.66

TABLE 13-G
DISTRIBUTION OF DAY SCHOOL COSTS
FIXED CHARGES

COUNTIES	Tuition	Pensions	Rent	Insurance	Workmen's Compensation	Other Expense	Total Fixed Charges Cost All Day Schools	Grand Total Costs All Day Schools Less Tuition
Atlantic	$172,197.50	.....	$3,253.25	$15,322.61	$2,628.88	$1,318.85	$194,721.09	$2,879,161.96
Bergen	6 0,381.09	$898.60	4,670.50	70,283.98	6,647.61	790.46	683,672.24	8,502,789.79
Burlington	203,798.12	.....	1,115.85	12,635.54	2,129.74	748.83	220,428.08	1,715,475.08
Camden	249,519.10	780.00	413.33	29,694.28	5,182.67	19,104.63	304,694.01	4,441,251.77
Cape May	50,187.76	.....	.....	5,325.91	1,112.28	20.42	56,646.37	780,698.37
Cumberland	56,392.60	52.65	750.00	8,029.27	713.76	11.64	65,949.92	1,108,375.27
Essex	67,460.46	9,532.70	1,455.00	153,382.72	6,974.50	7,186.63	245,992.01	19,555,028.74
Gloucester	136,959.25	410.50	920.00	12,360.81	1,322.10	434.45	152,407.11	1,380,035.63
Hudson	170,740.88	8,892.19	540.00	84,366.68	1,660.98	947.31	267,148.04	14,109,279.37
Hunterdon	127,142.31	.....	371.32	5,747.59	273.54	85.93	133,620.69	580,406.87
Mercer	146,016.91	.....	2,057.00	36,154.84	5,498.97	396.44	190,124.16	3,639,128.01
Middlesex	261,744.55	.....	175.00	27,518.57	1,859.42	.....	291,297.54	4,106,249.20
Monmouth	304,984.44	1,700.00	1,925.00	28,200.12	977.55	48.40	337,835.51	3,111,841.45
Morris	245,112.84	.....	3,561.00	15,428.06	2,603.29	198.61	266,903.80	2,319,906.19
Ocean	86,587.45	285.52	665.00	4,098.10	129.31	326.16	92,091.54	747,846.04
Passaic	199,399.17	.....	6,325.00	34,775.06	1,192.48	9,088.33	250,780.04	6,247,529.20
Salem	67,888.55	.....	1,670.75	3,939.92	208.60	128.50	73,836.32	575,755.30
Somerset	136,069.07	.....	500.00	9,366.28	733.11	.....	146,668.46	1,218,319.57
Sussex	74,190.79	.....	110.00	6,239.13	317.05	100.43	80,957.40	605,814.88
Union	75,022.34	.....	1,400.00	40,520.14	2,442.56	.....	119,385.04	6,582,665.78
Warren	84,107.69	.....	.....	5,663.31	525.14	28.66	90,324.80	832,300.63
Total	$3,515,902.87	$22,552.16	$31,878.00	$609,052.92	$45,133.54	$40,964.68	$4,265,484.17	$85,039,859.10

TABLE 14
COST OF EDUCATION PER PUPIL
DAY SCHOOLS ONLY

COUNTIES	Average Enrollment in the District	Average Daily Attendance of Pupils Attending School in the District	Cost of Education per Pupil Based on Average Enrollment	Cost of Education per Pupil Based on Average Daily Attendance	Total Number of Pupils Enrolled in the District, Plus Those Living in the District, But Attending School in Other Districts	Amount of Unpaid Bills or Orders June 30, 1931
Atlantic	21,324	19,812	$135.02	$145.32	25,460	.....
Bergen	71,803	67,664	118.42	125.66	83,662	.....
Burlington	18,175	16,852	94.39	101.80	22,306	$407.07
Camden	44,520	41,450	99.76	107.15	53,196	.....
Cape May	5,945	5,568	131.32	140.21	7,375	.....
Cumberland	13,546	12,597	81.82	87.99	15,536	.....
Essex	142,945	133,258	136.80	146.75	156,150	2,472.90
Gloucester	15,943	14,688	86.56	93.96	19,432	.....
Hudson	106,826	99,989	132.08	141.11	120,224	.....
Hunterdon	6,952	6,422	83.49	90.38	9,307	1,287.43
Mercer	30,867	28,577	117.90	127.34	34,972	4,701.21
Middlesex	40,613	38,222	101.11	107.43	46,585	865.06
Monmouth	27,756	25,888	112.11	120.20	34,822	873.47
Morris	20,072	18,854	115.18	123.05	24,326	9,432.04
Ocean	6,525	6,021	114.61	124.21	8,333	4,476.29
Passaic	54,358	51,428	114.93	121.48	61,626	2,476.64
Salem	8,024	7,352	71.75	78.31	9,848	2,487.50
Somerset	12,926	12,151	94.25	100.26	15,471	.....
Sussex	6,083	5,735	99.59	105.63	7,963	.....
Union	56,382	53,061	116.75	124.06	62,529	229,106.59
Warren	10,063	9,490	82.70	87.70	11,845	600.00
Total	721,648	675,079	$117.84	$125.97	830,968	$259,186.20

TABLE 15
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
SUMMER SCHOOLS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Summer Schools
Atlantic	.....	.....	.....	.....	$583.32	.....	.....	.....	$583.32
Bergen	$700.00	.....	.....	.....	12,834.00	.....	$50.00	$60.00	13,644.00
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	200.00	.....	.....	.....	2,535.00	.....	.....	.....	2,735.00
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	1,775.00	.....	.....	40.00	1,815.00
Essex	16,101	$4,377.50	.....	$154.57	198,330.22	$116.37	4,117.35	487.21	223,684.22
Gloucester	250.00	.....	.....	.....	1,782.50	.....	.....	.....	2,032.50
Hudson	3,774.00	385.00	.....	.....	49,750.50	.....	866.02	6,874.00	61,649.52
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,573.50	.....	$21.00	62.75	11,856.00	.....	300.77	587.10	14,401.12
Middlesex	.....	.....	.....	.....	7,393.00	.....	.....	440.00	7,833.00
Monmouth	.....	.....	.....	.....	4,500.00	.....	.....	195.00	4,695.00
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	1,005.40	344.00	.....	.....	11,423.00	7.19	266.15	419.98	13,465.72
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	1,944.50	602.90	12.00	19.75	16,301.75	150.00	350.91	4,473.19	23,855.00
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$25,548.40	$5,709.40	$33.00	$237.07	$319,064.29	$273.56	$5,951.20	$13,576.48	$370,393.40

TABLE 16.
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS.
EVENING SCHOOLS.

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Evening Schools
Atlantic	$926.00	.....	.....	.....	$2,912.50	.....	.....	$648.50	$4,487.00
Bergen	402.00	.....	.....	.....	9,312.00	$25.00	$266.68	1,294.00	11,299.68
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	4,198.00	121.86	.....	.....	4,319.86
Cape May	.....	.....	.....	.....	780.00	.....	.....	.....	780.00
Cumberland	.....	.....	.....	.....	450.00	.....	.....	.....	450.00
Essex	14,200.42	$5,044.00	.....	$45.37	148,039.00	1,584.04	5,060.57	3,264.14	177,327.55
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3,368.50	692.00	.....	826.00	38,687.49	2,696.69	1,266.97	6,441.96	53,979.61
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	846.93	.....	$14.00	61.29	5,633.00	14.10	424.86	4,485.25	11,479.43
Middlesex	198.00	.....	.....	.....	4,619.25	.....	43.19	.....	4,860.44
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	1,264.00	162.55	15.00	.....	1,441.55
Ocean	.....	.....	.....	.....	500.00	26.07	.....	200.00	726.07
Passaic	2,582.00	272.00	.....	.....	20,547.00	525.75	1,040.03	1,904.00	26,870.78
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	175.00	.....	.....	.....	350.00	.....	.....	50.00	575.00
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2,271.51	368.01	.....	96.75	12,604.50	449.24	410.06	2,768.75	18,968.82
Warren	.....	.....	.....	.....	266.00	.....	.....	.....	266.00
Total	$25,060.37	$6,376.01	$14.00	$1,029.41	$250,162.74	$5,605.30	$8,527.36	$21,056.60	$317,831.79

TABLE 16—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Teacher's Salary	Textbooks	Supplies	Other Expense	Total Cost Evening Schools
Atlantic	.....	.....	.....	.....	$357.50	.....	.....	.....	$357.50
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	$1,900.00	$2,688.00	.....	$556.97	60,031.50	$2,667.20	$3,168.69	$1,611.44	$72,623.80
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	8,441.67	4,894.12	.....	98.00	119,879.40	12,393.82	2,772.25	4,849.67	153,329.02
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	2,198.00	564.00	$7.00	36.65	21,461.25	1,058.44	184.29	1,556.21	27,005.84
Middlesex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	1,008.00	126.00	.....	.....	10,332.00	15.80	132.09	1,574.00	13,187.89
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$13,547.67	$8,272.12	$7.00	$691.62	$212,001.74	$16,135.26	$6,257.32	$9,591.32	$266,504.05

TABLE 17
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
Vocational Day Schools

COUNTIES	County Administration—Salary Director and Asst	County Administration—Traveling Expenses	County Administration—Salary Secretary and Business Manager	County Administration—Other Expenses	County Administration—Equipment for Administrative Offices	County Administration—Salary Clerks	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Supervisors and Non-Teaching Principals—Salary Clerks
Atlantic	$3,300.00	$807.45	$550.00	$427.78	.....	$1,300.00	$8,800.00	.....	$89.18	$6,560.00
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	7,280.00	127.86	1,600.00	400.00	.....	1,800.00	.....	.....	.....	.....
Cape May	.....	.....	.....	150.15	.....	300.00	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	12,049.98	682.86	4,912.50	3,063.15	$264.74	9,227.14	27,720.00	$792.53	1,153.02	12,355.00
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	5,499.86	275.63	299.57	5,251.19
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	5,833.30	640.36	973.90	4,299.85	.....	3,262.60	7,483.40	117.16	319.49	3,120.00
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	6,548.54	.....	.....	1,727.38
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	8,478.40	25.58	679.45	1,480.00
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$28,463.28	$2,258.53	$8,036.40	$8,340.93	$264.74	$15,889.74	$64,530.20	$1,210.90	$2,540.71	$30,493.57

TABLE 17—*Continued*
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
VOCATIONAL EVENING SCHOOLS

COUNTIES	County Administration—Salary Director and Asst.	County Administration—Traveling Expenses	County Administration—Salary Secretary and Business Manager	County Administration—Other Expenses	County Administration—Equipment for Administrative Offices	County Administration—Salary Clerks.	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Traveling Expenses	Supervisors and Non-Teaching Principals—Office Expenses	Supervisors and Non-Teaching Principals—Salary Clerks
Atlantic	.....	.....	.....	.....	.....	.....	$1,162.50	.....	.....	$729.00
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	1,820.00	$31.96	.....	806.00
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	$4,016.68	$227.65	$1,637.50	$1,021.07	$88.25	$3,075.71	7,941.82	221.39	$442.86	6,318.00
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	3,058.98	20.05	49.93	2,055.17
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	500.00	148.65	226.10	998.21	.....	757.40	1,170.00	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	1,394.00	.....	.....	200.00
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	1,548.65	.....	126.55	523.99
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$4,516.68	$376.30	$1,863.60	$2,019.28	$88.25	$3,833.11	$18,095.95	$273.40	$619.34	$10,632.16

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES.	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies	Instruction Proper—Other Expense	Operation—Janitors' Salary	Operation—Janitor's Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages
Atlantic	$129,867.19	$1,026.73	$7,711.37	$6,999.43	$11,283.18	$240.85	$2,275.63	$3,067.93	$115.20	.....
Bergen	180.00	.....	12.00	525.00	.....	.....	.....	.....	.....	.....
Burlington	6,399.92	.....	198.01	.....	.....	.....	.....	.....	.....	.....
Camden	75,391.00	903.53	7,768.67	.....	1,875.00	846.63	4,935.55	3,213.96	112.50	$7,144.98
Cape May	3,599.76	159.45	484.78	1,770.27	.....	.....	.....	.....	50.00	.....
Cumberland	10,624.60	287.26	684.64	221.65	.....	.....	.....	.....	584.74	.....
Essex	288,152.00	1,741.42	20,374.46	330.03	63,987.62	2,667.51	3,549.20	5,773.59	702.81	1,057.52
Gloucester	6,716.68	83.73	486.36	111.15	400.00	.....	.....	.....	.....	.....
Hudson	119,405.99	1,696.30	25,625.82	886.18	6,815.40	736.19	2,077.27	5,951.71	205.99	.....
Hunterdon	8,900.12	202.54	664.01	231.70	.....	.....	.....	.....	121.90	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middlesex	75,714.11	66.00	12,242.87	141.94	8,062.67	2,150.72	3,501.55	1,608.24	640.63	.....
Monmouth	6,289.26	78.06	682.69	119.50	.....	.....	.....	.....	.....	.....
Morris	3,187.34	36.34	42.92	352.80	.....	.....	.....	.....	.....	.....
Ocean	680.00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	74,809.38	1,308.97	7,689.93	1,407.96	7,079.50	636.10	1,119.46	2,313.97	48.15	.....
Salem	4,826.91	127.07	99.33	382.19	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	7,225.00	280.18	921.76	770.98	.....	.....	.....	.....	.....	.....
Union	53,737.00	1,248.00	4,645.88	236.77	4,971.05	214.81	1,594.93	1,897.97	622.57	79.76
Warren	2,600.04	91.43	15.80	82.35	.....	.....	.....	.....	.....	.....
Total	$878,306.30	$9,337.01	$90,351.30	$14,569.90	$104,474.42	$7,492.81	$19,053.59	$23,827.37	$3,204.49	$8,282.26

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Instruction Proper—Salary Teachers	Instruction Proper—Text Books	Instruction Proper—Supplies	Instruction Proper—Other Expense	Operation—Janitors' Salary	Operation—Janitors' Supplies	Operation—Fuel	Operation—Light, Water and Power	Operation—Other Expense	Operation—Other Employee's Wages
Atlantic	$10,236.00	.....	$489.64	$12.00	$935.00	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	8,304.50	$100.39	2,483.39	8,260.80	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	90,995.00	567.09	5,893.87	3,342.17	9,358.11	$921.45	$2,684.20	$5,914.58	$3,404.54	$264.40
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	25,624.14	203.61	2,398.58	2.79	2,699.40	.....	.....	.....	.....	186.66
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,386.00	.....	307.63	.....	80.00	.....	148.00	72.84	.....	.....
Middlesex	7,706.00	.....	1,487.56	.....	507.50	.....	633.13	824.25	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	21,122.00	416.70	4,268.22	.....	2,653.97	18.48	600.00	377.47	.....	689.00
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	10,714.50	320.62	2,249.84	337.75	488.60	18.00	622.23	542.44	.....	14.14
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$176,088.14	$1,608.41	$19,578.73	$11,955.51	$16,722.58	$957.93	$4,687.56	$7,731.58	$3,404.54	$1,154.20

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES.	Maintenance—Repairs and Replacements Buildings and Grounds	Maintenance—Repairs and Replacements Furniture and Equipment	Maintenance—Attendance Officer's Salary and Expenses	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books	Auxiliary Agencies—Transportation	Junior Employment—County Schools—Salaries Supervisor
Atlantic	$758.95	$1,978.57	.....	.....	$338.60	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	$2,400.00	.....	.....	.....
Cape May	.....	90.60	.....	.....	.....	.....	.....
Cumberland	.....	4,502.24	.....	.....	.....	$1,000.00	.....
Essex	12,381.51	4,537.11	.....	10,689.54	4,072.79	391.00	$10,783.33
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	2,009.80	11,303.78	.....	.....	944.78	.....	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	65.40	736.18	.....	.....	394.29	.....	2,625.03
Monmouth	233.11	12,254.19	.....	.....	.....	250.00	.....
Morris	.....	.....	.....	.....	103.00	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	5,599.42	1,251.15	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	8,726.62	2,480.64	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....
Total	$29,774.81	$39,134.46	.....	$13,089.54	$5,853.46	$1,641.00	$13,408.36

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Maintenance—Repairs and Replacements Buildings and Grounds	Maintenance—Repairs and Replacements Furniture and Equipment	Maintenance—Attendance Officer's Salary and Expenses	Auxiliary Agencies—Medical Inspector's and Nurse Salary	Auxiliary Agencies—Library and Reference Books	Auxiliary Agencies—Transportation	Junior Employment—County Schools—Salaries Supervisor
Atlantic	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....
Essex	$380.84	$1,455.84	.....	.....	$1,831.20	.....	.....
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	24.05	.....	.....	.....	.....	.....
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	78.49	563.16	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	174.91	48.91	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....
Total	$634.24	$2,091.96	.....	.....	$1,831.20	.....	.....

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL DAY SCHOOLS

COUNTIES	Junior Employment—County Schools—Salaries Clerks	Junior Employment—County Schools—Traveling Expenses	Junior Employment—County Schools—Office Expenses	Junior Employment—County Schools—Other Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Day Schools
Atlantic	.....	.....	.....	.....	.....	$1,135.00	$188,633.04
Bergen	.....	.....	.....	.....	.....	.....	717.00
Burlington	.....	.....	.....	.....	.....	.....	6,597.93
Camden	.....	.....	.....	.....	$3,160.53	.....	118,960.21
Cape May	.....	.....	.....	.....	.....	.....	6,605.01
Cumberland	.....	.....	.....	.....	.....	.....	17,905.13
Essex	$6,237.84	$1,146.88	$718.89	$108.0	1,850.70	154.00	513,628.67
Gloucester	.....	.....	.....	.....	.....	.....	7,797.92
Hudson	.....	.....	.....	.....	4,370.16	.....	193,355.62
Hunterdon	.....	.....	.....	.....	.....	.....	10,120.27
Mercer	.....	.....	.....	.....	.....	.....	.....
Middlesex	280.00	228.76	96.15	1,166.53	4,682.94	.....	140,454.07
Monmouth	.....	.....	.....	.....	.....	.....	19,906.81
Morris	.....	.....	.....	.....	.....	.....	3,722.40
Ocean	.....	.....	.....	.....	.....	.....	680.00
Passaic	.....	.....	.....	.....	396.00	.....	111,925.91
Salem	.....	.....	.....	.....	.....	.....	5,435.50
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	9,197.92
Union	.....	.....	.....	31.31	247.36	275.00	91,673.10
Warren	.....	.....	.....	.....	.....	.....	2,789.62
Total	$6,517.84	$1,375.64	$815.04	$1,305.84	$14,707.69	$1,564.00	$1,450,116.13

TABLE 17—*Continued*

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

VOCATIONAL EVENING SCHOOLS

COUNTIES	Junior Employment—County Schools—Salaries Clerks	Junior Employment—County Schools—Traveling Expenses	Junior Employment—County Schools—Office Expenses	Junior Employment—County Schools—Other Expenses	Fixed Charges—Insurance, Fire and Boiler	Fixed Charges—Rent	Total Cost Vocational Evening Schools
Atlantic	.....	.....	.....	.....	.....	.....	$13,564.14
Bergen	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	21,807.04
Cape May	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....
Essex	.....	.....	.....	.....	.....	.....	152,004.22
Gloucester	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	.....	.....	.....	36,323.36
Hunterdon	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	1,994.47
Middlesex	.....	.....	.....	.....	.....	.....	14,958.80
Monmouth	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	32,381.49
Salem	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	17,731.13
Warren	.....	.....	.....	.....	.....	.....	.....
Total	.....	.....	.....	.....	.....	.....	$290,764.65

TABLE 18
DISTRIBUTION OF COSTS—SPECIALS
CONTINUATION

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Expenses	Teachers' Salaries	Textbooks	Supplies	Janitors' Salary	Janitors' Supplies	Other Expense	Total Cost Continuation Schools
Atlantic	.....	.....	.....	$8,293.26	$16.65	$401.15	.....	.....	$19.65	$8,730.71
Bergen	$3,447.30	.....	.....	9,717.86	184.04	1,014.42	.....	.....	500.00	14,863.62
Burlington	.....	.....	.....	4,188.00	50.09	100.00	.....	.....	.....	4,338.00
Camden	3,400.00	.....	.....	26,039.13	.....	530.69	$1,600.00	.....	.....	31,569.82
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	5,914.00	89.66	205.08	.....	$25.00	719.88	6,953.62
Essex	8,807.73	$5,262.00	$302.97	72,533.00	49.13	4,415.97	11,659.49	456.25	13,709.14	117,285.68
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	9,631.28	833.40	29.45	69,887.22	353.55	6,064.03	5,659.72	2,107.91	1,120.80	95,687.36
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,970.00	130.00	42.00	25,611.25	164.86	1,255.30	2,319.55	174.72	3,071.87	34,739.55
Middlesex	3,716.64	250.00	60.25	31,588.98	175.72	2,376.87	1,400.44	151.14	3,745.92	43,465.96
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	6,726.68	1,683.36	.....	53,369.18	327.24	2,346.04	5,318.50	311.74	4,751.79	74,834.53
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2,467.41	1,919.75	124.74	27,929.91	306.91	2,869.94	282.00	18.00	316.03	36,234.69
Warren	.....	.....	.....	2,700.00	3.91	60.84	.....	.....	.....	2,764.75
Total	$40,257.04	$10,078.51	$559.41	$337,771.79	$1,721.67	$21,640.33	$28,239.70	$3,244.76	$27,955.08	$471,468.29

TABLE 19

DISTRIBUTION OF COSTS—SPECIAL SCHOOLS

MANUAL TRAINING EVENING SCHOOLS

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Supervisors and Non-Teaching Principals—Expenses	Teachers' Salaries	Textbooks	Supplies	Other Expense	Repairs and Replacements	Total Cost Manual Training Evening Schools
Atlantic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bergen	.....	.....	.....	.....	.....	.....	.....	.....	.....
Burlington	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape May	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	.....	.....	.....	$4,512.00	.....	$447.96	.....	.....	$4,959.96
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	$809.87	$29.00	.....	4,369.50	.....	847.12	.....	$12.00	*6,067.49
Middlesex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	$809.87	$29.00	.....	$8,881.50	.....	$1,295.08	.....	$12.00	$11,027.45

* No teachers reported or pupils for these classes.

TABLE 20
DISTRIBUTION OF COSTS—SPECIAL SCHOOLS
Evening Schools for Foreign-Born Residents

COUNTIES	Supervisors and Non-Teaching Principals—Salary	Supervisors and Non-Teaching Principals—Clerk Hire	Teachers' Salaries	Textbooks	Supplies	Janitors' Salary	Other Expense	Total Cost Evening Schools Foreign-Born Residents
Atlantic	$539.50	$12.00	$2,601.00	$172.50	.....	$215.00	.....	$3,540.00
Bergen	3,209.00	1,600.00	10,797.00	320.91	$1,163.64	1,049.10	$1,806.07	19,936.72
Burlington	.....	.....	.....	.....	.....	.....	.....	.....
Camden	.....	.....	744.00	.....	.....	.....	.....	744.00
Cape May	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	192.00	.....	.30	130.00	.....	322.30
Essex	.....	.....	6,482.50	163.92	92.55	630.50	14.92	7,384.39
Gloucester	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	3,253.00	9.00	15,665.00	393.89	108.30	3,383.00	2,708.31	25,520.41
Hunterdon	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	817.70	27.50	3,740.00	22.61	.....	483.24	1,295.18	6,386.23
Middlesex	1,376.00	.....	6,974.27	415.12	264.96	1,020.00	2,513.90	12,564.26
Monmouth	.....	.....	1,849.00	.....	18.32	286.00	6.00	2,159.32
Morris	.....	.....	593.00	.....	7.91	81.25	.....	682.16
Ocean	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	500.00	.....	2,374.00	.....	46.86	510.00	700.00	4,130.86
Salem	.....	.....	.....	.....	.....	.....	.....	.....
Somerset	292.50	.....	1,194.50	.....	.....	201.00	203.38	1,891.38
Sussex	.....	.....	.....	.....	.....	.....	.....	.....
Union	897.34	321.00	9,312.50	144.45	263.70	1,700.44	2,788.49	15,427.92
Warren	.....	.....	266.00	.....	.....	76.00	93.40	435.40
Total	$10,876.04	$1,969.50	$62,784.77	$1,633.32	$1,966.54	$9,765.53	$12,129.65	$101,125.35

TABLE 21
DISTRIBUTION OF COSTS
DEBT SERVICE

COUNTIES	Redemption of Serial Bonds	Interest on Serial, Term and Temporary Loan Bonds	Authorized Notes	Interest on Authorized Notes	Sinking Fund Requirements	Total Cost Redemption of Bonds, Notes and Interest
Atlantic	$473,500.00	$344,543.41	$2,000.00	$941.37	$4,396.23	$825,381.01
Bergen	768,350.00	1,062,595.12	71,430.00	10,977.23	75,417.85	1,988,770.20
Burlington	124,300.00	118,504.49	24,661.65	5,565.37	3,049.78	276,081.29
Camden	374,150.00	539,143.50	9,412.50	1,526.73	32,236.97	956,469.70
Cape May	64,700.00	83,536.54	9,014.16	.....	3,350.06	160,600.76
Cumberland	75,560.00	103,556.91	6,350.00	368.80	4,950.72	190,786.43
Essex	1,337,550.00	2,365,951.47	43,346.03	17,129.65	205,780.76	3,969,757.91
Gloucester	151,816.66	153,408.97	10,100.00	1,068.13	1,171.20	317,564.96
Hudson	964,500.00	1,592,950.67	.....	53,136.28	109,539.60	2,720,126.55
Hunterdon	27,150.00	29,999.04	10,145.00	1,362.56	282.18	68,938.78
Mercer	283,650.00	493,872.68	14,548.30	11,015.49	32,750.59	835,837.06
Middlesex	377,300.00	480,209.45	27,504.23	7,094.71	21,241.69	913,350.08
Monmouth	261,100.00	308,829.77	47,832.33	3,112.31	18,950.50	634,824.91
Morris	196,000.00	227,019.92	23,799.90	1,663.60	2,692.22	452,075.64
Ocean	56,250.00	73,077.17	15,355.00	1,164.32	381.62	146,228.11
Passaic	397,400.00	655,933.01	4,000.00	8,754.81	30,762.91	1,096,850.73
Salem	36,350.00	22,364.33	12,000.00	1,235.65	.....	71,949.98
Somerset	91,000.00	89,353.77	22,000.00	2,665.51	1,671.35	206,690.63
Sussex	38,900.00	25,252.14	7,050.00	179.86	33.00	71,415.00
Union	569,500.00	930,231.31	4,000.00	12,188.73	32,526.20	1,548,446.24
Warren	52,600.00	64,420.97	9,455.00	1,060.51	.....	127,536.48
Total	$6,722,526.66	$9,759,754.64	$374,004.10	$142,211.62	$581,185.43	$17,579,682.45

TABLE 22
DISTRIBUTION OF COSTS
CAPITAL OUTLAY

COUNTIES	New Sites	Improvement to Sites	Walks, Fences, Drives	NEW BUILDINGS			
				Construction	Architects' and Engineers' Fees	Landscaping and Playgrounds	Furniture and Equipment
Atlantic	$44,161.83	$448.71	$3,014.63	$103,038.41	$2,931.65	$3,867.11	$23,425.00
Bergen	136,396.93	34,921.58	25,285.20	1,016,555.61	79,779.97	34,071.89	60,446.42
Burlington	5,302.50	15,991.04	3,806.97	134,677.84	3,962.80	29.00	14,131.17
Camden	12,514.23	3,067.59	2,583.97	121,301.42	3,089.88	599.50	17,021.32
Cape May	.....	.....	.....	5,358.47	203.32	.....	339.92
Cumberland	5,025.00	24,825.28	.....	123,980.41	5,996.19	77.67	3,585.49
Essex	640,118.03	49,455.92	6,473.52	2,833,449.33	123,720.30	129,545.90	397,952.36
Gloucester	1,694.00	1,144.50	1,619.69	225,784.36	6,809.64	498.50	16,963.30
Hudson	86,295.19	2,119.00	1,871.15	1,625,368.46	94,747.36	20,000.00	167,232.94
Hunterdon	1.00	.....	.....	.....	.....	.....	.....
Mercer	1,537.03	2,394.47	2,067.15	581,490.68	22,338.77	48,918.01	97,939.39
Middlesex	44,889.50	1,196.65	1,654.90	610,938.75	36,013.61	7,889.03	100,061.65
Monmouth	36,733.14	11,333.56	5,692.98	894,455.65	51,214.56	11,923.64	35,558.60
Morris	27,420.22	12,929.49	5,514.77	344,265.54	19,971.33	8,998.88	30,309.63
Ocean	3,567.50	261.77	245.60	218,601.62	10,322.30	.....	15,109.08
Passaic	98,346.94	5,541.33	1,224.87	663,589.79	21,508.62	5,211.50	9,723.93
Salem	.....	300.00	.....	180,816.30	8,741.67	340.31	451.85
Somerset	.....	4,234.55	994.52	134,522.33	6,132.35	14.70	5,654.95
Sussex	.....	18.00	10,000.00	9,378.44	.....	.....	850.07
Union	60,726.61	8,132.79	17,373.61	1,453,541.20	74,979.50	8,420.86	102,901.98
Warren	10,549.07	.....	.....	79,556.61	12,708.51	61.25	3,698.05
Total	$1,215,278.12	$178,319.23	$89,623.59	$11,363,671.22	$588,172.33	$280,467.75	$1,103,357.10

TABLE 22—*Continued*
DISTRIBUTION OF COSTS
CAPITAL OUTLAY

COUNTIES	OLD BUILDINGS				Administration Offices Equipment	Manual Training—New Equipment	Vocational—New Equipment	Outhouses	Total Cost Land, Buildings and Equipment
	Alterations	Architects' and Engineers' Fees	Landscaping and Playgrounds	Furniture and Equipment					
Atlantic	$4,715.23	$237.60	$981.44	$4,892.60	$175.00	$124.72	.....	.....	$192,014.02
Bergen	28,068.93	5,427.60	21,232.50	20,727.76	746.90	11,002.25	.....	.....	1,474,663.54
Burlington	39,403.27	685.00	7,918.52	7,918.97	48.05	929.01	.....	.....	234,807.14
Camden	16,028.42	3,698.20	11,341.71	22,461.01	9,181.21	.....	.....	.....	222,888.46
Cape May	405.18	.....	288.92	8,201.14	134.50	5,604.09	.....	.....	20,535.54
Cumberland	232,585.60	4,680.07	3,200.00	32,760.53	.....	2,067.94	.....	.....	438,784.18
Essex	144,416.51	84,759.11	7,023.19	110,736.82	7,970.43	6,177.35	$159.75	.....	4,541,958.52
Gloucester	11,525.92	2,562.38	6,217.19	6,265.80	11.90	1,824.58	.....	.....	282,921.76
Hudson	374,823.10	30,288.42	7,717.87	97,219.73	1,100.00	.....	.....	.....	2,508,783.22
Hunterdon	1,010.00	.....	.....	1,699.06	.....	179.02	.....	.....	2,889.08
Mercer	15,653.48	1,126.00	1,625.57	11,612.98	7,327.72	873.07	.....	.....	797,904.32
Middlesex	10,873.88	.....	354.16	9,182.60	180.25	7,127.95	.....	.....	830,362.93
Monmouth	7,753.16	527.00	1,423.69	7,470.37	329.18	4,923.80	.....	.....	1,072,339.33
Morris	58,414.65	3,398.99	6,333.19	12,960.87	105.00	7,710.71	.....	$345.00	538,678.27
Ocean	824.21	.....	1,819.11	7,163.24	.....	79.20	.....	.....	257,993.69
Passaic	35,562.64	886.41	2,953.47	7,792.42	.....	.....	.....	.....	852,341.92
Salem	.....	.....	10.50	354.34	.....	.....	.....	.....	191,014.97
Somerset	2,014.50	947.97	17,756.02	2,418.14	189.35	180.00	.....	.....	175,059.38
Sussex	3,685.00	.....	134.66	1,033.78	.....	.....	.....	150.00	25,249.95
Union	230,362.44	11,125.79	3,604.04	63,151.76	844.09	2,461.16	821.24	.....	2,038,646.47
Warren	4,536.56	144.00	.....	77.25	141.55	.....	.....	.....	111,472.85
Total	$1,222,662.68	$150,494.54	$101,935.75	$436,101.26	$28,485.13	$51,264.85	$980.99	$495.00	$16,811,309.54

TABLE 23-A

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

ADMINISTRATION

COUNTIES	Special Classes—Blind, Deaf, Crippled, Cardiac, Anaemic, Sub-normal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$1,580.85	$4,224.89	$63,637.95	$14,606.20	.....	.....	.....	$84,049.89
Bergen	2,087.79	8,952.89	94,500.55	20,090.13	$21,461.65	$14,399.81	$10,012.86	171,505.68
Burlington	104.93	73.02	29,760.49	7,779.55	.....	.....	.....	37,718.03
Camden	62.12	260.66	30,293.63	3,862.37	43,733.63	8,199.15	6,018.99	92,430.51
Cape May	.....	322.44	13,753.19	4,121.80	4,786.69	2,462.80	1,951.03	27,397.95
Cumberland	154.37	.....	25,681.12	4,905.36	.....	.....	.....	30,740.85
Essex	11,530.97	52,608.53	384,311.06	80,685.95	47,356.18	31,466.43	20,513.99	628,473.11
Gloucester	79.04	40.75	20,137.83	3,462.55	.....	.....	.....	23,720.17
Hudson	10,266.97	10,616.86	353,020.48	70,494.86	33,354.10	28,641.57	10,013.87	516,408.71
Hunterdon	.....	68.92	9,335.63	1,183.13	389.98	285.10	343.14	11,605.90
Mercer	3,789.08	6,549.96	22,227.68	1,511.98	58,499.10	30,286.81	13,426.33	136,290.94
Middlesex	726.34	3,524.57	53,678.91	8,479.29	19,585.87	10,802.75	7,689.80	104,487.53
Monmouth	508.41	2,493.25	53,596.92	12,569.05	8,220.30	4,290.51	3,982.73	85,661.17
Morris	253.80	882.41	33,936.28	7,332.04	24.87	16.61	.....	42,446.01
Ocean	.....	20.00	13,665.81	3,249.24	.....	.....	.....	16,935.05
Passaic	2,701.49	5,314.11	100,684.52	25,408.97	611.49	267.52	.....	134,988.10
Salem	.....	327.55	11,153.41	4,579.78	.....	.....	.....	16,060.74
Somerset	78.13	893.20	19,785.60	4,197.68	.....	.....	.....	24,954.61
Sussex	110.58	318.64	11,809.80	1,116.30	1,233.48	740.08	271.36	15,600.24
Union	2,496.59	10,226.49	64,248.77	15,610.41	43,880.36	23,486.85	14,632.97	174,582.44
Warren	.....	.....	19,661.36	6,129.65	.....	.....	.....	25,791.01
Total	$36,531.46	$107,719.14	$1,428,880.99	$301,376.29	$283,137.70	$155,345.99	$88,857.07	$2,401,848.64

TABLE 23-B

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

INSTRUCTION, SUPERVISORY

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc.	Kindergarten	Grades I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$3,734.01	$4,506.46	$168,456.21	$36,300.19	.....	.....	.....	$212,996.87
Bergen	5,821.48	37,823.05	346,100.45	85,234.62	$115,125.98	$78,604.41	$42,685.40	711,395.39
Burlington	986.91	697.46	85,615.47	26,083.31	.....	.....	.....	113,383.15
Camden	352.08	1,198.78	68,926.58	18,922.21	137,746.89	38,232.98	26,415.73	291,795.25
Cape May	.....	209.47	27,242.62	6,679.01	4,600.00	2,664.99	2,180.44	43,576.53
Cumberland	180.95	.....	60,283.48	22,480.94	.....	.....	.....	82,945.37
Essex	23,506.05	123,863.69	875,285.32	179,227.62	151,262.71	81,751.61	70,489.96	1,505,386.96
Gloucester	466.08	115.91	44,212.53	14,512.28	.....	.....	.....	59,306.80
Hudson	26,498.68	34,613.66	742,772.34	166,132.10	37,211.54	49,960.47	9,670.31	1,066,859.10
Hunterdon	.....	101.77	12,092.71	964.35	2,276.59	1,664.33	2,003.18	19,102.93
Mercer	4,821.28	6,305.85	44,732.13	12,167.46	131,266.97	62,402.40	31,139.46	292,835.55
Middlesex	1,062.27	9,903.35	187,489.24	27,753.31	47,041.21	25,551.80	10,384.17	309,185.35
Monmouth	1,315.39	3,524.15	133,380.83	39,932.06	26,195.64	15,453.43	18,594.83	238,396.33
Morris	1,498.27	4,731.40	124,625.48	43,806.02	.....	.....	.....	174,661.17
Ocean	.....	397.27	27,633.60	21,310.18	.....	.....	.....	49,251.05
Passaic	11,780.16	18,866.07	369,804.51	58,961.81	2,525.72	752.78	.....	462,691.05
Salem	.....	439.33	16,396.99	4,075.14	.....	.....	.....	20,911.46
Somerset	588.73	4,422.45	57,679.91	20,888.16	.....	.....	.....	83,579.25
Sussex	516.84	1,304.82	14,064.06	2,013.38	6,918.98	4,151.39	1,522.18	30,491.65
Union	3,582.16	26,873.68	210,842.24	63,241.98	119,396.16	60,048.31	43,153.76	527,138.29
Warren	.....	.....	29,444.31	16,661.13	.....	.....	.....	46,105.44
Total	$86,711.34	$279,808.62	$3,647,081.01	$867,347.26	$781,568.39	$421,238.90	$258,239.42	$6,341,994.94

TABLE 23-B—*Continued*

COST OF EDUCATION BY TYPES OF SCHOOLS

Day Schools Only

INSTRUCTION PROPER

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$31,246.66	$86,430.84	$1,291,991.72	$457,365.31	.....	.....	.....	$1,867,134.53
Bergen	56,783.70	238,466.46	2,943,056.83	851,789.81	$699,860.65	$438,071.11	$385,301.41	5,613,329.97
Burlington	7,750.49	6,286.44	835,487.71	242,965.24	.....	.....	.....	1,092,489.88
Camden	29,949.07	50,625.51	795,094.48	201,598.13	1,281,213.72	439,530.07	319,665.82	3,117,676.80
Cape May	.....	3,875.42	260,506.98	95,367.85	43,641.17	25,749.27	30,507.28	459,647.97
Cumberland	11,946.85	.....	505,132.16	185,355.98	.....	.....	.....	702,434.99
Essex	281,766.97	1,093,513.46	8,064,926.14	2,117,545.79	812,847.09	686,244.11	524,583.94	13,581,427.41
Gloucester	2,870.30	6,225.00	697,163.16	200,322.22	.....	.....	.....	906,580.68
Hudson	260,737.25	193,694.93	5,766,349.79	1,875,259.38	437,254.66	670,553.22	234,654.11	9,438,503.34
Hunterdon	.....	3,577.86	227,711.98	72,752.52	13,097.69	20,876.41	25,341.30	363,357.76
Mercer	57,123.31	82,482.25	596,453.90	150,239.76	740,193.80	467,741.72	300,397.89	2,394,632.63
Middlesex	18,070.95	82,691.08	1,620,315.93	304,419.19	356,602.35	233,404.81	149,044.27	2,764,548.58
Monmouth	23,535.84	39,054.40	1,056,057.28	363,018.13	205,297.15	128,281.62	125,440.59	1,940,684.99
Morris	16,929.78	26,252.54	1,043,102.85	362,698.39	.....	1,855.96	.....	1,450,839.52
Ocean	.....	5,847.75	257,909.98	157,424.86	.....	.....	.....	421,182.59
Passaic	119,608.39	194,348.20	3,070,009.20	1,051,830.82	59,585.24	26,421.20	.....	4,521,803.05
Salem	.....	7,641.22	298,872.52	70,061.35	.....	.....	.....	376,575.09
Somerset	4,359.89	26,117.56	571,553.62	176,144.59	.....	.....	.....	778,175.66
Sussex	4,313.30	12,809.66	224,696.56	49,156.30	45,743.96	27,446.37	10,063.67	374,229.82
Union	64,734.56	198,937.16	1,687,782.62	606,678.06	911,368.68	620,216.64	409,908.97	4,499,626.69
Warren	3,550.00	2,850.00	377,546.24	147,251.41	.....	.....	.....	531,197.65
Total	$995,377.31	$2,361,727.74	$32,191,721.65	$9,739,245.07	$5,606,706.07	$3,786,392.51	$2,514,909.25	$57,196,079.60

TABLE 23-C

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

OPERATION

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$4,129.05	$14,928.29	$241,029.29	$67,094.53	.....	.....	.....	$327,181.16
Bergen	8,431.11	48,563.71	568,571.48	135,697.07	$133,516.05	$89,975.70	$62,517.98	1,047,273.10
Burlington	955.59	745.24	136,550.33	28,785.03	.....	.....	.....	167,036.19
Camden	4,110.17	1,903.22	165,913.02	30,302.17	180,032.81	67,184.65	38,895.95	488,341.99
Cape May	.....	769.94	55,596.94	14,865.08	10,537.74	8,400.29	6,866.66	97,036.65
Cumberland	2,153.93	.....	85,610.53	23,235.87	.....	.....	.....	111,000.33
Essex	34,336.00	136,016.21	954,362.46	260,517.17	163,064.64	102,277.08	68,739.79	1,719,313.35
Gloucester	903.44	271.37	123,918.80	34,869.92	.....	.....	.....	159,963.53
Hudson	19,265.20	20,512.78	1,153,794.45	263,247.25	81,379.76	122,914.90	22,442.82	1,683,557.16
Hunterdon	.....	425.73	31,671.82	8,738.18	3,109.77	2,349.85	3,244.17	49,539.52
Mercer	4,148.21	19,109.53	108,267.02	19,347.80	123,956.41	58,847.03	37,019.37	370,695.37
Middlesex	1,474.65	14,150.92	277,646.67	42,107.14	43,377.39	25,845.19	10,933.32	415,535.28
Monmouth	2,632.29	9,449.49	202,727.13	54,801.88	40,722.65	12,663.88	15,184.18	338,181.50
Morris	1,283.98	7,048.60	194,802.33	54,257.53	.....	.....	.....	257,392.44
Ocean	.....	487.76	46,513.18	32,236.98	.....	.....	.....	79,237.92
Passaic	14,363.12	20,986.00	468,866.73	105,754.02	7,953.59	3,097.96	.....	621,021.42
Salem	.....	767.06	41,877.83	7,916.62	.....	.....	.....	50,561.51
Somerset	567.93	6,182.11	100,816.35	25,343.66	.....	.....	.....	132,910.05
Sussex	506.83	1,533.03	28,878.96	6,215.04	5,201.06	3,120.64	1,144.23	46,599.79
Union	8,384.61	36,885.94	301,370.96	88,597.26	171,949.69	82,606.35	59,121.86	748,916.67
Warren	.....	.....	61,462.74	18,894.36	.....	.....	.....	80,357.10
Total	$107,646.11	$340,736.93	$5,350,249.02	$1,322,824.56	$964,801.56	$579,283.52	$326,110.33	$8,991,652.03

TABLE 23-D

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

MAINTENANCE

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Sub-Normal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$1,597.30	$6,369.36	$105,454.61	$25,169.43	.....	.....	.....	$138,590.70
Bergen	3,357.65	20,271.03	279,956.38	77,784.75	$56,443.55	$31,629.78	$32,973.23	502,416.37
Burlington	354.62	285.91	64,849.59	19,608.59	.....	.....	.....	85,098.71
Camden	705.75	733.28	67,878.00	11,615.01	65,173.60	10,852.81	8,333.87	165,292.32
Cape May	.....	332.76	36,467.97	7,340.47	8,710.76	4,279.67	3,501.54	60,633.17
Cumberland	529.96	.....	44,641.95	8,030.19	.....	.....	.....	53,202.10
Essex	15,283.14	72,427.37	593,655.13	122,754.76	69,804.50	40,156.09	31,784.62	945,865.61
Gloucester	211.00	14.80	41,624.30	9,334.23	.....	.....	.....	51,184.33
Hudson	9,845.89	9,248.98	475,067.85	114,280.34	58,689.40	34,403.69	11,570.97	713,107.12
Hunterdon	.....	529.19	20,089.08	5,588.09	1,606.84	1,129.95	1,559.58	30,502.73
Mercer	2,089.58	9,490.38	44,492.23	1,032.23	62,396.30	21,578.17	7,061.78	148,140.67
Middlesex	247.54	2,737.80	115,866.26	11,501.34	31,458.29	16,352.28	5,716.14	183,879.65
Monmouth	1,546.01	6,247.25	93,362.54	26,027.77	28,355.91	8,868.85	9,376.20	173,784.53
Morris	703.09	4,181.67	104,241.77	28,364.16	.....	.....	.....	137,490.69
Ocean	.....	670.81	32,875.83	22,844.95	.....	.....	.....	56,391.59
Passaic	6,631.13	7,171.10	186,256.73	27,863.54	3,933.04	1,672.45	.....	233,527.99
Salem	.....	493.00	22,876.08	3,884.93	.....	.....	.....	27,254.01
Somerset	387.77	1,955.78	55,664.91	13,748.94	.....	.....	.....	71,757.40
Sussex	295.10	874.96	17,288.61	3,245.64	3,138.73	1,883.23	690.52	27,416.79
Union	6,533.35	15,621.09	102,647.17	50,888.34	85,213.57	34,046.09	42,311.11	337,260.72
Warren	.....	.....	33,266.13	13,340.55	.....	.....	.....	46,606.68
Total	$50,318.88	$159,656.52	$2,538,523.12	$604,248.25	$474,924.49	$206,853.06	$154,879.56	$4,189,403.88

TABLE 23-E

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

CO-ORDINATE ACTIVITIES

COUNTIES	Special Classes—Blind, Deaf Crippled, Anæmic, Sub-normal, Etc	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$816.54	$324.37	$76,495.87	$9,171.00	.....	.....	.....	$86,807.78
Bergen	1,487.87	7,890.90	98,193.24	15,943.25	$26,818.17	$10,636.69	$7,586.92	168,557.04
Burlington	157.09	215.68	35,693.40	5,762.53	.....	.....	.....	41,828.70
Camden	110.30	277.81	28,129.27	3,389.42	41,115.11	10,260.87	5,352.32	88,635.10
Cape May	.....	.....	13,320.97	3,223.59	1,811.71	940.69	631.65	19,928.61
Cumberland	196.44	.....	17,918.45	3,564.45	.....	.....	.....	21,679.34
Essex	11,107.35	6,708.09	392,990.60	68,231.68	29,028.42	13,827.46	8,477.74	530,371.34
Gloucester	82.60	57.36	27,186.51	3,308.77	.....	.....	.....	30,635.24
Hudson	4,408.42	682.91	328,438.24	56,075.05	34,506.78	17,630.95	2,150.38	443,892.73
Hunterdon	.....	38.67	4,151.00	1,395.22	665.68	478.35	528.54	7,257.46
Mercer	1,036.84	165.78	16,439.81	2,034.61	31,655.37	14,325.87	7,808.11	73,466.39
Middlesex	311.70	3,194.76	55,828.92	8,182.1[illegible]	10,798.97	5,528.30	2,695.21	86,539.98
Monmouth	321.29	1,438.33	48,535.50	9,016.69	8,163.79	2,119.89	1,622.34	71,217.83
Morris	232.22	1,307.89	38,373.09	9,290.85	.....	.....	.....	49,204.05
Ocean	.....	25.00	11,251.64	3,990.87	.....	.....	.....	15,267.51
Passaic	1,235.65	3,971.17	107,868.46	12,309.30	4,221.46	1,831.98	.....	131,438.02
Salem	.....	226.44	5,728.53	2,104.12	.....	.....	.....	8,059.09
Somerset	57.45	860.50	17,881.03	3,688.98	.....	.....	.....	22,487.96
Sussex	152.66	439.75	6,130.12	1,109.08	1,703.99	1,022.39	374.88	10,932.87
Union	1,569.71	4,072.37	62,117.61	12,670.67	36,292.99	13,495.31	6,752.51	136,971.11
Warren	.....	.....	10,060.62	1,869.28	.....	.....	.....	11,929.90
Total	$23,284.13	$31,897.78	$1,402,732.88	$236,331.47	$226,782.44	$92,098.75	$43,980.60	$2,057,108.05

TABLE 23-F

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

AUXILIARY AGENCIES

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Subnormal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$642.50	$684.65	$77,906.79	$60,643.50	.....	.....	.....	$139,877.44
Bergen	2,377.92	4,428.73	71,396.72	76,028.72	$17,410.43	$12,343.19	$21,035.38	205,021.09
Burlington	90.27	325.70	97,695.66	63,178.83	.....	.....	.....	161,290.46
Camden	37.46	305.04	51,406.59	67,751.77	1,509.78	10,021.63	10,872.62	141,904.89
Cape May	.....	191.02	25,964.13	35,440.98	2,299.83	1,194.14	928.78	66,018.88
Cumberland	62.86	.....	59,520.97	37,231.14	.....	.....	.....	96,814.97
Essex	9,426.76	2,616.25	308,347.85	93,036.46	25,141.03	16,142.11	10,948.95	465,659.41
Gloucester	437.10	.....	78,336.54	54,423.38	.....	.....	.....	133,197.02
Hudson	34,074.30	.....	59,400.33	36,052.38	9,945.32	7,733.01	3,338.71	150,544.05
Hunterdon	.....	5.10	32,564.34	59,363.35	250.50	180.00	198.90	92,562.19
Mercer	130.17	1,509.47	111,741.97	39,534.43	5,063.50	15,998.26	4,981.41	178,959.21
Middlesex	134.43	950.29	104,158.00	87,928.37	6,940.88	6,079.48	6,328.39	212,519.84
Monmouth	209.21	447.34	109,689.92	113,915.24	2,710.60	2,080.76	2,010.96	231,064.03
Morris	108.00	37.21	107,718.21	78,217.93	.....	.....	.....	186,081.35
Ocean	.....	20.00	56,618.17	47,438.07	.....	.....	.....	104,076.24
Passaic	7,360.50	1,426.83	52,160.04	24,393.82	1,031.89	739.67	3,565.95	90,678.70
Salem	.....	451.26	37,883.50	32,050.87	.....	.....	.....	70,385.63
Somerset	57.98	489.05	42,458.25	50,849.97	.....	.....	.....	93,855.25
Sussex	146.83	346.26	39,122.69	50,305.88	2,118.38	1,271.03	466.04	93,777.11
Union	2,975.06	2,782.80	46,327.49	17,337.66	4,498.10	20,672.20	19,213.85	113,807.16
Warren	.....	.....	41,873.71	42,222.03	.....	.....	.....	84,095.74
Total	$58,271.35	$17,017.00	$1,612,291.87	$1,167,344.78	$78,920.24	$94,455.48	$83,889.94	$3,112,190.66

TABLE 23-G

COST OF EDUCATION BY TYPES OF SCHOOLS

DAY SCHOOLS ONLY

FIXED CHARGES

COUNTIES	Special Classes—Blind, Deaf, Crippled, Anæmic, Subnormal, Etc.	Kindergarten	Grades, I to VIII	Grades, IX, X, XI, XII	Junior High Plan—Grades, I to VI	Junior High Plan—Grades, VII, VIII, IX	Junior High Plan—Grades, X, XI, XII	Total
Atlantic	$299.41	$1,475.77	$28,468.32	$164,477.59	.....	.....	.....	$194,721.09
Bergen	2,891.13	4,648.97	52,461.49	480,182.88	$17,909.90	$7,760.28	$117,817.59	683,672.24
Burlington	64.59	96.04	42,679.37	177,588.08	.....	.....	.....	220,428.08
Camden	60.04	129.33	18,878.72	204,833.54	34,614.02	1,944.47	44,233.89	304,694.01
Cape May	.....	38.38	7,153.87	48,405.97	660.77	222.40	164.98	56,646.37
Cumberland	48.94	.....	8,699.29	57,201.69	.....	.....	.....	65,949.92
Essex	3,287.72	5,622.05	140,602.32	64,926.56	16,998.16	7,684.14	6,871.06	245,992.01
Gloucester	426.84	.....	18,392.71	133,587.56	.....	.....	.....	152,407.11
Hudson	1,565.35	916.53	64,039.51	179,819.93	10,482.78	6,983.44	3,340.50	267,148.04
Hunterdon	.....	21.31	39,603.88	92,557.66	572.26	411.22	454.36	133,620.69
Mercer	442.47	1,951.10	157,507.73	1,274.47	24,125.46	1,542.52	3,280.41	190,124.16
Middlesex	83.60	815.38	46,037.25	192,283.77	3,454.85	2,702.31	45,920.38	291,297.54
Monmouth	133.58	1,133.64	61,450.01	269,921.67	2,899.00	1,369.20	928.41	337,835.51
Morris	53.58	642.10	35,514.45	230,693.67	.....	.....	.....	266,903.80
Ocean	.....	.....	29,099.86	62,991.68	.....	.....	.....	92,091.54
Passaic	1,774.20	1,089.51	32,986.17	201,069.14	443.67	197.35	13,220.00	250,780.04
Salem	.....	84.76	10,015.12	63,736.44	.....	.....	.....	73,836.32
Somerset	45.47	811.84	27,282.05	118,529.10	.....	.....	.....	146,668.46
Sussex	124.53	289.33	12,900.60	64,323.46	1,823.89	1,094.33	401.26	80,957.40
Union	613.87	2,823.51	18,440.20	43,517.59	9,182.76	13,435.51	31,371.60	119,385.04
Warren	.....	.....	11,361.42	78,963.38	.....	.....	.....	90,324.80
Total	$11,915.32	$22,589.55	$863,574.34	$2,930,885.83	$123,167.52	$45,347.17	$268,004.44	$4,265,484.17

TABLE 24

STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	AMOUNT OF INDEBTEDNESS					SINKING		
	Outstanding July 1st, 1930	Issued During Year	Redeemed During the Year from District Taxes	Redeemed During the Year from Sinking Funds	Outstanding at the Close of School Year	Amount of Money in Sinking Fund on June 30th, 1930	District Taxes for Sinking Fund Requirements	Receipts from Interest and Other Sources
Atlantic	$7,793,300.00	$32,175.00	$475,500.00	$4,000.00	$7,345,975.00	$63,507.33	$4,396.23	$2,896.98
Bergen	22,095,059.05	1,450,991.22	839,780.00	60,000.00	22,646,270.27	1,011,592.01	75,417.85	42,054.20
Burlington	2,571,449.65	185,966.00	148,961.65	700.00	2,607,754.00	64,226.99	3,019.78	2,421.50
Camden	11,708,913.55	124,556.66	383,562.50	14,500.00	11,435,407.71	747,310.08	32,236.97	47,699.55
Cape May	1,741,314.16	.....	73,714.16	6,000.00	1,661,600.00	67,461.29	3,350.06	2,435.99
Cumberland	1,864,110.00	385,250.00	81,910.00	500.00	2,166,950.00	106,864.29	4,950.72	3,762.02
Essex	53,092,357.11	4,344,589.81	1,380,896.03	76,000.00	55,980,050.89	5,644,202.52	205,780.76	239,459.31
Gloucester	3,147,105.19	244,466.67	161,916.66	2,500.00	3,227,155.20	32,208.91	1,171.20	1,574.24
Hudson	34,860,893.44	1,795,317.00	964,500.00	616,000.00	35,075,710.44	3,825,005.17	109,539.60	122,665.56
Hunterdon	686,395.00	7,178.68	37,295.00	.....	656,278.68	6,757.60	282.18	605.82
Mercer	12,316,448.30	150,700.00	298,198.30	104,700.00	12,064,250.00	976,612.16	32,750.59	27,207.41
Middlesex	9,900,602.12	751,050.00	404,804.23	15,500.00	10,231,347.89	420,742.72	21,241.69	15,536.48
Monmouth	6,762,122.43	856,727.38	308,932.33	55,000.00	7,254,917.48	325,454.77	18,950.50	9,107.30
Morris	4,822,025.90	667,802.00	220,699.90	2,000.00	5,267,128.00	69,666.44	2,692.22	2,660.38
Ocean	1,589,797.50	170,360.00	71,605.00	.....	1,688,552.50	6,724.71	381.62	315.02
Passaic	14,314,224.62	1,000,925.38	401,400.00	49,500.00	14,864,250.00	1,282,519.34	30,762.91	83,022.63
Salem	475,252.00	200,148.00	48,350.00	.....	627,050.00	.....	.....	.....
Somerset	1,939,600.00	133,000.00	113,000.00	12,000.00	1,947,600.00	56,694.17	1,671.35	1,436.75
Sussex	528,350.00	20,300.00	45,950.00	.....	502,700.00	9,240.92	33.00	287.75
Union	20,167,266.75	1,975,983.25	573,500.00	52,000.00	21,517,750.00	805,614.27	32,526.20	80,425.28
Warren	1,475,181.28	274,619.75	62,055.00	10,000.00	1,677,746.03	27,015.41	.....	8,971.16
Total	$213,851,768.05	$14,772,106.80	$7,096,530.76	$1,080,900.00	$220,446,444.09	$15,549,421.10	$581,185.43	$694,545.33

TABLE 24—*Continued*

STATEMENT OF SCHOOL INDEBTEDNESS

COUNTIES	FUNDS				ORIGINAL COST OF PROPERTY			
	Total Sinking Fund Receipts, Including Amount in Fund June 30, 1930	Bonds Redeemed During the Year from Sinking Fund	Paid for Premium on Investments, Etc.	Amount of Money in Sinking Fund on June 30, 1931	Land	Buildings	Equipment	Total Cost
Atlantic	$70,800.54	$4,000.00	.....	$66,800.54	$1,481,471.36	$8,587,253.87	$774,986.12	$10,843,711.35
Bergen	1,129,064.06	60,000.00	$5,138.57	1,063,925.49	3,312,768.87	27,472,152.54	2,082,100.21	32,867,021.62
Burlington	69,698.27	700.00	118.20	68,880.07	291,162.47	4,431,798.83	477,644.38	5,200,605.68
Camden	827,246.60	14,500.00	2,332.17	810,414.43	1,760,374.45	15,525,842.84	1,325,732.15	18,611,949.44
Cape May	73,247.34	6,000.00	.....	67,247.34	226,650.32	2,164,201.22	196,990.55	2,587,842.09
Cumberland	115,577.03	500.00	.....	115,077.03	200,752.04	3,024,369.45	293,057.63	3,518,179.12
Essex	6,089,442.59	76,000.00	395.85	6,013,046.74	8,574,581.06	53,819,284.84	4,161,983.44	66,555,849.34
Gloucester	34,954.35	2,500.00	250.68	32,203.67	353,016.85	4,454,172.22	413,481.29	5,220,670.36
Hudson	4,057,210.33	616,000.00	.....	3,441,210.33	8,966,076.84	38,790,673.99	3,669,387.05	51,426,137.88
Hunterdon	7,645.60	.....	.....	7,645.60	48,325.00	1,139,469.84	119,815.17	1,307,610.01
Mercer	1,036,370.16	104,700.00	420.35	931,449.81	686,565.32	9,939,465.85	842,941.27	11,468,972.44
Middlesex	457,520.89	15,500.00	.....	442,020.89	1,352,692.29	13,517,039.73	880,472.38	15,750,204.40
Monmouth	353,512.57	55,000.00	620.25	297,892.32	985,026.50	9,430,893.39	784,899.03	11,200,818.92
Morris	75,019.04	2,000.00	2.44	73,016.60	665,079.71	7,210,418.78	586,542.19	8,462,040.08
Ocean	7,421.35	.....	.....	7,421.35	256,717.00	2,217,317.30	198,920.25	2,672,954.55
Passaic	1,396,304.88	49,500.00	.....	1,346,804.88	1,948,771.78	18,257,728.09	1,594,487.62	21,800,987.49
Salem	.....	.....	.....	.....	99,065.00	1,165,793.68	117,583.00	1,382,441.68
Somerset	59,802.27	12,000.00	11.00	47,791.27	284,075.00	3,390,539.71	295,755.75	3,970,370.46
Sussex	9,561.67	.....	.....	9,561.67	117,675.00	1,341,650.00	133,350.00	1,592,675.00
Union	918,565.75	52,000.00	338.91	866,226.84	1,907,986.09	23,691,615.39	1,907,729.46	27,507,330.94
Warren	35,986.57	10,000.00	.....	25,986.57	163,295.61	2,475,802.69	216,271.68	2,855,369.98
Total	$16,825,151.86	$1,080,900.00	$9,628.42	$15,734,623.44	$33,682,128.56	$252,047,484.25	$21,074,130.62	$306,803,743.43

TABLE 25
REPORT ON SCHOOL BUILDINGS OWNED AND RENTED
BUILDINGS

COUNTIES	Number Buildings Completed During Current Year.	Number Enlarged During Current Year	Number Remodeled During Year	Number Abandoned During Year	Number of New Class Rooms Added During Year	Number of rooms in buildings abandoned during year	OWNED BY THE DISTRICTS INCLUDING PORTABLES						Total Number of School Buildings Rented	Number of Rooms Used in Rented Buildings	Number of Portable Buildings	Number of Rooms Used in Portable Buildings	Number of Regular Class Rooms Used	Number of Manual Training and Domestic Science Rooms Used	Number of Laboratories and Other Special Rooms Used	Total rooms used	Total Number of Rooms Not Used	Total Number of Pupils' Seats. (Double Desks Count Two.)	Number of Basement Rooms Used for Class Room Purposes *	Is Flag Displayed Daily?
							Number of One-Room Buildings	Number of Two-Room Buildings	Number of Three-Room Buildings	Number of Four-Room Buildings	Number of Five or More Room Buildings	Total Number of School Buildings Owned												
Atlantic	5	3	2	24	5	8	15	12	5	16	46	94	5	9	3	8	771	47	17	835	23	26,650	5	Yes
Bergen	3	9	3	90	4	26	9	12	4	14	166	205	6	8	2	4	2,152	163	117	2,432	59	80,402	33	Yes
Burlington	1	3	2	20	1	4	6	14	10	17	39	86	3	10	1	2	614	36	27	677	28	23,326	11	Yes
Camden	2	.....	.....	21	5	7	14	27	3	42	97	183	2	2	.....	.....	1,440	72	43	1,555	76	56,192	24	Yes
Cape May	1	.....	.....	3	.....	.....	10	15	1	4	19	49	1	1	.....	.....	245	25	19	289	9	8,784	3	Yes
Cumberland	...	1	.....	23	5	17	17	20	3	11	29	80	.....	.....	2	5	410	26	25	461	32	17,034	4	Yes
Essex	5	6	.....	125	3	11	1	5	2	5	215	228	2	2	8	5	3,910	288	348	4,546	122	157,644	106	Yes
Gloucester	2	4	1	28	4	12	9	11	4	22	39	85	2	5	1	3	515	51	40	606	31	20,275	10	Yes
Hudson	1	2	2	121	3	44	.....	2	.....	1	114	117	1	6	.....	.....	2,948	199	88	3,235	24	124,676	14	Yes
Hunterdon	...	.....	.....	2	3	3	58	11	1	6	10	86	.....	.....	.....	.....	234	8	7	249	7	8,408	7	Yes
Mercer	1	1	.....	8	1	1	10	4	.....	15	61	90	.....	.....	36	36	825	100	164	1,089	48	34,654	7	Yes
Middlesex	5	4	.....	55	2	2	15	25	2	17	79	138	2	.....	13	26	1,197	61	30	1,288	30	45,888	11	Yes
Monmouth	4	4	3	11	3	4	29	18	3	22	67	139	4	6	2	2	889	48	51	988	31	33,178	14	Yes
Morris	4	2	2	30	5	9	14	25	.....	22	53	114	2	8	2	5	668	39	35	742	48	23,990	14	Yes
Ocean	1	1	.....	20	1	1	18	17	3	4	17	59	1	1	.....	.....	226	10	15	251	30	8,153	8	Yes
Passaic	4	2	25	13	2	6	7	11	1	4	79	102	1	.....	.....	.....	1,681	87	168	1,936	28	61,331	2	Yes
Salem	1	1	.....	3	1	1	24	6	2	4	22	58	4	15	.....	.....	244	7	9	260	5	9,654	9	Yes
Somerset	...	1	2	7	1	.....	21	16	1	6	27	71	1	1	3	7	393	21	23	437	9	15,610	4	Yes
Sussex	.....	.....	.....	.....	.....	.....	47	9	5	2	8	71	4	5	2	4	223	12	3	238	5	7,335	.....	Yes
Union	6	4	.....	103	9	9	7	3	.....	5	111	126	1	4	18	23	1,682	154	131	1,967	26	63,792	30	Yes
Warren	1	.....	1	8	3	8	30	15	4	5	20	74	1	1	1	1	297	7	18	322	19	11,442	1	Yes
Total ..	47	48	43	715	61	173	361	278	54	244	1318	2255	43	84	94	131	21,564	1,461	1,378	24,403	690	838,418	317	Yes

* A basement room is one with floor level below ground level. Does not include Manual Training and Domestic Science Rooms.

TABLE 26

SCHOOLS BY TYPES

COUNTIES	Kindergarten	Elementary	Four Year High or Less	APPROVED JUNIOR HIGH PLAN		Special	Vocational	Totals
				Junior High	Senior High			
Atlantic	25	79	5	....	....	5	2	116
Bergen	85	176	16	15	6	21	....	319
Burlington	2	78	8	....	....	1	....	89
Camden	31	144	4	6	3	13	1	202
Cape May	2	39	4	1	1	1	....	48
Cumberland	....	74	6	....	....	3	....	83
Essex	137	158	19	11	4	51	1	381
Gloucester	2	79	6	....	....	....	....	87
Hudson	64	105	9	6	1	50	4	239
Hunterdon	3	81	5	1	1	....	....	91
Mercer	30	75	3	5	4	14	....	131
Middlesex	30	105	6	4	2	5	2	154
Monmouth	15	118	11	4	2	....	2	152
Morris	12	91	11	1	....	7	1	123
Ocean	3	44	7	1	1	....	....	56
Passaic	60	80	4	2	....	4	2	152
Salem	4	53	3	....	....	....	2	62
Somerset	9	65	4	....	....	....	....	78
Sussex	3	62	....	1	4	....	....	70
Union	66	102	9	9	4	19	2	211
Warren	2	63	5	....	....	1	....	71
Total	585	1,871	145	67	33	195	19	2,915

TABLE 27

REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

COUNTIES	Total Number of Days Transported.	Number of High School Pupils Transported Within the District for Whom Transportation is Paid by the District	Number of Pupils Below High School Transported Within the District for Whom Transportation is Paid by the District	Number of High School Pupils Transported from Other Districts for Whom Transportation is Paid by Other Districts	Number of Pupils Below High School Transported from Other Districts for Whom Transportation is Paid by Other Districts	Total Number Transported
Atlantic	364,902½	82	1,630	988	57	2,757
Bergen	926,982	246	3,049	2,851	190	6,336
Burlington	770,836½	120	3,523	1,247	296	5,186
Camden	552,662	67	3,021	983	124	4,195
Cape May	225,339½	136	924	358	62	1,480
Cumberland	520,961	311	2,219	909	17	3,456
Essex	570,556	652	2,607	498	22	3,779
Gloucester	651,270½	33	3,130	1,342	40	4,545
Hudson	229,964½	33	999	677	16	1,725
Hunterdon	232,442½	....	431	798	250	1,479
Mercer	524,638½	852	1,717	725	84	3,378
Middlesex	586,297	647	2,788	378	172	3,985
Monmouth	849,618	533	3,019	1,798	395	5,745
Morris	650,658½	191	2,635	1,459	74	4,359
Ocean	347,815½	211	1,266	539	293	2,309
Passaic	804,721	356	1,644	1,136	11	3,147
Salem	384,274	47	1,741	590	149	2,527
Somerset	434,364	127	1,514	1,100	56	2,797
Sussex	200,459	....	529	452	280	1,261
Union	372,386½	383	1,384	441	116	2,324
Warren	255,830	24	793	637	119	1,573
Total	10,456,979	5,051	40,563	19,906	2,823	68,343

TABLE 27—*Continued*

REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

COUNTIES	TRANSPORTATION TO OTHER DISTRICTS				
	Number of High School Pupils Transported to Other Districts	Amount Paid for Transporting All High School Pupils to Other Districts	Number of Pupils Below High School Transported to Other Districts	Amount Paid for Transporting All Pupils Below High School to Other Districts	Number of Pupils Transported to Summer, Evening, Vocational or Other Special Schools
Atlantic	668	$40,598.28	42	$2,425.79	204
Bergen	3,373	69,569.76	124	3,722.04	20
Burlington	1,296	52,873.48	340	11,619.12	....
Camden	1,370	59,946.12	39	196.25	315
Cape May	358	19,623.47	62	2,628.26	....
Cumberland	598	24,557.13	18	1,265.00	....
Essex	336	16,468.73	36	2,304.39	1,562
Gloucester	1,234	48,699.70	27	1,197.50	1
Hudson	924	13,572.96	16	711.48	....
Hunterdon	747	56,077.17	696	11,540.23	....
Mercer	607	32,021.75	157	9,873.17	....
Middlesex	1,479	56,478.08	240	9,409.68	260
Monmouth	1,686	68,040.74	363	5,276.11	....
Morris	1,384	70,474.86	84	2,968.19	....
Ocean	488	30,411.70	249	11,706.56	....
Passaic	1,197	27,217.79	7	450.00	11
Salem	610	27,505.41	24	862.50	....
Somerset	840	34,565.12	153	3,497.31	....
Sussex	518	43,094.10	369	14,197.50	....
Union	404	12,849.74	....	.....	4
Warren	592	35,933.64	91	4,099.81	....
Total	20,619	$840,579.73	3,139	$99,950.89	2,377

TABLE 27--*Continued*

REPORT OF TRANSPORTATION FOR DAY SCHOOLS, IN ALL DISTRICTS

COUNTIES	TRANSPORTATION TO OTHER DISTRICTS			TRANSPORTATION WITHIN THE DISTRICT		
	Amount Paid for Transporting Pupils to Summer, Evening, Vocational or Other Special Schools	Total Amount Paid for Transportation to Other Districts	Number of Transportation Routes	Amount Paid for Transportation of Pupils Attending High Schools Within the District	Amount Paid for Transportation of Pupils Attending Schools Below High School Within the District	Total Amount Paid for Transportation of Pupils Within the District
Atlantic	$12,584.33	$55,008.40	84	$2,690.18	$59,823.72	$62,513.90
Bergen	1,438.25	74,730.05	121	2,644.65	47,562.05	50,206.70
Burlington	.....	64,492.60	116	1,488.48	80,848.05	82,336.53
Camden	15,534.83	75,677.20	89	883.16	50,191.23	51,074.39
Cape May	.....	22,251.73	40	14,672.38	23,186.78	37,859.16
Cumberland	.....	25,822.13	67	9,037.26	55,266.00	64,303.26
Essex	10,781.07	29,554.19	37	16,565.45	62,711.53	79,276.98
Gloucester	77.60	49,974.80	85	3,412.29	72,884.08	76,296.37
Hudson	.....	14,284.44	18	.....	52,975.03	52,975.03
Hunterdon	.....	67,617.40	75	220.00	22,859.83	23,079.83
Mercer	.....	41,894.92	74	30,066.85	68,299.77	98,366.62
Middlesex	8,610.04	74,497.80	100	7,870.42	97,278.60	105,149.02
Monmouth	.....	73,316.85	112	27,877.96	93,890.95	121,768.91
Morris	.....	73,443.05	128	1,699.00	97,595.49	99,294.49
Ocean	.....	42,118.26	82	20,715.53	33,333.72	54,049.25
Passaic	573.76	28,241.55	52	.....	50,100.29	50,100.29
Salem	.....	28,367.91	51	1,532.15	38,735.65	40,267.80
Somerset	.....	38,062.43	62	12,549.92	38,561.01	51,110.93
Sussex	.....	57,291.60	82	.....	29,862.10	29,862.10
Union	56.40	12,906.14	23	6,113.23	24,720.90	30,834.13
Warren	.....	40,033.45	62	1,017.52	39,277.31	40,294.83
Total	$49,656.28	$990,186.90	1,560	$161,056.43	$1,139,964.09	$1,301,020.52

TABLE 28
TUITION

COUNTIES	PUPILS SENT AND TUITION PAID					
	Number of Pupils Attending Approved or Registered High Schools in other Districts for whom the Tuition is paid by your District	Total Cost of Tuition for Pupils in High School, including amounts not yet paid	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District	Total Cost of Tuition for Pupils Below High School, Including Amounts Not Yet Paid	Number of Pupils Attending Summer, Evening, Vocational or Other Special Schools	Total Cost of Tuition for Pupils Attending Summer, Evening, Vocational or Other Special Schools
Atlantic	1,020	$146,382.50	158	$8,942.50	227	$16,872.50
Bergen	4,188	582,871.10	158	15,303.70	80	7,334.04
Burlington	1,468	178,484.12	413	29,789.00	....	.....
Camden	1,990	228,225.62	348	21,053.48	1,128	240.00
Cape May	436	47,203.72	65	2,984.04	....	.....
Cumberland	513	55,032.10	31	1,405.50	367	.....
Essex	351	55,000.50	64	7,762.61	1,683	9,572.14
Gloucester	1,243	138,257.00	90	5,650.50	5	500.00
Hudson	1,632	168,557.50	20	2,429.54	67	424.50
Hunterdon	766	89,334.32	769	38,021.19	....	.....
Mercer	692	106,527.50	415	32,834.66	51	6,654.75
Middlesex	1,747	233,847.79	519	27,814.76	176	82.00
Monmouth	2,292	263,836.00	615	41,808.94	2	50.00
Morris	1,663	224,790.50	309	19,296.59	5	25.75
Ocean	566	66,267.50	350	24,499.40	....	.....
Passaic	1,361	194,024.32	11	957.50	57	4,417.35
Salem	744	67,121.05	133	5,810.00	....	.....
Somerset	921	112,152.44	365	20,694.38	39	281.00
Sussex	572	52,470.00	415	20,806.56	....	.....
Union	459	72,467.99	31	2,070.94	25	550.96
Warren	617	73,175.02	261	11,532.67	....	.....
Total	25,241	$3,156,028.59	5,540	$341,558.46	3,912	$47,004.99

TABLE 28—*Continued*
TUITION

COUNTIES	PUPILS AND TUITION RECEIVED					
	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Other Districts	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Parents or Others	Tuition Income Received for High School Pupils for Year 1930-1931 Only.	Tuition Income Still to be Received for High School Pupils for Year 1930-1931 Only	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Parents or Others
Atlantic	998	8	$143,117.50	$1,485.00	163	7
Bergen	3,505	37	477,143.10	17,183.00	147	103
Burlington	1,473	10	176,132.27	5,902.50	416	36
Camden	1,569	8	153,905.37	14,463.63	538	56
Cape May	436	....	45,645.19	5,699.43	65	4
Cumberland	909	3	90,225.00	4,536.40	17	27
Essex	392	95	64,428.05	6,347.50	138	638
Gloucester	1,342	2	149,735.50	7,590.00	97	11
Hudson	1,974	22	135,424.99	66,822.50	18	87
Hunterdon	805	15	82,619.85	2,215.50	682	55
Mercer	717	27	117,221.50	1,282.50	454	39
Middlesex	1,099	9	159,372.38	5,750.00	438	25
Monmouth	2,278	137	259,719.50	6,535.00	731	117
Morris	1,826	20	228,153.25	3,085.00	221	45
Ocean	617	....	57,204.50	17,115.00	377	36
Passaic	1,216	3	187,751.75	1,725.00	66	27
Salem	590	....	43,587.50	10,522.50	145	37
Somerset	1,313	2	149,074.44	8,816.12	382	58
Sussex	468	4	37,005.75	2,816.00	479	29
Union	548	15	93,473.51	207.50	97	36
Warren	717	5	83,881.88	1,602.57	345	32
Total	**24,792**	**422**	**$2,934,822.78**	**$191,702.65**	**6,016**	**1,505**

TUITION

	PUPILS AND TUITION RECEIVED					
	Tuition Income Received for Pupils Below High School for Year 1930-1931 Only	Tuition Income Still to be Received for Pupils Below High School for Year 1930-1931 Only	Tuition Income Received for All Other Pupils Not Included in Numbers 22 and 26 for School Year 1930-1931 Only	Tuition Income Still to be Received for All Other Pupils Not Included in Numbers 23 and 27 for School Year 1930-1931 Only	Total Tuition Income Received on Account of Previous Year or Years	Tuition Income Still to Be Received on Account of Previous Year or Years
Atlantic	$8,606.00	.....	$16,275.00	$525.00	$10,377.50	..... *
Bergen	19,702.81	$1,968.75	6,935.55	.....	17,082.00	$787.75
Burlington	24,655.88	930.00	.....	.....	9,096.25	.....
Camden	40,327.62	2,032.00	692.00	181.00	11,863.00	852.50
Cape May	2,191.58	1,123.52	.....	.....	6,219.08	298.56
Cumberland	861.90	20.00	.....	.....	361.00	.....
Essex	47,712.13	1,077.00	7,200.78	.....	8,057.50	581.73
Gloucester	6,511.25	90.00	945.00	.....	25.00	230.00
Hudson	2,672.20	125.00	651.00	.....	43,558.60	16,825.00 **
Hunterdon	35,701.21	2,729.68	1,897.00	.....	6,131.73	.....
Mercer	47,904.16	250.00	8,685.00	602.50	2,417.50	496.00
Middlesex	24,572.61	2,593.00	476.00	974.00	3,337.57	.....
Monmouth	53,699.19	631.75	12.00	.....	19,127.50	..... ***
Morris	18,359.75	687.75	120.50	.....	8,884.00	901.00
Ocean	24,421.94	3,480.50	.....	160.00	10,453.00	1,205.00
Passaic	7,060.31	542.40	17,053.00	.....	821.06	..... †
Salem	5,594.75	2,670.00	.....	.....	13,843.70	860.00
Somerset	21,637.57	877.50	.....	.....	6,811.06	120.00
Sussex	15,091.25	8,397.50	.....	.....	15,906.40	2,274.50
Union	11,814.75	400.00	5,995.61	.....	527.00	116.50 ‡
Warren	14,834.42	1,122.00	112.00	475.00	5,181.33	233.00
Total	$433,933.28	$31,748.35	$67,050.44	$2,917.50	$200,081.78	$25,781.54

* Atlantic—$16,275.00, vocational account.
** Hudson—$376.60, vocational account.
*** Monmouth—$280.00, library account.

† Passaic—$15,936.00, vocational account.
‡ Union—$900.75, vocational account.

TABLE 29

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID

COUNTIES	SUPERINTENDENTS			ASSISTANT SUPERINTENDENTS							
	Men	Women	Annual Salary	Men	Women	Total						
Atlantic	2	..	$14,500.00	1	..	1	$4,000.00	.....	.....	.....	.....	.....
Bergen	1	..	9,000.00	..	..	..	.....	.....	.....	.....	.....	.....
Burlington	1	..	3,750.00	..	..	..	.....	.....	.....	.....	.....	.....
Camden	2	..	12,000.00	..	..	..	.....	.....	.....	.....	.....	.....
Cape May	2	..	8,800.00	..	..	..	.....	.....	.....	.....	.....	.....
Cumberland	2	..	8,500.00	..	..	..	.....	.....	.....	.....	.....	.....
Essex	6	..	64,750.00	7	..	7	11,000.00	$9,500.00	$9,500.00	$9,000.00	$7,500.00	.....
Gloucester	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Hudson	7	..	66,250.00	4	2	6	6,500.00	9,000.00	5,100.00	6,500.00	*13,000.00	*6,300.00
Hunterdon	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Mercer	1	..	15,000.00	5	1	6	5,750.00	6,000.00	4,700.00	4,500.00	4,500.00	*4,500.00
Middlesex	3	..	19,000.00	..	..	..	.....	.....	.....	.....	.....	.....
Monmouth	2	..	13,250.00	..	..	..	.....	.....	.....	.....	.....	.....
Morris	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Ocean	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Passaic	3	..	28,000.00	..	..	..	.....	.....	.....	.....	.....	.....
Salem	1	..	4,000.00	..	..	..	.....	.....	.....	.....	.....	.....
Somerset	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Sussex	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Union	4	..	31,000.00	1	..	1	4,400.00	.....	.....	.....	.....	.....
Warren	1	..	4,500.00	..	..	..	.....	.....	.....	.....	.....	.....
Total	38	..	$302,300.00	18	3	21	.....	.....	.....	.....	.....	.....
Average	..	..	7,955.00	..	..	..	$5,969.00	*$7,934.00	.....	.....	.....	.....

* Denotes Women Teachers.

	DIRECTORS OF COUNTY VOC. SCHOOLS						ASSISTANT DIRECTORS					
Atlantic	1	..	$3,300.00	..	..	..	.....	.....	.....	.....	.....	.....
Camden	1	..	5,500.00	1	..	1	$3,600.00	.....	.....	.....	.....	.....
Cape May	..	..	.....	..	..	..	.....	.....	.....	.....	.....	.....
Essex	1	..	10,500.00	1	..	1	5,700.00	.....	.....	.....	.....	.....
Middlesex	1	..	5,800.00	..	..	..	.....	.....	.....	.....	.....	.....
Total	4	..	$25,100.00	2	..	2	$9,300.00	.....	.....	.....	.....	.....
Average	..	..	6,275.00	..	..	..	4,650.00	.....	.....	.....	.....	.....

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND SALARIES PAID

SUPERVISING PRINCIPALS

DISTRICTS	APPROVED			UNAPPROVED		
	Men	Women	Annual Salary	Men	Women	Annual Salary
Atlantic	4	..	$16,100.00	1	..	$3,300.00
Bergen	29	..	152,020.00	9	..	34,000.00
Burlington	5	2	32,912.50	2	2	12,100.00
Camden	9	..	42,591.86	1	1	7,200.00
Cape May	3	..	9,800.00	1	..	4,000.00
Cumberland	1	..	4,700.00	..	1	1,890.00
Essex	6	..	46,000.00	2	..	11,500.00
Gloucester	6	..	24,400.00	1	2	8,500.00
Hudson	3	1	19,550.00	..	..	.....
Hunterdon	..	..	.....	6	..	19,900.00
Mercer	4	1	22,950.00	..	2	6,300.00
Middlesex	11	1	50,400.00	5	..	18,225.00
Monmouth	8	..	36,700.00	4	..	14,300.00
Morris	8¾	..	40,272.50	10	..	38,000.00
Ocean	2	..	12,250.00	3	..	8,200.00
Passaic	2	..	11,800.00	1	..	3,500.00
Salem	2	..	6,240.00	1	..	3,450.00
Somerset	6	1	34,800.00	2	..	5,500.00
Sussex	¼	..	762.50	2	..	10,200.00
Union	7	1	48,400.00	6	..	21,200.00
Warren	2	..	7,225.00	2	..	5,000.00
Total	119	7	$619,874.36	59	8	$236,265.00
Average	..	..	4,920.00	..	..	$3,526.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

NON-TEACHING PRINCIPALS

COUNTIES	ELEMENTARY SCHOOLS				JUNIOR HIGH SCHOOLS				SENIOR HIGH SCHOOLS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	13	13	$46,600.00	$40,650.00	..	..	.....	.....	..	..	.....	.....
Bergen	31	47	103,050.00	137,300.00	7	1	$26,975.00	$2,900.00	6	..	$27,387.50	.....
Burlington	1	10 9/10	2,000.00	23,995.00	..	..	.....	.....	..	1	.....	$3,800.00
Camden	13	22	40,200.00	62,350.00	3	2	12,000.00	5,800.00	2	2	8,800.00	8,550.00
Cape May	½	5	1,400.00	10,000.00	½	..	1,900.00	.....	½	..	1,900.00	.....
Cumberland	2	7	5,550.00	15,150.00	..	..	.....	.....	..	..	.....	.....
Essex	80	37	400,767.00	136,600.00	8	1	41,800.00	4,400.00	11	..	68,675.00	.....
Gloucester	..	1	.....	2,000.00	..	..	.....	.....	..	..	.....	.....
Hudson	61	42	293,605.00	192,076.00	4	..	23,500.00	.....	1	..	6,500.00	.....
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	4	18	15,450.00	61,281.25	4	1	19,500.00	5,750.00	2	..	13,250.00	.....
Middlesex	16	32	51,550.00	88,475.00	3	..	10,700.00	.....	1	..	4,350.00	.....
Monmouth	12	7	42,969.00	19,880.00	2	..	8,600.00	.....	2	..	7,675.00	.....
Morris	3	10	9,480.00	28,825.00	..	..	.....	.....	..	..	.....	.....
Ocean	1	2	3,500.00	5,200.00	..	..	.....	.....	..	..	.....	.....
Passaic	33	39	141,200.00	142,550.00	..	..	.....	.....	..	..	.....	.....
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	3	.....	8,100.00	..	..	.....	.....	..	..	.....	.....
Sussex	1	2	2,900.00	4,650.00	..	..	.....	.....	1	..	3,000.00	.....
Union	24	31	87,800.00	96,050.00	7	..	31,850.00	.....	4	..	20,600.00	.....
Warren	2	..	4,075.00	.....	..	..	.....	.....	..	..	.....	.....
Total	297½	328 9/10	$1,252,096.00	$1,075,132.25	38½	5	$176,825.00	$18,850.00	30½	3	$162,137.50	$12,350.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

NON-TEACHING PRINCIPALS

COUNTIES	REGULAR FOUR YEAR HIGH SCHOOLS OR LESS				SPECIAL SCHOOLS				TOTAL NON-TEACHING PRINCIPALS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	3	..	$15,700.00	.....	..	..	.....	.....	16	13	$62,300.00	$40,650.00
Bergen	7	1	29,000.00	$3,500.00	..	..	.....	.....	51	49	186,412.50	143,700.00
Burlington	1	2 1/10	2,500.00	4,955.00	...	..	.....	.....	2	14	4,500.00	32,750.00
Camden	1	2	3,200.00	5,800.00	2	..	$6,600.00	.....	21	28	70,800.00	82,500.00
Cape May	1	..	3,000.00	.....	..	..	.....	.....	2 1/2	5	8,200.00	10,000.00
Cumberland	3	..	10,200.00	.....	..	..	.....	.....	5	7	15,750.00	15,150.00
Essex	7	..	33,000.00	.....	6	3	23,425.00	$14,250.00	112	41	567,667.00	155,250.00
Gloucester	1	..	3,400.00	.....	..	..	.....	.....	1	1	3,400.00	2,000.00
Hudson	9	1	50,460.00	3,750.00	1	1	5,500.00	5,000.00	76	44	379,565.00	200,826.00
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	1	..	4,000.00	.....	..	..	.....	.....	11	19	52,200.00	67,031.25
Middlesex	2	1	10,100.00	3,350.00	..	..	.....	.....	22	33	76,700.00	91,825.00
Monmouth	3	1	12,800.00	2,900.00	..	..	.....	.....	19	8	72,044.00	22,780.00
Morris	5	..	20,450.00	.....	..	..	.....	.....	8	10	29,930.00	28,825.00
Ocean	1	..	3,600.00	.....	..	..	.....	.....	2	2	7,100.00	5,200.00
Passaic	5	1	29,100.00	4,700.00	..	..	.....	.....	38	40	170,300.00	147,250.00
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	3	..	11,200.00	.....	..	..	.....	.....	3	3	11,200.00	8,100.00
Sussex	1	..	2,900.00	.....	..	..	.....	.....	3	2	8,800.00	4,650.00
Union	7	2	30,400.00	8,200.00	..	..	.....	.....	42	33	170,650.00	104,250.00
Warren	1	..	3,550.00	.....	..	..	.....	.....	3	..	7,625.00	.....
Total	62	11 1/10	$278,560.00	$37,155.00	9	4	$35,525.00	$19,250.00	437 1/2	352	$1,905,143.50	$1,162,737.25
Average	..	..	.....	.....	..	..	.....	.....	..	..	$4,355.00	3,303.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID SUPERVISORS

COUNTIES	KINDERGARTEN			ELEMENTARY SCHOOL				JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL		
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Women
ıntic	..	..	.....	..	2	.....	$8,200.00	..	..	.....	.....	..	..	.....
gen	..	1	$2,350.00	..	2	.....	5,375.00	..	..	.....	.....	..	..	.....
lington	..	..	.....	..	1	.....	3,300.00	..	..	.....	.....	..	..	.....
den	..	..	.....	..	5	.....	14,500.00	1	..	$4,600.00	.....	..	..	.....
e May	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
berland	..	..	.....	..	1	.....	2,300.00	..	..	.....	.....	..	..	.....
ex	..	2	9,000.00	..	6	.....	23,900.00	..	..	.....	.....	..	..	.....
icester	..	..	.....	..	2	.....	4,300.00	..	..	.....	.....	..	..	.....
son	..	..	.....	..	23	.....	82,125.00	..	3	.....	$12,900.00	..	1	$4,300.00
terdon	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
cer	..	..	.....	..	4	.....	15,450.00	1	3	2,050.00	10,300.00	..	..	.....
dlesex	..	..	.....	..	3	.....	9,700.00	..	..	.....	.....	..	..	.....
mouth	..	..	.....	..	3	.....	9,000.00	..	..	.....	.....	..	..	.....
ris	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
n	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
aic	..	..	.....	1	7	$2,100.00	22,050.00	..	..	.....	.....	..	..	.....
m	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
erset	..	..	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....
ex	..	..	.....	..	..	.....	.....	1	1	2,100.00	1,750.00	..	2	3,350.00
n	..	1	2,200.00	..	6	.....	17,500.00	..	..	.....	.....	..	..	.....
ren	..	..	.....	..	1	.....	2,500.00	..	..	.....	.....	..	..	.....
Total	..	4	$13,550.00	1	66	$2,100.00	$220,200.00	3	7	$8,750.00	$24,950.00	..	3	$7,650.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SUPERVISORS

COUNTIES	SPECIAL SCHOOLS AND CLASSES				ALL OTHERS				TOTAL SUPERVISORS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	.....	.....	..	..	.....	.....	..	2	.....	$8,200.00
Bergen	..	..	.....	.....	..	..	.....	.....	..	3	.....	7,725.00
Burlington	..	..	.....	.....	..	..	.....	.....	..	1	.....	3,300.00
Camden	..	..	.....	.....	..	..	.....	.....	1	5	$4,600.00	14,500.00
Cape May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Cumberland	..	..	.....	.....	..	..	.....	.....	..	1	.....	2,300.00
Essex	..	..	.....	.....	1	..	$4,500.00	.....	1	8	4,500.00	32,900.00
Gloucester	..	..	.....	.....	..	..	.....	.....	..	2	.....	4,300.00
Hudson	..	2	.....	$7,460.00	..	8	.....	$25,880.00	..	37	.....	132,665.00
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	..	1	.....	3,900.00	..	1	.....	1,800.00	1	9	2,050.00	31,450.00
Middlesex	..	..	.....	.....	..	..	.....	.....	..	3	.....	9,700.00
Monmouth	..	..	.....	.....	..	..	.....	.....	..	3	.....	9,000.00
Morris	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Ocean	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Passaic	..	..	.....	.....	3	10	18,500.00	39,500.00	4	17	20,600.00	61,550.00
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Sussex	..	..	.....	.....	..	..	.....	.....	1	3	2,100.00	5,100.00
Union	..	..	.....	.....	..	3	.....	7,050.00	..	10	.....	26,750.00
Warren	..	..	.....	.....	..	..	.....	.....	..	1	.....	2,500.00
Total	..	3	.....	$11,360.00	4	22	$23,000.00	$74,230.00	8	105	$33,850.00	$351,940.00
	..	..	.....	.....	..	..	.....	.....	..	..	4,231.00	3,352.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL SUPERVISORS

COUNTIES	ELEMENTARY SCHOOLS				JUNIOR HIGH SCHOOLS				SENIOR HIGH SCHOOLS				REGULAR FOUR-YEAR HIGH SCHOOL OR LESS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Bergen	2 1/10	9	$9,050.00	$20,825.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Burlington	2 9/10	21 1/10	5,160.00	37,648.00	..	..	.....	.....	7/10	1 8/10	$1,095.00	$3,585.00	2 3/10	6 5/10	$4,270.00	$10,934.50
Camden	3	15	8,600.00	31,925.00	1	3	$3,300.00	$8,900.00	..	..	.....	.....	..	..	.....	.....
Cape May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Cumberland	..	3	.....	5,000.00	..	..	.....	.....	..	..	.....	.....	1	3	2,500.00	6,150.00
Essex	9	31	48,850.00	114,200.00	..	..	.....	.....	2	..	8,500.00	.....	..	1	.....	2,650.00
Gloucester	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Hudson	17	27	59,005.00	76,202.50	..	..	.....	.....	..	..	.....	.....	3	2	13,500.00	8,150.00
Hunterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Mercer	..	5	.....	19,000.00	..	1	.....	3,400.00	..	..	.....	.....	..	..	.....	.....
Middlesex	2	4	6,600.00	10,700.00	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Monmouth	2	2	5,300.00	4,965.00	..	..	.....	.....	..	..	.....	.....	..	4	.....	8,303.00
Morris	..	2	.....	4,950.00	..	..	.....	.....	..	..	.....	.....	1	1	3,500.00	2,845.00
Ocean	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Passaic	1	7	4,000.00	22,700.00	..	1	.....	1,500.00	..	..	.....	.....	1	..	4,000.00	.....
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Sussex	1	1	2,000.00	1,800.00	..	..	.....	.....	..	..	.....	.....	1	1	600.00	1,900.00
Union	..	11	.....	28,150.00	1	..	2,050.00	.....	..	..	.....	.....	1	2	2,200.00	5,100.00
Warren	..	3	.....	5,150.00	..	..	.....	.....	..	..	.....	.....	1	..	2,300.00	.....
Total	40	141 1/10	$148,565.00	$383,215.50	2	5	$5,350.00	$13,800.00	2 7/10	1 8/10	$10,495.00	$3,585.00	11 3/10	20 5/10	$32,870.00	$46,032.50

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL SUPERVISORS

COUNTIES	SPECIAL SCHOOLS AND CLASSES				ALL OTHERS				TOTAL OF SPECIAL SUPERVISORS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Women	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	.....	.....	1	4	$4,500.00	$15,600.00	1	4	$4,500.00	$15,600.00
Bergen	..	..	.....	.....	2 6/10	11	8,525.00	29,325.00	5	20	17,575.00	50,150.00
Burlington	..	..	.....	.....	..	..	.....	.....	5 6/10	29 4/10	11,425.00	52,167.50
Camden	..	..	.....	.....	..	10	.....	17,175.00	4	28	11,900.00	58,000.00
Cape May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Cumberland	..	2 6/10	.....	$4,300.00	1	3	2,125.00	4,300.00	2	1 6/10	4,625.00	19,750.00
Essex	..	1	.....	6,500.00	18	32	67,191.00	99,130.00	29	65	124,541.00	222,480.00
Gloucester	..	..	.....	.....	2	14	4,450.00	25,000.00	2	14	4,450.00	25,000.00
Hudson	..	..	.....	.....	4	1	15,320.00	3,400.00	24	30	87,825.00	87,752.50
Hunterdon	..	..	.....	.....	3	6	5,250.00	9,700.00	3	6	5,250.00	9,700.00
Mercer	..	..	.....	.....	1	2	1,900.00	3,800.00	1	8	1,900.00	26,200.00
Middlesex	..	..	.....	.....	1	11	3,800.00	28,775.00	3	15	10,400.00	39,475.00
Monmouth	..	..	.....	.....	..	13	.....	29,120.00	2	19	5,300.00	42,388.00
Morris	..	..	.....	.....	..	..	.....	.....	1	3	3,500.00	7,795.00
Ocean	..	..	.....	.....	3	11	5,900.00	20,325.00	3	11	5,900.00	20,325.00
Passaic	1	..	$5,000.00	.....	1	5	2,100.00	10,000.00	4	13	15,100.00	34,200.00
Salem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
Somerset	..	..	.....	.....	5	12	12,100.00	23,300.00	5	12	12,100.00	23,300.00
Sussex	..	..	.....	.....	..	..	.....	.....	2	2	2,600.00	3,700.00
Union	..	..	.....	.....	8	7	31,100.00	22,200.00	10	20	35,350.00	55,450.00
Warren	..	..	.....	.....	..	..	.....	.....	1	3	2,300.00	5,150.00
Total	1	3 6/10	$5,000.00	$10,800.00	50 6/10	142	$164,261.00	$341,150.00	107 6/10	314	$366,541.00	$798,583.00
Average	..	..	.....	.....	..	..	.....	.....	..	..	3,424.00	2,543.00

TABLE 30—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

DAY SCHOOLS

COUNTIES	HELPING TEACHERS					TEACHERS, RURAL SCHOOL, ONE-ROOM					TEACHERS, RURAL SCHOOL, TWO-ROOM				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	2	2	.....	$5,750.00	1	8	9	$1,500.00	$9,296.00	3	17	20	$4,472.00	$20,823.00
Bergen	..	4	4	.....	11,000.00	..	4	4	.....	6,279.00	..	8	8	.....	11,500.00
Burlington	..	6	6	.....	15,950.00	..	1	1	.....	1,300.00	1	15	16	1,200.00	18,278.75
Camden	..	5	5	.....	16,200.00	..	7	7	.....	7,972.50	1	13	14	1,092.50	15,337.50
Cape May	..	3	3	.....	7,950.00	..	4	4	.....	4,750.00	..	6	6	.....	7,100.00
Cumberland	..	3	3	.....	8,350.00	1	15	16	1,125.00	15,834.00	3	27	30	3,265.00	23,615.00
Essex	..	2	2	.....	6,000.00	..	..	..	.....	.....	..	..	..	.....	.....
Gloucester	..	4	4	.....	9,900.00	..	10	10	.....	11,530.00	..	16	16	.....	18,220.00
Hudson	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Hunterdon	..	3	3	.....	8,000.00	6	49	55	6,700.00	53,750.00	2	18	20	2,200.00	20,600.00
Mercer	..	1	1	.....	2,850.00	1	5	6	1,700.00	7,200.00	..	2	2	.....	3,050.00
Middlesex	..	..	..	.....	.....	..	10	10	.....	12,250.00	..	16	16	.....	29,500.00
Monmouth	..	4	4	.....	11,400.00	2	21	23	3,150.00	28,150.00	2	22	24	3,050.00	30,450.00
Morris	..	3	3	.....	8,200.00	..	7	7	.....	9,000.00	6	18	24	9,000.00	24,250.00
Ocean	..	3	3	.....	8,450.00	3	11	14	4,650.00	13,560.00	2	22	24	2,750.00	27,985.00
Passaic	..	2	2	.....	5,300.00	1	3	4	1,300.00	4,140.00	..	14	14	.....	18,875.00
Salem	..	3	3	.....	8,000.00	..	19	19	.....	19,290.00	2	10	12	2,070.00	9,895.00
Somerset	..	3	3	.....	7,900.00	1	15	16	1,250.00	17,650.00	2	28	30	3,050.00	36,700.00
Sussex	..	2	2	.....	5,800.00	7	37	44	7,400.00	38,250.00	3	9	12	3,650.00	9,650.00
Union	..	..	..	.....	.....	..	1	1	.....	1,200.00	..	7	7	.....	9,733.00
Warren	..	3	3	.....	7,635.00	1	22	23	1,150.00	23,000.00	4	24	28	5,000.00	26,150.00
Total	..	56	56	.....	$154,635.00	24	249	273	$29,925.00	$284,341.50	31	292	323	$40,799.50	$352,712.25
Average	..	..	..	.....	2,761.00	..	..	..	1,247.00	1,142.00	..	..	..	1,316.00	1,208.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID
DAY SCHOOLS

COUNTIES	TEACHERS, KINDERGARTEN—Day Schools					TEACHERS, GRADES 1-8 INCLUSIVE—Day Schools					TEACHERS, GRADES 1-6 INCLUSIVE—Day Schools				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	46	46	.....	$78,225.00	22	519	541	$38,451.00	$923,366.00	..	..	..	.....	.....
Bergen	..	105	105	.....	184,418.00	56	1352	1408	107,850.00	2,280,493.00	7	344	351	$15,900.00	$592,370.50
Burlington	..	2	2	.....	3,500.00	14	472	486	24,850.00	634,051.75	..	..	..	.....	.....
Camden	..	44	44	.....	68,275.00	15	898	913	25,500.00	1,457,608.50	3	138	141	5,400.00	211,050.00
Cape May	..	2	2	.....	2,700.00	8	135	143	13,100.00	178,775.00	..	21	21	.....	34,300.00
Cumberland	..	..	..	.....	.....	6	2854/10	2914/10	9,410.00	372,440.16	..	..	..	.....	.....
Essex	..	265	265	.....	597,255.00	68	2417	2485	144,359.00	5,747,323.50	..	337	337	.....	709,555.00
Gloucester	..	3	3	.....	3,950.00	13	397	410	18,790.00	498,460.00	..	..	..	.....	.....
Hudson	..	95	95	.....	206,914.00	16	2071	2087	31,140.00	4,495,590.00	..	306	306	.....	713,036.00
Hunterdon	..	3	3	.....	4,375.00	5	79	84	9,800.00	97,485.00	..	10	10	.....	14,500.00
Mercer	..	40	40	.....	78,265.00	2	316	318	3,500.00	505,710.00	2	309	311	2,300.00	616,585.00
Middlesex	..	41	41	.....	72,500.00	16	774	790	29,625.00	1,269,565.50	..	156	156	.....	273,025.00
Monmouth	..	20	20	.....	32,675.00	39	473	512	63,673.00	717,803.00	..	97	97	.....	174,275.00
Morris	..	16	16	.....	26,480.00	32	438	470	65,265.00	721,693.75	..	6	6	.....	8,600.00
Ocean	..	3	3	.....	4,550.00	8	126	134	14,000.00	180,950.00	..	..	..	.....	.....
Passaic	..	84	84	.....	193,025.00	18	1215	1233	44,950.00	2,556,037.50	..	28	28	.....	41,850.00
Salem	..	5	5	.....	6,200.00	7	172	179	12,050.00	212,810.00	..	..	..	.....	.....
Somerset	..	12	12	.....	18,900.00	11	250	261	23,100.00	326,490.00	..	..	..	.....	.....
Sussex	..	7	7	.....	8,475.00	6	79	85	10,950.00	101,885.00	..	22	22	.....	31,250.00
Union	..	105	105	.....	182,475.00	27	730	757	49,450.00	1,273,050.00	1	421	422	2,800.00	764,010.00
Warren	..	2	2	.....	2,850.00	6	192	198	9,950.00	263,620.00	..	..	..	.....	.....
Total	..	900	900	.....	$1,776,007.00	395	12390 4/10	13785 4/10	$749,763.00	$24,815,507.61	13	2195	2208	$26,400.00	$4,184,406.50
Average	..	..	..	.....	1,973.00	..	..	..	1,898.00	1,853.00	..	..	..	2,031.00	1,906.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

DAY SCHOOLS

COUNTIES	TEACHERS, GRADES 7 TO 9, INCLUSIVE					TEACHERS, GRADES 10 TO 12, INCLUSIVE					TEACHERS, GRADES 9 TO 12, INCLUSIVE				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	..	.....	.....	..	..	..	.....	.....	56	90	146	$173,175.00	$255,850.00
Bergen	30	127	157	$60,517.50	$254,764.59	32	78	110	$78,112.50	$174,782.91	95	220	315	229,975.00	484,957.00
Burlington	..	..	..	.....	.....	..	..	..	.....	.....	29	82	111	55,160.00	141,490.00
Camden	36	123	159	76,525.00	254,750.00	43	68	111	113,300.00	150,150.00	28	45	73	58,825.00	87,525.00
Cape May	4	5	9	7,300.00	9,500.00	5	5	10	10,850.00	9,800.00	17	21	38	34,580.00	39,045.00
Cumberland	..	..	..	.....	.....	..	..	..	.....	.....	21	67	88	38,325.00	114,475.00
Essex	30	144	174	78,025.00	360,860.00	51	84	135	169,450.00	235,525.00	226	433	659	1,194,836.00	1,391,586.00
Gloucester	..	..	..	.....	.....	..	..	..	.....	.....	23½	67	90½	45,300.00	117,100.00
Hudson	20	165	185	53,468.00	480,714.00	15	43	58	53,120.00	142,120.00	204	328	532	704,207.00	1,046,627.00
Hunterdon	1	5	6	1,450.00	8,300.00	5	5	10	9,200.00	7,800.00	10	22	32	16,650.00	33,100.00
Mercer	43	109	152	101,367.00	278,135.85	48	34	82	161,670.00	105,837.00	20	29	49	43,875.00	57,300.00
Middlesex	12	66	78	26,525.00	143,050.00	10	32	42	28,325.00	80,650.00	51	77	128	111,125.00	173,300.00
Monmouth	14	33	47	30,550.00	66,250.00	13	32	45	32,225.00	72,525.00	69	80	149	148,470.00	153,930.00
Morris	1	2	3	1,900.00	3,650.00	..	..	..	.....	.....	34	105	139	79,770.00	205,730.00
Ocean	..	..	..	.....	.....	..	..	..	.....	.....	20	31	51	39,425.00	54,400.00
Passaic	2	11	13	5,400.00	19,250.00	..	..	..	.....	.....	94	221	315	319,100.00	626,075.00
Salem	..	..	..	.....	.....	..	..	..	.....	.....	10	29	39	17,670.00	44,350.00
Somerset	..	..	..	.....	.....	..	..	..	.....	.....	28	54	82	55,650.00	102,325.00
Sussex	2	6	8	3,000.00	9,400.00	3	4	7	6,600.00	7,950.00	12	16	28	24,150.00	25,925.00
Union	41	137	178	92,700.00	298,820.00	44	71	115	119,350.00	182,160.00	69	124	193	173,100.00	298,875.00
Warren	..	..	..	.....	.....	..	..	..	.....	.....	25	40	65	50,450.00	72,575.00
Total	236	933	1169	$538,727.50	$2,187,444.4'	269	456	725	$782,202.50	$1,169,299.9'	1241½	2181	3422½	$3,613,818.00	$5,517,540.00
Average	..	..	..	2,283.00	2,345.00	..	..	..	2,908.00	2,564.0	..	..	..	2,911.00	2,530.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SHORT TERM TEACHERS—Day Schools					SUBSTITUTE TEACHERS—Day Schools					SPECIAL TEACHERS—Day Schools				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Bergen	4	20	24	$4,150.00	$16,701.00	1	14	15	$600.00	$10,406.10	2	6	8	$4,625.00	$10,600.00
Burlington	..	2	2	.....	1,150.00	..	..	..	.....	.....	..	..	..	.....	.....
Camden	..	..	..	.....	.....	..	..	..	.....	.....	1	42	43	1,850.00	62,200.00
Cape May	..	4	4	.....	2,755.20	..	..	..	.....	.....	..	1	1	.....	1,375.00
Cumberland	..	1	1	.....	800.00	..	1	1	.....	330.00	..	..	..	.....	.....
Essex	2	10	12	2,650.00	6,630.00	..	5	5	.....	6,300.00	5	14	19	14,050.00	33,000.00
Gloucester	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Hudson	4	36	40	7,800.00	39,105.00	1	8	9	1,221.25	12,485.00	..	24	24	.....	63,553.00
Hunterdon	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Mercer	..	7	7	.....	14,100.00	..	2	2	.....	2,095.00	..	6	6	.....	12,950.00
Middlesex	1	8	9	1,500.00	11,890.00	..	1	1	.....	130.00	1	8	9	1,550.00	13,425.00
Monmouth	..	6	6	.....	5,300.00	..	1	1	.....	175.00	1	2	3	2,015.00	3,490.00
Morris	..	3	3	.....	1,910.00	..	..	..	.....	.....	3	2	5	6,755.00	3,190.00
Ocean	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Passaic	1	1	2	1,100.00	675.00	..	5	5	.....	7,275.00	1	12	13	1,800.00	31,300.00
Salem	..	3	3	.....	1,616.00	..	..	..	.....	.....	..	..	..	.....	.....
Somerset	..	2	2	.....	2,200.00	..	..	..	.....	.....	..	..	..	.....	.....
Sussex	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Union	2 7/10	6 2/10	8 9/10	3,400.00	3,800.00	..	11	11	.....	2,730.00	2	13	15	4,100.00	27,850.00
Warren	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Total	14 7/10	109 2/10	123 9/10	$20,600.00	$108,632.20	2	48	50	$1,821.25	$41,926.10	16	130	146	$36,745.00	$262,933.00
	..	..	..	1,464.00	996.00	..	..	..	$911.00	$873.00	..	..	..	2,297.00	2,023.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SPECIAL TEACHERS, SUB-NORMAL CLASSES—Day Schools					SPECIAL TEACHERS, DEAF CLASSES Day Schools					SPECIAL TEACHERS, BLIND CLASSES Day Schools				
	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Total Employed	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	3	10	13	$7,200.00	$23,000.00	..	..	..	.....	.....	..	..	..	.....	.....
Bergen	1	15	16	2,000.00	32,255.00	..	..	..	.....	.....	..	..	..	.....	.....
Burlington	1	4	5	1,998.75	5,950.00	..	..	..	.....	.....	..	..	..	.....	.....
Camden	..	11	11	.....	20,250.00	..	..	..	.....	.....	..	..	..	.....	.....
Cape May	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Cumberland	..	7	7	.....	11,750.00	..	..	..	.....	.....	..	..	..	.....	.....
Essex	10	98	108	21,100.00	265,525.00	..	13	13	.....	$42,900.00	..	6	6	.....	$20,450.00
Gloucester	..	3	3	.....	4,700.00	..	..	..	.....	.....	..	..	..	.....	.....
Hudson	2	41	43	5,675.00	111,104.00	..	6	6	.....	14,844.00	..	2	2	.....	5,528.00
Hunterdon	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Mercer	..	20	20	.....	49,650.00	..	..	..	.....	.....	..	..	..	.....	.....
Middlesex	3	4	7	6,675.00	9,875.00	..	..	..	.....	.....	..	..	..	.....	.....
Monmouth	..	13	13	.....	24,050.00	..	..	..	.....	.....	..	..	..	.....	.....
Morris	..	3	3	.....	6,000.00	..	..	..	.....	.....	..	..	..	.....	.....
Ocean	..	1	1	.....	1,500.00	..	..	..	.....	.....	..	..	..	.....	.....
Passaic	..	23	23	.....	67,925.00	..	2	2	.....	4,200.00	..	3	3	.....	9,200.00
Salem	..	..	..	.....	.....	..	..	..	.....	.....	..	..	..	.....	.....
Somerset	1	3	4	1,700.00	6,200.00	..	..	..	.....	.....	..	..	..	.....	.....
Sussex	..	3	3	.....	5,000.00	..	..	..	.....	.....	..	..	..	.....	.....
Union	3	22	25	6,200.00	46,750.00	..	..	..	.....	.....	..	1	1	.....	1,600.00
Warren	..	2	2	.....	3,550.00	..	..	..	.....	.....	..	..	..	.....	.....
Total	24	283	307	$52,548.75	$695,034.00	..	21	21	.....	$61,944.00	..	12	12	.....	$36,778.00
Average	..	..	..	2,190.00	2,456.00	..	..	..	.....	2,950.00	..	..	..	.....	3,065.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	SPECIAL TEACHERS FOR CRIPPLED CLASSES—Day Schools					SPECIAL TEACHERS—BEDSIDE OR HOME INSTRUCTION					MANUAL TRAINING TEACHERS—Day Schools				
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women
Atlantic	..	3	3	.....	$5,300.00	..	1	1	.....	$2,800.00	14⅖	18⅗	33	$36,800.00	$37,800.00
Bergen	..	..	..	.....	.....	..	2	2	.....	2,150.00	55	56	111	133,043.50	115,498.00
Burlington	..	..	..	.....	.....	..	..	..	.....	.....	8⅘10	9	17⅘10	18,385.00	14,997.50
Camden	..	..	..	.....	.....	..	1	1	.....	1,400.00	37	34	71	86,600.00	65,975.00
Cape May	..	..	..	.....	.....	..	..	..	.....	.....	6½	6	12½	15,325.00	10,350.00
Cumberland	..	..	..	.....	.....	..	..	..	.....	.....	10⅗10	5⅘10	15⅘10	20,940.00	7,630.00
Essex	1	19	20	$2,700.00	51,950.00	..	8	8	.....	13,900.00	107	64	171	294,673.00	160,223.00
Gloucester	..	1	1	.....	1,575.00	..	..	..	.....	.....	11	9	20	23,904.19	14,550.00
Hudson	..	17	17	.....	47,630.00	..	4	4	.....	11,350.00	61	67	128	162,130.00	171,218.00
Hunterdon	..	..	..	.....	.....	..	..	..	.....	.....	3	4	7	5,350.00	6,775.00
Mercer	..	1	1	.....	2,000.00	..	2	2	.....	2,580.00	29	25	54	79,211.00	59,905.00
Middlesex	..	..	..	.....	.....	..	..	..	.....	.....	23	25	48	56,050.00	52,225.00
Monmouth	..	..	..	.....	.....	..	..	..	.....	.....	17	20	37	38,815.00	38,425.00
Morris	..	..	..	.....	.....	..	1	1	.....	1,400.00	12	13⅓	25⅓	29,210.00	26,162.50
Ocean	..	..	..	.....	.....	..	1	1	.....	446.75	4	2	6	8,150.00	5,800.00
Passaic	..	2	2	.....	6,800.00	..	2	2	.....	3,050.00	33⅗	24⅗	58⅕	82,010.00	61,950.00
Salem	..	..	..	.....	.....	..	1	1	.....	120.00	3	4	7	6,100.00	5,600.00
Somerset	..	..	..	.....	.....	..	1	1	.....	525.00	7⅗10	6	13⅗10	17,985.00	10,900.00
Sussex	..	..	..	.....	.....	..	..	..	.....	.....	4	5	9	9,250.00	8,475.00
Union	..	1	1	.....	1,350.00	..	3	3	.....	4,363.00	62	55	117	157,225.00	125,262.50
Warren	..	..	..	.....	.....	..	..	..	.....	.....	6	4	10	11,700.00	6,450.00
Total	1	44	45	$2,700.00	$116,605.00	..	27	27	.....	$44,084.75	514½	457	971½	$1,292,856.69	$1,006,171.50
Average	..	..	..	2,700.00	2,650.00	..	..	..	.....	1,633.00	..	..	..	2,513.00	2,202.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOLS

COUNTIES	KINDERGARTEN				ELEMENTARY SCHOOLS				JUNIOR HIGH SCHOOLS				SENIOR HIGH SCHOOLS			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
ıntic	..	..	.....	.....	..	5 1/10	.....	$8,896.00	..	..	.....	.....	..	..	.....	.....
gen	..	..	.....	.....	5	31	$10,850.00	59,358.00	4	10	$8,500.00	$18,800.00	4	2	$9,887.50	$4,250.00
rlington	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
den	..	..	.....	.....	3	9 2/5	5,550.00	14,800.00	1	3	2,600.00	6,000.00	1	1	2,400.00	2,400.00
e May	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
mberland	..	..	.....	.....	1	2	2,500.00	3,300.00	..	..	.....	.....	..	..	.....	.....
ex	..	..	.....	.....	64	295	183,690.00	689,839.00	6	20	18,200.00	47,950.00	7	15	21,650.00	41,475.00
ucester	..	..	.....	.....	..	1	.....	1,300.00	..	..	.....	.....	..	..	.....	.....
ison	..	..	.....	.....	34	93	63,970.00	200,929.00	6	10	13,580.00	26,295.00	3	3	9,120.00	10,470.00
nterdon	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
cer	..	..	.....	.....	..	15	.....	32,650.00	..	1	.....	2,850.00	..	..	.....	.....
ddlesex	..	..	.....	.....	1	15	1,850.00	26,375.00	2	7	5,700.00	16,075.00	2	4	5,800.00	9,100.00
mouth	..	..	.....	.....	..	11	.....	17,300.00	1	3	2,700.00	6,550.00	1	2	3,200.00	4,300.00
ris	..	..	.....	.....	2	17	4,585.00	31,285.00	..	..	.....	.....	..	..	.....	.....
an	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
ssaic	..	..	.....	.....	13	34	35,900.00	76,500.00	..	..	.....	.....	..	..	.....	.....
on	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
erset	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
sex	..	..	.....	.....	..	3	.....	4,250.00	..	..	.....	.....	..	..	.....	.....
on	..	..	.....	.....	5	26	10,750.00	50,300.00	10	26	22,700.00	55,500.00	8	8	23,300.00	20,575.00
ren	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
otal	..	..	.....	.....	128	557 1/2	$319,645.00	$1,217,082.00	30	80	$73,980.00	$180,020.00	26	35	$75,357.50	$92,570.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOLS

COUNTIES	REGULAR FOUR-YEAR HIGH SCHOOL OR LESS				SPECIAL SCHOOLS AND CLASSES				ALL OTHERS NOT REPORTED IN OTHER COLUMNS				TOTAL			
	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Aggregate Salary—Men	Aggregate Salary—Women
lantic	..	..	.....	.....	..	..	.....	.....	8	45⅘	$18,900.00	$87,995.00	8	59⁹⁄₁₀	$18,900.00	$96,891.00
ergen	8	14	$23,950.00	$35,825.00	..	..	.....	.....	18	45	40,075.00	91,025.00	39	102	93,262.50	209,258.00
arlington	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
amden	2	3	4,800.00	5,800.00	..	..	.....	.....	1	..	1,700.00	.....	8	16⅖	17,050.00	29,000.00
ape May	..	..	.....	.....	..	..	.....	.....	3	14	7,200.00	23,400.00	3	14	7,200.00	23,400.00
umberland	..	1	.....	1,800.00	..	..	.....	.....	..	2	.....	2,700.00	1	5	2,500.00	7,800.00
ssex	5	7	15,205.00	15,380.00	..	34	.....	$85,675.00	5	48	14,400.00	113,275.00	87	419	253,145.00	993,594.00
loucester	3	1	5,700.00	1,300.00	..	..	.....	.....	1	5	2,450.00	8,050.00	4	7	8,150.00	10,650.00
udson	1	5	3,000.00	16,800.00	..	11	.....	30,956.00	1	18	300.00	43,575.00	45	140	89,970.00	329,025.00
unterdon	..	..	.....	.....	..	..	.....	.....	..	4	.....	2,020.00	..	4	.....	2,020.00
ercer	..	..	.....	.....	..	..	.....	.....	10	5	20,265.00	10,353.00	10	21	20,265.00	45,853.00
iddlesex	..	..	.....	.....	..	..	.....	.....	5	28	10,800.00	51,250.00	10	54	24,150.00	102,800.00
onmouth	4	3	10,230.00	5,320.00	..	..	.....	.....	..	10	.....	16,350.00	6	29	16,130.00	49,820.00
orris	7	3	16,900.00	5,500.00	..	..	.....	.....	1	4	1,800.00	7,700.00	10	24	23,285.00	44,485.00
cean	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
assaic	3	3	9,750.00	7,875.00	..	..	.....	.....	..	12	.....	31,100.00	16	49	45,650.00	115,475.00
alem	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
omerset	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....
ussex	..	..	.....	.....	..	..	.....	.....	..	3	.....	4,000.00	..	6	.....	8,250.00
nion	3	9	7,800.00	17,975.00	..	1	.....	1,900.00	13⅕	35⅘	30,225.00	77,346.00	39⅕	105⅘	94,775.00	223,596.00
arren	..	..	.....	.....	..	..	.....	.....	1	2	1,550.00	3,350.00	1	2	1,550.00	3,350.00
Total	36	49	$97,335.00	$113,575.00	..	46	.....	$118,531.00	67⅕	281⅗	$149,665.00	$573,489.00	287⅕	1049⅑⁰	$715,982.50	$2,295,267.00
Average	..	..	.....	.....	..	..	.....	.....	..	..	.....	.....	..	....	2,495.00	2,188.00

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	CONTINUATION SCHOOL TEACHERS, FULL TIME—Day School. Includes Continuation School Teachers in County Vocational Schools					CONTINUATION SCHOOL TEACHERS, PART TIME Day School. Includes Continuation School Teachers in County Vocational Schools						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Rate per Hour—Men	Average Rate per Hour—Women
Atlantic	1	2	3	$1,875.00	$4,350.00	3/5	1/2	1 1/10	$1,200.00	$750.00	$1.96	$1.40
Bergen	2	3	5	6,150.00	5,625.00	1	1	2	514.00	945.00	1.02	1.02
Burlington	2	..	2	3,500.00	.....	..	..	..	.....	.....	....	....
Camden	1	5	6	2,350.00	9,875.00	..	..	..	.....	.....	....	....
Cape May	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Cumberland	..	2	2	.....	3,650.00	5/10	1	1 5/10	900.00	1,360.00	3.93	1.20
Essex	12	14	26	34,600.00	135,200.00	3	4	7	753.50	1,179.50	2.32	2.32
Gloucester	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Hudson	9	16	25	20,090.00	44,280.00	6	9	15	5,505.00	5,742.40	3.14	2.25
Hunterdon	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Mercer	2	7	9	5,100.00	18,740.00	..	1	1	.....	1,450.00	....	1.64
Middlesex	3	11	14	7,475.00	27,775.00	..	..	..	.....	.....	....	....
Monmouth	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Morris	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Ocean	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Passaic	5	14	19	13,400.00	36,775.00	2	1	3	1,340.00	540.00	2.25	2.25
Salem	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Somerset	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Sussex	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Union	4	8	12	10,275.00	17,275.00	..	..	..	.....	.....	....	....
Warren	..	1	1	.....	1,700.00	1	..	1	1,000.00	.....	2.00	....
Total	41	83	124	$104,815.00	$305,245.00	14 1/10	17 1/2	31 6/10	$11,272.50	$11,966.90	$2.37	$1.73
Average	..	..	..	2,556.00	3,678.00	..	..	..	.....	.....	....	....

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	VOCATIONAL TEACHERS—Day Schools					VOCATIONAL TEACHERS—Evening Schools						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women
Atlantic	25	25	50	$82,550.00	$57,900.00	18	25	43	$8,167.50	$9,675.00	$6.05	$5.16
Bergen	..	..	..	.....	.....	1	..	1	180.00	.....	5.00	....
Burlington	1½	..	2	6,150.00	.....	..	..	..	.....	.....	....	....
Camden	13	5	27	63,000.00	11,400.00	32	..	32	8,075.00	.....	5.00	....
Cape May	3	..	3	3,599.76	.....	..	..	..	.....	.....	....	....
Cumberland	3	2	5	7,600.00	3,700.00	..	..	..	.....	.....	....	....
Essex	57	38	95	165,525.00	101,700.00	135	47	182	101,585.00	33,300.46	6.87	5.50
Gloucester	1½	1	2½	4,150.00	2,400.00	..	..	..	.....	.....	....	....
Hudson	23	19	42	65,240.00	49,781.00	42	10	52	21,691.00	1,592.50	5.45	4.70
Hunterdon	3	..	3	8,000.00	.....	..	..	..	.....	.....	....	....
Mercer	..	..	..	.....	.....	5	1	6	1,146.00	240.00	6.00	6.00
Middlesex	29	..	29	83,800.00	.....	21	6	27	6,769.00	1,516.00	5.09	5.00
Monmouth	2	..	2	6,300.00	.....	..	..	..	.....	.....	....	....
Morris	1	..	1	3,125.00	.....	..	..	..	.....	.....	....	....
Ocean	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Passaic	24	2	26	77,200.00	6,100.00	73	26	99	17,292.50	4,871.50	4.96	4.50
Salem	2	..	2	4,500.00	.....	..	..	..	.....	.....	....	....
Somerset	..	..	..	.....	.....	..	..	..	.....	.....	....	....
Sussex	2	1	3	5,500.00	1,900.00	..	..	..	.....	.....	....	....
Union	14	9	23	38,725.00	20,775.00	26	14	46	8,359.00	4,433.00	5.24	4.91
Warren	1	..	1	2,600.00	.....	..	..	..	.....	.....	....	....
Total	214½	102	316½	$828,414.76	$278,656.00	353	129	482	$173,039.00	$58,628.26	$5.51	$5.08
Average	..	..	..	2,970.60	2,536.00	..	..	..	.....	.....	....	....

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	MANUAL TRAINING TEACHERS—Evening Schools							REGULAR EVENING SCHOOL TEACHERS						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average per Night—Men	Average per Night—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women
tlantic	..	..	..	.....	.....	....	....	30	18	48	$2,023.75	$1,902.00	$5.25	$4.75
ergen	..	..	..	.....	.....	....	....	38	17	55	5,367.00	1,347.00	4.81	3.79
urlington	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
amden	..	..	..	.....	.....	....	....	9	3	12	2,456.00	768.00	4.00	4.00
ape May	..	..	..	.....	.....	....	....	4	..	4	.....	780.00	....	2.61
umberland	..	..	..	.....	.....	....	....	1	1	2	225.00	225.00	4.50	4.50
ssex	..	..	..	.....	.....	....	....	160	129	289	96,913.63	77,170.19	5.50	4.66
loucester	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
udson	8	1	9	$4,128.00	$384.00	$6.00	$6.00	57	73	130	18,201.75	24,348.25	4.79	4.43
unterdon	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
ercer	..	..	..	.....	.....	....	....	15	23	38	1,274.00	6,243.00	4.60	4.65
iddlesex	..	..	..	.....	.....	....	....	4	17	21	920.50	3,698.75	3.83	4.60
onmouth	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
orris	..	..	..	.....	.....	....	....	1	4	5	240.00	960.00	4.00	4.00
cean	..	..	..	.....	.....	....	....	1	1	2	250.00	250.00	5.00	5.00
assaic	..	..	..	.....	.....	....	....	43	27	70	14,532.00	8,293.00	5.02	3.98
alem	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
omerset	..	..	..	.....	.....	....	....	1	2	3	175.00	350.00	3.50	3.50
ussex	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
nion	..	..	..	.....	.....	....	....	32	10	42	13,363.16	3,328.00	5.71	4.26
arren	..	..	..	.....	.....	....	....	1	..	1	266.00	.....	3.59	....
Total	8	1	9	$4,128.00	$384.00	$6.00	$6.00	338	318	656	$153,207.79	$132,673.19	$4.57	$4.15

TABLE 29—*Continued*

REPORT OF TEACHERS EMPLOYED AND AGGREGATE SALARIES PAID

COUNTIES	ACCREDITED EVENING HIGH SCHOOL TEACHERS							TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS						
	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women	Number Employed—Men	Number Employed—Women	Number Employed—Total	Aggregate Salary—Men	Aggregate Salary—Women	Average Per Night—Men	Average Per Night—Women
lantic	1	..	1	$352.00	.....	$5.50	....	1	8	9	$539.50	$2,988.00	$6.50	$4.50
ergen	..	..	..	.....	.....	....	....	10	20	30	3,473.00	10,524.00	4.50	4.21
arlington	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
amden	..	..	..	.....	.....	....	....	..	3	3	.....	744.00	....	4.00
ape May	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
umberland	..	..	..	.....	.....	....	....	..	1	1	.....	192.00	....	3.00
ssex	30	9	39	49,707.30	$14,912.20	8.00	$8.00	13	1	14	4,329.00	325.00	4.51	5.00
loucester	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
udson	53	36	89	86,164.00	47,847.04	8.79	7.25	15	52	67	5,916.00	14,372.00	5.29	3.91
unterdon	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
ercer	18	..	18	22,077.75	.....	8.15	....	2	12	14	608.00	3,456.00	4.75	4.50
iddlesex	..	..	..	.....	.....	....	....	8	23	31	2,608.54	5,336.25	4.05	3.68
onmouth	..	..	..	.....	.....	....	....	1	5	6	288.00	1,503.00	4.50	4.70
orris	..	..	..	.....	.....	....	....	3	..	3	705.00	.....	5.04	....
cean	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
assaic	9	22	31	3,093.00	8,745.00	5.12	4.50	2	6	8	850.00	2,024.00	4.25	3.50
alem	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
merset	..	..	..	.....	.....	....	....	2	4	6	544.00	928.00	4.25	3.75
ssex	..	..	..	.....	.....	....	....	..	..	..	.....	.....	....	....
nion	..	..	..	.....	.....	....	....	19	10	29	6,014.34	3,441.00	5.38	4.71
arren	..	..	..	.....	.....	....	....	..	1	1	.....	266.00	....	3.50
Total	111	67	178	$161,394.05	$71,504.00	$7.11	$6.58	76	146	222	$25,875.38	$46,099.25	$4.82	$4.07

TABLE 30

SUMMARY OF TEACHERS EMPLOYED

COUNTIES	Number of Day School Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training Evening, Vocational, Evening School, Continuation School Teachers and Helping Teachers			Number of Teachers Employed, Excluding Vocational Day and all Evening Teachers			Grand Total of All Teachers Employed, Day and Evening		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Atlantic	107⅖	763½	870⁹⁄₁₀	134	787	921	185	852	1,037
Bergen	322	2,453	2,775	420	2,533	2,953	449	2,570	3,019
Burlington	53¹⁄₁₀	587	640⁴⁄₁₀	71	641⁴⁄₁₀	712⁴⁄₁₀	73	641⁴⁄₁₀	714⁴⁄₁₀
Camden	172	1,410⅖	1,612⅖	211	1,512⅖	1,723⅖	276	1,523⅖	1,799⅖
Cape May	43½	224	267½	52	232	284	55	236	291
Cumberland	42³⁄₁₀	414	456³⁄₁₀	52⁸⁄₁₀	440⁶⁄₁₀	493⁴⁄₁₀	56⁸⁄₁₀	444⁶⁄₁₀	501⁴⁄₁₀
Essex	687	4,336	5,023	865	4,470	5,335	1,262	4,694	5,956
Gloucester	51½	513	564½	61½	536	597½	63	537	600
Hudson	368	3,353	3,721	497	3,492	3,989	685	3,683	4,368
Hunterdon	32	199	231	41	208	249	44	208	252
Mercer	155	928	1,083	180	977	1,157	220	1,013	1,233
Middlesex	**127**	**1,272**	1,399	174	1,335	1,509	237	1,381	1,618
Monmouth	163	849	1,012	198	883	1,081	201	888	1,089
Morris	98	638⅕	736⅕	125¾	654⅕	779¹⁹⁄₂₀	130¾	658⅕	788¹⁹⁄₂₀
Ocean	37	197	234	47	213	260	48	214	262
Passaic	166⅕	1,699⅗	1,866⅕	225⅗	1,786⅗	2,012⅕	376⅗	1,869⅗	2,246⅕
Salem	22	243	265	26	246	272	28	246	274
Somerset	50³⁄₁₀	371	421³⁄₁₀	66⁷⁄₁₀	390	456³⁄₁₀	69⁷⁄₁₀	396	465³⁄₁₀
Sussex	37	194	231	45¼	203	248¾	47¼	204	251¼
Union	290⁶⁄₁₀	1,814	2,104⁶⁄₁₀	364⁹⁄₁₀	1,886	2,250⁹⁄₁₀	455⁹⁄₁₀	1,929	2,384⁹⁄₁₀
Warren	43	288	331	53	296	349	55	297	352
Total	3,068⁹⁄₁₀	22,776⁷⁄₁₀	25,845⁶⁄₁₀	3,911¹⁄₁₀	23,722⁴⁄₁₀	27,633³⁄₁₀	5,017⅗	24,485⅕	29,502⅘

TABLE 31

REPORT OF TEACHERS EMPLOYED

SUB-CLASSIFICATION OF SPECIAL SUPERVISORS

	Physical Training—Men	Physical Training—Women	Music—Men	Music—Women	Drawing—Men	Drawing—Women	Penmanship—Men	Penmanship—Women	Others—Men	Others—Women	Total Number
Atlantic	..	1	1	1	...	1	..	1	..	..	5
Bergen	3	3	1	7	...	4	..	1	1	5	25
Burlington	5	9	6/10	10 1/10	...	8 3/10	..	2	..	..	35
Camden	3	6	1	3	...	9	..	7	..	3	32
Cape May	..	..	..	..	...	..	..	..	..	..	..
Cumberland	2	1	..	5 6/10	...	2	..	1	..	2	13 6/10
Essex	17	13	5	18	...	17	2	4	5	13	94
Gloucester	1	5	1	4	..	4	..	1	..	..	16
Hudson	10	6	4	9	1	9	..	2	9	4	54
Hunterdon	3	2	..	2	...	2	..	..	..	..	9
Mercer	1	1	..	2	...	2	..	1	..	2	9
Middlesex	..	3	1	4	...	4	..	1	2	3	18
Monmouth	..	5	2	7	...	4	..	2	..	1	21
Morris	..	..	1	1	..	2	..	..	..	..	4
Ocean	3	3	..	3	...	3	..	..	..	..	14
Passaic	2	2	1	6	...	4	..	..	1	1	17
Salem	..	..	..	..	...	..	..	..	..	..	..
Somerset	4	4	1	4	...	4	..	..	..	..	17
Sussex	1	1	1	1	...	..	..	..	..	..	4
Union	3	2	3	5	..	6	..	1	4	6	30
Warren	1	1	..	1	..	1	..	..	..	..	4
Total	59	68	23 6/10	95 7/10	1	86 3/10	2	24	22	40	421 6/10

TABLE 31

REPORT OF TEACHERS EMPLOYED

SUBCLASSIFICATION OF SPECIAL TEACHERS, UNCLASSIFIED—Day Schools

	Physical Training—Men	Physical Training—Women	Music—Men	Music—Women	Drawing—Men	Drawing—Women	Penmanship—Men	Penmanship—Women	Others—Men	Others—Women	Total Number
Atlantic	6	15	..	23⅗	2	8½	..	2	..	2	58⁹⁄₁₀
Bergen	32	31	6	28	1	27	..	6	..	10	141
Burlington	..	..	..	..	..	..	..	..	..	..	..
Camden	6	7	..	6	1	..	..	..	1	35	24⅘
Cape May	2	4	1	5	..	..	..	..	..	..	17
Cumberland	1	1	..	1	..	..	..	..	..	1	6
Essex	62	61	8	38	1	71	..	19	16	239	596
Gloucester	3	2	1	2	..	3	..	..	..	..	11
Hudson	35	37	5	19	2	12	..	3	3	39	185
Hunterdon	..	..	..	3	..	1	..	..	..	..	4
Mercer	3	9	4	7	1	1	..	1	..	3	31
Middlesex	9	17	1	17	..	10	..	1	..	9	64
Monmouth	6	11	..	6	..	5	..	2	..	5	35
Morris	9	8	1	10½	..	5½	..	..	..	..	34
Ocean	..	..	..	..	..	..	..	..	..	..	..
Passaic	8	8	..	8	1	4	..	..	7	29	65
Salem	..	..	..	..	..	..	..	..	..	..	..
Somerset	..	..	..	..	..	..	..	..	..	..	..
Sussex	..	..	..	2	..	1	..	..	..	3	6
Union	29	37	4⅕	29	5	28½	..	2	1	9	145
Warren	..	1	1	1	..	..	..	..	..	..	3
Total	213	269	32⅕	205⁹⁄₁₀	14	197½	..	27	28	349⅖	1,336⁷⁄₁₀

TABLE 32

EXPERIENCE OF TEACHERS

LENGTH OF SERVICE OF TEACHERS IN PUBLIC DAY SCHOOLS IN NEW JERSEY

(Does Not Include Evening School Teachers)

	One Year or Less	2, 3 and 4 Years	5 to 9 Years	10 to 14 Years	15 to 19 Years	20 to 24 Years	25 to 29 Years	30 to 34 Years	35 Years and Over	Total
Atlantic	88	193	298	150	101	67	26	29	20	972
Bergen	303	869	869	466	193	114	63	19	36	2,953
Burlington	90 1/10	202 3/10	183 5/10	97 6/10	65 5/10	35	16	12	12	714 4/10
Camden	157	424 2/5	525	240	144	74	65	54	39	1,772 2/5
Cape May	42	66	87	39	25	11	6	6	5	287
Cumberland	49 8/10	121 3/10	120 5/10	91	45	28	13	13	7	489 4/10
Essex	*382	983	1,236	933	731	470	244	233	143	5,425
Gloucester	76 4/5	197 4/5	172	59	32	20	18	9	5	593
Hudson	**212	642	923	745	457	329	208	126	124	4,076
Hunterdon	43	78	58	31	16	7	5	4	3	255
Mercer	54	223	203	217	123	113	65	51	32	1,131
Middlesex	136	372	456	224	134	59	34	27	22	1,559
Monmouth	91	277	288	183	104	55	34	17	20	1,069
Morris	74	203	222 4/5	127 1/5	59 2/5	44 1/5	25 1/5	19 [illegible]	[illegible]	785 1/10
Ocean	34	78	58	45	24	12	12	3	6	269
Passaic	95	354 1/5	545	372	245	135	77	84	75	2,038 1/5
Salem	35	71	79	35	14	9	13	6	5	274
Somerset	61	162 3/10	128	59	23	11	7	3	4	456 3/10
Sussex	41	65	83	31	14	9	4	3	3	254 1/4
Union	222 1/5	599 1/5	639 2/5	355 1/2	191	123	67	33	15	2,275 9/10
Warren	38	103	75	49	22	15	19	11	18	350
Total	2,525 7/10	6,268 7/10	7,304 3/10	4,556 3/10	2,772 2/10	1,756 2/10	1,251 1/10	871	767	27,976 1/5

* Part time continuation school teachers out (7).
** Part time continuation school teachers out (15).

TABLE 32—*Continued*

EXPERIENCE OF TEACHERS

	NEW TEACHERS — NUMBER OF NEW TEACHERS IN DISTRICT IN 1930-31					
	Number Who Did Not Teach in 1929-30—From New Jersey	Number Who Did Not Teach in 1929-30—From Other States	Number Who Taught in Other School Districts in New Jersey in 1929-30	Number Who Taught in Other States in 1929-30	Total Number of New Teachers in 1930-31	Number of New Positions Created for the School Year 1930-31
Atlantic	32	18	22	27	119	27
Bergen	187	39	56	91	373	120
Burlington	7 18/10	16	26 9/10	24	138	7
Camden	96	35	57	51	239	49
Cape May	31	4	13	11	59	10
Cumberland	46 3/10	5 1/10	18	6	75 3/10	15
Essex	168	71	118	160	517	190
Gloucester	53 1/5	20	34	9	116 1/5	17 1/5
Hudson	105	7	21	14	207	74
Hunterdon	31	12	18	6	67	4
Mercer	42	9	48	29	128	54
Middlesex	105	15	38	25	183	38
Monmouth	72	18	30	33	153	41
Morris	49	22	34	31	136	40
Ocean	19	13	9	15	56	6
Passaic	78	2	29	11	120	40
Salem	28	11	7	1	47	8
Somerset	36	18	26	18	98	14
Sussex	28	6	10	6	50	6
Union	110	31	83	69	293	98
Warren	37	6	23	7	73	8
Total	1,505 5/10	378 1/10	720 2/10	644	3,247 1/5	866 1/5

TABLE 33
TRAINING OF TEACHERS
(Does Not Include Evening School Teachers)

	Number of College Graduates	NUMBER OF NORMAL GRADUATES									All Others	Grand Total	Number of Teachers Who Attended Summer School for Six Weeks or More in the Summer of 1930	Number of Teachers Who Attended Extension Classes in 1930-31
		Trenton	Montclair	Newark	Glassboro	Paterson	Jersey City	City Training Schools	Other Normal Schools	Total Normal School Graduates				
lantic	247	119	59	6	101	1	..	4	282	535	170	972	146	138
ergen	817	223	397	308	18	306	40	33	611	1,936	290	2,953	294	1,032
rlington	1712/10	2464/10	5	...	58	..	..	5	794/10	3938/10	1494/10	7144/10	102	249
mden	462	196	21	6	303	1	2	154	271	994	2062/5	1,7522/5	273	450
pe May	85	42	2	...	45	..	..	..	47	136	66	287	75	82
mberland	1076/10	938/10	...	1	143	1	..	..	26	2648/10	1265/10	4984/10	98	282
sex	1,606	281	499	1 094	16	15	17	412	1,077	3,411	408	5,425	342	1,908
oucester	137	45	3	2	184	..	..	4	64	302	161	600	95	207
dson	823	226	259	838	1	2	15	1,133	420	2,894	299	4,016	194	1,036
nterdon	68	73	7	5	2	..	..	..	24	111	73	252	38	61
rcer	328	540	7	9	1	..	..	124	65	746	83	1,157	163	345
ddlesex	427	310	49	320	5	..	1	8	191	884	228	1,539	295	529
nmouth	322	243	75	97	16	2	2	6	159	660	161	1,083	139	398
rris	207	79	99	121	4	18	3	15	111	450	12319/20	78019/20	99	264
ean	81	38	8	3	8	..	..	9	41	127	52	260	30	77
ssaic	414	87	268	113	4	7711/5	8	34	217	1,5022/5	122	2,0384/5	122	560
lem	57	43	2	...	61	..	..	1	36	143	74	274	40	107
merset	121	163	33	333/10	13	3	1	1	71	2583/10	77	4566/10	86	168
ssex	58	301/4	20	15	..	7	1	3	33	1091/4	84	2511/4	34	74
ion	699	212	128	479	31	2	15	97	4285/5	1,3921/5	1827/10	2,2739/10	276	955
arren	83	88	8	16	6	5	..	..	47	170	97	350	52	113
Total	7,3208/10	3,33719/20	1,929	3,4663/10	1,083	1,1341/5	165	2,023	4,3006/10	17,37912/20	3,23319/20	27,9334/5	2,993	9,095

TABLE 34
NUMBER OF TEACHING POSITIONS
DAY SCHOOLS ONLY
(Does not include superintendents, assistant superintendents, supervising principals, supervisors, non-teaching principals or helping teachers)

COUNTIES	Kindergarten—Women	Elementary Schools—Men	Elementary Schools—Women	Junior High Schools—Men	Junior High Schools—Women	Senior High Schools—Men	Senior High Schools—Women	Regular High Schools of Four Years or Less—Men	Regular High Schools of Four Years or Less—Women	Vocational Schools of Secondary Grade—Men	Vocational Schools of Secondary Grade—Women	Other Local Schools for Deaf, Blind, Delinquent, etc.—Men	Other Local Schools for Deaf, Blind, Delinquent, etc.—Women	Total—Men	Total—Women
Atlantic	16	48⅔	612½	...	...	...	...	56	91	25	25	4⅔	16½	134	791
Bergen	163	111	1,822	51	153	41	94	118	263	...	...	4	22	325	2,457
Burlington	2	23⅗	193⅘	...	...	...	...	32½	89⅘	...	...	...	12	57⅗	587
Camden	31	23	1,082⅔	41	128	43	68	34	52	12	...	33	8½	195	1,445⅔
Cape May	2	16½	188	4	5	5	5	18	23	3	...	...	...	46½	221
Cumberland	...	15⅗	336	...	...	...	...	27	73	3	...	...	8	45⅗	419
Essex	265	265	3,154	59	265	96	136	317	422	57	37½	33	172	759	4,392
Gloucester	3	18	428	...	...	...	...	82	33½	1½	1	...	...	53	534
Hudson	95	133	2,634	44	221	...	...	205	333	18	3	...	102	400	3,388*
Hunterdon	3	13	157	1	5	7	7	14	27	...	...	...	...	35	199
Mercer	10	8	641	47	112	50	35	29	33	...	...	23	73	157	936
Middlesex	41	38	1,026	20	84	17	42	52	80	36	12	...	7	159	1,283
Monmouth	20	51	666	19	38	15	35	78	88	2	...	...	2	165	849
Morris	17	55	508⅕	1	3	...	...	41	109	1	...	1	1	99	638⅕
Ocean	3	13	159	...	...	...	...	21	33	...	...	...	...	37	197
Passaic	83	55⅗	1,321⅗	3	13	...	...	107	230	25	12	7	67	197⅗	1,711⅗
Salem	5	10	207	...	...	...	...	12	31	2	...	...	...	24	243
Somerset	12	20⅗	303	...	...	...	...	30	56	...	...	...	...	58⅗	371
Sussex	6	18	158	4	8	3	4	12	18	2	...	...	...	39	195
Union	105	65⅖	1,254	74½	186	63	91	88	149	13	...	5	38	208⅘	1,831
Warren	2	12	240	...	...	...	...	32	45	1	...	...	2	45	289
Total	884	953⅗	17,391⅗	368½	1,161	331	517	1,359⅙	2,327⅒	205½	88	111⅗	601½	3,332½	22,970½

* Part time continuation teachers omitted (6 + 9 = 15).

TABLE 35

NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW

(This table includes everything but short term, substitute, evening, vocational (day and evening), manual training evening, foreign-born evening school and continuation school teachers).

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY															
	Less than $700—Men	Less than $700—Women	$700 to $799—Men	$700 to $799—Women	$800 to $899—Men	$800 to $899—Women	$900 to $999—Men	$900 to $999—Women	$1,000 to $1,099—Men	$1,000 to $1,099—Women	$1,100 to $1,199—Men	$1,100 to $1,199—Women	$1,200 to $1,299—Men	$1,200 to $1,299—Women	$1,300 to $1,399—Men	$1,300 to $1,399—Women
Atlantic	..	..	..	..	..	..	..	5	..	4	..	29	1	54	3	34
Bergen	5/10	..	..	..	..	..	..	9	..	..	..	29	8	192	12	208
Burlington	..	..	..	..	..	..	..	2	..	29	..	24	1	107	4	100
Camden	..	..	..	..	..	3	..	9	1	39	1	94⅗	1	125	..	136
Cape May	..	..	..	..	..	..	..	1	..	10	..	28	1	20	..	24
Cumberland	..	..	..	1	..	4	1	25	1	62	3	47	2	13	5	49
Essex	..	..	..	1	..	..	..	..	1	6	..	..	..	58	..	83
Gloucester	1⅖	..	..	..	⅖	3	..	5	½	83	½	89	4⅕	96	3	72
Hudson	1	..	..	..	..	..	..	..	1	..	..	..	1	52	10	61
Hunterdon	..	3	..	..	..	2	..	2	2	27	5	30	..	14	2	12
Mercer	..	1	..	..	..	..	..	..	1	..	1	31	2	41	..	44
Middlesex	..	..	..	..	..	..	..	..	1	18	..	61	3	105	3	122
Monmouth	..	..	..	2	..	..	..	..	..	11	..	46	..	73	..	93
Morris	1⅖	⅖	..	..	..	..	..	1	..	14	..	32	3	52	1⅓	62
Ocean	..	1	..	..	..	1	..	..	..	3	..	19	1	42	..	18
Passaic	..	..	..	..	..	..	..	..	⅗	⅗	..	1	1	89	3	88
Salem	..	1	..	..	..	6	1	21	1	26	..	44	1	24	..	32
Somerset	3/10	..	..	..	..	..	..	..	..	5	..	37	1	52	1	44
Sussex	1	..	..	..	..	..	..	5	3	45	2	24	6	26	2	22
Union	⅕	2⅘	..	1	..	..	..	..	..	5	..	12	..	93	3	118
Warren	..	..	..	..	..	..	..	15	..	43	3	12	2	34	2	33
Total	5⅘	9⅕	..	5	⅖	19	2	100	13 1/10	430⅗	15½	736⅘	42⅕	1,448	49⅓	1,455

TABLE 35—*Continued*

NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW

(This table includes everything but short term, substitute, evening, vocational (day and evening), manual training evening, foreign-born evening school and continuation school teachers).

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY																
	$1,400 to $1,499—Men	$1,400 to $1,499—Women	$1,500 to $1,599—Men	$1,500 to $1,599—Women	$1,600 to $1,699—Men	$1,600 to $1,699—Women	$1,700 to $1,799—Men	$1,700 to $1,799—Women	$1,800 to $1,899—Men	$1,800 to $1,899—Women	$1,900 to $1,999—Men	$1,900 to $1,999—Women	$2,000 to $2,499—Men	$2,000 to $2,499—Women	$2,500 to $2,999—Men	$2,500 to $2,999—Women	$3,000 to $3,499—Men	$3,000 to $3,499—Women
Atlantic	4	94	9⅖	75½	7	65	3	36	2	39	3	41	19	153⅖	15	95⅗	15	23
Bergen	9	212	16	193	10⁹⁄₁₀	212	15	179	19	178	19	196	110	646	77	185	57⁹⁄₁₀	46
Burlington	3	61	6⁷⁄₁₀	66	5	46	4	37⁴⁄₁₀	7	32	6	12	16⁸⁄₁₀	35	8	10	1	6
Camden	3	117	9	95	9	111	7	93	13	78	10	106	71	399	35	59	22	34
Cape May	2	30	1	26	5	23	1	16	5	24	2	3	14	10	9	2	4	1
Cumberland	2	43	4	39³⁄₁₀	2	35³⁄₁₀	3	17	3³⁄₁₀	15	3	24	5	28	12	1	3	2
Essex	..	102	8	162	13	158	14	178	30	211	15	225	128	1,160	91	938	131	607
Gloucester	2	52	7	37	4	33	2	7	7½	17	3	15	15	19	3	6	3	2
Hudson	6	180	5	142	6	148	10	171	10	130	23	127	16	956	61	788	69	402
Hunterdon	5	14	5	13	4	15	2	6	1	1	..	2	9	5	3	1	1	1
Mercer	..	65	4	63	8	50	6	66	8	92	3	34	34	280	34	111	30	53
Middlesex	1	118	7	88	3	95	8	105	8	88	6	72	47	277	38	143	15	20
Monmouth	2	87	11	107	18	68	10	60	14	65	10	80	65	143	22	35	24	4
Morris	5⅘	76	4	63	4	72	5	57	5	35	7	44	34¹³⁄₆₀	119⅘	21	26	18	5
Ocean	..	32	4	18	6	13	3	12	5	15	2	12	11	18	6	5	2	1
Passaic	..	74	2	88	3	89	5	95	11	98	6	103	27½	236	23	575	51	152
Salem	2	28	3	13	4	11	..	6	1	3	2	3	2	3	2	1	4	1
Somerset	1	53	2	40	3	30	7	40	5	19	7	14	19	45	6	6	6	2
Sussex	1	17	1	27	1	9	5	13	2	6	..	2	13	7	4	2	1	1
Union	2	111	5	152	7	136	14	107	19	149	18	119	106	628	69	174	47	47
Warren	1	33	4	25	5	10	2	14	2	17	7	24	16	16	2	2	3	1
Total	51⅘	1,599	117⅗	1,532⅘	127⁹⁄₁₀	1,429³⁄₁₀	126	1,315⅖	177⅕	1,312	152	1,258	808³¹⁄₆₀	5,184⅕	544	3,165⅗	507¹⁷⁄₂₀	1,411

TABLE 35—*Continued*

NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW

(This table includes everything but short term, substitute, evening, vocational (day and evening), manual training evening, foreign-born evening school and continuation school teachers).

COUNTIES	AMOUNT OF ANNUAL CONTRACT SALARY														Totals—Men	Totals—Women	Grand Totals
	$3,500 to $3,999—Men	$3,500 to $3,999—Women	$4,000 to $4,499—Men	$4,000 to $4,499—Women	$4,500 to $4,999—Men	$4,500 to $4,999—Women	$5,000 to $5,499—Men	$5,000 to $5,499—Women	$5,500 to $5,999—Men	$5,500 to $5,999—Women	$6,000 to $6,999—Men	$6,000 to $6,999—Women	$7,000 and Over—Men	$7,000 and Over—Women			
Atlantic	31	25	10	11	5	..	2	..	1	..	1	..	1	..	132⅖	784¼	916⁹⁄₁₀
Bergen	23	7	12	2	9	1	9	..	5	..	8	..	2	..	412	2,495	2,907
Burlington	1	1	3	1	1	..	..	..	1	..	1	..	..	..	69	6394⁄₁₀	7084⁄₁₀
Camden	15	7	5	1	3	..	..	1	2	..	2	..	1	..	210	1,507⅖	1,717⅖
Cape May	2	..	2	..	..	..	1	..	..	..	..	..	..	..	52	228	280
Cumberland	1	..	..	..	2	..	..	..	..	..	..	..	..	..	523⁄₁₀	4350⁄₁₀	4879⁄₁₀
Essex	126	383	60	62	92	71	50	19	18	..	29	5	28	..	843	4,436	5,279
Gloucester	1	..	2	..	..	..	2	..	..	..	..	..	..	..	61½	536	597½
Hudson	68	147	81	82	14	17	18	15	24	1	8	3	12	1	477	3,423	3,900
Hunterdon	1	..	1	..	..	..	..	..	..	..	..	..	..	..	41	208	249
Mercer	18	14	17	9	3	4	2	1	1	1	1	..	2	..	178	960	1,138
Middlesex	11	2	8	..	4	..	3	1	1	..	1	..	2	..	170	1,315	1,485
Monmouth	5	2	8	..	3	..	1	..	..	..	4	..	1	..	198	876	1,074
Morris	4	2	4	..	1	..	4	..	1	..	2	..	..	..	125¾	651⅛	776¹⁹⁄₂₀
Ocean	2	..	..	..	..	..	1	..	..	..	..	..	1	..	47	213	260
Passaic	23	19	29	26	15	2	4	..	5½	..	3	..	5	..	217⅗	1,765⅗	1,983⅕
Salem	..	..	1	..	..	..	..	..	..	..	..	..	..	..	26	243	269
Somerset	3	1	..	..	2	..	..	..	1	..	1	..	1	..	603⁄₁₀	388	4543⁄₁₀
Sussex	1	..	..	..	1	..	..	..	1	..	..	..	..	..	45¼	203	248¼
Union	23	12	16	3	11	1	7	..	1	..	5	..	5	..	358⅕	1,860⅘	2,219
Warren	2	..	..	..	1	..	..	..	..	..	..	..	..	..	52	295	347
Total	361	652	268	197	167	96	104	37	65½	2	66	8	61	1	3,834³⁄₁₀	23,463½	27,297⅘

TABLE 36

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools			Number of Pupils Enrolled in Two Room Rural Schools			Number of Pupils Enrolled in Kindergarten		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	95	105	200	299	258	557	798	741	1,539
Bergen	50	48	98	102	93	195	2,662	2,627	5,289
Burlington	13	14	27	325	327	652	39	54	93
Camden	99	109	208	249	239	488	849	869	1,718
Cape May	30	35	65	87	79	166	40	42	82
Cumberland	248	179	427	497	466	963	....	....	....
Essex	....	....	....	....	....	....	7,987	7,718	15,705
Gloucester	166	156	322	267	189	456	90	73	163
Hudson	....	....	....	....	....	....	2,700	2,581	5,281
Hunterdon	1,027	933	1,960	373	380	753	46	64	110
Mercer	85	68	153	48	47	95	1,056	995	2,051
Middlesex	188	157	345	245	232	477	947	931	1,878
Monmouth	450	390	840	480	398	878	518	491	1,009
Morris	125	111	236	413	352	765	305	291	596
Ocean	194	193	387	356	337	693	62	65	127
Passaic	47	40	87	202	218	420	2,824	2,558	5,382
Salem	331	282	613	216	189	405	115	107	222
Somerset	242	212	454	555	573	1,128	245	268	513
Sussex	727	690	1,417	178	187	365	111	118	229
Union	17	16	33	243	215	458	2,560	2, 25	4,985
Warren	387	378	765	516	450	966	44	30	74
Total	4,521	4,116	8,637	5,651	5,229	10,880	23,998	23,048	47,046

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade I.			Number of Pupils Enrolled in Grade II.			Number of Pupils Enrolled in Grade III		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,594	1,417	3,011	1,268	1,141	2,409	1,227	1,189	2,416
Bergen	5,422	4,739	10,161	4,042	3,654	7,696	3,968	3,801	7,769
Burlington	1,888	1,699	3,587	1,085	998	2,083	1,124	976	2,100
Camden	3,845	3,491	7,336	2,892	2,602	5,494	2,758	2,547	5,305
Cape May	556	498	1,054	313	323	636	343	296	639
Cumberland	1,571	1,344	2,915	722	692	1,414	719	620	1,339
Essex	9,115	8,485	17,600	7,961	7,571	15,532	7,359	6,942	14,301
Gloucester	1,591	1,416	3,007	1,015	934	1,949	1,128	923	2,051
Hudson	8,074	7,501	15,575	6,044	5,537	11,581	5,943	5,670	11,613
Hunterdon	655	562	1,217	375	350	725	384	343	727
Mercer	2,556	2,304	4,860	1,609	1,488	3,097	1,606	1,458	3,064
Middlesex	3,270	2,965	6,235	2,276	2,040	4,316	2,327	2,177	4,504
Monmouth	2,565	2,284	4,849	1,631	1,565	3,196	1,662	1,501	3,163
Morris	1,741	1,519	3,260	1,209	1,048	2,257	1,119	1,065	2,184
Ocean	557	505	1,062	400	328	728	404	366	770
Passaic	3,507	3,273	6,780	3,068	2,739	5,807	3,057	2,846	5,903
Salem	757	669	1,426	505	431	936	514	443	957
Somerset	897	857	1,754	658	622	1,280	730	710	1,440
Sussex	606	544	1,150	390	363	753	355	375	730
Union	3,512	3,229	6,741	3,254	3,018	6,272	3,067	2,833	5,900
Warren	843	761	1,604	565	521	1,086	601	520	1,121
Total	55,122	50,062	105,184	41,192	38,055	79,247	40,395	37,601	77,996

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade IV			Number of Pupils Enrolled in Grade V			Number of Pupils Enrolled in Grade VI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,195	1,173	2,370	1,190	1,277	2,467	1,200	1,160	2,360
Bergen	4,076	3,851	7,927	3,991	3,680	7,671	3,749	3,562	7,311
Burlington	1,129	1,094	2,223	1,064	1,080	2,144	918	947	1,865
Camden	2,927	2,698	5,625	2,785	2,800	5,585	2,583	2,362	4,945
Cape May	345	300	645	340	336	676	320	288	608
Cumberland	777	707	1,484	707	699	1,406	671	637	1,308
Essex	7,233	7,019	14,252	7,091	7,077	14,171	6,736	6,792	13,528
Gloucester	1,046	932	1,978	986	939	1,925	891	874	1,765
Hudson	5,882	5,639	11,521	5,877	5,646	11,523	5,774	5,558	11,332
Hunterdon	406	413	819	406	406	812	336	349	685
Mercer	1,640	1,599	3,239	1,691	1,539	3,184	1,514	1,480	2,994
Middlesex	2,360	2,321	4,681	2,294	2,544	4,838	2,339	2,259	4,598
Monmouth	1,603	1,421	3,024	1,538	1,470	3,008	1,465	1,309	2,774
Morris	1,186	1,121	2,307	1,151	1,059	2,210	1,002	1,001	2,003
Ocean	343	360	703	354	333	687	355	288	643
Passaic	3,138	2,948	6,086	2,993	2,789	5,782	2,841	2,796	5,637
Salem	544	455	999	450	475	925	443	434	877
Somerset	739	697	1,436	808	727	1,535	738	665	1,403
Sussex	414	359	773	395	361	756	288	335	623
Union	2,938	2,879	5,817	2,901	2,781	5,682	2,837	2,717	5,554
Warren	591	534	1,125	602	621	1,223	505	499	1,004
Total	40,508	38,526	79,034	39,727	38,479	78,206	37,505	36,312	73,817

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Grade VII			Number of Pupils Enrolled in Grade VIII		
	Boys	Girls	Total	Boys	Girls	Total
Atlantic	1,104	1,048	2,152	851	824	1,675
Bergen	2,590	2,344	4,934	2,142	2,128	4,270
Burlington	826	924	1,750	667	712	1,379
Camden	1,677	1,781	3,458	761	809	1,570
Cape May	263	238	501	201	201	402
Cumberland	591	600	1,191	507	480	987
Essex	5,376	5,352	10,728	4,329	4,474	8,803
Gloucester	739	716	1,455	548	583	1,131
Hudson	4,175	4,017	8,192	3,447	3,676	7,123
Hunterdon	312	325	637	254	284	538
Mercer	573	551	1,124	416	471	887
Middlesex	1,584	1,575	3,159	1,235	1,257	2,492
Monmouth	1,041	1,072	2,113	824	866	1,690
Morris	924	893	1,817	794	791	1,585
Ocean	319	351	670	257	300	557
Passaic	2,407	2,458	4,865	2,006	2,113	4,119
Salem	409	390	799	283	310	593
Somerset	648	641	1,289	471	429	900
Sussex	218	208	426	156	188	344
Union	1,492	1,388	2,880	1,268	1,239	2,507
Warren	528	455	983	429	386	815
Total	27,796	27,327	55,123	21,846	22,521	44,367

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	APPROVED JUNIOR HIGH SCHOOLS								
	Number of Pupils Enrolled in Grade VII			Number of Pupils Enrolled in Grade VIII			Number of Pupils Enrolled In Grade IX		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	....	....	....	....	....	....
Bergen	883	867	1,750	864	808	1,672	788	760	1,548
Burlington	....	....	....	....	....	....	....	....	....
Camden	566	542	1,108	898	876	1,774	850	885	1,735
Cape May	59	55	114	43	47	90	59	89	148
Cumberland	....	....	....	....	....	....	....	....	....
Essex	996	875	1,871	855	828	1,683	890	887	1,777
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	972	980	1,952	940	1,081	2,021	1,046	1,145	2,191
Hunterdon	28	41	69	27	33	60	56	75	131
Mercer	917	851	1,768	725	753	1,478	814	794	1,608
Middlesex	521	464	985	331	323	654	392	399	791
Monmouth	247	253	500	199	230	429	294	273	567
Morris	16	8	24	5	9	14	11	12	23
Ocean	....	....	....	....	....	....	....	....	....
Passaic	75	73	148	44	60	104	44	40	84
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	60	67	127	53	60	113	41	44	85
Union	1,195	1,123	2,318	920	960	1,880	950	910	1,860
Warren	....	....	....	....	....	....	....	....	....
Total	6,535	6,199	12,734	5,904	6,068	11,972	6,235	6,313	12,548

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued.*

COUNTIES.	SENIOR HIGH SCHOOLS IN DISTRICTS MAINTAINING APPROVED JUNIOR HIGH SCHOOLS.								
	Number of Pupils Enrolled In Grade X			Number of Pupils Enrolled In Grade XI			Number of Pupils Enrolled In Grade XII		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	....	....	....	....	....	....
Bergen	655	487	1,142	404	429	833	303	340	643
Burlington	....	....	....	....	....	....	....	....	....
Camden	698	663	1,361	406	427	833	303	336	639
Cape May	64	59	123	47	53	100	20	34	54
Cumberland	....	....	....	....	....	....	....	....	....
Essex	729	694	1,423	528	485	1,013	374	416	790
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	360	385	745	264	282	546	186	207	393
Hunterdon	46	52	98	38	59	97	34	45	79
Mercer	563	550	1,113	428	434	862	330	338	668
Middlesex	268	283	551	224	209	433	164	137	301
Monmouth	186	194	380	214	164	378	137	175	312
Morris	....	....	....	....	....	....	....	....	....
Ocean	....	....	....	....	....	....	....	....	....
Passaic	....	....	....	....	....	....	....	....	....
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	37	38	75	23	15	38	13	19	32
Union	580	573	1,153	551	560	1,111	478	465	943
Warren	....	....	....	....	....	....	....	....	....
Total	4,186	3,978	8,164	3,127	3,117	6,244	2,342	2,512	4,854

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	IN FOUR-YEAR HIGH SCHOOLS								
	Number of Pupils Enrolled In Grade IX			Number of Pupils Enrolled In Grade X			Number of Pupils Enrolled In Grade XI		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	656	689	1,345	521	462	983	409	407	816
Bergen	1,707	1,414	3,121	1,192	1,122	2,314	785	795	1,580
Burlington	595	594	1,189	401	443	844	282	336	618
Camden	348	396	744	273	328	601	233	225	458
Cape May	210	169	379	136	127	263	91	109	200
Cumberland	512	521	1,033	397	364	761	247	325	572
Essex	3,972	3,692	7,664	3,012	2,403	5,415	2,121	1,881	4,002
Gloucester	486	492	978	362	428	790	228	277	505
Hudson	3,434	3,037	6,471	2,257	2,200	4,457	1,321	1,119	2,440
Hunterdon	178	175	353	114	121	235	94	108	202
Mercer	246	268	514	178	203	381	117	150	267
Middlesex	764	805	1,569	466	419	885	302	311	613
Monmouth	781	783	1,564	568	580	1,148	416	421	837
Morris	760	704	1,464	474	502	976	418	439	857
Ocean	219	231	450	201	255	456	131	172	303
Passaic	1,777	1,707	3,484	1,139	1,235	2,374	838	706	1,544
Salem	224	263	487	133	200	333	123	144	267
Somerset	551	487	1,038	359	347	706	249	240	489
Sussex	133	122	255	76	105	181	48	81	129
Union	1,174	1,144	2,318	812	761	1,573	544	522	1,066
Warren	368	329	697	255	296	551	186	193	379
Total	19,095	18,022	37,117	13,326	12,901	26,227	9,183	8,961	18,144

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled In Grade XII			Number of Pupils Enrolled In Sub-Normal Classes			Number of Pupils Enrolled In Training Classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	249	278	527	107	38	145	....	....	....
Bergen	683	668	1,351	160	52	212	....	....	....
Burlington	236	238	474	39	26	65	....	....	....
Camden	159	141	300	147	52	199	....	....	....
Cape May	78	71	149	8	3	11	....	....	....
Cumberland	215	254	469	70	43	113	....	....	....
Essex	1,524	1,344	2,868	1,035	615	1,650	24	25	49
Gloucester	165	183	348	31	19	50	....	....	....
Hudson	979	878	1,857	389	186	575	....	....	....
Hunterdon	76	102	178	....	....	....	....	....	....
Mercer	81	105	186	190	101	291	....	....	....
Middlesex	287	224	511	63	42	105	....	....	....
Monmouth	328	414	742	121	56	177	....	....	....
Morris	312	345	657	18	8	26	....	....	....
Ocean	119	122	241	15	5	20	....	....	....
Passaic	732	614	1,346	220	118	338	....	....	....
Salem	67	117	184	....	....	....	....	....	....
Somerset	168	174	342	43	17	60	....	....	....
Sussex	44	65	109	37	11	48	....	....	....
Union	391	362	753	211	108	319	....	....	....
Warren	135	139	274	26	5	31	....	....	....
Total	7,028	6,838	13,866	2,930	1,505	4,435	24	25	49

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled In Anemic Classes			Number of Pupils Enrolled In Backward and Incorrigible Classes			Number of Pupils Enrolled In Blind Classes		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	....	....	....	....	....	....
Bergen	....	....	....	83	39	122	....	....	....
Burlington	....	....	....	....	....	....	....	....	....
Camden	....	....	....	35	16	51	....	....	....
Cape May	....	....	....	....	....	....	....	....	....
Cumberland	....	....	....	....	....	....	....	....	....
Essex	25	34	59	158	10	168	34	26	60
Gloucester	....	....	....	....	....	....	....	....	....
Hudson	40	83	123	280	153	433	18	14	32
Hunterdon	....	....	....	....	....	....	....	....	....
Mercer	9	24	33	....	....	....	....	....	....
Middlesex	....	....	....	47	11	58	....	....	....
Monmouth	....	....	....	36	3	39	....	....	....
Morris	....	....	....	67	27	94	....	....	....
Ocean	....	....	....	....	....	....	....	....	....
Passaic	38	49	87	29	....	29	24	24	48
Salem	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	....
Sussex	....	....	....	....	....	....	....	....	....
Union	....	....	....	254	118	372	5	2	7
Warren	....	....	....	....	....	....	....	....	....
Total	112	190	302	989	377	1,366	81	66	147

TABLE 36—*Continued*

REPORT OF ENROLLMENT IN DAY SCHOOLS BY GRADES—*Continued*

COUNTIES	Number of Pupils Enrolled in Deaf Classes			Number of Pupils Enrolled in Crippled Classes			Number of Pupils Enrolled in Other Special Classes			Number of Pupils Enrolled During Year		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Atlantic	....	....	....	43	24	67	....	....	....	12,414	11,868	24,282
Bergen	....	....	....	....	....	....	....	....	....	41,149	38,167	79,316
Burlington	....	....	....	....	....	....	8	3	11	10,301	10,124	20,425
Camden	....	....	....	9	10	19	....	....	....	25,912	24,946	50,858
Cape May	....	....	....	....	....	....	....	....	....	3,536	3,338	6,874
Cumberland	....	....	....	....	....	....	....	....	....	7,706	7,286	14,992
Essex	63	35	98	255	228	483	14	28	42	79,799	75,936	155,735
Gloucester	....	....	....	4	....	4	....	....	....	9,310	8,789	18,099
Hudson	25	31	56	186	127	313	136	90	226	60,749	57,823	118,572
Hunterdon	....	....	....	....	....	....	....	....	....	3,859	3,913	7,772
Mercer	....	....	....	....	....	....	128	72	200	17,297	16,568	33,865
Middlesex	....	....	....	....	....	....	115	47	162	22,776	21,543	44,319
Monmouth	....	....	....	....	....	....	8	8	16	16,382	15,533	31,915
Morris	....	....	....	....	....	....	....	....	....	11,512	10,842	22,354
Ocean	....	....	....	....	....	....	....	....	....	3,736	3,681	7,417
Passaic	9	9	18	19	14	33	147	109	256	30,976	29,278	60,254
Salem	....	....	....	....	....	....	....	....	....	4,567	4,438	9,005
Somerset	....	....	....	....	....	....	....	....	....	7,304	6,881	14,185
Sussex	....	....	....	....	....	....	....	....	....	3,498	3,478	6,976
Union	....	....	....	9	8	17	6	5	11	31,909	30,130	62,039
Warren	....	....	....	....	....	....	....	....	....	5,678	5,289	10,967
Total	97	75	172	525	411	936	562	362	924	410,370	389,851	800,221

TABLE 37

REPORT OF BEDSIDE ENROLLMENT AND REGULAR ATTENDANCE

COUNTIES	NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION			Number of Pupils Receiving Bedside or Home Instruction		Is a Continuing Census Maintained (Yes or No)	DAY SCHOOL ENROLLMENT ONLY NUMBER OF PUPILS ENROLLED THAT WERE ACTUALLY IN SESSION								
	Boys	Girls	Total	Receiving Less than Five Hours per Week	Receiving Five Hours or More per Week		Fewer than 81 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 160 days	161 to 180 days	181 to 200 days	Over 200 days	Total
Atlantic	7	3	10	..	10	13 No 9 Yes	3,076	626	728	1,117	3,261	11,783	3,682	9	24,282
Bergen	20	32	52	13	39	40 No 30 Yes	7,021	3,136	1,648	2,811	6,246	28,350	30,104	....	79,316
Burlington	..	1	1	..	1	37 No 1 Yes	2,397	581	607	983	2,860	10,381	2,616	....	20,425
Camden	2	2	4	..	4	29 No 7 Yes	5,649	1,946	1,548	2,571	6,327	18,284	14,533	....	50,858
Cape May	..	..	..	..	..	3 Yes 13 No	960	167	214	404	1,267	3,739	123	....	6,874
Cumberland	..	..	..	..	..	4 Yes 10 No	1,483	440	347	648	1,906	6,055	4,113	....	14,992
Essex	51	39	90	20	70	16 No 4 Yes	14,212	4,996	3,844	5,880	12,369	46,242	60,556	7,636	155,735
Gloucester	4	..	4	..	4	20 No 3 Yes	2,362	557	599	1,028	2,699	7,734	3,120	....	18,099
Hudson	89	87	176	171	5	12 No 22 No	9,761	5,707	2,528	3,541	7,244	26,552	63,239	....	118,572
Hunterdon	..	..	..	..	..	4 Yes	874	158	207	321	830	2,787	2,595	....	7,772
Mercer	8	6	14	..	14	11 Yes 14 No	3,014	790	976	1,391	2,946	11,432	13,316	....	33,865
Middlesex	2	2	4	3	1	11 Yes	3,585	1,323	945	1,397	4,380	21,418	11,271	....	44,319

TABLE 37—*Continued*

REPORT OF BEDSIDE ENROLLMENT AND REGULAR ATTENDANCE

COUNTIES	NUMBER OF PUPILS RECEIVING BEDSIDE OR HOME INSTRUCTION			Number of Pupils Receiving Bedside or Home Instruction		Is a Continuing Census Maintained (Yes or No)	DAY SCHOOL ENROLLMENT ONLY NUMBER OF PUPILS ENROLLED THAT WERE ACTUALLY IN SESSION							
	Boys	Girls	Total	Receiving Less than Five Hours per Week	Receiving Five Hours or More per Week		Fewer than 81 days	81 to 100 days	101 to 120 days	121 to 140 days	141 to 160 days	161 to 180 days	181 to 200 days	Over 200 days	Total
Monmouth	..	4	4	..	4	22 No 25 Yes 27 No	4,196	1,060	881	1,262	2,965	11,879	9,672	....	31,915
Morris	6	7	13	..	13	10 Yes	2,313	589	517	835	1,846	7,825	8,429	....	22,354
Ocean	..	1	1	..	1	33 No 13 No	928	206	210	362	1,026	4,110	575	....	7,417
Passaic	4	6	10	..	10	3 Yes 1 No	5,072	2,853	1,102	1,589	3,051	13,223	33,364	....	60,254
Salem	1	..	1	1	..	13 Yes 19 No	967	313	364	488	1,052	2,842	2,979	....	9,005
Somerset	2	..	2	..	2	1 Yes 23 No	1,271	291	327	423	1,150	4,769	5,954	....	14,185
Sussex	..	..	..	..	..	1 Yes 17 No	934	208	197	283	423	1,578	3,353	....	6,976
Union	12	32	44	7	37	2 Yes	5,394	2,004	1,371	2,019	4,750	22,775	23,726	....	62,039
Warren	1	1	2	2	..	23 Yes 381 No 165 Yes	950	189	250	325	743	3,531	4,979	....	10,967
Total	209	223	432	217	215	546 All	76,419	28,140	19,140	29,678	69,341	267,289	302,299	7,645	800,221

TABLE 38

MANUAL TRAINING PUPILS

REPORT ONLY PUPILS ATTENDING COURSES, APPROVED BY THE STATE BOARD OF EDUCATION

COUNTIES	Grades 5, 6, 7, 8—Boys	Grades 5, 6, 7, 8—Girls	Grades 9, 10, 11, 12—Boys	Grades 9, 10, 11, 12—Girls	Totals
Atlantic	3,017	2,499	208	424	6,148
Bergen	9,717	8,637	2,252	1,655	22,261
Burlington	1,432	1,585	388	375	3,780
Camden	9,912	10,706	1,246	1,150	23,014
Cape May	702	524	405	385	2,016
Cumberland	1,364	1,093	601	499	3,557
Essex	22,914	9,311	7,658	2,429	42,312
Gloucester	2,163	1,159	410	298	4,030
Hudson	13,229	16,428	3,522	2,646	35,825
Hunterdon	169	124	163	98	554
Mercer	4,733	4,496	875	710	10,814
Middlesex	3,622	3,438	571	1,110	8,741
Monmouth	2,307	2,327	703	631	5,968
Morris	1,422	1,444	849	467	4,182
Ocean	385	341	369	219	1,314
Passaic	7,319	6,425	2,200	1,537	17,481
Salem	533	210	80	55	878
Somerset	1,084	934	347	142	2,507
Sussex	350	307	111	73	841
Union	7,093	7,225	3,042	2,583	19,943
Warren	608	521	270	64	1,463
Total	94,075	79,734	26,270	17,550	217,629

TABLE 39.

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	Actual Number of Days Schools Were Kept Open	Number of Days Schools were Closed on Account of Legal Holidays	Number of Days Closed on Account of Institute	POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT		
				Boys	Girls	Total	Boys	Girls	Total
Atlantic	183	10	1	1,990,314	1,907,528½	3,897,842½	1,849,433½	1,771,591	3,621,024½
Bergen	186	9	1	6,910,299	6,429,395½	13,339,694½	6,523,681½	6,049,049½	12,572,731
Burlington	181	6	1	1,664,064	1,630,654½	3,294,718½	1,543,553½	1,511,665	3,055,218½
Camden	186	7	1	4,208,459	4,080,794½	8,289,253½	3,922,792½	3,797,316½	7,720,109
Cape May	176	9	2	549,112½	504,004	1,044,116½	504,913	473,224½	978,137½
Cumberland	184	6	1	1,279,244	1,216,730	2,495,974	1,188,219½	1,132,933½	2,321,153
Essex	190	8	..	13,898,718½	13,206,920½	27,105,639	12,979,787½	12,287,804	25,267,591½
Gloucester	182	6	1	1,491,182	1,410,609½	2,901,791½	1,372,444	1,301,829½	2,674,273½
Hudson	193	9	..	10,547,723	10,077,576½	20,625,299½	9,873,614	9,431,268	19,304,882
Hunterdon	187	8	1	645,800½	655,837	1,301,637½	595,483	607,366	1,202,849
Mercer	189	6	1	2,973,095½	2,857,297½	5,830,393	2,755,267½	2,641,877	5,397,144½
Middlesex	184	8	1	3,843,922	3,615,543½	7,459,465½	3,622,236	3,398,757	7,020,993
Monmouth	187	7	1	2,657,327	2,522,680	5,180,007	2,480,638½	2,351,354	4,831,992½
Morris	186	9	1	1,915,547	1,821,947	3,737,494	1,801,417	1,709,401	3,510,818
Ocean	181	7	1	596,911	586,110½	1,183,021½	551,049	541,017	1,092,066
Passaic	192	9	1	5,367,851½	5,065,364	10,433,215½	5,083,706	4,786,864½	9,870,570½
Salem	186	6	1	750,894½	738,980½	1,489,875	687,095½	678,444	1,365,539½
Somerset	188	6	1	1,245,364½	1,180,182	2,425,546½	1,173,265	1,106,814	2,280,079
Sussex	189	10	1	568,485½	578,969½	1,147,455	534,978	546,863½	1,081,841½
Union	187	8	..	5,411,757	5,119,605	10,531,362	5,103,144	4,807,953½	9,911,097½
Warren	188	8	1	977,626½	909,636½	1,887,263	921,474	858,400½	1,779,874½
Total	188	8	1	69,484,698½	66,116,366½	135,601,065	65,068,192½	61,791,793½	126,859,986

TABLE 39—*Continued*

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS
—*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	DAYS ABSENT			Times Tardy	Per Cent. of Attendance	Average Enrollment	Average Daily Attendance	Number of Pupils Not Absent or Tardy During Year. Total	Number of Sessions Truant. Total	Number of Cases of Suspension or Expulsion During the Year. Total	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year	Number of Pupils on Part-Time. (Less than Legal Amount of School Time.)
	Boys.	Girls	Total									
Atlantic	140,880½	135,937½	276,818	36,240	.9290	21,324	19,812	1,482	485	134	811	....
Bergen	386,617½	380,346	766,963½	79,537	.9425	71,803	67,664	7,648	1,690	160	2,974	282
Burlington	120,510½	118,989½	239,500	16,719	.9273	18,175	16,852	1,736	440½	178	919	93
Camden	285,666½	283,478	569,144½	33,196	.9313	44,520	41,450	3,878	1,972	138	1,902	....
Cape May	35,199½	30,779½	65,979	8,096	.9368	5,945	5,568	483	138	16	228	3
Cumberland	91,024½	83,796½	174,821	10,160	.9300	13,546	12,597	1,024	401	41	465	6
Essex	918,931	919,116½	1,838,047½	125,649	.9322	142,945	133,258	9,623	10,278	198	3,739	3,621
Gloucester	118,738	108,780	227,518	19,535	.9216	15,943	14,688	1,627	184½	106	862	....
Hudson	674,109	646,308½	1,320,417½	78,520	.9360	106,826	99,989	7,271	14,282½	85	3,151	....
Hunterdon	50,317½	48,471	98,788½	9,921	.9241	6,952	6,422	686	199	71	405	....
Mercer	217,828	215,420½	433,248½	26,148	.9257	30,867	28,577	2,122	3,103½	53	1,038	198
Middlesex	221,686	216,786½	438,472½	22,143	.9412	40,613	38,222	3,936	1,580	178	1,431	332
Monmouth	176,688½	171,326	348,014½	35,676	.9328	27,756	25,888	2,436	342	125	1,700	503
Morris	114,130	112,546	226,676	12,827	.9394	20,072	18,854	2,533	483½	74	977	66
Ocean	45,862	45,093½	90,955½	8,160	.9231	6,525	6,021	480	95	55	323	....
Passaic	284,145½	278,499½	562,645	39,703	.9460	54,358	51,428	5,202	2,229	51	1,902	1,554
Salem	63,799	60,536½	124,335½	8,925	.9165	8,024	7,352	667	84	76	416	....
Somerset	72,099½	73,368	145,467½	9,561	.9400	12,926	12,151	1,134	163	39	593	....
Sussex	33,507½	32,106	65,613½	5,233	.9428	6,083	5,735	1,052	33	22	459	....
Union	308,613	311,651½	620,264½	45,874	.9411	56,382	53,061	5,292	2,166	179	2,337	105
Warren	56,152½	51,236	107,388½	5,387	.9431	10,063	9,490	1,250	337	56	398	301
Total	4,416,506	4,324,573	8,741,079	637,210	.9355	721,648	675,079	61,557	40,776½	2,035	27,030	7,064

TABLE 39—*Continued*

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS —*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

COUNTIES	Number of Days Schools Kept Open in District to Which Tuition Pupils Are Sent	Number of Possible Days' Attendance for Pupils Attending School in Other Districts	Average Enrollment of Pupils Attending Other Districts	Number Days Present for Pupils Attending Other Districts	Average Daily Attendance of Pupils Attending Other Districts	Total Average Enrollment	Total Average Daily Attendance	Kindergartens	
								Total Days Present	Average Daily Attendance
Atlantic	185	235,510½	1,270	222,417	1,200	22,594	21,012	176,474½	959
Bergen	187	773,519½	4,144	722,188½	3,869	75,947	71,533	571,560	3,080
Burlington	182	324,653	1,784	301,667	1,659	19,959	18,511	9,953	54
Camden	187	486,927	2,608	448,340	2,402	47,128	43,852	175,213½	930
Cape May	178	84,505½	474	79,896½	448	6,419	6,016	10,221	57
Cumberland	188	98,172	523	91,294	486	14,069	13,083	.....	....
Essex	186	75,352	404	71,524	385	143,349	133,643	1,670,507	8,820
Gloucester	185	235,779	1,275	219,335	1,186	17,218	15,874	19,236	103
Hudson	193	263,959	1,365	237,980½	1,231	108,191	101,220	524,419	2,723
Hunterdon	188	274,736	1,458	252,846	1,343	8,410	7,765	14,958	79
Mercer	187	187,946	1,004	176,246½	942	31,871	29,519	281,083	1,481
Middlesex	184	392,714½	2,135	361,261½	1,967	42,748	40,189	221,958½	1,210
Monmouth	186	503,479½	2,702	462,337½	2,482	30,458	28,370	104,862½	559
Morris	186	347,789½	1,866	328,787	1,765	21,938	20,619	66,503½	358
Ocean	182	155,388	851	143,035½	787	7,376	6,808	12,930	72
Passaic	191	244,975½	1,281	228,003	1,191	55,639	52,619	517,664½	2,700
Salem	190	161,420	851	151,024	795	8,875	8,147	27,943	149
Somerset	188	223,406	1,187	205,240½	1,089	14,113	13,240	71,108	378
Sussex	189	181,864	964	164,762½	873	7,047	6,608	27,445	145
Union	185	87,878½	476	80,579½	436	56,858	53,497	598,768½	3,206
Warren	188	157,711	841	148,223	789	10,904	10,279	9,634	52
Total	187	5,497,686	29,463	5,096,989	27,325	751,111	702,404	5,112,442½	27,115

TABLE 39—*Continued*

REPORT OF REGULAR DAY SCHOOL ATTENDANCE FOR ALL DISTRICTS—*Continued*

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE

COUNTIES	Elementary Grade 1-8 Except 7th, 8th in Approved Junior High School—Total Days Present	Elementary Grade 1-8 Except 7th, 8th in Approved Junior High School—Average Daily Attendance	Approved Junior High Schools and Grade 7, 8, and 9—Total Days Present	Approved Junior High Schools and Grade 7, 8, and 9—Average Daily Attendance	Senior High Schools Grade 10, 11, 12 in District Maintaining Approved Junior High Schools—Total Days Present	Senior High Schools Grade 10, 11, 12 in District Maintaining Approved Junior High Schools—Average Daily Attendance	Regular 4 Year High School or Less—Total Days Present	Regular 4 Year High School or Less—Average Daily Attendance	Special Schools or Classes—Total Days Present	Special Schools or Classes—Average Daily Attendance
Atlantic	2,834,452½	15,560	.....	....	.....	....	579,134	3,137	30,963½	156
Bergen	9,268,500½	49,834	836,932½	4,544	423,271	2,298	1,417,298	7,611	55,169	297
Burlington	2,544,409	14,041	.....	....	.....	....	498,425	2,744	2,431½	13
Camden	5,918,767	31,861	765,450½	4,070	488,194	2,588	341,109	1,834	31,375	167
Cape May	719,363	4,122	53,543½	297	43,752	242	151,258	850	.....	....
Cumberland	1,826,037½	9,960	.....	....	.....	....	477,548½	2,544	17,567	93
Essex	18,175,252½	95,693	879,028½	4,766	559,254	3,037	3,508,299½	18,452	475,249½	2,490
Gloucester	2,222,203½	12,251	.....	....	.....	....	432,734	2,334	.....	....
Hudson	14,611,635	75,682	1,085,689	5,623	304,942	1,588	2,564,257	13,267	213,940	1,106
Hunterdon	939,407½	5,007	42,923	226	47,886	252	157,674½	858	.....	....
Mercer	3,584,931½	19,005	826,708	4,358	418,536½	2,212	222,301½	1,186	63,584	335
Middlesex	5,567,633	30,289	425,858	2,347	201,127	1,110	590,088	3,188	14,328½	78
Monmouth	3,602,686	19,328	244,535	1,294	187,997½	994	691,911½	3,713	.....	....
Morris	2,686,296½	14,437	9,947	53	.....	....	732,069	3,921	16,002	85
Ocean	851,047½	4,690	.....	....	.....	....	228,088½	1,259	.....	....
Passaic	7,707,017½	40,165	58,149½	307	.....	....	1,503,576½	7,818	84,163	438
Salem	1,118,513	6,048	.....	....	.....	....	219,083½	1,155	.....	....
Somerset	1,762,052½	9,396	.....	....	.....	....	438,893½	2,334	8,025	43
Sussex	860,748½	4,564	53,922	286	25,779	136	113,947	604	.....	....
Union	6,667,101	35,677	1,028,907	5,515	556,641½	2,980	940,484	5,045	119,195½	638
Warren	1,445,131½	7,696	.....	....	.....	....	320,223	1,716	4,886	26
Total	94,913,286½	505,306	6,311,593½	33,686	3,257,380½	17,437	16,128,403½	85,570	1,136,879½	5,965

TABLE 40

REPORT OF EVENING SCHOOLS

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days	Number of Weeks Schools were Maintained	Number of Male Pupils Between 12 and 14 Years of Age	Number of Male Pupils Between 14 and 20 Years of Age	Number of Male Pupils Over 20 Years of Age	Total Number of Male Pupils	Number of Female Pupils Between 12 and 14 Years of Age	Number of Female Pupils Between 14 and 20 Years of Age	Number of Female Pupils Over 20 Years of Age	Total Number of Female Pupils
Atlantic	56	19	...	30	102	132	...	40	190	230
Bergen	72	19	4	237	141	382	1	291	83	375
Burlington	...	...	...	...	...	...	...	...	...	...
Camden	67	23	...	101	94	195	...	78	99	177
Cape May	70½	20½	...	10	24	34	...	10	34	44
Cumberland	50	19	...	7	21	28	...	3	20	23
Essex	72	22½	311	2,160	1,247	3,718	160	1,864	1,179	3,203
Gloucester	...	...	...	...	...	...	...	...	...	...
Hudson	77	19½	...	856	958	1,814	4	1,255	748	2,007
Hunterdon	...	...	...	...	...	...	...	...	...	...
Mercer	66	24	...	308	186	494	5	258	133	396
Middlesex	61	22	...	71	145	216	...	135	147	282
Monmouth	...	...	...	...	...	...	...	...	...	...
Morris	60	22	...	...	66	66	...	...	51	51
Ocean	50	18	...	...	10	10	...	...	45	45
Passaic	78	20	...	367	407	774	...	419	369	788
Salem	...	...	...	...	...	...	...	...	...	...
Somerset	50	17	...	4	18	22	2	1	8	11
Sussex	...	...	...	...	...	...	...	...	...	...
Union	68	18	2	374	355	731	1	467	306	774
Warren	76	22	1	8	2	11	...	...	...	...
Total	65	20	318	4,533	3,776	8,627	173	4,821	3,412	8,406

TABLE 40—*Continued*

REPORT OF EVENING SCHOOLS—*Continued*

ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days	Number of Weeks Schools were Maintained	Number of Male Pupils Between 12 and 14 Years of Age	Number of Male Pupils Between 14 and 20 Years of Age	Number of Male Pupils Over 20 Years of Age	Total Number of Male Pupils	Number of Female Pupils Between 12 and 14 Years of Age	Number of Female Pupils Between 14 and 20 Years of Age	Number of Female Pupils Over 20 Years of Age	Total Number of Female Pupils
Atlantic	*64	*20	...	1	1	2	...	...	17	17
Bergen	...	...	...	...	...	...	...	...	...	...
Burlington	...	...	...	...	...	...	...	...	...	...
Camden	...	...	...	...	...	...	...	...	...	...
Cape May	...	...	...	...	...	...	...	...	...	...
Cumberland	...	...	...	...	...	...	...	...	...	...
Essex	191	38	1	584	357	942	1	239	182	422
Gloucester	...	...	...	...	...	...	...	...	...	...
Hudson	190	38	...	1,546	954	2,500	...	1,124	416	1,540
Hunterdon	...	...	...	...	...	...	...	...	...	...
Mercer	187	38	...	267	113	380	...	298	115	413
Middlesex	...	...	...	...	...	...	...	...	...	...
Monmouth	...	...	...	...	...	...	...	...	...	...
Morris	...	...	...	...	...	...	...	...	...	...
Ocean	...	...	...	...	...	...	...	...	...	...
Passaic	*85	*22	...	356	129	485	...	466	137	603
Salem	...	...	...	...	...	...	...	...	...	...
Somerset	...	...	...	...	...	...	...	...	...	...
Sussex	...	...	...	...	...	...	...	...	...	...
Union	...	...	...	...	...	...	...	...	...	...
Warren	...	...	...	...	...	...	...	...	...	...
Total	189	38	1	2,754	1,554	4,309	1	2,127	867	2,995

* Not approved accredited evening high schools in these two counties included.

TABLE 40—*Continued*

REPORT OF EVENING SCHOOLS—*Continued*

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION

COUNTIES	Total Number of Pupils Between 12 and 14 Years of Age	Total Number of Pupils Between 14 and 20 Years of Age	Total Number of Pupils Over 20 Years of Age	Total Number of Pupils Enrolled	TOTAL EVENINGS ATTENDANCE			AVERAGE EVENINGS ATTENDANCE			Amount Expended for Salaries of Janitors
					Male	Female	Total	Male	Female	Total	
Atlantic	....	70	292	362	4,796	7,998½	12,794½	65	113	178	$648.50
Bergen	5	528	224	757	9,978	11,348	21,326	153	172	325	590.00
Burlington	....	....	....	....	.....	.....	.....	....	....	....	.....
Camden	....	179	193	372	3,324	3,332	6,656	99	99	198	.....
Cape May	....	20	58	78	963	1,372½	2,335½	14	19	33	.....
Cumberland	....	10	41	51	736	664	1,400	15	13	28	50.00
Essex	471	4,024	2,426	6,921	95,519	79,427½	174,946½	2,179	1,792	3,971	11,295.95
Gloucester	....	....	....	....	.....	.....	.....	....	....	....	.....
Hudson	4	2,111	1,706	3,821	70,412	74,149	144,561	931	930	1,861	8,334.50
Hunterdon	....	....	....	....	.....	.....	.....	....	....	....	.....
Mercer	5	566	319	890	8,247	6,795	15,042	250	201	451	1,109.25
Middlesex	....	206	292	498	6,707	10,065	16,772	109	164	273	.....
Monmouth	....	....	....	....	.....	.....	.....	....	....	....	.....
Morris	....	....	117	117	1,174	1,276	2,450	26	25	51	120.00
Ocean	....	....	55	55	107	592½	699½	4	23	27	200.00
Passaic	....	786	776	1,562	19,051½	13,954	33,005½	526	408	934	1,935.00
Salem	....	....	....	....	.....	.....	.....	....	....	....	.....
Somerset	2	5	26	33	617	359	976	13	7	20	50.00
Sussex	....	....	....	....	.....	.....	.....	....	....	....	.....
Union	3	841	661	1,505	27,099½	28,150½	55,250	375	383	758	1,198.36
Warren	1	8	2	11	76	.....	76	8	....	8	152.00
Total	491	9,354	7,188	17,033	248,807	239,483½	488,290½	4,767	4,349	9,116	$25,683.56

TABLE 40—*Continued*

REPORT OF EVENING SCHOOLS—*Continued*

ACCREDITED EVENING HIGH SCHOOLS

COUNTIES	Total Number of Pupils Between 12 and 14 Years of Age	Total Number of Pupils Between 14 and 20 Years of Age	Total Number of Pupils Over 20 Years of Age	Total Number of Pupils Enrolled	TOTAL EVENINGS ATTENDANCE			AVERAGE EVENINGS ATTENDANCE			Amount Expended for Salaries of Janitors
					Male	Female	Total	Male	Female	Total	
Atlantic	....	1	18	19	111	525	636	2	8	10	$21.50
Bergen	....	....	....	....	.....	.....	.....	....	....	....	.....
Burlington	....	....	....	....	.....	.....	.....	....	....	....	.....
Camden	....	....	....	....	.....	.....	.....	....	....	....	.....
Cape May	....	....	....	....	.....	.....	.....	....	....	....	.....
Cumberland	....	....	....	....	.....	.....	.....	....	....	....	.....
Essex	2	823	539	1,364	51,552	23,211	74,763	540	243	783	1,197.00
Gloucester	....	....	....	....	.....	.....	.....	....	....	....	.....
Hudson	....	2,670	1,370	4,040	202,996	122,204	325,200	1,126	678	1,804	4,416.33
Hunterdon	....	....	....	....	.....	.....	.....	....	....	....	.....
Mercer	....	565	228	793	17,646	19,458	37,104	196	216	412	188.00
Middlesex	....	....	....	....	.....	.....	.....	....	....	....	.....
Monmouth	....	....	....	....	.....	.....	.....	....	....	....	.....
Morris	....	....	....	....	.....	.....	.....	....	....	....	.....
Ocean	....	....	....	....	.....	.....	.....	....	....	....	.....
Passaic	....	822	266	1,088	12,213½	16,871	29,084½	188	233	421	946.00
Salem	....	....	....	....	.....	.....	.....	....	....	....	.....
Somerset	....	....	....	....	.....	.....	.....	....	....	....	.....
Sussex	....	....	....	....	.....	.....	.....	....	....	....	.....
Union	....	....	....	....	.....	.....	.....	....	....	....	.....
Warren	....	....	....	....	.....	.....	.....	....	....	....	.....
Total	2	4,881	2,421	7,304	284,518½	182,269	466,787½	2,052	1,378	3,430	$6,768.83

TABLE 41

REPORT OF SPECIAL EVENING SCHOOLS BY DISTRICTS

COUNTIES	MANUAL TRAINING				VOCATIONAL. Includes County Vocational Schools				FOREIGN-BORN			
	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment	Number of Evenings School Kept Open	Number of Males Enrolled	Number of Females Enrolled	Total Enrollment
Atlantic	....	....	....	....	75	371	1,148	1,519	83	102	134	236
Bergen	....	....	....	....	36	17	....	17	75	512	337	849
Burlington	....	....	....	....	....	....	....	....	....	....	....	....
Camden	....	....	....	....	100	1,009	1	1,010	67	67	61	128
Cape May	....	....	....	....	....	....	....	....	....	....	....	....
Cumberland	....	....	....	....	....	....	....	....	64	8	6	14
Essex	....	....	....	....	111	4,170	2,701	6,871	114	1,407	936	2,343
Gloucester	....	....	....	....	....	....	....	....	....	....	....	....
Hudson	73	252	29	281	85	1,477	301	1,778	73	1,011	443	1,454
Hunterdon	....	....	....	....	....	....	....	....	....	....	....	....
Mercer	....	....	....	....	40	70	21	91	64	234	76	310
Middlesex	....	....	....	....	73	674	124	798	64	432	261	693
Monmouth	....	....	....	....	....	....	....	....	64	79	55	134
Morris	....	....	....	....	....	....	....	....	52	33	14	47
Ocean	....	....	....	....	....	....	....	....	....	....	....	....
Passaic	....	....	....	....	82	1,091	680	1,771	100	166	113	279
Salem	....	....	....	....	....	....	....	....	....	....	....	....
Somerset	....	....	....	....	....	....	....	....	64	83	25	108
Sussex	....	....	....	....	....	....	....	....	....	....	....	....
Union	....	....	....	....	66	854	594	1,448	60	650	295	945
Warren	....	....	....	....	....	....	....	....	76	16	2	18
Total	73	252	29	281	74	9,733	5,570	15,303	73	4,800	2,758	7,558

TABLE 42

REPORT OF DAY VOCATIONAL AND CONTINUATION SCHOOLS AND DISTRICTS

COUNTIES	DAY VOCATIONAL. Includes County Vocational Schools							CONTINUATION. Includes County Vocational Schools					
	Number of Days Schools Kept Open	Possible Number Days Attendance	Number of Days Present	Number of Boys Enrolled	Number of Girls Enrolled	Total Enrollment	Average Attendance	Number of Hours Schools Kept Open	Possible Number Hours Attendance	Number of Hours Present	Number of Boys Enrolled	Number of Girls Enrolled	Total Enrollment
Atlantic	196	111,127	103,793½	423	529	952	530	1,044	47,895	41,712	175	181	356
Bergen	...	.....	.....	...	.....	.....	.....	898	71,829	67,707	230	414	644
Burlington	181½	10,370½	9,855½	63	.....	63	54	608	7,911	6,645	18	45	63
Camden	189	98,237½	91,531	685	13	698	484	897	115,136	113,208	344	525	869
Cape May	160	2,707	2,375	92	.....	92	85	....	.....	.....	.....	.....	.....
Cumberland	188½	29,645	28,094	117	58	175	149	880	48,831	46,620½	130	204	334
Essex	191	352,381	330,312½	1,840	860	2,700	1,729	1,210	372,468	331,284	1,402	1,627	3,029
Gloucester	186	11,532	10,910	45	27	72	59	....	.....	.....	.....	.....	.....
Hudson	193	144,978½	134,747½	652	126	778	698	990	293,826	260,013	1,141	1,301	2,442
Hunterdon	184	10,113½	9,687½	57	1	58	53	....	.....	.....	.....	.....	.....
Mercer	...	.....	.....	...	.....	.....	.....	1,021	122,151	106,143	348	541	889
Middlesex	187	99,089½	95,593	648	.....	648	528	1,096	174,279	163,098	384	884	1,268
Monmouth	187	12,181½	11,408	69	.....	69	61	....	.....	.....	.....	.....	.....
Morris	186	3,348	3,125	18	.....	18	17	....	.....	.....	.....	.....	.....
Ocean	...	.....	.....	...	.....	.....	.....	....	.....	.....	.....	.....	.....
Passaic	202	72,364½	67,814	419	.....	419	336	1,656	243,399	232,986	802	1,136	1,938
Salem	189	10,442	10,079½	60	.....	60	53	....	.....	.....	.....	.....	.....
Somerset	...	.....	.....	...	.....	.....	.....	....	.....	.....	.....	.....	.....
Sussex	189	20,372	18,667½	76	32	108	99	....	.....	.....	.....	.....	.....
Union	187	56,047	53,675	216	140	356	284	1,146½	110,868	105,832	314	563	877
Warren	185	3,425½	3,307	19	.....	19	18	1,080	9,924	9,639	18	56	74
Total	187	1,048,362	984,384½	5,499	1,786	7,285	5,237	12,526½	1,618,517	1,484,887½	5,306	7,477	12,783
Average								1,044					

TABLE 43

SPECIAL REPORT ON SUMMER SCHOOLS.

COUNTIES.	TEACHERS EMPLOYED.		TOTAL SALARY PAID.		NUMBER OF PUPILS ENROLLED.				Actual Number of Days Schools Kept Open.	Total Days Attendance.	Average Daily Attendance.
	Men.	Women.	Men.	Women.	Elementary Grades —Boys.	Elementary Grades —Girls.	High School Grades —Boys.	High School Grades —Girls.			
Atlantic	1	3	$125.00	$458.32	73	59	1	4	22½	2,794	124
Bergen	27	37	6,188.00	7,348.00	402	275	393	315	30	33,126	1,105
Burlington	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Camden	4	14	720.00	2,015.00	154	110	119	115	24	11,128	463
Cape May	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Cumberland	2	8	540.00	1,235.00	142	130	51	36	30	9,071	302
Essex	194	596	54,076.31	160,354.91	10,685	10,335	2,636	1,791	29	417,267	21,314
Gloucester	1	11	250.00	1,782.50	134	93	85	98	25	10,476	377
Hudson	17	397	3,055.50	49,869.00	5,602	5,324	813	694	19	265,911	9,939
Hunterdon	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Mercer	26	61	4,098.00	9,331.50	838	851	743	694	25	66,365	2,677
Middlesex	9	40	1,755.00	5,638.00	593	601	85	60	28½	30,402	1,226
Monmouth	1	29	150.00	4,350.00	219	195	81	108	30	15,108	504
Morris	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Ocean	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Passaic	25	50	3,105.10	9,323.30	732	650	622	546	22	56,380½	2,310
Salem	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Somerset	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Sussex	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Union	42	70	9,231.41	9,014.84	1,122	1,057	456	389	30	78,334	2,690
Warren	...	...	.....	.....	.....	.....	.....	.....	..	.....	.....
Total	349	1,316	$83,894.32	$260,720.37	20,696	19,682	6,085	4,850	29	996,362½	43,031

TABLE 44

SPECIAL REPORT ON COLORED PUPILS IN DAY SCHOOLS

COUNTIES	Number of Buildings Used Exclusively for Colored Pupils	Number of Colored Teachers Employed—Male	Number of Colored Teachers Employed—Female	Average Annual Salary of Each Male	Average Annual Salary of Each Female	Number of Colored Pupils Enrolled in Colored Schools—Boys	Number of Colored Pupils Enrolled in Colored Schools—Girls	Number of Colored Pupils Enrolled in Colored Schools—Total	Number of Colored Pupils Enrolled in All Other Schools—Boys	Number of Colored Pupils Enrolled in All Other Schools—Girls	Number of Colored Pupils Enrolled in All Other Schools—Total
Atlantic	3	12	75	$2,488.25	$1,820.85	1,251	1,235	2,486	512	574	1,086
Bergen	..	..	2	.....	1,450.00	....	....	....	994	1,068	2,062
Burlington	12	1	38	1,420.00	1,288.94	629	622	1,251	247	295	542
Camden	13	11	86	2,190.73	1,720.85	1,566	1,556	3,122	437	487	924
Cape May	3	2	13	1,750.00	1,346.23	202	209	411	181	181	362
Cumberland	3	1	5	1,035.00	1,142.04	123	105	228	537	549	1,086
Essex	..	..	6	.....	2,250.00	....	....	....	6,094	6,620	12,714
Gloucester	10	1	33	1,300.00	1,157.27	594	588	1,182	262	314	576
Hudson	..	..	19	.....	1,917.58	....	....	....	1,507	1,642	3,149
Hunterdon	..	..	..	.....	.....	....	....	....	25	36	61
Mercer	5	9	39	2,233.33	1,887.75	759	837	1,596	662	727	1,389
Middlesex	..	..	..	.....	.....	....	....	....	609	667	1,276
Monmouth	5	5	35	1,893.00	1,602.49	540	521	1,061	1,024	1,187	2,211
Morris	..	..	..	.....	.....	....	....	....	310	363	673
Ocean	2	1	2	1,550.60	1,300.00	49	56	105	69	101	170
Passaic	..	..	..	.....	.....	....	....	....	522	555	1,077
Salem	10	3	20	1,333.33	1,062.20	424	478	902	177	199	376
Somerset	..	..	..	.....	.....	....	....	....	176	183	359
Sussex	..	..	..	.....	.....	....	....	....	....	....	....
Union	..	..	1	.....	2,050.00	....	....	....	2,285	2,202	4,487
Warren	..	..	..	.....	.....	....	....	....	20	38	58
Total	68	46	374	$1,719.36	$1,571.15	6,137	6,207	12,344	16,650	17,988	34,638

TABLE 45

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

COUNTIES	Includes secretaries and business managers, but does not include superintendents or assistant superintendents.																			
	Secretary and District Clerks' Offices—Full Time	Secretary and District Clerks' Offices—Part Time	Business Manager's Office—Full Time	Business Manager's Office—Part Time	Superintendent's and Supervising Principal's Office—Full Time	Superintendent's and Supervising Principal's Office—Part Time	Supervisors' Offices—Full Time	Supervisors' Offices—Part Time	Principal's Office—Full Time	Principal's Office—Part Time	Janitors' Office—Full Time	Janitors' Office—Part Time	Attendance Officers—Full Time	Attendance Officers—Part Time	Medical Inspectors—Full Time	Medical Inspectors—Part Time	Nurses—Full Time	Nurses—Part Time	Other—Full Time	Other—Part Time
Atlantic	7	18	..	..	4	..	5	..	27	..	77	47	9	21	9	20	17	10	80	11
Bergen	18	60	..	..	32	4	..	..	41	1	300	50	17	55	5	67	34	35	12	9
Burlington	..	39	..	..	2	1	4	1	..	1	43	54	..	35	..	38	3	23	1	12
Camden	9	26	3	..	15	6	1	1	25	1	198	26	13	26	13	29	19	7	23	2
Cape May	..	16	..	..	3	..	..	..	2	..	27	30	3	12	..	15	3	7	..	21
Cumberland	2	12	1	..	2	1	5	2	1	1	33	54	1	14	..	14	4	7	1	15
Essex	42	12	50	..	46	4	17	..	83	3	353	15	43	11	11	43	81	8	256	3
Gloucester	..	23	..	..	7	3	..	..	3	..	45	51	6	19	..	23	3	13	..	8
Hudson	38	7	2	..	16	1	2	..	66	..	366	36	61	..	62	12	81	1	425	93
Hunterdon	..	26	..	..	2	..	..	..	..	..	14	7	..	18	..	7	1	22	..	..
Mercer	11	6	..	2	6	..	11	1	30	2	121	104	12	8	4	15	18	5	15	2
Middlesex	7	20	1	..	16	2	5	..	15	..	132	13	10	20	1	32	17	8	6	7
Monmouth	8	38	1	..	11	..	1	..	9	1	104	29	4	36	3	39	9	31	6	71
Morris	1	36	..	..	5	3	..	..	9	1	82	30	2	33	..	38	5	23	1	3
Ocean	1	32	..	..	3	..	..	..	1	..	21	23	1	29	1	25	2	17	15	3
Passaic	17	12	1	1	7	1	12	..	35	..	239	15	17	12	3	27	23	7	21	18
Salem	..	14	..	..	3	..	..	..	..	1	21	9	3	6	..	8	1	1	..	..
Somerset	3	17	..	..	7	1	1	..	4	1	44	20	2	16	..	22	2	10	..	23
Sussex	..	24	..	..	1	..	..	..	2	..	11	5	..	24	..	24	2	1	..	..
Union	22	10	5	1	17	1	1	..	56	1	212	24	18	7	3	35	22	9	73	31
Warren	2	22	..	..	3	..	..	..	2	..	24	11	1	21	1	21	2	8	1	..
Total	188	470	64	4	208	28	65	5	411	14	2,469	653	223	423	116	554	349	253	936	332

TABLE 46

Apportionment of School Moneys for the School Year Beginning July 1, 1930

Amount of State School Tax	$17,650,230.11	
Less Chapter 233, Public Laws of 1926*	225,490.00	
Total State School Tax Apportioned to Counties		$17,424,740.11
Amount of State School Fund Appropriation		600,000.00
Amount of Railroad Tax**		1,586,753.01
Amount of Interest on Surplus Revenue		27,527.51
Unexpended Balances in Helping Teacher Accounts		7,819.85
Penalty on Account of 1929 State School Tax		1,289.55
Grand Total		$19,648,130.03

	School Fund	Railroad Tax**	Ninety Per Cent State School Tax	Reserve Fund to Counties	Interest on Surplus Revenues	Unexpended Balances in Helping Teachers Accounts	Penalty on Account of 1929 State School Tax	Total to Counties for Their Distribution
Atlantic	$17,352.96	$106,870.90	$1,069,899.55	$1,157.16	$399.12	.....	$57.07	$1,195,736.76
Bergen	57,859.08	110,882.97	1,110,065.00	44,147.59	1,290.43	$100.00	.....	1,324,345.07
Burlington	14,694.68	18,009.47	180,295.34	258,890.60	4,363.96	543.50	.....	476,797.55
Camden	36,736.84	86,827.42	869,241.48	2,449.74	1,141.60	500.00	120.83	997,017.91
Cape May	4,710.82	25,304.45	253,326.38	314.13	552.97	2,700.00	15.49	286,924.24
Cumberland	11,135.98	12,998.22	130,127.05	133,375.38	1,175.69	.....	.....	288,812.32
Essex	120,647.94	393,217.95	3,936,560.17	8,045.23	1,436.91	76.15	396.81	4,460,381.16
Gloucester	12,371.02	16,723.72	167,423.58	185,668.36	1,811.50	1,300.00	.....	385,298.19
Hudson	93,303.08	309,062.83	3,094,071.39	6,221.78	553.57	.....	306.88	3,503,519.53
Hunterdon	5,552.67	7,202.33	72,103.58	130,300.65	.....	.....	.....	215,159.23
Mercer	25,966.65	72,445.15	725,258.58	1,731.55	378.06	185.26	85.41	826,050.66
Middlesex	33,357.61	52,926.01	529,849.68	145,716.84	.....	.....	.....	761,850.14
Monmouth	22,098.71	57,139.71	572,033.66	14,354.63	2,844.37	981.60	.....	669,452.68
Morris	~~15,951.49~~ 15,951.49	29,336.69	293,693.74	147,792.39	2,513.40	153.34	.....	489,441.05
Ocean	4,968.09	12,864.20	128,785.33	61,651.54	904.10	.....	.....	209,173.26
Passaic	47,911.57	116,070.78	1,162,000.84	3,194.91	871.94	.....	157.58	1,330,207.62
Salem	6,327.39	8,476.78	84,862.20	97,739.46	2,099.46	.....	.....	199,505.29
Somerset	10,426.85	16,367.95	163,861.80	100,709.27	2,869.09	.....	.....	294,234.96
Sussex	4,951.20	8,151.72	81,608.02	96,715.48	2,321.34	.....	.....	193,747.76
Union	45,447.71	114,524.41	1,146,519.92	3,030.61	.....	.....	149.48	1,309,672.13
Warren	8,227.66	11,349.34	113,619.87	96,325.65	.....	1,280.00	.....	230,802.52
State	$600,000.00	$1,586,753.01	$15,885,207.16	$1,539,532.95	$27,527.51	$7,819.85	$1,289.55	$19,648,130.03

* Less the One Per Cent Emergency Fund of $76,270 and $149,220 to districts in payment of $45.00 for each pupil residing on State property or is resident of districts by reason of their being inmates of charitable institutions as provided in Chapter 233, P. L. 1926.

** Subject, prior to distribution, to any further deductions required.

SECTION B

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR THE YEAR ENDING JUNE 30, 1931

COUNTY	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Atlantic	24,282	3,646,727	47,430	48,414
Bergen	79,316	12,676,920	61,473	520,560
Burlington	20,425	3,078,544	41,562½	76,604½
Camden	50,858	7,781,487	45,707½	79,918½
Cape May	6,874	984,213	12,930	17,775
Cumberland	14,992	2,340,794	17,039	37,219
Essex	155,735	26,043,855	1,285	564,265
Gloucester	18,099	2,682,102	34,500½	104,737½
Hudson	118,572	19,890,623	31,140	461,854
Hunterdon	7,772	1,218,675	8,566	65,657
Mercer	33,865	5,552,075	61,008½	249,375½
Middlesex	44,319	7,068,922	68,235½	147,790½
Monmouth	31,915	4,841,647	16,150½	215,486½
Morris	22,354	3,519,257	8,982½	196,520½
Ocean	7,417	1,094,583	15,797½	55,901½
Passaic	60,254	10,031,733	52,228	107,061
Salem	9,005	1,366,656	10,439	36,852
Somerset	14,185	2,284,261	32,772	94,292
Sussex	6,976	1,084,221	8,753½	60,500½
Union	62,039	10,065,307	7,838½	352,516½
Warren	10,967	1,786,063	1,439	71,515
Total	800,221	129,038,665	585,278	3,564,816

ATLANTIC COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Absecon City	408	59,571½	3,133½	.....
Atlantic City	11,497	1,738,219	9,424	.....
Brigantine	79	11,067½	.....	1,417½
Buena Vista	1,049	168,512½	15,407	.....
Corbin City	57	7,580	902	.....
Egg Harbor City	870	139,842½	7,154½	.....
Egg Harbor Twp.	619	78,991½	.....	1,752
Estell Manor	71	9,810	749½	.....
*E. Atlantic City	.....	.....	.....	.....
Folsom	47	6,715½	226	.....
Galloway	629	91,028	.....	13,308½
Hamilton	696	106,719	.....	2,360½
Hammonton	1,976	313,339	4,186½	.....
Linwood	296	45,070	.....	965
Longport	67	8,921½	.....	3,450½
Margate City	517	70,594	352½	.....
Mullica	318	44,643½	.....	4,289
Northfield City	451	66,207	.....	6,740
Pleasantville	2,714	407,975	5,705½	.....
Port Republic	83	12,680½	189	.....
Somers Point	391	53,391½	.....	2,355
Ventnor City	1,247	176,140½	.....	9,776
Weymouth	200	29,707½	.....	2,000
Total	24,282	3,646,727	47,430	48,414

* No attendance.

BERGEN COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Allendale	286	43,693	341	.....
Alpine	72	10,123	592½	.....
Bergenfield	1,590	235,240	.....	4,296½
Bogota	1,555	257,470	.....	6,897½
Carlstadt	872	152,924½	.....	3,206
Cliffside Park	3,307	518,943½	4,278	.....
Closter	641	100,193½	.....	8,269½
Cresskill	357	52,814½	.....	2,644½
Demarest	138	19,933½	.....	451½
Dumont	1,657	260,119½	.....	20,212½
East Paterson	1,039	168,330	.....	4,171
East Rutherford	2,031	331,207	.....	16,173½
Edgewater	725	108,759	3,610	.....
Emerson	309	47,216½	1,796	.....
Englewood City	3,509	558,439	.....	32,172
Englewood Cliffs	104	15,179½	.....	60
Fair Lawn	1,171	179,589	.....	26,099
Fairview	1,919	300,473½	16,507	.....
Fort Lee	1,756	268,187½	9,885½	.....
Franklin Lakes	160	22,602	.....	826½
Garfield	7,710	1,318,635½	.....	24,009
Glen Rock	793	125,882½	.....	12,212
Hackensack	5,466	879,249	.....	21,425½

BERGEN COUNTY—*Continued*

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Harrington Park	247	37,990	121	.....
*Harrington Township	.....	.....	.....	.....
Hasbrouck Heights	1,186	196,337	.....	4,682
Haworth	165	23,549½	.....	270
Hillsdale	523	78,965½	4,160	.....
Hohokus Borough	96	14,916½	4,928½	.....
Hohokus Township	558	89,034	5,197½	.....
Leonia	1,597	244,653	.....	10,564½
Little Ferry	806	132,120½	263	.....
Lodi Borough	2,773	459,829½	.....	4,897
Lodi Township	303	42,178	.....	4,416
Lyndhurst	4,372	724,508½	.....	36,067
Maywood	619	93,261	.....	3,700½
Midland Park	624	102,088½	.....	8,102
Montvale	231	36,113½	.....	307
Moonachie	314	53,775	1,257½	.....
New Milford	616	97,981	.....	6,168½
North Arlington	1,399	214,120½	.....	17,570
Northvale	262	42,631½	1,247½	.....
Norwood	272	44,098	.....	429½
Oakland	142	21,047½	.....	128
Old Tappan	114	16,820½	457½	.....
Oradell	507	78,837	.....	6,729
Overpeck Township	2,061	331,435½	.....	13,273
Palisades Park	1,431	218,569	.....	17,870½
Paramus	425	62,847½	2,446½	.....
Park Ridge	790	122,837	.....	5,599½
Ramsey	1,062	172,657½	.....	12,106
Ridgefield	735	112,236	2,916½	.....
Ridgewood	2,762	447,720	.....	22,689½
River Edge	426	67,764	.....	11,095½
Rivervale	117	16,512½	.....	1,102
Rochelle Park	378	60,481	.....	6,909½
*Rockleigh	.....	.....	.....	.....
Rutherford	2,956	462,916½	.....	15,664
Saddle River Borough	91	12,636½	.....	1,257
Saddle River Township	622	97,701	.....	9,848½
Teaneck	3,704	571,860½	.....	62,799
Tenafly	1,499	243,220½	.....	27,025
*Teterboro	.....	.....	.....	.....
Upper Saddle River	32	4,780½	911½	.....
Waldwick	323	49,625	.....	1,118½
Wallington	2,332	383,292½	556	.....
*Washington	.....	.....	.....	.....
Westwood	1,119	179,013½	.....	6,087
Woodcliff Lakes	142	19 728½	.....	2,041½
Wood Ridge	926	143,609½	.....	15,690
Wyckoff	490	75,414½	.....	1,226½
Total	79,316	12,676,920	61,473	520,560

* No attendance.

BURLINGTON COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bass River	114	16,805½	79½	.....
Beverly City	580	91,603	3,586	.....
Bordentown City	1,227	193,161	.....	7,632
*Bordentown Township	.....	.....	.....	.....
Burlington City	2,534	395,030	.....	10,129
Burlington Township	528	77,373½	.....	2,134½
Chester	1,130	171,725	.....	6,762½
Chesterfield	297	42,538	.....	1,072
Cinnaminson	498	69,290½	.....	2,832
Delanco	442	69,176	.....	827
Delran	375	54,767	1,812½	.....
Easthampton	101	15,107	1,900	.....
Edgewater Park	219	33,304½	.....	715½
Evesham	367	53,699½	.....	3,311
Fieldsboro	103	16,240½	.....	1,289
Florence	1,777	276,556½	8,270½	.....
Hainesport	227	33,942	.....	1,723½
Lumberton	159	21,679½	498	.....
Mansfield	271	38,869	556½	.....
Medford	426	60,923	.....	7
Moorestown	1,705	263,533½	.....	14,275
Mount Laurel	445	60,223½	2,473	.....
New Hanover	180	23,406	943	.....
Northampton	1,631	237,706½	7,918½	.....
North Hanover	133	18,762½	.....	2,914½
Palmyra	1,419	216,680½	7,573½	.....
Pemberton Borough	332	51,067	4,015½	.....
Pemberton Township	353	51,208	.....	8,105
Riverside	1,298	201,265½	.....	3,479½
Riverton	370	57,851½	541½	.....
Shamong	102	15,452	827	.....
Southampton	415	55,167½	.....	951½
Springfield	250	36,329	.....	4,239½
Tabernacle	93	11,966	.....	2,892½
Washington	86	12,092½	567½	.....
*Westhampton	.....	.....	.....	.....
Willingboro	143	21,282	.....	635
Woodland	95	12,759½	.....	677
Total	20,425	3,078,544	41,562½	76,604½

* No attendance.

CAMDEN COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Audubon	1,954	312,021½	1,693½	.....
Barrington	430	65,307½	3,137	.....
Bellmawr	302	40,294	.....	1,612½
Berlin Borough	476	63,313	.....	334½
Berlin Township	426	57,035½	1,284	.....
Brooklawn	402	59,785	.....	1,626½
Camden	22,454	3,521,036½	23,493	.....
Chesilhurst	79	12,522	752	.....
Clementon	555	79,936½	.....	1,987
Collingswood	2,824	461,558	.....	7,821½
Delaware	1,332	193,888½	.....	455½
Gibbsboro	126	18,345	.....	491½
Gloucester City	2,337	366,662	3,754½	.....
Gloucester Township	1,279	175,041	.....	313½
Haddon Township	1,160	180,056	.....	6,123
Haddonfield	2,188	341,133	.....	11,317½
Haddon Heights	1,437	225,019½	.....	522
*Hi Nella	.....	.....	.....	.....
Laurel Springs	203	29,877	3,198½	.....
Lawnside	274	40,905½	492½	.....
Lindenwold	585	79,949½	.....	1,758
Magnolia	303	43,649	1,273½	.....
Merchantville	732	115,491	.....	7,987½
Mt. Ephraim	518	73,262½	1,567½	.....
Oaklyn	683	103,060	.....	2,955
Pensauken	3,637	539,003	.....	14,698
Pine Hill	298	38,914	.....	619
*Pine Valley Borough	.....	.....	.....	.....
Runnemede	638	89,031½	.....	10,722½
Somerdale Borough	309	43,063	.....	3,736
Stratford	184	27,935	.....	2,085½
*Tavistock	.....	.....	.....	.....
Voorhees	310	40,935½	2,070	.....
Waterford	649	88,711½	2,991½	.....
Winslow	1,274	180,824	.....	2,527
Woodlynne	500	73,920½	.....	225
Total	50,858	7,781,487	45,707½	79,918½

* No attendance.

CAPE MAY COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Avalon	55	7,273	839½	.....
Cape May City	659	97,224	.....	7,380
Cape May Point	12	1,568½	412	.....
Dennis Township	368	50,246	.....	499
Lower Township	281	38,219½	.....	4,047½
Middle Township	886	126,261	.....	1,349½
North Wildwood	364	51,144	3,458½	.....
Ocean City	1,364	200,541½	.....	2,715½
Sea Isle City	194	26,433½	234	.....
Stone Harbor	87	11,976	.....	1,783½
*South Cape May	.....	.....	.....	.....
Upper Township	312	43,690½	340	.....
West Cape May	211	30,052½	1,958½	.....
*West Wildwood	.....	.....	.....	.....
Wildwood	1,420	202,881	3,266½	.....
Wildwood Crest	135	16,805½	14½	.....
Woodbine	526	79,896½	2,406½	.....
Total	6,874	984,213	12,930	17,775

* No attendance.

CUMBERLAND COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bridgeton	3,435	558,317	.....	8,964
Commercial	655	92,055½	8,678	.....
Deerfield	438	63,897½	6,514½	.....
Downe	353	49,377½	.....	583
Fairfield	386	51,483	.....	2,164
Greenwich	216	32,574½	.....	731½
Hopewell	334	44,942½	631½	.....
Landis	4,374	711,857	.....	8,537½
Lawrence	439	59,174½	.....	2,932
Maurice River	346	51,031	.....	544½
Millville	3,223	513,544½	.....	9,041
Shiloh	69	10,369½	1,183½	.....
Stow Creek	172	24,331½	31½	.....
Upper Deerfield	552	77,838½	.....	3,721½
Total	14,992	2,340,794	17,039	37,219

ESSEX COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Belleville	6,304	1,068,509½	.....	41,653
Bloomfield	7,334	1,171,238	.....	53,932½
Caldwell	1,812	283,348½	.....	9,444
Caldwell Township	248	35,239½	.....	4,049½
Cedar Grove	354	52,313½	.....	2,991½
East Orange	10,204	1,601,601½	.....	31,854
Essex Fells	240	34,394	374½	.....
Glen Ridge	1,427	228,572	.....	12,816
Irvington	9,953	1,573,264½	.....	16,885
Livingston	777	114,342	.....	15,310
Millburn	1,702	272,523½	.....	29,055
Montclair	7,604	1,260,507½	.....	35,880½
Newark	83,185	14,349,050	.....	123,676
North Caldwell	112	17,712½	910½	.....
Nutley	5,094	834,865	.....	66,798
Orange	6,749	1,105,472½	.....	9,761½
Roseland	212	30,533½	.....	3,025
South Orange	6,431	1,035,455	.....	36,321½
Verona	1,342	205,450½	.....	15,899½
West Orange	4,651	769,462	.....	54,912½
Total	155,735	26,043,855	1,285	564,265

GLOUCESTER COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Clayton	628	94,781½	.....	6,070½
Deptford	1,179	168,407	.....	15,591
East Greenwich	401	59,849	1,696	.....
Elk	439	59,625½	.....	2,777
Franklin	999	135,692	.....	3,881½
Glassboro	1,624	251,889½	.....	21,647½
Greenwich	637	94,272½	.....	5,178½
Harrison	323	44,314	.....	590½
Logan	408	53,226	2,290	.....
Mantua	613	81,743½	5,696	.....
Monroe	928	131,458	11,700	.....
National Park	477	67,450½	.....	3,821½
Newfield	230	36,068½	1,656½	.....
Paulsboro	2,027	315,448½	.....	9,621
Pitman	1,165	182,801	4,751½	.....
South Harrison	149	19,181½	625	.....
Swedesboro	889	131,678	.....	8,470½
Washington	460	67,484½	.....	2,305
Wenonah	205	32,609½	2,214	.....
West Deptford	1,013	141,532	2,134½	.....
Westville	710	106,708	.....	7,128
Woodbury	2,411	377,904½	.....	17,655
Woodbury Heights	184	27,977	1,737	.....
Total	18,099	2,682,102	34,500½	104,737½

HUDSON COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bayonne	16,952	2,902,479	.....	17,960½
East Newark	410	60,738½	3,918	.....
Guttenberg	1,180	193,401½	446	.....
Harrison	2,281	375,616½	.....	18,125½
Hoboken	9,745	1,564,757½	21,801	.....
Jersey City	50,802	8,724,762	.....	252,234½
Kearny	7,603	1,273,585½	.....	56,624
North Bergen	7,256	1,155,265½	.....	25,127½
Secaucus	1,346	219,671½	.....	6,015½
Union City	10,631	1,743,302	.....	73,351
Weehawken	2,616	414,476½	.....	12,415½
West New York	7,750	1,262,567	4,975	.....
Total	118,572	19,890,623	31,140	461,854

HUNTERDON COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Alexandria	160	23,681½	.....	2,641
*Bethlehem	.....	.....	.....	.....
Bloomsburg	161	25,013	559½	.....
Califon	118	19,203½	141	.....
Clinton, Town of	340	53,603	.....	3,449½
Clinton Township	264	38,177	753½	.....
Delaware	368	54,339	802½	.....
East Amwell	194	26,866½	.....	6,053½
Flemington	894	149,468	.....	1,645
Franklin	213	30,746	.....	2,670½
Frenchtown	425	69,843	.....	4,057
Glen Gardner	133	21,463	498	.....
Hampton	407	62,049½	.....	10,979
High Bridge	581	95,668	.....	13,763
Holland	195	28,699½	662½	.....
Kingwood	266	39,368½	43½	.....
Lambertville City	996	164,223	.....	13,006
Lebanon Borough	84	12,820½	336	.....
Lebanon Township	133	20,143½	319	.....
Milford	256	44,399½	.....	3,679½
Raritan	356	52,178	551	.....
Readington	662	100,813½	.....	1,426
Stockton	118	18,910	287½	.....
Tewkesbury	156	24,368½	.....	2,287
Union Township	177	26,230	2,605	.....
West Amwell	115	16,399½	1,007	.....
Total	7,772	1,218,675	8,566	65,657

* No attendance.

MERCER COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
East Windsor	970	152,039½	.....	8,225
Ewing	1,667	253,691½	.....	6,676½
Hamilton	5,946	942,090	.....	151,016
*Hopewell Borough	341	51,406½	.....	51,406½
Hopewell Township	1,191	191,255	39,190	.....
Lawrence	1,073	163,067	.....	2,095½
Princeton Borough	1,415	233,993	.....	25,344
Princeton Township	355	56,727½	.....	1,091
Trenton	20,249	3,405,908½	21,647½	.....
Washington	299	44,342	171	.....
West Windsor	359	57,549½	.....	3,521
Total	33,865	5,552,075	61,008½	249,375½

*New District.

MIDDLESEX COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Carteret	2,947	491,370½	.....	22,591
Cranbury	246	36,027½	.....	6
Dunellen	929	147,466½	.....	4,748½
East Brunswick	745	114,296½	.....	8,190½
Helmetta	207	33,253	1,149½	.....
Highland Park	1,823	276,689½	.....	1,821
Jamesburg	732	116,080½	.....	6,706
Madison	543	80,460½	.....	12,005
Metuchen	1,295	192,218	.....	7,254½
Middlesex	826	128,471½	.....	1,897½
Milltown	601	91,903½	.....	832
Monroe	332	47,719	1,426½	.....
New Brunswick	6,807	1,090,320	30,809	.....
North Brunswick	846	125,875½	.....	10,923
Perth Amboy	8,519	1,429,671½	25,136	.....
Piscataway	1,282	198,607½	.....	13,416
Plainsboro	172	27,614	.....	826
Raritan	2,462	353,850	.....	5,518½
Sayreville	1,065	169,840	.....	416
South Amboy	901	140,070	.....	3,949
South Brunswick	615	87,560	784½	.....
South Plainfield	1,340	219,080½	3,806	.....
South River	2,441	397,790	5,124	.....
Spotswood	239	34,728½	.....	1,452
Woodbridge	6,304	1,037,958	.....	45,238
Total	44,319	7,068,922	68,235½	147,790½

MONMOUTH COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
*Allenhurst	.....	.....	.....	.....
Asbury Park	4,044	606,495	.....	30,210
Atlantic Highlands	428	65,211½	.....	1,074½
Atlantic Township	276	37,432	2,867½	.....
Avon	226	31,588½	.....	3,546
Belmar	707	103,919	.....	3,226½
Bradley Beach	598	80,464	5,583½	.....
Briele	138	19,084½	.....	2,362½
*Deal	.....	.....	.....	.....
Eatontown	310	47,211½	.....	2,804½
Fair Haven	314	47,804	.....	405
Farmingdale	144	22,511	.....	230½
Freehold Borough	1,650	264,630	.....	12,839½
Freehold Township	287	42,616	.....	1,846
Highlands	348	52,909	340	.....
Holmdel Township	247	39,085½	412	.....
Howell	590	87,060½	2,527½	.....
*Interlaken	.....	.....	.....	.....
Keansburg	497	65,398	.....	4,085½
Keyport	1,080	175,315½	.....	9,638
Little Silver	128	19,166	.....	396½
Long Branch	3,766	607,070½	.....	24,408
Manalapan	608	93,734½	.....	6,151
Manasquan	693	108,526½	403	.....
Marlboro Township	399	56,955½	.....	254½
Matawan	1,170	174,462½	.....	9,504
Middletown	2,235	340,941½	.....	29,905½
Millstone	361	52,081½	.....	1,004½
Monmouth Beach	76	9,957½	57	.....
Neptune City	499	71,466½	.....	5,455
Neptune Township	2,663	380,661½	.....	8,764½
Oceanport	167	23,338½	763½	.....
Ocean Township	588	85,030½	.....	22,516
Raritan	314	49,407½	.....	1,027½
Red Bank	2,712	432,268½	.....	14,284½
Rumson	407	62,035	.....	1,762½
Sea Bright	132	20,608	606	.....
*Sea Girt	.....	.....	.....	.....
Shrewsbury Borough	118	16,781	.....	1,105
Shrewsbury Township	212	29,913½	78	.....
* South Belmar	.....	.....	.....	.....
Spring Lake	289	42,715½	2,512½	.....
Spring Lake Heights	229	34,694½	.....	1,918½
Union Beach	443	69,509½	.....	2,800
Upper Freehold Township	784	117,908	.....	4,931
Wall Township	731	108,233½	.....	6,021
West Long Branch	307	45,444	.....	1,008½
Total	31,915	4,841,647	16,150½	215,486½

* No attendance.

MORRIS COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Boonton Town	1,618	264,926½	.....	16,854½
Boonton Township	93	14,105½	.....	728
Butler Borough	1,037	175,018½	.....	17,447½
Chatham Borough	819	129,639½	.....	3,972½
Chatham Township	184	29,071½	.....	1,316
Chester	263	38,666	.....	1,824
Denville	445	66,916	.....	3,906½
Dover Town	2,257	355,701½	.....	11,579½
East Hanover	235	34,304½	.....	3,899½
Florham Park	168	25,319½	.....	451½
Hanover Township	657	106,633½	1,359½	.....
Harding Township	150	21,869½	.....	1,080½
Jefferson	240	33,885½	.....	266½
Kinnelon	67	10,003	1,488½	.....
Lincoln Park	421	61,129	.....	3,691
Madison Borough	1,311	211,590½	.....	25,007
Mendham Borough	249	38,655½	.....	2,845½
Mendham Township	133	20,087½	.....	1,492
Mine Hill	274	41,037½	.....	1,448½
Montville	624	95,572	.....	8,499
Morris Plains	259	40,323	.....	2,839
Morristown Town	2,992	474,445	.....	20,045
Morris Township	783	118,743	.....	5,621
Mountain Lakes	425	60,624	.....	3,468½
Mount Arlington	54	7,633	3,445	.....
Mount Olive	276	39,538½	324	.....
Netcong	628	105,028½	.....	9,545
Parsippany-Troy Hills	446	68,720	.....	8,183½
Passaic Township	467	73,487	.....	3,412½
Pequannock	435	63,743½	.....	1,241
Randolph	469	71,911	.....	2,849½
Riverdale	216	33,458	1,953½	.....
Rockaway Borough	883	143,890½	.....	9,344
Rockaway Township	600	95,804	412	.....
Roxbury	1,167	190,306½	.....	18,317½
Washington	243	34,801	.....	311½
Wharton	766	122,668	.....	5,033
Total	22,354	3,519,257	8,982½	196,520½

OCEAN COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Barnegat	22	3,035½	.....	471
Bay Head	70	10,351	.....	1,740½
Beach Haven	256	33,696	1,531½	.....
*Beachwood	.....	.....	.....	.....
Berkeley	155	22,998½	6,642½	.....
Brick	237	34,295½	.....	3,300½
Dover	1,280	195,731½	.....	26,693½
Eagleswood	73	8,529	.....	120
*Harvey Cedars	.....	.....	.....	.....
Island Heights	60	8,960½	1,052	.....
Jackson	362	50,593	.....	1,692½
Lacey	106	15,260½	.....	791
Lakehurst	170	25,231½	1,766½	.....
Lakewood	2,010	304,937	.....	2,882½
Lavallette	60	8,207½	348½	.....
Little Egg Harbor	114	16,321	45½	.....
*Long Beach	.....	.....	.....	.....
Manchester	96	14,544	.....	2,121½
*Mantoloking	.....	.....	.....	.....
Ocean	66	8,616	.....	32½
Ocean Gate	32	3,969	.....	882
*Pine Beach	.....	.....	.....	.....
Plumstead	216	31,556	962	.....
Point Pleasant	407	58,287½	.....	2,842
Point Pleasant Beach	558	83,076	.....	4,237½
Seaside Heights	69	8,600	440½	.....
Seaside Park	97	13,422	.....	3,045
*Ship-Bottom Beach-Arlington	.....	.....	.....	.....
*South Toms River	.....	.....	.....	.....
Stafford	202	29,756½	48½	.....
*Surf City	.....	.....	.....	.....
Tuckerton	401	59,876½	.....	5,049½
Union	298	44,731½	2,960	.....
Total	7,417	1,094,583	15,797½	55,901½

* No attendance.

PASSAIC COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bloomingdale	493	81,191½	1,312	.....
Clifton City	10,290	1,720,990½	.....	37,080
Haledon	773	123,540½	.....	1,837
Hawthorne	2,071	340,400	.....	15,577
Little Falls	1,067	177,759½	.....	4,201½
North Haledon	428	69,899	.....	3,350½
Passaic	13,273	2,243,490½	44,691½	.....
Paterson	26,624	4,442,938	.....	19,401½
Pompton Lakes	688	112,187½	757	.....
Prospect Park	853	142,204	.....	466
Ringwood	274	39,408½	.....	1,881½
Totowa	847	132,812	.....	9,474
Wanaque	755	122,378	5,467½	.....
Wayne	806	121,938½	.....	5,167½
West Milford	380	60,588½	.....	908
West Paterson	632	100,006½	.....	7,716½
Total	60,254	10,031,733	52,228	107,061

SALEM COUNTY

1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Alloway	355	56,124	.....	5,392½
Elmer	208	32,345	2,217	.....
Elsinboro	75	8,609	2,290	.....
Lower Alloway Creek	183	26,798½	2,947	.....
Lower Penns Neck	751	107,886	.....	5,305½
Mannington	338	40,855	.....	2,241½
Oldmans	303	39,143	.....	1,452½
Penns Grove	1,537	244,952	.....	5,177½
Pilesgrove	1,001	161,395	.....	1,205½
Pittsgrove	516	69,037	.....	1,835½
Quinton	308	41,059½	.....	3 439½
Salem	2,131	336,857	.....	4,144
Upper Penns Neck	874	142,531½	.....	6,658
Upper Pittsgrove	425	59,063½	2,985	.....
Total	9,005	1,366,656	10,439	36,852

SOMERSET COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Bedminster	278	37,157½	958	.....
Bernards	1,245	197,711	3,155	.....
Bound Brook	1,936	331,200½	.....	28,548½
Branchburg	240	35,400	1,991½	.....
Bridgewater	1,461	240,235	.....	12,716½
East Millstone	69	10,879½	.....	29½
Far Hills	77	12,283	.....	785
Franklin	1,044	161,041	.....	4,007½
Hillsborough	538	82,147	.....	3,190
Manville	1,141	194,088	18,409½	.....
Millstone	37	5,588	.....	138½
Montgomery	301	47,023	.....	4,750
N. Plainfield Borough	2,135	337,389	.....	8,573½
N. Plainfield Township	80	12,185	.....	3,171½
Peapack-Gladstone	262	39,481	3,748½	.....
Rocky Hill	123	16,911½	2,504½	.....
Somerville	2,367	393,237½	.....	27,250
South Bound Brook	489	78,550½	903½	.....
Warren	233	32,711	.....	1,131½
Watchung	129	19,042	1,101½	.....
Total	14,185	2,284,261	32,772	94,292

SUSSEX COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Andover Borough	129	18,695½	.....	1,196½
Andover Township	18	2,183½	2,597	.....
Branchville	159	24,501½	.....	5,033
Byram	20	3,001½	703½	.....
Frankford	194	26,795	569½	.....
Franklin	1,369	224,126	.....	7,757½
Fredon	65	9,260	.....	592½
Green	130	20,012	.....	2,730½
Hamburg Borough	365	57,214	.....	3,366
Hampton	103	16,306½	.....	641
Hardyston	204	28,343	.....	1,762½
Hopatcong Borough	80	12,952½	662½	.....
Lafayette	131	19,038	.....	1,580½
Montague	103	15,700½	.....	315½
Newton	1,463	243,778	.....	24,186
Ogdensburg	354	58,484	.....	1,437½
Sandyston	114	17,369	702½	.....
Sparta	287	40,407	.....	2,683½
Stanhope	231	36,721	.....	968
Stillwater	128	19,325½	.....	934½
Sussex	626	97,242	2,146	.....
Vernon	296	40,497½	1,236	.....
Walpack	27	4,238	136½	.....
Wantage	380	48,029½	.....	5,315½
Total	6,976	1,084,221	8,753½	60,500½

UNION COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Clark	380	63,155	3,267½	.....
Cranford	2,464	399,499½	1,274	.....
Elizabeth	18,529	3,098,524	.....	42,534
Garwood	859	141,124	.....	1,376
Hillside	3,959	624,719	.....	30,618½
Kenilworth	628	97,306½	2,089	.....
Linden	5,452	896,194½	1,208	.....
Mountainside	174	22,747½	.....	1,692½
New Providence Borough	412	65,706	.....	505½
New Providence Township	680	70,388½	.....	5,753½
Plainfield	7,211	1,188,931½	.....	45,640
Rahway	3,141	515,339½	.....	32,229
Roselle	3,012	464,183½	.....	15,934½
Roselle Park	2,178	354,798	.....	8,101
Scotch Plains	1,564	248,686	.....	12,317½
Springfield	841	131,270	.....	10,578½
Summit	2,785	462,477½	.....	30,591½
Union	4,104	635,110	.....	65,361
Westfield	3,666	585,146½	.....	49,283½
Total	62,039	10,065,307	7,838½	352,516½

WARREN COUNTY
1930-1931

DISTRICT	*Total Enrollment*	*Total Attendance*	*Loss*	*Gain*
Allamuchy	168	25,206	.....	813
Alpha	619	106,963	.....	771½
Belvidere	580	95,368½	.....	5,874½
Blairstown	377	60,983	.....	8,895½
Franklin	403	62,676½	.....	1,558½
Frelinghuysen	165	23,198½	.....	612
Greenwich	214	33,280½	.....	3,825
Hackettstown	915	152,176	.....	11,527½
Hardwick	65	9,569½	603	.....
Harmony	321	52,326½	.....	4,153½
Hope	123	18,108	.....	1,813½
Independence	260	40,333½	288½	.....
Knowlton	171	27,146½	.....	2,867½
Liberty	112	15,232½	.....	1,825½
Lopatcong	260	43,842	.....	803
Mansfield	193	26,830½	437½	.....
Oxford	428	70,210½	.....	385
Pahaquarry	9	1,070½	110	.....
Phillipsburg	3,879	644,492½	.....	14,275
Pohatcong	414	67,373	.....	3,901
Washington Borough	896	149,342½	.....	5,163½
Washington Township	157	24,098	.....	1,481½
White	238	36,235	.....	968½
Total	10,967	1,786,063	1,439	71,515

PART VI

SUMMARY OF STATISTICS

Table of Contents

1930-31

	PAGE
Recapitulation of Costs of Public Schools	506
Balance Statement	506
Summary of Statistics—	
Receipts	507
Expenditures	510
Sources of Income	511
Comparison of State Administration Expenditures with all Educational Expenditures (Except Capital Outlay)	512
Cost of Education	512
Expenditures for Education	513
How the School Dollar was Expended in 1930-1931	514
Chief Disbursements for the Last Five Years	515
Indebtedness Statement	516
Enrollment and Attendance in Day Schools	516
Evening School Data	519
Transportation and Tuition	519
School Buildings	519
Schools by Types	520
Teachers—Number of Day and Evening, Special, New	520
Number of Teaching Positions	521
Salaries of Teachers	522
Number of Employees Other Than Those Reported as Teachers	522
Statistics—Enrollment, Absence, Teachers, and Salaries Covering a Five-Year Period	524
Statement Regarding Salaries of Teachers in Day Schools	526

RECAPITULATION OF RECEIPTS AND EXPENDITURES FOR PUBLIC SCHOOLS (1930-1931)

	Receipts Including Balances from Previous Year	Increase or Decrease	Expenditures	Increase or Decrease
A—State Administration	$235,213.60	$7,503.81 I	$235,213.60	$7,503.81 I
B—County Administration	361,430.54	21,438.90 I	356,275.12	26,166.74 I
C—State Institutions	4,292,170.02	53,527.67 I	4,292,170.02	53,527.67 I
D—Teachers' Pension and Annuity Fund	3,550,798.00	283,880.00 I	3,550,798.00	283,880.00 I
E—State School Fund Expenses	4,500.00	500.00 I	4,500.00	500.00 I
F—Current Expenses of Schools within the Districts (not including Tuition Transfers)	83,435,719.35	3,059,624.22 I	78,603,292.12	4,285,925.41 I
G—Repairs and Replacements of Public School Buildings	4,639,826.85	8,844.92 D	4,122,315.50	8,150.24 I
I—School Libraries	259,800.92	21,016.48 I	210,800.25	20,639.20 I
J—Manual Training—Instruction within the Districts	3,302,444.86	152,598.01 I	2,868,100.33	146,060.63 I
K—Vocational Education within the Districts	2,101,511.20	46,100.21 I	1,741,861.77	115,110.59 I
L—Continuation School Expenses within the Districts	574,731.63	6,333.58 D	471,468.29	2,746.28 D
M—Evening Schools for Foreign-born Residents within the Districts	163,978.33	6,376.76 I	101,125.35	1,309.18 D
N—Teachers' Libraries, Expenses	700.00	.....	700.00	.....
P-1—Redemption of and interest on bonds and payments to sinking fund within the districts	17,454,788.10	1,418,178.59 I	17,063,466.73	1,316,302.17 I
Total for School Year 1930-31	$120,377,622.40	$5,055,566.15 I	$113,622,087.08	$6,331,711.00 I

BALANCE STATEMENT

Total for School Year 1930-31	$120,377,622.40	$5,055,566.15 I	$113,622,087.08	$6,331,711.00 I
P-2—For payment of notes incurred for previous year's expenses and interest thereon	482,904.29	222,797.16 D	516,215.72	179,639.75 D
H—For Lands, Buildings and Equipment of Public Schools within the Districts (Capital Outlay)	21,904,238.75	9,695,598.65 D	16,759,003.70	7,392,053.78 D
F-1—Tuition Fees paid from District to District	3,602,119.93	418,454.65 I	3,515,902.87	352,093.87 I
Balance at close of the Year	.....	.....	11,989,265.98	3,550,616.63 D
R—Reserve to pay outstanding bills of Previous Year	2,949,509.19	1,991,760.47 I	2,813,859.21	1,985,890.75 I
Grand Total for the School Year 1930-31	$149,316,394.56	$2,452,614.54 D	$149,316,394.56	$2,452,614.54 D

SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1930, and Ending June 30, 1931

RECEIPTS

A—State Administration:			
(1) State Board of Education, expenses	$2,474.94		$92.21 D
(2) State Board of Examiners, expenses	6,522.03		145.15 D
(3) Office of Commissioner of Education, salaries	141,533.44		3,139.69 I
(4) Office of Commissioner of Education, expenses	84,683.19		4,601.48 I
Total		$235,213.60	7,503.81 I
B—County Administration:			
(1) County Superintendents, salaries	$103,902.68		$680.62 D
(2) County Superintendents, expenses	65,615.78		2,013.27 I
(3) Helping teachers and other County Officers, salaries and expenses	191,912.08		20,106.25 I
Total		$361,430.54	21,438.90 I
C—State Institutions:			
(1) State Normal School at Glassboro:			
Appropriated by State for current expenses	$156,611.51		$2,906.33 I
Miscellaneous receipts	1,103.29		231.21 D
Capital Outlay	6,206.97		124,876.39 D
(2) State Normal School at Newark:			
Appropriated by State for current expenses	220,294.47		5,824.95 D
Received for tuition, etc.	235.00		235.00 I
(3) State Normal School at Trenton:			
Appropriated by State for current expenses	311,052.04		29,515.98 I
Appropriated by State for Capital Outlay	933,418.34		14,951.87 D
Received for tuition and board	911.00		911.00 I
(4) Montclair State Teachers College:			
Appropriated by State for current expenses	292,961.96		108,865.89 I
Appropriated by State for Capital Outlay	2,500.00		29,465.91 D
Received for tuition and board			58,465.46 D
(5) State Normal School at Paterson:			
Appropriated by State for current expenses	103,746.00		9,517.99 I
(6) State Normal School at Jersey City:			
Appropriated by State for Capital Outlay	32,444.00		74,064.68 D
Appropriated by State for current expenses	181,348.92		14,003.64 I
(7) New Jersey School for the Deaf:			
Appropriated by State for current expenses	289,065.63		15,191.81 I
Appropriated by State for Capital Outlay	112,345.89		27,022.04 I
Received for tuition	2,134.77		38.73 D
(8) Manual Training and Industrial School for Colored Youth:			
Appropriated by State for current expenses	147,631.32		3,693.10 I
Appropriated by State for Capital Outlay	235,102.32		37,381.09 I
Received for tuition and board	62,713.76		344.79 I
(9) Summer Schools for Training Teachers:			
Appropriated by State for current expenses	43,914.94		11,953.37 I
(10) Training of Vocational Teachers:			
Appropriated by State and Federal Government	66,417.89		565.75 I
(11) State University:			
Appropriated by State for current expenses	1,090,000.00		99,339.00 I
Total		$4,292,170.02	53,527.67 I
D—Teachers' Pension and Annuity Fund:			
(1) Operating expenses (Treas. Office)	7,200.00		$100.00 I
(2) For office expenses, current pensions and increase in reserve	3,543,598.00		283,780.00 I
Total		$3,550,798.00	283,880.00 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1930, and Ending June 30, 1931

E—State School Fund Expenses	$4,500.00	.....	$500.00 I
F—Current Expenses of Public Schools in Districts:			
(1) Apportioned by State from R. R. Tax	$1,415,533.19	.....	$619,461.47 D
(2) Apportioned from State School Tax	17,381,468.56	.....	416,074.66 I
(3) Apportioned from State School Fund	598,756.91	.....	98,846.44 I
(4) From District Taxes	56,499,953.86	.....	2,560,532.96 I
(5) From Surplus Revenue	27,831.40	.....	3,932.20 I
(6) From One Per Cent Emergency Fund	61,519.05	.....	3,699.97 D
(7) From Notes Authorized by vote of the District or from Board of Estimate	799,068.28	.....	531,738.29 I
(8) Special State Aid for Crippled Children	24,990.23	.....	6,652.66 I
(9) Apportioned for Pupils Residing in Charitable Institutions	173,160.00	.....	59,490.00 I
(10) Interest on Deposits within District	148,446.77	.....	17,094.36 D
(11) Returned Premiums Fire Insurance	2,606.14	.....	11,092.46 D
(12) Sale of School Books and Other Sources	220,552.82	.....	2,933.82 D
(13) Reapportioned Balances	456.36	.....	456.36 I
(14) Tuition Receipts	3,602,119.93	.....	418,454.65 I
(15) Balance from Previous Year	6,081,375.77	.....	36,182.73 I
Total	.....	$87,037,839.28	$3,478,078.87 I
G—Repairs and Replacements of Public School Buildings in Districts:			
(1) From District Taxes	$3,825,043.07	.....	$36,787.16 D
(2) Notes Authorized by Vote of the District and Additional Funds by Board of School Estimates	38,786.84	.....	33,211.34 D
(3) From One Per Cent Emergency Fund	9,473.87	.....	3,192.89 I
(4) From Other Sources	108,570.34	.....	8,552.14 D
(5) Balance from Previous Year	657,952.73	.....	66,512.83 I
Total	.....	$4,639,826.85	$8,844.92 D
H—Land, Building and Equipment of Public Schools in Districts:			
(1) From District Taxes	$1,042,908.46	.....	$38,858.66 D
(2) From Sale of Bonds or Notes	13,398,418.19	.....	12,849,624.80 D
(3) From Other Sources	103,081.13	.....	83,815.83 D
(4) Balance from Previous Year	7,359,830.97	.....	3,276,700.64 I
Total	.....	$21,904,238.75	$9,695,598.65 D
I—School Libraries:			
(1) From State	$6,010.00	.....	$60.00 D
(2) From District Taxes	200,485.24	.....	23,621.45 I
(3) From Other Sources	4,976.51	.....	2,481.24 D
(4) Balance from Previous Year	48,338.17	.....	63.73 D
Total	.....	$259,809.92	$21,016.48 I
J—Manual Training in Public Schools:			
(1) From State	$699,121.00	.....	$49,614.80 I
(2) From District Taxes	2,129,455.01	.....	104,537.91 I
(3) From Other Sources	41,209.86	.....	822.43 D
(4) Balance from Previous Year	432,658.99	.....	732.27 D
Total	.....	$3,302,444.86	$152,598.01 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1930, and Ending June 30, 1931

K—Vocational Education in Public Schools:			
(1) From State	$259,602.09	.....	$282,344.65 D
(2) From Federal Government	140,570.83	.....	3,587.66 I
(3) From District Taxes, also County Taxes for County Vocational Schools	1,210,312.27	.....	94,197.52 I
(4) From Other Sources	67,366.20	.....	18,698.67 I
(5) Balance from Previous Year	423,659.81	.....	211,961.01 I
Total	.....	$2,101,511.20	$46,100.21 I
L—Continuation Schools:			
(1) From District Taxes	$397,454.20	.....	$14,636.74 D
(2) From Federal Government	36,119.36	.....	427.08 I
(3) From State	2,213.93	.....	2,003.03 D
(4) From Other Sources	7,533.51	.....	5,630.65 I
(5) From County for Classes in County Vocational Schools	36,000.65	.....	4,437.24 D
(6) Balance from Previous Year	95,409.98	.....	8,685.70 I
Total	.....	$574,731.63	$6,333.58 D
M—Evening Schools for Foreign-Born Residents:			
(1) From State	$48,345.46	.....	$1,769.93 I
(2) From District Taxes	61,012.71	.....	6,405.82 I
(3) From Other Sources	3,986.71	.....	1,109.81 D
(4) Balance from Previous Year	50,633.45	.....	689.18 D
Total	.....	$163,978.33	$6,376.76 I
N—Teachers' Libraries:			
(1) From State	$350.00	.....	.....
(2) From Subscriptions	350.00	.....	.....
Total	.....	$700.00	.....
P—For Redemption of and Interest on Bonds and Notes within the District and Payments to Sinking Fund:			
(1) From District Taxes	$17,507,030.03	.....	$1,301,316.56 I
(2) From Other Sources	72,588.45	.....	99,918.50 D
(3) Balance from Previous Year	358,073.91	.....	6,016.63 D
Total	.....	$17,937,692.39	$1,195,381.43 I
R—Reserve to pay outstanding bills of Previous Year	$2,949,509.19	.....	$1,991,760.47 I
Total Receipts during Year including Balances from Previous Year	.....	$149,316,394.56	$2,452,614.54 D

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1930, and Ending June 30, 1931

EXPENDITURES

A—State Administration:				
(1) State Board of Education, expenses		$2,474.94	.....	$92.21 D
(2) Office of Commissioner of Education:				
Salary of Commissioner	$15,000.00			
Salary—Five Asst. Commissioners	35,000.00	.....	.....	.10 I
Salary—Other Special Assistants	48,887.50	.....	.....	5,954.18 I
Clerical Services	37,645.94	.....	.....	3,064.59 D
Blanks, stationery, printing	31,736.50	.....	.....	1,063.83 I
Pamphlets, courses of study, etc.	11,964.22	.....	.....	2,492.72 I
Incidental expenses, phys. tr. exp.	26,290.44	.....	.....	2,092.71 D
Teachers' Institutes	2,967.61	.....	.....	120.37 D
Continuation Schools	5,644.92	.....	.....	333.34 I
Efficiency Test Work	8,979.50	.....	.....	1,647.42 I
Purchase car, Packard (Ford last yr.)	2,100.00	.....	.....	1,527.25 I
(3) State Board of Examiners		226,216.63	.....	7,741.17 I
		6,522.03	.....	145.15 D
Total		.....	$235,213.60	7,503.81 I
B—County Administration				
(1) County Superintendents, salary	$103,902.68	.....	.....	$680.62 D
(2) County Superintendents, expenses	65,615.78	.....	.....	2,013.27 I
(3) Helping Teachers' salaries and expenses	179,082.33	.....	.....	24,707.26 I
(4) County Truant Officer, salary and expenses	4,174.33	.....	.....	73.17 D
(5) County Supervisor of Child Study	3,500.00	.....	.....	200.00 I
Total		.....	$356,275.12	26,166.74 I
C—State Institutions:				
(1) State Normal School at Glassboro		$163,921.77	.....	$122,201.18 D
(2) State Normal School at Newark		220,629.47	.....	5,589.95 D
(3) State Normal School at Trenton		1,245,381.38	.....	15,475.11 I
(4) Montclair State Teachers College		295,401.96	.....	20,934.52 I
(5) State Normal School at Paterson		103,746.00	.....	9,517.99 I
(6) State Normal School at Jersey City		213,792.92	.....	60,061.04 D
(7) New Jersey School for the Deaf		403,546.29	.....	42,175.12 I
(8) Industrial School for Colored Youth		445,417.40	.....	41,418.98 I
(9) Summer Schools for training of teachers		43,914.94	.....	11,953.37 I
(10) Training of Vocational Teachers		66,417.89	.....	565.75 I
(11) State University		1,090,000.00	.....	99,339.00 I
Total		.....	$4,292,170.02	53,527.67 I
D—Teachers' Pension and Annuity Fund:				
(1) Operating expenses (Treas. Office)		$7,200.00	.....	$100.00 I
(2) For office expenses, current pensions and increase in reserve		3,543,598.00	.....	283,780.00 I
Total		.....	$3,550,798.00	283,880.00 I
E—State School Fund, expenses of administration		.....	$4,500.00	$500.00 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1930, and Ending June 30, 1931

F—Current Expenses of schools within the districts:				
(1) Expended for administration, instruction, operation and auxiliary agencies in public day schools exclusive of costs of manual training and vocational training and school libraries *	$81,164,465.75	.....	$4,545,206.27	I
(2) Expenditures for evening schools in districts	584,335.84	.....	56,355.08	I
(3) Expenditures for summer schools in districts	370,393.40	.....	78,371.42	I
(4) Teacher Training Classes and Hospital School in Jersey City, Hudson County	.....	.....	41,913.49	D
Total	.....	$82,119,194.99	$4,638,019.28	I
G—Repairs and replacements of public schools within the districts:	.....	$4,122,315.50	$80,150.24	I
H—For Land, Building and Equipment of public schools within the Districts:				
(1) Purchase of land, erecting and enlarging schools, extraordinary repairs and new equipment	.....	16,759,063.70	7,392,053.78	D
I—School Libraries within the districts	.....	210,800.25	20,639.20	I
J—Manual Training Instruction within the districts	.....	2,868,100.33	146,060.63	I
K—Vocational Instruction within the districts	.....	1,741,861.77	115,110.59	I
L—Continuation Schools—Instruction expense	.....	471,468.29	2,746.28	D
M—Evening Schools for Foreign-Born Residents	.....	101,125.35	1,300.18	D
N—Teachers' Libraries	.....	700.00	.....	
P—Redemption of and interest on bonds and notes and payments to sinking fund within the districts	.....	17,579,682.45	1,136,662.42	I
R—Reserve to Pay Outstanding Bills of Previous Year	.....	2,913,859.21	1,985,890.75	I
Balance on Hand at Close of Year	.....	11,989,265.98	3,550,616.63	D
Total Payments and balance	.....	$149,316,394.56	$2,452,614.54	D

* (The term "current expenses" as provided for in the School Law does not cover all expenses of operating day schools. To obtain the total operating expenses of day schools there must be added to the cost given above the expenses of repairs and replacements of buildings and equipment and the manual training and vocational costs in day schools for instruction, repair and replacement and other expenses, also cost of school libraries.)

SOURCES OF INCOME

Moneys for the support of the Public Schools were derived from the following sources:

1.	Income from State School Fund*		$599,853.86
2.	Appropriated by Legislature from State Funds		1,291,376.55
3.	Appropriated by Legislature from Railroad Tax		9,425,013.03
	State Administration	$235,213.60	
	County Superintendents	103,902.68	
	State Institutions	2,918,922.63	
	Pension and Annuity Fund	3,550,798.40	
	Vocational Schools	259,602.09	
	Manual Training	699,121.00	
	Evening Schools for Foreign-born Residents	48,345.46	
	Crippled Children—Special Aid	24,990.23	
	Teachers' Libraries	350.00	
	Counties to distribute	1,583,767.34	
4.	Appropriated by Federal Government		201,973.21
5.	State School Tax**		17,644,612.28
	1930 Tax	$17,615,719.93	
	1929 Tax	28,892.35	
6.	Surplus Revenue		28,735.50
7.	District Taxes		82,078,567.08
8.	County Taxes		896,704.20
9.	Sale of Bonds		13,398,418.19
10.	Other Sources		5,283,064.24
11.	Balances beginning of year		18,458,119.20
12.	Reapportioned balances		9,957.22
	Grand Total Receipts for year		$149,316,394.56

* $146.14 still due districts.
** $34,510.18 still due districts.

COMPARISON OF THE STATE ADMINISTRATION EXPENDITURES WITH ALL EDUCATIONAL EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

July 1, 1930, to June 30, 1931

State Administration of the Schools	$235,213.60
	.21%
Current expenses of the Schools	$109,518,578.21
	99.79%

ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education	$2,474.94
Salaries	146,909.38
Operation	41,524.25
Miscellaneous	44,305.03
Total	$235,213.60

ANALYSIS OF EDUCATION EXPENDITURES IN COUNTIES AND DISTRICTS WITH THE EXCEPTION OF CAPITAL OUTLAY

Administration	$2,581,702.16
Instruction—	
Supervision	6,621,496.61
Instruction Proper	59,703,773.07
Operation	9,273,980.08
Maintenance	4,261,051.35
Co-ordinate Activities	2,077,882.25
Auxiliary Agencies	3,137,254.38
Fixed Charges	4,281,755.86
Debt Service	17,579,682.45
	$109,518,578.21

COST OF EDUCATION

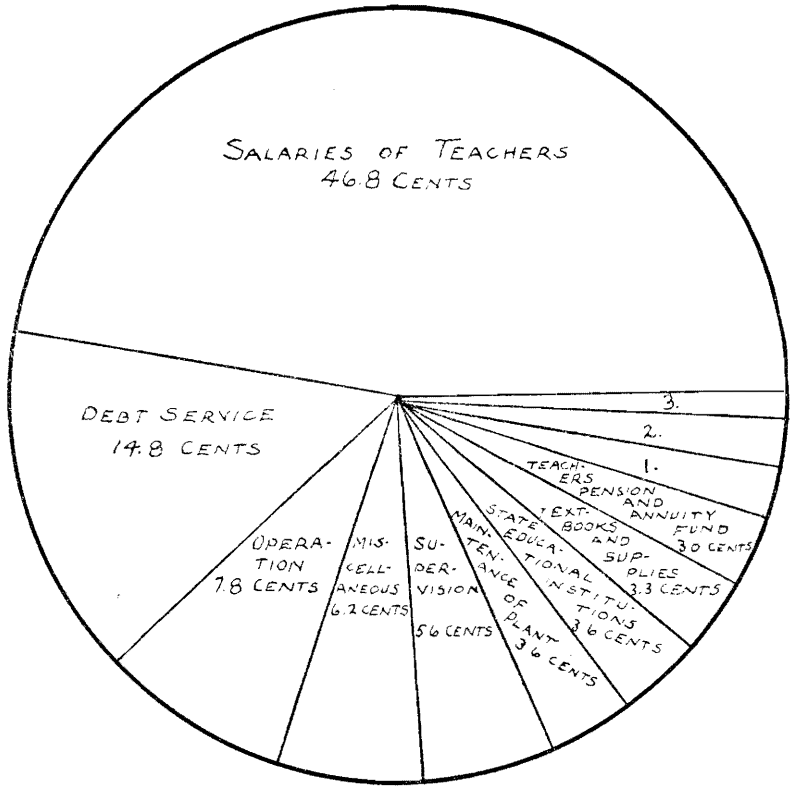
(Based on expenses of maintaining the public day schools.)			
Administration expenses		$2,401,848.64	$54,562.46 I
Instruction—			
Supervision	$6,341,994.94		372,276.60 I
Instruction Proper	57,196,079.60		3,157,918.67 I
		63,538,074.54	3,530,195.27 I
Operation of School Plant		8,991,652.03	386,581.63 I
Maintenance of School Plant		4,189,403.88	94,010.36 I
Co-Ordinate Activities—			
Attendance	$531,456.92		22,919.34 I
Health	1,525,651.13		92,160.26 I
		2,057,108.05	115,079.60 I
Auxiliary Agencies—			
Library	$210,800.25		20,639.20 I
Transportation	2,291,207.42		134,921.65 I
Other auxiliary agencies	610,182.99		28,668.45 I
		3,112,190.66	184,229.30 I
Fixed Charges—			
Leasing school rooms	$31,878.00		2,896.53 D
Pensions	22,552.16		12,513.58 I
Insurance and workmen's compensation	654,186.46		102,242.61 I
Other fixed charges	40,964.68		10,068.09 I
		749,581.30	121,927.75 I
Total		85,039,859.10	4,486,586.37 I
Average yearly cost per pupil based on average enrollment in day schools		117.84	3.26 I
Average yearly cost per pupil based on average daily attendance in day schools		125.97	3.60 I

EXPENDITURES FOR EDUCATION

July 1, 1930, to June 30, 1931

		Per Cent
State Administration	$235,213.60	.2
County Administration	245,469.30	.2
Local Administration	2,336,232.86	2.0
Supervision	6,621,496.61	5.6
Salaries of Teachers	55,587,977.45	46.8
Textbooks and Supplies	3,916,534.72	3.3
Operation	9,233,895.35	7.8
Maintenance of Plant	4,261,051.35	3.6
Transportation	2,292,848.42	1.9
Miscellaneous	7,448,589.70	6.2
Debt Service	17,579,682.45	14.8
Capital Outlay from Taxes and Other Sources not including Bond Issues	1,198,235.43	1.0
State Educational Institutions	4,292,170.02	3.6
Teachers' Pension and Annuity Fund	3,550,798.00	3.0
	$118,800,195.26	100.0

HOW THE SCHOOL DOLLAR WAS EXPENDED IN 1930-1931



1. Administration, State county and local ..... 2.4 cents
2. Transportation ..... 1.9 cents
3. Capital outlay from taxes and other sources not including bond issues ..... 1.0 cents

CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1927	1928	1929	1930	1931	Increase or decrease
Salaries of teachers	$46,086,582.94	$48,493,911.43	$52,439,959.84	$55,869,257.47	$59,345,159.04	$3,475,901.57 I
Operation of school plant including janitors' services	7,329,758.35	7,729,539.62	8,096,729.73	8,605,070.40	8,991,652.03	386,581.63 I
Maintenance of school plant	3,272,354.21	3,594,242.26	3,861,659.11	4,095,393.52	4,189,403.88	94,010.36 I
Purchase of land and erection of buildings	22,150,841.79	22,484,443.46	23,466,402.63	24,151,117.48	16,759,063.70	7,392,053.78 D
Transportation of pupils to other districts and within the district	1,775,166.52	1,876,551.50	2,022,161.48	2,156,285.77	2,291,207.42	134,921.65 I
Medical Inspection	1,087,587.19	1,206,410.47	1,354,928.27	1,433,490.87	1,525,651.13	92,160.26 I
Manual Training *	2,054,132.58	2,300,841.86	2,399,822.39	2,722,039.70	2,868,100.33	146,060.63 I
Vocational Training *	1,212,236.20	1,374,630.83	1,510,390.07	1,626,751.18	1,741,861.77	115,110.59 I
Debt Service	12,993,058.78	14,489,198.70	14,952,435.41	16,443,020.03	17,579,682.45	1,136,662.42 I

* Salaries of teachers included in this figure also in the first item.

INDEBTEDNESS STATEMENT

June 30, 1931

		Increase or Decrease
Outstanding July first, 1930	$213,851,768.05	$16,987,727.50 I
Bonds and Notes Issued during year	14,772,106.80	8,939,089.51 D
Redeemed during year from District Taxes	7,096,530.76	775,852.93 I
Redeemed during year from Sinking Funds	1,080,900.00	93,809.42 I
Outstanding June 30th, 1931	220,446,444.09	7,178,975.64 I
Amount in Siuking Fund June 30th, 1930	15,549,421.10	422,147.08 I
District Taxes for Sinking Fuud Requirements	581,185.43	106,907.21 D
Receipts from Interest and Other Sources	694,545.33	22,837.99 D
Total Sinking Fund Receipts, including amount in Fund June 30th, 1930	16,825,151.86	292,401.88 I
Bonds redeemed during the year from Sinking Fund	1,080,900.00	93,809.42 I
Paid for premium on investments, etc.	9,628.42	6,093.82 I
Amount of money in Sinking Fund June 30th, 1931	15,734,623.44	192,498.64 I

SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30, 1931

Enrollment in Day Schools for 1930-31

		Increase or Decrease
Boys enrolled	410,370	9,368 I
Girls enrolled	389,851	5,628 I
Total enrollment	800,221	14,996 I
Number of Pupils Enrolled in—		
Rural schools—one room	8,637	635 D
Rural schools—two room	10,880	345 I
Total rural schools	19,517	290 D
Number of Pupils Enrolled in—		
Kindergarten	47,046	1,451 D
Grade I	105,184	2,715 D
Grade II	79,247	1,446 D
Grade III	77,996	2,488 D
Grade IV	79,034	48 D
Grade V	78,206	851 I
Grade VI	73,817	703 I
Grade VII	67,857	3,108 I
Grade VIII	56,339	4,023 I
Grade IX	49,665	5,344 I
Grade X	34,391	3,460 I
Grade XI	24,388	3,262 I
Grade XII	18,720	1,966 I
Subnormal Classes	4,435	197 I
Training Classes	49	2 D
Anaemic Classes	302	2 D
Backward and Incorrigible Classes	1,366	172 D
Crippled Classes	936	151 I
Classes for the Blind	147	29 I
Classes for the Deaf	172	6 I
Other Special Classes	924	230 I
Total Day School Enrollment	800,221	14,996 I
Grouping of Day School Enrollment—		
Kindergarten	47,046	1,451 D
Grades 1-8 inclusive, except the enrollment in 7th and 8th Grades in approved J. H. S.	592,974	46 I
Approved J. H. S. (Grades 7-9)	37,254	2,832 I
Senior H. S. (Grades 10-12)	19,262	2,259 I
Four-year High Schools (Grades 9-12)	95,354	10,873 I
Special Classes	8,331	437 I
Total	800,221	14,996 I

TOTAL ENROLLMENT IN PUBLIC SCHOOLS

Day Schools	800,221	14,996	I
Day Vocational Schools	7,285	542	I
Continuation Schools	12,783	4,076	D
Bedside Pupils	432	194	I
Total Day Schools	820,721	11,656	I
Regular Evening Schools	17,033	445	I
Accredited Evening High Schools	7,304	1,048	I
Vocational Evening Schools	15,303	691	I
Manual Training Evening Schools	281	35	I
Evening Schools for Foreign-born Residents	7,558	1,403	I
Americanization Classes—		1,968	D
Total Evening Schools	47,479	1,654	I
Grand Total Enrollment in Public Schools	868,200	13,310	I
Total in Summer Schools *	51,313	7,804	I
Total Including Summer Schools	919,513	21,114	I

* Summer School pupils are largely duplicated in the regular day schools.

ATTENDANCE IN DAY SCHOOLS

Average Time the Day Schools Were Maintained

(A School Month Is 20 Days)

	9 Mos. 8 Days		
Possible number of days attendance	135,601,065	3,144,229½	I
Total number of days present	126,859,986	2,838,538	I
Total number of days absent	8,741,079	305,691½	I
Average enrollment	721,648	18,601	I
Average daily atendance	675,079	16,813	I
Average attendance of each pupil	159 days	1 day	I
Average absence of each pupil	11 days		
Per cent of attendance	93.55	.08	D
Total number of times tardy	637,210	54,790	D
Number of pupils neither absent nor tardy	61,557	1,691	I
Number of sessions truant	40,776½	27,930	D
Cases of suspension or expulsion	2,035	30	I
Pupils enrolled who have attended public schools in other districts in the State	27,030	195	D
Number of pupils enrolled that were actually in session			
Fewer than 81 days	76,419	3,013	D
81 to 100 days	28,140	672	D
101 to 120 days	19,140	837	D
121 to 140 days	29,678	386	I
141 to 160 days	69,341	5,155	I
161 to 180 days	267,289	17,431	I
181 to 200 days	302,299	2,937	D
Over 200 days	7,645	787	D
Total	800,221	14,996	I
Total attendance including allowances for 1930-31 to be used for apportionment purposes	129,038,665	2,979,538	I

Vocational Schools

(Includes County Vocational Schools)

Vocational Day Schools—			
Number of days schools kept open	187		
Possible number of days attendance	1,048,362	116,804½	I
Number of days present	984,384½	107,418½	I
Number of pupils enrolled	7,285	498	I
Average attendance	5,237	542	I
Evening Vocational Schools—			
Number of evenings kept open	74	1	I
Number of pupils enrolled	15,303	691	I

Continuation Schools

(Includes County Continuation Schools)

Number of hours schools kept open	1,044	81	I
Possible number of hours attendance	1,618,517	640,019	D
Number of hours present	1,484,887½	611,753½	D
Number of pupils enrolled	12,783	4,076	D

Summer Schools

Number of teachers:			
Men	349	24	I
Women	1,316	95	I
Total	1,665	119	I
Actual number of days schools were kept open	29	1	I
Number of pupils enrolled in:			
Elementary Grades	40,378	6,562	I
High School Grades	10,935	1,242	I
Total	51,313	7,804	I
Total days attendance	996,362½	115,344½	I
Average daily attendance	43,031	6,474	I

Manual Training Classes Day Schools

Number of elementary school pupils	173,809	17,319	I
Number of high school pupils	43,820	5,083	I
Total number	217,629	22,402	I

COLORED PUPILS IN DAY SCHOOLS

Number of school buildings used exclusively for colored pupils	68	2	I
Number of colored teachers employed—			
Men	46	1	D
Women	374	2	I
Total	420	1	I
Average salary—			
Men	$1,719	$35	I
Women	1,571	21	D
Number of colored pupils enrolled in colored schools	12,344	220	I
Number of colored pupils enrolled in all other schools	34,638	1,591	I

EVENING SCHOOL DATA

Regular Evening Schools

Number of evening schools were maintained including legal holidays and institute days	65		
Number of weeks schools were maintained	20		
Male pupils enrolled	8,627	55	D
Female pupils enrolled	8,406	500	I
Total pupils enrolled	17,033	445	I
Total attendance (1 night equals ½ day); this total does not include allowances	488,290½	3,987	D
Average evenings attendance	9,116	1,101	I

Accredited Evening High Schools			
Number of evenings schools were maintained	189	2	I
Number of weeks schools were maintained	38		
Male pupils enrolled	4,309	628	I
Female pupils enrolled	2,995	420	I
Total pupils enrolled	7,304	1,048	I
Total evenings attendance	466,787½	97,177½	I
Average evenings attendance	3,430	727	I
Evening Schools for Foreign-Born Residents			
Number of evenings schools kept open	73	4	I
Number of pupils enrolled	7,558	1,403	I
Manual Training Evenings Schools			
Number of evenings kept open	73	8	I
Number of pupils enrolled	281	35	I
Vocational Evening Schools			
Number of evenings kept open	74	1	I
Number of pupils enrolled	15,303	691	I
Americanization Classes*			
Number of evenings kept open		139	D
Number of pupils enrolled		1,968	D

* Not reported this year.

TRANSPORTATION			
Total number of days transported	10,456,979	1,385,372	I
Pupils transported from without the district for whom cost of transportation is paid	22,729	2,922	I
Pupils transported from within the district for whom cost of transportation is paid	45,614	2,421	I
Total number of pupils receiving transportation	68,343	5,343	I
Cost of transporting pupils to schools in other districts	$990,186.90	$79,535.55	I
Cost of transporting pupils to schools within the districts	1,301,020.52	55,386.10	I
Total	$2,291,207.42	$134,921.65	I

TUITION			
Number of tuition pupils sent to other districts—			
High School	25,241	2,607	I
Elementary	5,540	63	I
Summer, Evening or Vocational	3,912	2,181	I
Number of tuition pupils received, including those for whom tuition is paid by parents or others—			
High School	25,214	2,927	I
Elementary	7,521	337	D
Amount of tuition money received during 1930-31	$3,602,119.93	$418,454.65	I
Amount of tuition money paid during 1930-31	3,515,902.87	352,093.87	I

SCHOOL BUILDINGS			
Total value of school buildings, land and equipment	$306,803,743.43	$14,075,149.78	I
Average value of New Jersey school buildings	133,509.03	7,766.51	I
School districts in the State	546	1	I
School districts not maintaining schools	23		
School buildings owned	2,255	20	D
Buildings rented	43	10	D
Total school buildings	2,298	30	D
Buildings completed during the year	47	11	D
Buildings enlarged during the year	48	1	D
Number of new classrooms added during the year	715	63	I
Buildings remodeled during the year	43	23	I
Buildings abandoned during the year	61	22	I
Number of rooms in buildings abandoned	173	88	I
Size of School Buildings Owned			
One-room buildings	361	46	D
Two-room buildings	278	15	D
Three-room buildings	54	4	D
Four-room buildings	244	4	I
Five or more room buildings	1,318	41	I
Total school buildings owned	2,255	20	D

Portable and Rented Buildings

Number of portable buildings	94	20 D
Number of rooms used in portable buildings	131	22 D
Number of rented buildings	43	10 D
Number of rooms used in rented buildings	84	13 D

Number of Rooms

Number of regular classrooms used	21,564	675 I
Number of manual training and domestic science rooms used	1,461	80 I
Number of laboratories and other special rooms	1,378	92 I
Total number of rooms used	24,403	847 I
Total number of rooms not used	690	98 I
Total number of rooms available	25,093	945 I
Number of basement rooms used for classroom purposes	317	9 I
Total number of seatings provided	838,418	26,826 I

Schools by Types

If a kindergarten class or classes, elementary grades and a high school are housed in the same building, such building houses three separate schools.

Kindergarten schools	585	4 D
Elementary schools	1,871	7 D
Four-year high schools or less	145	1 I
Approved Junior High School plan—		
Junior high schools	67	4 I
Senior high schools	33	3 I
Special	195	4 I
Vocational	19	2 D
Total	2,915	1 D

SUMMARY OF STATISTICS

Number of Teachers—Day and Evening	1930-1931			Increase or Decrease		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening	5,017*	24,485*	29,502*	305 I	536 I	841 I
Superintendents	38	...	38	1 D	...	1 D
Assistant Superintendents	18	3	21	2 I	1 D	1 I
Director County Vocational	4	...	4	1 I	...	1 I
Assistant Director County Vocational	2	...	2	...	...	...
Approved Supervising Principals	119	7	126	9 I	1 D	8 I
Unapproved Supervising Principals	59	8	67	6 D	...	6 D
Non-teaching Principals	437*	352	789*	22 I	9 I	31 I
Supervisors	8	105	113	3 I	14 I	17 I
Special Supervisors	107*	314	421*	...	10 I	10 I
Teachers:						
Rural Schools—One Room	24	249	273	2 D	19 D	21 D
Rural Schools—Two Room	31	292	323	2 I	5 I	7 I
Kindergarten	...	900	900	...	18 I	18 I
Grades I-VIII	395	13,390*	13,785*	14 I	151 I	165 I
Grades I-VI	13	2,195	2,208	2 D	56 I	54 I
Grades VII-IX—Junior High	236	933	1,169	15 I	56 I	71 I
Grades X-XII—Junior High	269	456	725	25 I	23 I	48 I
Grades IX-XII	1,241*	2,181	3,422*	111 I	96 I	207 I
Short Term	14*	109*	123*	3 I	26 I	29 I
Substitute	2	48	50	4 D	2 D	6 D
Ungraded, Backward and Incorrigible Classes	16	130	146	1 I	13 D	12 D
Crippled Classes	1	44	45	...	2 I	2 I
Subnormal Classes	24	283	307	5 I	8 I	13 I
Deaf Classes	...	21	21	...	1 I	1 I
Blind Classes	...	12	12	...	1 I	1 I
Bedside or Home Instruction	...	27	27	...	8 I	8 I
Unclassified	287	1,049*	1,336*	37 I	42 I	79 I
Manual Training—Day	514*	457	971*	27 I	14 I	41 I
Manual Training—Evening	8	1	9	16 D	7 D	23 D
Vocational—Day	214*	102	316*	8 I	11 I	19 I
Vocational—Evening	353	129	482	7 I	23 I	30 I
Regular Evening School	338	318	656	25 I	3 D	22 I
Accredited Evening High	111	67	178	18 I	16 I	34 I
Foreign-born Residents—Evening School	76	146	222	9 I	5 D	4 I
Continuation Schools—Full Time	41	83	124	8 D	6 D	14 D

* Fractional teacher, due to teaching in various districts.

Continuation Schools—Part Time	14*	17*	31*	...	3 D	3 D
Helping Teachers	...	56	56	...	7 I	7 I
College graduates, men and women	...	...	7,320*	...	...	774 I
Normal school graduates, men and women	...	...	17,379*	...	...	128 I
Graduates of all other schools, men and women	...	...	3,233*	...	...	144 D
Number teachers who attended extension classes in 1930-31	...	...	9,095	...	...	1,046 I
Number teachers who attended summer school for six weeks or more in summer of 1930	...	...	2,993	...	...	158 I

SPECIAL SUPERVISORS

	Men	Women	Increase or decrease Men	Women
Physical Training	59	68	1 D	1 I
Music	23*	95*	2 D	6 I
Drawing	1	86*	1 I	2 D
Penmanship	2	24	...	2 I
Others	22	40	2 I	3 I
Total	107	314	...	10 I

SPECIAL TEACHERS

Unclassified Day Schools

	Men	Women	Increase or decrease Men	Women
Physical Training	213	269	25 I	16 I
Music	32*	205*	10 I	7 I
Drawing	14	197*	2 I	15 I
Penmanship	...	27	...	...
Others	28	349*	...	3 I
Total	287	1,049*	37 I	43 I

TEACHERS

New Teachers	1930-1931	Increase Or Decrease
Number of new teachers in districts in 1930-31:		
Number who did not teach in 1929-30 from New Jersey	1,505*	149 D
From other States	378*	35 I
Number who taught in other school districts in New Jersey in 1929-30	720*	48 D
Number who taught in other States in 1929-30	644	19 D
Total number of new teachers in 1930-31	3,247*	181 D
Number of new positions created for the school year 1930-31	866*	54 I
Number of Teaching Positions		
Kindergarten, women	884	4 I
Elementary Schools:		
Men	953*	6 I
Women	17,391*	293 I
Approved Junior High School Plan: Junior High Schools:		
Men	368*	32 I
Women	1,161	78 I
Senior High Schools:		
Men	334	19 I
Women	517	...
Regular High Schools of Four Years or Less:		
Men	1,359*	93 I
Women	2,327*	2 D
Vocational Schools of Secondary Grade:		
Men	205*	64 I
Women	88	29 I
Other Local Schools for Deaf, Blind, Delinquent, etc.:		
Men	111*	24 I
Women	601*	77 I
Total:		
Men	3,332*	240 I
Women	22,970*	480 I

* Fractional teacher, due to teaching in various districts.

SALARIES OF TEACHERS

	1930-1931		Increase or Decrease			
Average salary per year paid to all day school teachers (27.916†) not including superintendents, assistant superintendents or evening school teachers of any kind			$2,125.79		$65.89	I
Average salary per month paid to all day school teachers			226.15		7.01	I
Average salary per year paid to:	**Men**	**Women**	**Men**		**Women**	
Superintendents	$7,955	....	$344	I	....	
Assistant Superintendents	5,969	$7,934	679	D	$1,171	I
Director County Vocational School	6.275	....	8	I	....	
Assistant Director County Vocational School	4,650	....	300	I	....	
Approved Supervising Principals. Men and women as a whole	4,920		152 I			
Unapproved Supervising Principals. Men and women as a whole	3,526		79 D			
Non-teaching Principals	4,355	3,303	100	I	102	I
Supervisors	4,231	3,352	539	D	101	I
Special Supervisors	3,424	2,543	81	I	67	I
Rural School Teachers—One Room	1,247	1,142	52	I	5	I
Rural School Teachers—Two Room	1,316	1,208	96	D	19	I
Kindergarten Teachers	....	1,973	...		50	I
Elementary Teachers.						
Grades I-VIII	1,898	1,853	39	I	65	I
Grades I-VI	2,031	1,906	6	D	53	I
Junior High School Teachers:						
Grades VII-IX	2,283	2,345	60	I	22	I
Grades X-XII	2,908	2,564	40	D	54	I
High School Teachers:						
Grades IX-XII	2,911	2,530	10	I	56	I
Short Term Teachers	1,464	996	38	D	16	I
Substitute Teachers	911	873	578	D	135	I
Special Teachers—Ungraded, Backward and Incorrigible Classes	2,297	2,023	1	D	116	I
Special Teachers—Crippled Classes	2,700	2,650	200	I	57	I
Special Teachers—Subnormal Classes	2,190	2,456	73	I	78	I
Special Teachers—Deaf Classes	....	2,950	...		194	I
Special Teachers—Blind Classes	....	3,065	...		26	I
Special Teachers—Bedside or Home Instruction	....	1,633	...		159	I
Special Teachers—Unclassified	2,495	2,188	33	I	23	I
Manual Training Teachers	2,513	2,202	37	I	98	I
Vocational School Teachers	2,930	2,536	121	I	64	I
Continuation School Teachers:						
Full Time	2,556	3,678	143	I	1,218	I
(Per hour basis) Part Time	2.37	1.73	.13	D	.10	I
Helping Teachers	....	2,761	...		37	I
Average salary per night to:						
Manual Training Teachers	6.00	6.00	.92	I	1.75	I
Vocational Teachers	5.51	5.08	.04	I	.04	I
Regular Evening School	4.57	4.15	.50	D	.04	I
Accredited Evening High School	7.11	6.58	.18	D	.27	I
Evening Schools for Foreign-born Residents—Teachers	4.82	4.07	.05	I	.01	I

† Fractional teacher, due to teaching in various districts.

NUMBER OF EMPLOYEES OTHER THAN THOSE REPORTED AS TEACHERS

	Full Time	Increase or Decrease	Part time	Increase or Decrease
Secretary and District Clerk Offices	188	1 I	470	8 D
Business Managers Office	64	4 I	4	2 I
Superintendents' and Supervising Principals' Office	208	13 I	28	7 I
Supervisors' Office	65	8 D	5	1 I
Principals' Office	411	25 I	14	2 D
Janitors	2,469	106 I	653	33 I
Attendance Officers	223	3 D	423	3 I
Medical Inspectors	116	6 I	554	3 I
Nurses	349	10 I	253	28 I
Other Employees	936	31 I	332	112 I
Total	5,029	185 I	2,730	173 I

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

	1927	1928	1929	1930	1931	Increase or Decrease
Total enrollment of pupils in all schools day and evening	756,087	772,022	790,993	808,069	824,558	16,489 I
This enrollment divided:						
Day schools	739,010	753,753	770,879	785,225	800,221	14,996 I
Evening schools	17,077	18,269	20,114	22,844	24,337	1,493 I
Boys in day schools	376,278	384,324	393,476	401,002	410,370	9,368 I
Girls in day schools	362,732	369,429	377,403	384,223	389,851	5,628 I
Boys in evening schools	9,503	10,244	10,771	12,363	12,936	573 I
Girls in evening schools	7,574	8,025	9,343	10,481	11,401	920 I
Average daily attendance in day schools	612,381	627,067	636,644	658,266	675,079	16,813 I
Average absence of each pupil in days	11	12	12	11	11	....
Enrollment:						
Kindergarten	46,577	45,594	46,069	48,497	47,046	1,451 D
*Primary schools	327,759	345,141	346,889	348,158	341,461	6,697 D
*Grammar schools	239,124	255,902	242,624	244,770	276,219	31,449 I
*High schools	94,081	100,045	107,765	113,142	127,164	14,022 I
One-room rural schools	11,595	11,309	10,197	9,272	8,637	635 D
Two-room rural schools	13,107	12,448	11,672	10,535	10,880	345 I
Teachers—Total number	25,354	26,414	27,567†	28,661†	29,502†	841 I
Men	3,817	4,044	4,447†	4,712	5,017†	305 I
Women	21,537	22,370	23,120†	23,949†	24,485†	536 I
Teachers:						
One-room rural schools, total	370	351	330	294	273	21 D
Men	41	34	27	26	24	2 D
Women	329	317	303	268	249	19 D
Two-room rural schools, total	391	384	347	316	323	7 I
Men	46	43	35	29	31	2 I
Women	345	341	312	287	292	5 I
Kindergarten	811	829	833	882	900	18 I

* Primary schools include grades I-IV, grammar schools include grades V-VIII, high schools include grades IX-XII
† Fractional teacher, due to teaching in various districts.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS—(Continued)

	1927	1928	1929	1930	1931	Increase or Decrease	
Teachers:							
Primary schools, total	8,201	8,394	8,644	....	....	...	
Men	7	9	6	....	....	...	
Women	8,194	8,385	8,638	....	....	...	
Grammar schools, total	6,419	6,528	6,721	....	....	...	
Men	359	312	363	....	....	...	
Women	6,060	6,216	6,358	....	....	...	
**Grades I-VIII, total	....	....	....	13,620	13,785†	165	I
Men	....	....	....	381†	395	14	I
Women	....	....	....	13,239	13,390†	151	I
**Grades I-VI, total	....	....	....	2,154	2,208	54	I
Men	....	....	....	15	13	2	D
Women	....	....	....	2,139	2,195	56	I
High schools, total	2,887	3,019	3,120	3,215	3,422†	207	I
Men	1,022	1,067	1,093	1,130	1,241†	111	I
Women	1,865	1,952	2,027	2,085	2,181	96	I
Manual training, total	756	803	844†	930†	971†	41	I
Men	386	417	443	487†	514	27	I
Women	370	386	401†	443†	457	14	I
Salaries of teachers, total	$46,086,582.94	$48,493,911 43	$52,439,959.84	$55,869,257.47	$59,345,159.04	$3,475,901.57	I
Average salary per year paid to all day school teachers	1,907.95	1,931.11	2,007.14	2,059.90	2,125.79	65.89	I
One-room rural schools:							
Men	1,098.17	1,129.	1,173.	1,195.	1,247.	52.	I
Women	1,090.58	1,107.	1,135.	1,147.	1,142.	5.	D
Kindergarten	1,811.59	1,857.	1,901.	1,923.	1,973.	50.	I
*Primary schools:							
Men	1,514.28	1,519.	1,592.	....	....	..	
Women	1,642.96	1,673.	1,704.	....	....	..	
*Grammar schools:							
Men	1,827.12	1,807.	1,841.	....	....	..	
Women	1,791.12	1,832.	1,879.	....	....	..	

* Primary schools include grades I-IV, grammar schools include grades V-VIII, high schools include grades IX-XII.
** Classified differently in former years.
† Fractional teacher, due to teaching in various districts.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS—(Continued)

	1927	1928	1929	1930	1931	Increase or Decrease	
Average salary per year paid to:							
**Grades I-VIII:							
Men	....	....	....	$1,859.	$1,898	$39	I
Women	....	....	....	1,788.	1,853	65	I
**Grades I-VI:							
Men	....	....	....	2,037.	2,031	6	D
Women	....	....	....	1,959.	1,906	53	D
High schools:							
Men	$2,754.87	$2,791.	$2,747.	2,901.	2,911	10	D
Women	2,254.17	2,336.	2,403.	2,474.	2,530	56	I
Schools in session, days	189	188	187	188	188		
School districts, number	534	535	539	545	546	1	I
School buildings	2,287	2,300	2,381	2,328	2,298	30	D
Valuation of school property	$241,5[illegible]241.97	$253,251,703.13	$271,225,536.33	$292,728,593.65	$306,803,743.43	$14,075,149.78	I
Buildings completed during year	54	42	53	58	47	11	D
One-room buildings	511	430	463	407	361	46	D
Graduates of State Normal Schools:							
Trenton	231	287	321	237	105	132	D
Montclair State Teachers College	276	291	204	54	95	41	I
Newark	382	433	491	412	115	297	D
Glassboro	306	225	240	230	72	158	D
Paterson	100	153	204	194	59	135	D
Jersey City	....	....	....	141	63	78	D
Total graduates	1,195	1,389	1,460	1,268	509	759	D

** Classified differently in former years.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1929			1930			1931		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than $700	6	2	8	3*	6*	9*	5*	9*	14
$700 to $799	1	2	3	..*	3*	3*	..	5	5
800 to 899	4	29	33	3*	27	30*	..*	19	19*
900 to 999	4	146	150	4*	125	129*	2	100	102
1000 to 1099	15	440	455	9*	447	456*	13*	430*	443*
1100 to 1199	17	871	888	14	832	846	15*	796*	811*
1200 to 1299	39	1660	1699	47	1590*	1637*	42*	1448*	1490*
1300 to 1399	45*	1484	1529*	34	1531*	1565*	49*	1455*	1504*
1400 to 1499	55	1645*	1700*	68*	1565*	1633*	51*	1599	1650*
1500 to 1599	109	1543	1652	99	1611	1711	117*	1532*	1649*
1600 to 1699	108	1457	1565	124	1426	1550	127*	1429*	1556*
1700 to 1799	131	1320	1451	139	1311*	1450*	126	1315*	1441*
1800 to 1899	160	1309	1469	152	1395	1547	177*	1312	1489*
1900 to 1999	130	1289	1419	134	1198	1332	152	1258	1410
2000 to 2499	654	4915	5569	740*	5040*	5780*	808*	5184*	5992*
2500 to 2999	531*	2629	3160*	525*	2849	3374*	544	3165*	3709*
3000 to 3499	499*	928	1427*	504*	1372	1876*	507*	1411	1918*
3500 to 3999	320	310	630	302	378	680	361	652	1013
4000 to 4499	225*	142	367*	317	208	525	268	197	465
4500 to 4999	116	31	147	118	44	162	167	96	263
5000 to 5499	60*	5	65*	69	3	72	104	37	141
5500 to 5999	57	5	62	51*	5	56*	65*	2	67*
6000 to 6999	36	..	36	62	6	68	66	8	74
7000 and over	44	1	45	48	1	49	61	1	62

* Fractional teacher due to teaching in various districts and counties.

INDEX

Absence, average, 43, 517; statistics for five years, 523
Academic Credentials, Bureau of, report, 51
Accredited evening high schools enrollment, 180; statistics, 517, 519
Activities, special, State aid for, 265
Administration, State and county, receipts, 507; expenditures, 510
Administration expenses, State, comparison of with current school expenses, 512; analysis of, 512
Agricultural classes, enrollment, 254
Agricultural education, report, 213
Agriculture, enrollment in classes for training of teachers of, 257
Americanization classes, summary of, 517
Anaemic pupils, enrollment, 470, 516
Apportionment of school moneys for *1931-1932*, 265, 488
Apprentices, training of, 35
Appropriations, statistics, 511
Arithmetic monograph, 158
Assistant Commissioners, reports, 55-300
Attendance, 43, 271, 475, 517; total for State, 490; by counties and districts, 491; covering a period of five years, 523
Attendance, compulsory school, 270
Attendance officers, 273
Average time day schools were maintained, 517

Backward and incorrigible classes, enrollment, 470, 516
Balance statement, 506
Balances, summary of, 381
Bedside enrollment and regular attendance, 472, 517
Blanks and forms, 275
Blind classes, enrollment, 470, 516
Board of Education, State, members of, 6; committees of, 7, 8; report of President of, 11; expenses, 43, 507, 510, 512
Board of Examiners, State, report, 46
Board of Trustees of Schools for Industrial Education, Hoboken, report, 351; Newark, 356
Bonded debt, statistics, 411
Bonds, receipts for redemption of, 379
Bookkeeping and financial accounting service, 269
Bordentown School for Colored Youth, report, 347
Boys' trades and industries, all-day schools for, 243
Building planning service, school, 262
Building records, State Department, 263
Building surveys, program of, school, 262
Buildings, school, number, 42, 283; owned and rented, 424; summary of statistics, 519
Bureau of Academic Credentials, report, 51
Business Division, report of activities, 38, 261
Business matters, report on direction and supervision of, 261

Capital outlay, 262, 412
Census, continuing, 270
Certificates, teachers, number granted, 46
Chief disbursements for last five years, 515
City superintendents, list of, 9
Classes for training of vocational teachers, enrollment, 257
Classrooms, number, 520

Colored day schools, statistics, 486, 518
Commercial curriculum in high schools, 23
Commercial education, report by assistant in secondary education, 199
Commissioner of Education, 13
Committees, State Board of Education, 7, 8
Compulsory school attendance, 270
Consolidated district for high school purposes, 24
Continuation school teachers, enrollment in classes for, 257
Continuation schools, report, 35, 226; enrollment in, 242; comparative enrollment for last ten years, 255; distribution of those leaving, 255; distribution of enrollment according to age, 255; teachers employed in, 255; receipts and expenditures for, 377; distribution of costs in, 408; enrollment and attendance, 484
Contractual orders, summary, 381
Controversies and disputes, report of division of, 14, 55
Cooperative courses, part-time, 210
Cost of education for *1930-1931,* 41; in day schools, 381; per pupil, statistics, 396; by types of day schools, 414; statistics, 512; comparison with cost of State administration, 512
Costs, distribution of for day schools, 383; by types of schools, 414
Costs of public schools, recapitulation of, 506; statistics, 512
Counties, attendance by, 490
County administration, receipts, 507; expenditures, 510
County institutes for teachers, schedule of, 46
County superintendents, list of, 9; appointments, 45
Craven, D. Stewart, report, 11
Credentials, academic, report of Bureau of, 51
Crippled children, State aid for, 267; enrollment in classes for, 471, 520
Current expenses, 41, 42; for five years, 44; receipts for from State and county funds, 366; from district taxes and other sources, 367; expenditures for, 368; comparison with cost of State administration, 512
Curriculum revision for elementary schools, 20

Day school costs, distribution **of, 383**
Day schools:
absence, average, 43
attendance, average daily, 43; statistics, 475, 517, 518
colored pupils in, 486
cost of education per pupil, 396; by types of schools, 414
costs, distribution of, 383
enrollment, 43, 462, 517; statistics for five years, 523
teachers in, salaries of, 44; number, 432; full term in according to salaries, 459
transportation of pupils to, 426
Day vocational schools, statistics, 400, 517
Deaf classes, enrollment, 471, 516
Deaf school, New Jersey, report, 345
Debt, statement of school, 516
Debt service, 411
Decisions, 61-157; (See pages 55-60 for list of decisions by subjects and parties)
Department of Public Instruction, expenses, 43, 507, 510
Disbursements, summary, 381; statistics, 510; for last five years, 515
Distribution of costs, day school, 383; special schools, 397
District taxes ordered paid, 364
Districts, attendance by, 490
Districts, school number, 519
Division heads, reports by, 55-300
Dollar, school, how spent in *1930-1931,* 514

Education, cost of, 41; statistics, 506; comparison of with cost of State administration, 512; per pupil, 334; cost of by types of day schools, 414
Education, industrial in Hoboken, report, 351
Educational business activities, report, 261
Educational institutions, reports, 303-362
Efficiency tests for highest elementary grade, 157; statistical data, 165-167
Eighth grade examinations, 157; statistical data, 165-167
Elementary education report, 17, 157
Elementary schools, report, 17, 157; State efficiency tests in, 157
Elliott, Charles H., report of, 13
Employees other than those reported as teachers, number of, 487, 522
Employment of teachers, statistics, 432
Enrollment, statistics, 42, 43, 462, 472, 516, 517; total for State, 490; by counties and districts, 491; covering a period of five years, 523
Equipment, statistics, 371
Evening high schools, accredited, 180, 482, 519
Evening schools, enrollment, 43; statistics, 398, 483, 518
Evening schools for foreign-born residents, receipts and expenditures for, 378; distribution of costs in, 410; summary, 519
Evening schools for manual training, distribution of costs in, 409; enrollment and attendance, 483
Evening vocational classes for men, statistics, 249; for women, statistics, 252
Examinations, State eighth grade efficiency, 157, 165-167
Examiners, State Board, report, 46
Expenditures, summary, 41, 381; statistics, 510
Expenses for *1930-1931*, 41, 42; current for last five years, 44; funds for, 366; summary, 381; distribution of for day schools, 383; special schools, 397-410; comparison with cost of State administration, 512
Experience of teachers, statistics, 455
Extension courses, 31

Federal funds for **vocational education**, moneys available from, 235; payments to districts from, 236
Financial accounting and bookkeeping, 269
Financial and other statistics, by counties, 364-489; for five years, 523
Foreign-born evening schools, statistics, 378, 410; summary, 519
Foreman training, 212; statistics, 258
Four-year high schools, enrollment, 175

Girls' vocational education, report, 217-221; statistics, 247, 252
Glassboro State Normal School, graduates of, 45, 525; report of, 322
Grades 1 to 4, enrollment, 43, 463, 516; grades 5 to 8, enrollment, 43, 464, 516

Health and physical education, report, 25, 284
Helping teachers, 10; report, 19, 161; statistical report of, 164; summary of reports of, 167
High School Conference at New Brunswick, report, 197
High school enrollment, 175-180; 466-469
High school or secondary education report, 21, 175
High schools:
activities of department, summary of, 196
apportionment for consolidated districts, equalizing, 197

classification of, 180
comments on statistical tables, 191
commercial curriculum in, 23
comparison of graduates, 185
conference at New Brunswick, 197
consolidated district for, 24
curriculum revision, 198
curriculum studies and validations, 196
enrollments, 43, 175-180; size of by, 183; by grades, 184; percentage by grades, 185; in mathematics, 187; in subject courses, 188
evening, enrollment, 180
four-year, enrollment, 175
graduates, comparison, 185
graduates, proposed study of, 197
intermediate, enrollment, 179
mathematics, enrollment, 187
miscellaneous statistics, 186
natural sciences, enrollments in, 23
partial, enrollment, 178
percentage of enrollment by, 185
persistence of classes, 185
recommendations, 199
registration by curriculums, 182
Rice, L. A., report, 199
senior, enrollment, 177
six-year, enrollment, 177
size of by enrollment, 183
statistical tables, comments on, 191
subject courses, enrollment in, 188
subjects taught in, 21
supervision of smaller, 198
tuition pupils in, 175-180

High schools, evening, enrollment, 180, 482, 519

Hoboken Industrial Schools, report, 351

Home economics, general, 37, 217, 218; vocational, 217; at New Jersey College for Women, 220

Housing survey, school, 261

How the school dollar was spent in *1930-1931*, 514

Income, sources of, 511

Indebtedness, statement of school, 422, 516

Industrial arts, 38

Industrial Arts School of Trenton, report, 350

Industrial classes, growing demand for, 209

Industrial conferences, 211

Industrial education and employment, 32

Industrial education in Hoboken, report of Board of Trustees of schools for, 351; in Newark, 356

Industrial schools, placement of graduates of, 34

Industrial vocational school, problem of in depression, 34

Industries and industrial organizations, cooperative relationships with, 34

Institutes, teachers, schedule of, 46

Interest bearing school debt, statistics, 422, 516

Intermediate schools, enrollment, 179

Ireland, Allen G., report of, 284

Jersey City State Normal School, graduates, 45, 525; report, 338

Junior high schools, number, 179; enrollment, 179; list of approved, 179

Kindergartens, enrollment, 43, 462, 516

Land, buildings, equipment, receipts and expenditures for, 371

Libraries, receipts and expenditures for, 373

Manual training, report, 222; enrollment, 256, 474, 483; receipts and expenditures for, 374

Manual Training and Industrial School for Colored Youth, report, 347

Manual training evening schools, statistics, 483; summary, 519

Manual training pupils, number of, 474; summary, 518

Members of State Board of Education, 6
Moneys, school, apportionment of, 488
Monographs, State, in elementary education, 158
Montclair State Teachers College, graduates of, 45, 525; report, 310
Morse, Herbert N., report of, 261

New Jersey School for the Deaf, report, 345
New teachers, sources of supply of, 457
Newark College of Engineering, report, 356
Newark State Normal School, graduates of, 45, 525; report of, 313
Newark Technical School and College of Engineering, report, 356
Non-revenue sources, receipts and expenditures from, 382
Normal school faculties, annual conference of, 29
Normal schools, relation of to public schools, 30; graduates, 45, 525; reports, 303
Notes, receipts for payment of and interest on, 379
Number of teaching positions, 458, 521

O'Leary, Wesley A., report of, 205
One and two-room rural schools, enrollment, 43, 462; decrease of teachers in, 43
One-year high schools, enrollment, 178
Operating expenses, distribution of, 390
Outlay, capital, 262, 412

Paterson State Normal School, graduates of, 45, 525; report, 333
Payments to districts from Federal funds for vocational education, 236
Physical and health education, 25, 284
Planning service, school building, 262
Portable and rented school buildings, summary, 520
Positions, teaching, number of, 458
Preparation of teachers, statistics, 457
President of State Board of Education, report, 11
Primary grades, enrollment, 43, 464, 516
Principals of State normal schools, reports, 303-342
Professional training of teachers, statistics, 457
Properties, school, valuation of, 45, 525
Pupils for whom tuition and transportation is paid, 429

Recapitulation of costs **of public** schools, 506
Receipts, summary, 381; from non-revenue sources, 382; statistics, 366, 507
Redemption of and interest on bonds, statistics, 379
Relation of teacher training institutions to public schools, 30
Rented buildings, school, summary, 520
Repairs and replacements, receipts and expenditures for, 369
Reserve Fund, apportionment of for *1931*, 489
Rice, L. A., report of, 199
Rooms, number of school, summary, 520
Rural schools, enrollment in one and two-room, 43, 462; decrease of teachers in, 43

Salaries, teachers': total, 44; average for last five years, 44; average in various grades and types of schools, 44; statistics, 432, 459, 522, 524
School building planning service, 262
School building program surveys, 262
School building records, 263
School buildings owned and rented, 424; summary, 519, 520
School debt, statement of interest bearing, 422
School dollar, how expended in *1930-1931*, 514
School drinking water, 263

School housing survey for *1930-1931*, 261
School indebtedness, statement of, 422
School library funds, statistics, **373**
School moneys, apportionment of to counties, 488-489
School month, length of, 517
School of Industrial Arts, Trenton, report, 350
School properties, valuation, statistics, 45, 525
School term, length of, 517
School water supplies, 263
Schools, seating capacity of, 520
Schools by types, 425; summary, 520
Schools for industrial education, reports, 351-362
Seating capacity of public schools, 520
Secondary education report, 21, 175 (See also high school)
Smith-Hughes Fund, moneys available, for New Jersey from, 235; payments to districts from, 236
Social studies monograph, 158
Sources of income, 511
Spargo, John A., report, 157
Special classes, enrollment, 469-471, 516
Special evening schools, 483
Special report on summer schools, 485
Special schools, distribution of costs, 397
Special supervisors and teachers, 453, 521
State administration expenses, comparison with current expenses of schools, 512
State aid for special activities, 265
State and county funds, receipts for current expense from, 366
State Board of Education, members, 6; committees, 7, 8; report of President, 11; expenses, 43, 507, 510, 512
State Board of Examiners, report, 46
State Department building records, 263
State eighth grade examinations, 157, 165-167
State High School Conference at New Brunswick, 197
State normal schools, graduates of, 45, 462; reports, 303-342
State Railroad Tax, 511, 488, 489
State School Fund, income from, 511, 488, 489
State School Tax, 511, 488, 489
State summer schools (see summer schools, State)
State Teachers College and State Normal School, Trenton, **303**
Statement of school indebtedness, 422, 516
Statement regarding salaries of teachers in day schools, 526
Statistical summary, 42, 505
Statistics, financial and other, by counties, 363-504; summary, 505-526
Strahan, Charles J., report of, 55
Subclassification of special supervisors and teachers, 453, 454
Subnormal classes, enrollment, 469, 516
Summary, receipts and expenditures, 381
Summary of expenditures for public school education for *1930-1931*, 41
Summary of statistics, **505**
Summary of teachers employed, 452
Summer schools in districts, financial statistics, 397; teachers employed, enrollment, etc., 485; summary, 518
Summer schools (State), receipts for, 445; expenditures for, 448
Superintendents, city, list of, 9
Superintendents, county, list of, 9; appointments, 45
Supervisors and teachers, subclassification of, 453, 521
Surplus revenue fund, 511
Surveys:
  school building programs, 262; school housing, 261; vocational, 210

Taxes, district, statistics by counties, 364
Teacher training, 28
Teacher training in vocational agriculture, 216

Teachers:
certificates for (see certificates, teachers)
experience, 455, 521
full term in day schools and annual contract salaries paid, 459
helping (see helping teachers) increase in number employed, 43; new, 455, 521
number employed, 42, 432; summary, 452, 520; covering a period of five years, 523; professional training, 457, 521
salaries paid, 44, 432-451; annual contract salaries paid to full term teachers in day schools, 459; summary, 522; covering a period of five years, 523; statement regarding, 526
special, subclassification, of, 453; summary, 521
subclassification of special, 453, 521
Teachers' institutes, 46
Teaching positions, number of, 458
Technical schools, Newark, report, 356
Term, length of school, 517
Three-year high schools, enrollment, 178
Trade and industrial schools, 205
Trade extension classes, 206
Trades and industries, enrollment of boys in, 243; enrollment in teacher training classes for, 257
Training classes, enrollment, 469
Training of teachers, professional, 457
Transportation, number of pupils receiving, 42, 426-428; summary, 519
Trenton Industrial Arts School, report, 350
Trenton State Teachers College and Normal School, graduates of, 45, 525; report, 303
Tuition paid, statistics, 429, 519
Tuition pupils in high schools, number of, 175-180
Two-year high schools, enrollment, 178
Types of day schools, cost of education by, 414-421
Types of schools, 425
Valuation of school property, 45, 525
Vocational classes, part time, 246
Vocational day schools, distribution of costs in, 400-402, 404, 406; attendance and enrollment, 484, 518
Vocational education:
agriculture, 213; training teachers of, 216; enrollment in classes, 254, 259
continuation schools, 226-230; enrollment, 242, 255; other statistics, 255
evening classes, statistics, 249-253
Federal funds for, 235-241
foreman training, 212, 258
girls', all day schools for, 247
guidance in continuation schools, 226
home economics education, 37, 217; vocational, 217; general, 218; in-service courses for teachers of, 220; teacher training in at New Jersey College for Women, 220; enrollment in, 247, 256, 259
improvement of teachers in service, 36, 220
industrial arts, 222; classes for teachers of, 225; enrollment, 256, 259
industrial classes, demand for, 209
industrial conferences, 211
lesson plans and instruction sheets, 223
part-time classes, 210; statistics, 246
payments to districts from Federal funds, 236
projects, examples of noteworthy, 224
rehabilitation, 231; statistics, 259-260
school exhibits, 225
summary of report, 232
surveys, 210
teachers in service, classes for improvement of, 36, 220, 225

trade and industrial education, 205; for girls, 219
trade and industrial schools, 205; enrollment and other statistics, 243-245
trade extension classes, 206
trades and industries, teacher training for, 230
training of teachers, 216, 220, 230, 257
vocational home economics, 217
Vocational education, report, 32, 205
Vocational evening schools, distribution of costs in, 401, 403, 405, 407; enrollment and attendance, 483, 518
Vocational instruction in agriculture, 213
Vocational school funds, statistics, 376
Vocational schools, demand for training in, 34
Vocational teachers, training of, 230; enrollment in classes for, 257

Water, school drinking, 263
West, Roscoe L., report of, 303
White, Howard Dare, report of, 175