





FRANKLIN VOCATIONAL SCHOOL, FRANKLIN, ONLY SCHOOL OF ITS KIND IN NEW JERSEY

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

1921

TRENTON, N. J.

PUBLISHED BY THE STATE

1922

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Members of the State Board of Education.

1920-21

MELVIN A. RICE, *President*,Atlantic Highlands
JOHN C. VAN DYKE, *Vice-President*,New Brunswick
D. STEWART CRAVEN,Salem
JOHN P. MURRAY,Jersey City
THOMAS W. SYNNOTT,Wenonah
ROBERT LYNN COXMontclair
OSCAR W. JEFFERY,Englewood
CALVIN N. KENDALL, *ex-officio Secretary*.

1921-22

MELVIN A. RICE, *President*,Atlantic Highlands
JOHN C. VAN DYKE, *Vice-President*,New Brunswick
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WILLIAM H. MORROW,Belvidere
MRS. SEYMOUR CROMWELL,Mendham
MRS. EDWARD L. KATZENBACH,Trenton
JOHN ENRIGHT, *ex-officio Secretary*.

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

Committees of State Board of Education.

1920-21

Advisory

OSCAR W. JEFFERY JOHN C. VAN DYKE, *Chairman* JOHN P. MURRAY

Law

JOHN P. MURRAY ROBERT LYNN COX, *Chairman* JOHN C. VAN DYKE

Vocational

THOMAS W. SYNNOTT _____, *Chairman* D. STEWART CRAVEN

Finance and Legislation

ROBERT LYNN COX THOMAS W. SYNNOTT, *Chairman* _____

Normal Schools and Teachers

ROBERT LYNN COX MELVIN A. RICE, *Chairman* D. STEWART CRAVEN

School for the Deaf

JOHN C. VAN DYKE JOHN P. MURRAY, *Chairman* _____

Manual Training and Industrial School for Colored Youth

OSCAR W. JEFFERY D. STEWART CRAVEN, *Chairman* MELVIN A. RICE

Attendance

THOMAS W. SYNNOTT OSCAR W. JEFFERY, *Chairman* MELVIN A. RICE



PART I

REPORTS OF
PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For Year Ending June 30, 1921



PART 1

REPORTS OF
PRESIDENT OF STATE BOARD OF EDUCATION

AND

COMMISSIONER OF EDUCATION

For year ending June 30, 1921

REPORT OF PRESIDENT

OF

NEW JERSEY STATE BOARD OF EDUCATION

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, 1920, to June 30, 1921.

M. A. RICE.

President State Board of Education.

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION
TRENTON

REPORT OF
COMMISSIONER OF EDUCATION

TRENTON, December 10, 1921.

To the State Board of Education:

GENTLEMEN—In compliance with the requirements of the School Law I have the honor to submit herewith the Annual Report of the Department of Public Instruction for the school year ending June 30, 1921.

The population of the State, according to the 1920 census, was 3,155,374. The total enrollment of pupils in all the various departments of the public schools in 1920-21 was 640,765. Of these pupils, over 59,000 were enrolled in the high schools of the State. The total school enrollment was approximately one-fifth of the total population of the State. To teach these children and youth 19,784 teachers were necessary.

The children were housed in 2,140 school buildings. Over 640,000 children were furnished, free of cost, books, supplies, and the necessary apparatus for teaching. Nearly 300,000 of them (268,544 for 1920 and 296,346 for 1921) were given some form of manual or industrial training. Approximately 14,000 boys, men, girls and women were given some form of vocational education. There were 27,294 children transported to schools at public expense because there were no schools suitable for them in their neighborhood.

All these facts indicates the vastness of public education in New Jersey.

The average daily cost per pupil was 42 cents, computed by using average attendance of each pupil in day schools and average yearly cost per pupil based on total enrollment in day schools. (These are the figures which correspond to those used for 1920 when 36 cents was found to be the average daily cost per pupil.)

Important facts in the report are summarized as follows:

During 1920-21 the current expenses for operating the schools amounted to \$39,078,609.08. This was an increase of \$8,223,813.55 over the preceding year. Over \$27,000,000 of this amount was expended for salaries of teachers, superintendents, and principals. Salaries of janitors and engineers cost \$2,353,392.46. Salaries of attendance officers cost \$277,919.44, and fuel \$1,461,680.22

The expenses of the Department of Public Instruction and the State Board of Education were \$147,433.52, which is about one-third of one per cent. of the current expenses.

There were enrolled in the schools, including evening schools, 640,765 pupils. Of this number 28,488 were in the evening schools. In the day schools were 310,940 boys and 301,337 girls, making a total of 612,277 enrolled in the day schools. This was an increase of 20,479 in the day school enrollment.

Of this total of more than one-half million pupils, 40,825 were enrolled in the kindergartens, an increase of 543 over the preceding year. There were 284,647 pupils in the first four grades, or what are commonly known as the primary schools. The total number of pupils in grades five to eight, inclusive, was 190,015.

The total number registered in high schools was 59,144, an increase of 3,901. Our high school registration for the past seven years has been as follows:

1915	1916	1917	1918	1919	1920	1921
44,314	50,030	50,726	51,048	51,379	55,243	59,144

The total number of day school pupils reported as neither absent nor tardy was 21,243, an increase of 5,845 over the preceding year.

The total number of pupils enrolled in one-room rural schools was 17,735, a decrease of 1,260. The number in two-room schools was 14,774, a decrease of 660. There was a decrease of

6 in the number of teachers in one- and two-room schools. These figures are indicative of the progress of consolidation of schools in the State.

The average daily attendance in day schools was 486,850, an increase of 32,904. The average absence of pupils was 14 days, 3 days less than the preceding year.

There was an increase of men teachers in all the schools of the State of 188, and an increase of women teachers of 723.

According to the Annual Reports for the last ten years the total expenses of operating the schools have been as follows:

1910-11	\$12,712,908.48
1911-12	14,547,833.47
1912-13	15,427,982.34
1913-14	17,044,232.01
1914-15	17,158,750.58
1915-16	18,198,668.19
1916-17	19,677,588.72
1917-18	21,741,295.87
1918-19	25,451,014.43
1919-20	30,854,795.53
1920-21	39,078,609.08

WHAT HAS BEEN DONE IN NEW JERSEY TO EDUCATE PUBLIC SENTIMENT IN REGARD TO THE VALUE OF SCHOOLS

The following are some of the means used to bring the attention of the public to the schools:

1. The "Education Bulletin," a monthly publication prepared under the auspices of the Department of Public Instruction of New Jersey, has been issued regularly. This periodical gives facts about the work of the schools of the State.

2. Great interest in the schools has resulted, and much good has been accomplished from the formation of Parent-Teacher Associations. The Department of Public Instruction has earnestly urged the establishment of these organizations.

3. The newspapers have been very generous in giving space to facts pertaining to schools.

4. Copies of circular letters have been sent out by the Commissioner of Education from time to time during the year.

SALARIES OF TEACHERS

The total amount of salaries paid day school teachers in the State, not including superintendents, assistant superintendents or evening school teachers of any kind, was \$28,141,400.65, which was an increase of \$7,224,851.14 over the preceding year.

The average salary per year paid to all day school teachers in the State (18,706), not including superintendents, assistant superintendents or evening school teachers of any kind, was \$1,504.41, an increase over the preceding year of \$327.21.

Corresponding averages for the past six years were as follows:

1915	1916	1917	1918	1919	1920	1921
\$861.86	\$872.34	\$895.69	\$948.29	\$1,083.27	\$1,177.20	\$1,504.41

This indicates that for the period beginning with 1915 and ending with 1921—seven years—the increase in salaries of the teachers of the State was 74.56 per cent. This, however, has not kept pace with the increase in the cost of living.

These figures explain why there is a scarcity of teachers, why teachers are withdrawing in large numbers from the schools of the State, and why, unless a remedy is applied, not merely will our schools be seriously crippled, but many of them will be entirely crippled and put out of business from a lack of teachers.

These averages, of course, include the cities. Included also are the one-room schools, in which the average salaries by sexes are as follows:

	1916	1917	1918	1919	1920	1921
Men	\$553.32	\$552.02	\$614.01	\$679.95	\$787.84	\$993.37
Women	481.42	497.72	544.22	643.09	769.00	984.66

The average salaries paid to teachers in different kinds of schools were as follows:

	<i>Men</i>	<i>Increase</i>	<i>Women</i>	<i>Increase</i>
Kindergartens .....	.....	.....	\$1,383.08	\$359.91
Grades 1 to 4	\$1,168.78	\$86.28	1,333.48	343.93
Grades 5 to 8	1,586.00	334.83	1,459.09	361.58
High Schools	2,348.32	333.20	1,702.43	340.07
Special Teachers, Ungraded and Backward Classes .	1,814.28	307.14	1,677.88	400.75
Manual Training	1,852.58	309.78	1,527.74	376.67

APPOINTMENT OF COUNTY SUPERINTENDENTS

During the year the following appointments of county superintendents were made by the Commissioner of Education and confirmed by the State Board of Education:

- Austin H. Updyke, Hudson County, September 1, 1920.
- Charles J. Strahan, Monmouth County, June 21, 1921.

TEACHERS' INSTITUTES

Institutes were held in September, October and November, 1920, as follows:

- Atlantic County, at Atlantic City, November 11 and 12, 1920.
- Burlington County, at Moorestown, October 25 and 26, 1920
- Camden County, at Collingswood, October 22, 1920.
- Cape May County, at Ocean City, September 20 and 21, 1920.
- Cumberland County, at Bridgeton, October 28 and 29, 1920.
- Essex County, at Glen Ridge, November 1, 1920.
- Gloucester County, at Woodbury, October 4 and 5, 1920.
- Hudson County, at West New York, October 15 and 16, 1920.
- Hunterdon County, at Flemington, October 7 and 8, 1920.
- Mercer County, at Trenton, November 12, 1920.
- Monmouth County, at Long Branch, October 14 and 15, 1920.
- Ocean County, at Lakewood, October 14 and 15, 1920.
- Salem County, at Salem, October 4 and 5, 1920.
- Somerset County, at Somerville, October 7 and 8, 1920.
- Sussex County, at Newton, September 30 and October 1, 1920.
- Warren County, at Phillipsburg, October 1, 1920.

SUPERINTENDENTS

1920-1921

COUNTY SUPERINTENDENTS

<i>Atlantic</i>	HENRY M. CRESSMAN.....	Egg Harbor City (Residence)
<i>Bergen</i>	B. C. WOOSTER.....	Hackensack (Court House)
<i>Burlington</i>	LOUIS J. KASER.....	Mt. Holly (Kelsie & Killie Bldg.)
<i>Camden</i>	CHARLES S. ALBERTSON....	Camden (Court House)
<i>Cape May</i>	AARON W. HAND.....	Cape May Court House
<i>Cumberland</i> ...	J. J. UNGER.....	Bridgeton (Court House)
<i>Essex</i>	OLIVER J. MORELOCK.....	Newark (Essex Bldg., Room 316)
<i>Gloucester</i>	DANIEL T. STEELMAN.....	Woodbury (Court House)
<i>Hudson</i>	AUSTIN H. UPDYKE.....	Jersey City (Court House)
<i>Hunterdon</i>	JASON S. HOFFMAN.....	Flemington (Bloom Building)
<i>Mercer</i>	JOSEPH M. ARNOLD.....	Trenton (Court House)
<i>Middlesex</i>	E. BREWSTER WILLIS.....	New Brunswick (Co. Office Bldg.)
<i>Monmouth</i>	CHARLES J. STRAHAN.....	Freehold (Court House)
<i>Morris</i>	J. HOWARD HULSART.....	Morristown (Court House)
<i>Ocean</i>	CHARLES A. MORRIS.....	Toms River (Court House)
<i>Passaic</i>	EDWARD W. GARRISON.....	Paterson (Court House)
<i>Salem</i>	H. C. DIXON.....	Salem (Court House)
<i>Somerset</i>	HENRY C. KREBS.....	Somerville (Court House)
<i>Sussex</i>	RALPH DECKER.....	Newton (Court House)
<i>Union</i>	A. L. JOHNSON.....	Elizabeth (Court House)
<i>Warren</i>	ROBERT G. SANFORD.....	Belvidere (Court House)

CITY SUPERINTENDENTS

<i>Asbury Park</i>	AMOS E. KRAYBILL	<i>Montclair</i>	DON C. BLISS
<i>Atlantic City</i>	C. B. BOYER	<i>New Brunswick</i>	IRA T. CHAPMAN
<i>Bayonne</i>	P. H. SMITH	<i>Newark</i>	DAVID B. CORSON
<i>Bloomfield</i>	GEORGE MORRIS	<i>North Bergen</i>	M. F. HUSTED
<i>Bordentown</i>	ROBT. M. OBERHOLZER	<i>Ocean City</i>	JAMES M. STEVENS
<i>Bridgeton</i>	D. C. PORTER	<i>Orange</i>	W. B. PATRICK
<i>Camden</i>	JAMES E. BRYAN	<i>Passaic</i>	FRED S. SHEPHERD
<i>Cape May City</i>	E. R. BRUNYATE	<i>Paterson</i>	J. R. WILSON
<i>Clifton</i>	GEORGE J. SMITH	<i>Perth Amboy</i>	S. E. SHULL
<i>East Orange</i>	EDWIN C. BROOME	<i>Phillipsburg</i>	J. WHITFORD RIDDLE
<i>Elizabeth</i>	FREDERICK E. EMMONS	<i>Plainfield</i>	HENRY M. MAXSON
<i>Englewood</i>	WINTON J. WHITE	<i>Pleasantville</i>	WILLIAM C. SULLIVAN
<i>Gloucester City</i>	WILMER F. BURNS	<i>Rahway</i>	WILLIAM F. LITTLE
<i>Hoboken</i>	A. J. DEMAREST	<i>Salem</i>	A. J. DOHNER
<i>Irvington</i>	R. LEE SAUNDERS	<i>South Amboy</i>	OSCAR O. BARR
<i>Jersey City</i>	HENRY SNYDER	<i>Summit</i>	H. A. SPRAGUE
<i>Kearny</i>	HERMAN DRESSEL	<i>Trenton</i>	WILLIAM J. BICKETT
<i>Long Branch</i>	CHRISTOPHER GREGORY	<i>Union, Town of</i>	LUTHER N. STEELE
<i>Millville</i>	FREDERICK J. SICKLES	<i>West Hoboken</i>	ARTHUR O. SMITH

HELPING TEACHERS FOR 1920-21

Atlantic County.

CORA SCHAIBLE, Pleasantville.

Bergen County.

AGNES E. BROWN, Ridgewood.
MELVIA WORMUTH, Hackensack.
ETHEL J. HARTUNG, Englewood.
NORA C. LEITER, Hackensack.

Burlington County.

CAROLINE B. LEONEY, Moorestown,
ALICE R. SHREVE, Fieldsboro.
MARGARET McLEAN, Mount Holly.

Camden County.

MRS. HELEN A. AMEISEN, Collings-
wood.

Cape May County.

ROXANA S. GANDY, Dennisville.

Cumberland County.

JEAN F. MACKEY, Vineland.
NELLA H. COLE, Bridgeton.

Essex County.

MARGARET MILMINE, East Orange.

Gloucester County.

KATHERINE L. SMITH, Woodbury.
FLORENCE E. KNOX, Woodbury.

Hunterdon County.

MAUDE C. NEWBURY, Flenrington.
JENNIE M. HAVER, Clinton.

Mercer County.

FLORENCE W. RAGUSE, Trenton.

Monmouth County.

CHARLOTTE E. WILSON, Port Mon-
mouth.
IDA L. JOHNSON, Locust.
FRANCES B. POINDEXTER, Red Bank.

Morris County.

RACHEL A. FULLER, Dover.

Ocean County.

MRS. SARA B. HERNBERG, Barnegat.
HARRIET SIMPSON, Toms River.

Passaic County.

CLARE BARTLETT, Paterson.

Salem County.

ELIZABETH P. SHEPPARD, Salem.

Somerset County.

LAURA M. SYDENHAM, Plainfield.
GEORGIENE DISMANT, Somerville.

Sussex County.

FLORENCE L. FARBER, Hamburg.

Union County.

MABEL BENNETT, Elizabeth.

Warren County.

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

EXTRACTS FROM ANNUAL REPORTS OF COUNTY
AND CITY SUPERINTENDENTS

COUNTIES

Henry M. Cressman, Atlantic County—Atlantic County's school attendance for 1920-21 was better than it has been for the last ten years or more. The average for the county is .902, as compared with .8769 the preceding year. Buena Vista Township, for the eighth consecutive year, has again maintained its record of first place, with an average percentage of .9377. There is no district in South Jersey that can beat this record, at least, not in maintaining it for so long a period. Egg Harbor City, this year, has again attained second rank, a position it held for several years heretofore.

In 1910-11 school expenses, as compared with 1920-21, show: The cost per capita of education in Atlantic County, based on an enrollment of 13,641 in 1910-11 was \$29.66, as compared with \$71.70 in 1920-21, based on an enrollment of 19,024, an increase of 141 per cent, or, in other words, it costs 2.4 times as much to educate a child as it did ten years ago. For current expenses there were raised in the county ten years ago \$126,583.92, in 1920-21, \$734,346.19, practically six times as much as heretofore, while the school population has only been increased by about one-half. The whole school expense in 1911 for Atlantic County was \$404,703.23, of which the State contributed 76 per cent. In 1920-21 the whole school expenses of Atlantic County were \$1,382,155.95, of which the State contributed 27 per cent.

The sentiment for high school education in Atlantic County seems to be a healthy one. During the last year there were enrolled 2,005 pupils in the high schools of the county, representing 10.5 per cent of the whole enrollment. Ten years ago the high school enrollment was 773, representing 5.6 per cent of the whole enrollment.

The school buildings and the outbuildings of the county are kept in good repair. All of the buildings with the exception of a few are modern with respect to heat, light and ventilation. The janitor service is usually excellent.

The children's interest in altruistic movements in the county is practically unanimous. They gave expression to this in their affiliation with the following: The Junior Red Cross, the Health Crusade, Thrift Movement, in the support of a French orphan, Chinese Relief Fund, Near East Relief Fund, etc. The number of refugee garments made easily reached a thousand. The money contributions amounted to several thousand. The children also made toys for overseas to the number of five hundred or more.

The Helping Teacher, Miss Schaible, has been active in the establishment of Parent-Teachers' Associations. The following have been formed during the year: Port Republic, Somers Point, Bargaintown, Linwood, Nesco. A County Council was organized at Northfield on May 28. In a number of instances the Parent-Teachers' Associations have been instrumental in sup-



ATLANTIC COUNTY
VOCATIONAL SCHOOLS OF
AGRICULTURE AND
HOME ECONOMICS

Effect of Laminar flow
growth of seed tubers.
Contributions of soil, substrate,
and fertilization.

1910 - Washington
Department of Agr.



plying the schools with such supplies as are necessary for the furnishing of a hot lunch at noon for children who come from a distance.

At the beginning of the school year, vegetables, jars and fuel were donated by the school patrons, and under the direction of the County Teacher of Home Economics the pupils canned 197 quarts of vegetables, which were used in preparing soups.

Vegetables were donated to the Northfield School also, and under the direction of the Parent-Teachers' Association 185 quarts were canned.

During the year five continuation schools were established, two in Buena Vista Township, one in Egg Harbor City, and two in Hammonton. The Hammonton schools were directed by the Vocational Board of Education of Atlantic County. These schools were opened during the year. We believe in them and feel that under good management they can do a great deal for boys and girls between the ages of fourteen and sixteen.

The Vocational Schools in Agriculture and Home Economics are making progress. The amount of good that these schools have done cannot be measured in money. The general agricultural work, however, gives evidence of having received considerable assistance from them during the seven years of their existence. The number of teachers remains the same, five men and one woman.

B. C. Wooster, Bergen County—The total enrollment in this county for the year was 50,003, showing about the usual annual increase of approximately 2,000.

In order to supply adequate school accommodation for our children, it is necessary for us to build about 100 classrooms each year. Owing to high building costs many districts have not built according to, or in advance of, their need, consequently many children will have to be on part time during year 1921-22. A few districts have not waited for lower costs, and consequently there are new buildings in Bogota, East Paterson, Garfield, Lyndhurst, Overpeck, Palisades Township, Riverside, Teaneck and Tenafly. The total cost has been about one million dollars, while another million is needed and we believe will be forthcoming in near future.

All high schools are filled to capacity, and one of our big problems is to find high school accommodation for all who desire it. Rutherford has voted a new building, and Tenafly is now building to be ready to begin high school work within a year. Other high schools will be needed and probably Bogota will be encouraged to start in near future.

Average attendance increased two points and now stands .9167. This is fairly good, but should be better. Least attention is paid to attendance in districts of social extremes, *i. e.*, good class residential districts, such as Ridgewood, and in rural districts.

Total number of teachers employed was 1,667 or 108 more than last year. Competent teachers were hard to get, and the teaching standard has gone down in the poorer districts.

The great need for improving conditions in rural districts is not new, and some relief measures become more and more imperative if the State even approximately meets its obligation to all its children.

High school salaries for men increased from \$1,640.90 to \$1,982.44, and for women from \$1,276.29 to \$1,624.50.

There is a close relation between teachers' salaries and teachers' certificates. We have at least two districts which started to "keep down salary increases." They were paying about \$1,100 and \$50 or \$100 increases would have kept good and licensed teachers at less than average salary for the county, but districts would not pay and, in consequence, teachers had no difficulty about getting positions elsewhere, and their places have been filled by people "just as good" from other States, but without New Jersey certificates. Practically all are of the War Emergency kind. Suppose these districts succeed in filling their schools with emergency teachers this year, it is likely they will try the same plan again, possibly with a further reduction of salary schedule, and no one knows yet how far down the scale of quality they may be able to go.

The total operating expense of schools in Bergen County for past year was \$3,602,748.77, while in 1919-20 the operating cost was \$2,752,033.33, showing nearly one million dollars increase in cost during a period of one year.

The cost per pupil, based on enrollment in 1919-20, was \$56.49, and based on average attendance, \$72.60. In 1920-21 these figures are \$68.98 and \$85.37.

We find teachers and children "carrying on" in a majority of classrooms in a profitable and enjoyable way. Physical Training, with its outdoor festivals, folk dances and games, has changed school to a place of interest. We find civics and good government, history and geography taught through projects. Children in increasing numbers are becoming self-active and self-dependent. With all this contribution of interest, we find children staying in school longer and graduating from grammar and high schools in increasing numbers, so we feel constrained to believe the effort made and the money spent has not been for nothing.

Louis J. Kaser, Burlington County—Sixty one-room and two-room buildings have been closed in Burlington County in the last four years. There will be only seven one-room buildings left beginning September, 1921. This does not include several one-room colored schools in the larger townships.

I rather expect to see the two one-room schools in Mansfield Township closed during the coming year. There are only twenty-five pupils in these schools. The per capita cost is about \$140. The sentiment is increasing to close them. They were built in 1915 and first used in 1916. One school is only a mile from the new five-room school at Columbus. The roads are all stone. There is no reason why these schools should not be closed.

I am proud of the transportation in the county as a whole. It is a great deal better than last year. A comparison at the present time with 1916 might be interesting. In 1916 there were twelve ordinary touring cars used to transport children and fifteen horse-drawn vehicles. At the present time there are thirty-three glass-enclosed auto busses, twelve touring cars and two horse-drawn vehicles. Where the touring cars are used, only a few children are being transported, seldom more than half a dozen.

We have had very few pupils on half time, less than five hundred at any one time in the entire county. Outside of the City of Burlington, there will be practically no pupils on half time during the coming school year.

Tabernacle Township is installing single seats. I mention this fact because there will be no double desks in any of the schools in Burlington County after September, 1921, excepting in the Jenkins School, a one-room

building, Washington Township, and it is quite possible that this school will not be used the coming year.

Burlington County took advantage of the law passed last year to have a travelling County Library. It had to be decided by a vote of the people. The general impression was that it would be defeated. We organized the teachers about ten days before election, had compositions written on it, talks were given to the children, and we put it across with a majority of sixty-seven hundred. This means that there is available each year by taxation between seven and eight thousand dollars. We are going to combine the pedagogical library, which was started about a year ago, with the County Library and thus have a good means of distribution for the books.

We have had the best attendance in Burlington County of any year since I have been here. One of the things that has made this possible has been good transportation. Last year there was spent for local attendance officers in Burlington County the sum of \$3,083.85

The Parent-Teachers' Association continues to do good work. They have enough money pledged to offer a scholarship to a normal school for two years. They have also pledged \$1,000 toward the Dental Clinic, and we are hoping before the year is out to find some way by which to make this movement permanent.

There is practically no shortage of teachers for the coming year and during the past year the shortage was negligible.

After a conference with the helping teachers it was decided to put on a campaign for the improvement of school grounds. Miss LeConey was chairman of this committee. It was decided that the helping teacher, upon her visit to the schools, should give suggestions and arouse interest by outlining a definite program in each school for this work. This was accomplished by having a landscape gardener or a nurseryman go to each school and make a sketch, giving suggestions as to where and what trees or shrubs should be planted. Pupils were asked to form themselves into an association for the improvement of school grounds. In some cases small dues were charged to raise money. The result is that many of our school grounds are being improved and will continue to be. We are endeavoring to take as great an interest in improving the outside of the building as the inside.

The past year we issued six hundred thirty-nine eighth grade grammar school certificates. In 1917 there were one hundred and eighty-eight issued showing an increase in four years of four hundred and fifty-one.

An oratorical contest was held this year at Palmyra. All high schools excepting Pemberton Borough participated. Palmyra won the cup and secured the first individual prize for the boys. Burlington secured the first individual prize for the girls. Moorestown the second prize for both the girls and the boys. This is the third year the contest has been held. More interest is shown each year in this line of work.

The helping teachers continue to do good work. Their enthusiasm and optimism alone make the work worth while. They give the discouraged teacher new life and therefore help in creating a better school.

All three of the helping teachers have held a number of teachers' meetings during the year. These generally consist of a demonstration program

in some school followed by criticisms and suggestions. I have attended a number of these meetings, and the spirit and enthusiasm shown on the part of the teachers has been excellent.

Probably the best thing of the helping teacher's work is that she outlines the work of the year at the beginning of school in September. She presents it to the teacher and thus gives the teacher a definite plan for her year's work. The suggestions, of course, are renewed and enlarged upon from time to time. It affords a checking up system, makes more uniform work, stimulates comparisons, thus creating a spirit of competition among certain schools. In other words it makes school life more real.

Amount of money raised by district tax in June, 1916, \$239,648.60; June, 1921, \$882,617.92. Total enrollment, June, 1916, \$14.113; June, 1921, \$16.204.

Charles S. Albertson, Camden County—There is a disposition on the part of the Boards to rely on the judgment of supervisors and principals in matters of policy and procedure and to give hearty co-operation and approval to intelligent "professional" suggestion and advice.

Our helping teacher's work has been very effective in securing better teaching. Her personal influence with teachers and pupils is remarkable. Her skillful and tactful "aid and direction" to individual teachers is her strong point. She has, however, inaugurated and carried to success several valuable community interests and movements. Her report probably enumerates some of these.

Our Collingswood Summer School, our numerous small group teachers' conferences, and the classroom work of our supervisors and helping teachers are doing much to improve "teachers in service."

Higher salaries, I believe, are not only inducing more and better people to train for the service, but have created a revival of interest and a better spirit in our teachers.

High school facilities for our rapidly increasing rate of promotions are giving much concern. Our high schools are now filled. Notice has been given by one of them that but a limited number of "outside" pupils can be accommodated next year.

Our annual County Spelling Contest was held April 1 at the Camden High School. This contest was of great interest in all parts of the county. It is organized and managed by the Camden County Supervising Principals' Association. In several districts prizes were given to successful contestants in the "Try-outs." All our newspapers gave much space to the "County Spelling Contest." Individual and school prizes and banners were awarded to successful contestants.

There is much unrest in the rural sections of the county in regard to the unequal and unjust burden of school taxes. The relief that is imperatively needed is a higher State millage school tax.

Aaron W. Hand, Cape May County—We were fortunate in securing our institute at early dates, September 20 and 21, and we were thus able to make it useful as a means of explaining and emphasizing some of our plans, and selecting some of the good things brought to us by the various lectures, for follow-up work through the year.

We were also fortunate in retaining all of our supervisory officers and teaching principals in the larger schools, save two, and this helped us to maintain our organization.

In accordance with our usual custom, the helping teacher and myself met with the teachers of the smaller schools the first Saturday after the opening of schools and outlined and discussed a county program for the year.

The township teachers' clubs which, as a part of my organization, have been in being for a number of years, are very valuable agencies in the rural sections and Miss Gandy and I are both usually present at the initial meetings for the year. The first meetings were held during October.

We arranged our first meeting of the County Association of District Boards of Education to occur November 4 and provided a special dinner. This latter feature was a novelty for us, but it proved quite an aid in securing attendance. Our program was one of the most practical we have had and the meeting was the twenty-fourth annual meeting. Ours was the second county to organize an association of district boards, which was done under my direction in 1896. Our next meeting is to be an evening meeting and dinner. Our members have more leisure in the evening and our attendance is apt to be greater.

Our contests are used to secure interest among pupils and parents and to give the school work broader associations. We have annual contests in agriculture, household arts, spelling, high school English and athletic sports.

They are organized in every case with special reference to correlation with regular school work.

Our county vocational school in agriculture and household arts is gaining annually in efficiency and popularity and has done wonderful work. I believe we could bring quite a weight of evidence to support the assertion that it has stimulated production each year in our county sufficiently to pay much more than its cost. Its aid in promoting interest in agriculture and household arts among our rural school boys and girls is of incalculable value. Such a school is needed in every agricultural county in the State.

One of the proofs of efficient work among the boys who are enrolled in its classes is the winning by them of the Zimmerman cup in the State-wide contest at Trenton last fall, for the best exhibit of farm products, by vocational pupils in high schools or county schools.

We also co-operated with Mrs. Wood, wife of a retired naval captain, whose son, a graduate of West Point, and an officer in the American Expeditionary Army, was killed at Chateau Thierry, in "adopting" three French orphans, to the extent of contributing to their educational support, obtaining the money by small contributions from the children of all the various schools of the county. Connected with this movement, there was also an interchange of letters between these orphans and the pupils of our schools, the French letters being given to the French classes in the high schools to be translated and the translations sent to be read in the elementary schools. It was all very interesting and I think valuable to our schools.

The development of our county during the past twenty-five years has proceeded at a rapid pace and a gratifying feature of it has been the attendant liberality displayed toward our schools. The section which has grown

the most marvelously has been the resort section, which includes eleven seashore resorts. In our largest resort cities—Cape May, Wildwood and Ocean City—we have school systems which afford to the pupils almost every possible school advantage. In the smaller resorts, the same tendency is observed, that of a desire to have the best possible school conditions. Of course, this sentiment has its influence upon the interior districts, the residents of which are usually in close touch with the resorts through their business dealings.

An interesting high school feature at Woodbine, just before the school closed for the Christmas holidays, was a special Latin program, in which various Latin selections were delivered in this language by students, including an oration by Cicero in which the student reciting became quite eloquent. Miss Theresa Finkelstein, the Latin teacher there, has been presenting her subject rather as a contemporaneous language, than as a "dead" one, and, marvelous as it may seem, it is said that her students have become quite enthusiastic in the study of Latin. The Latin students invited all the students of the high school to attend on this occasion. It would seem that she has discovered a way to both vitalize and socialize the Latin work.

<i>J. J. Unger, Cumberland County—</i>						<i>Inc. in</i>
	<i>1921</i>	<i>1920</i>	<i>1919</i>	<i>1918</i>	<i>1917</i>	<i>5 Yrs.</i>
Per Cap. Cost Educ.,	\$48.39	\$39.46	\$33.74	\$29.76	\$26.99	79.0%
No. of Teachers..	400	390	380	372	360	11.0%
Av. Sal. Pri.						
Teachers	998.60	742.06	614.56	538.00	499.59	99.8%
Av. Sal. Grm. Gr.						
Teachers	1,073.99	798.82	695.45	604.46	552.14	94.5%
Av. Sal. H. S.						
Teachers (men),	1,768.33	1,362.35	1,304.42	1,113.26	1,020.73	73.2%
Av. Sal. H. S.						
Teachers (women)	1,272.26	984.37	865.99	771.77	736.00	74.1%
Gr. Tot. Sch. Ex-						
penditures,	\$760,346.15	\$583,969.11	\$503,512.25	\$488,228.11	\$449,731.09	69.0%

The county superintendent has no duty to perform that is more important than the improvement of teachers under his supervision. Recognizing this fact, the helping teachers and the superintendent held a conference before school opened at which time plans were laid for general teachers' meetings, group meetings, and individual conferences as might be necessary; also for a series of measurement tests in spelling and arithmetic, which subjects we decided to stress for this year.

An alarming situation is being slowly but surely created in the county. The higher salaries paid in the northern part of the State and the shortage of teachers who are professionally trained, are jointly responsible for the condition to which I refer, namely, that the percentage of untrained teachers is increasing. In 1917, 59 per cent of all the teachers who were employed in the elementary schools were not graduates of higher institu-

tions; in 1918, there were 52 per cent; in 1919, 57 per cent; in 1920, 52 per cent, and in 1921, 54 per cent. It cannot be stated definitely what the percentage will be in 1922, but boards of education who would employ none but normal graduates heretofore have been obliged this year to fill vacancies with high school graduates. This means that more than half the children in the elementary schools are being taught by teachers who have no professional training beyond summer school. The remedy is more normal schools in the State, and better salaries in the county.

About fifteen hundred persons visited the schools during Visit-the-Schools Week. The interest manifested in the schools is greater than it has ever been. Two of the districts issued printed circulars and programs, and one of these had 399 visitors, which is 14 per cent more than they had pupils on roll. The custom of designating a week for the purpose of visiting the schools is a good one and should be continued.

The Community Day meetings held near the close of the year in every district were attended by approximately six thousand people. The smallest number of visitors at any meeting was 150. The largest was about 1,000. This does not include Landis, where the estimated attendance was 5,000.

At these meetings the individual rooms had their folk dances, marches, and drills. There was community singing, and usually one or more addresses by prominent people. Among those who made addresses were Dr. Savitz, of Trenton; Dr. Snowden, of Bridgeton; Dr. Maroney, of Trenton, and Miss Askew, of Trenton.

A county contest in spelling and arithmetic was held in connection with the County Field Day. One entry was required for every 250 pupils on roll, excepting that each district must have at least three contestants, in order to contest for the school banner. Only three districts were not entered in the contest. The district whose class received the highest average in each subject was awarded the county banner. Millville won the banner in arithmetic and Landis won in spelling.

The spelling contest consisted in spelling fifty words selected from the county list, the Ayres list, or the Demons, by a person outside of the county. The arithmetic contest consisted of a twenty-minute test on addition, subtraction, multiplication of whole numbers, common and decimal fractions.

The County Club work for boys and girls was in charge of the County Club leader, Mr. Howard, and the schools co-operated in every way possible. So successful was the work that the Board of Freeholders increased the appropriation for this line of activity.

Grammar school graduation exercises were held in all but a few districts. I have impressed boards of education with the importance of providing for these exercises in their own districts, rather than try to bring them together in one place in the county. While the county graduation exercise has advantages over the one in the small district, it does have the great disadvantage of not being accessible to the great number of rural folk who ought to see it.

Nearly 400 pupils were graduated from the eighth grades throughout the county, exclusive of the cities. The number of graduates from the four-year high school, at Vineland, Port Norris and Shiloh was 92. In other words, one out of every eighty pupils on roll graduates from high school.

Without the work of the helping teacher the schools could not possibly be brought up to the standard which they now hold. This is more particularly true because of the many beginning teachers that there are in the rural schools throughout the county.

Oliver J. Morelock, Essex County—

	1912-13		1920-21		Increase	
					%	
School Buildings	146		178		32	22%
Classrooms	2,362		3,051		689	29%
Number of pupils transported	227		1,227		1,000	441%
Cost of Transportation...	\$7,344.86		\$28,445.65		\$21,100.79	287%
Total Cost of Education..	\$4,463,286.12		\$13,272,744.75		\$8,809,458.62	197%

In the districts under my general supervision the number of pupils has increased from 10,541 to 16,824, and the number of teachers from 365 to 572, since I began my term of office eight years ago.

Continuation schools were established in the municipalities of Newark, Irvington, Orange, West Orange and Belleville and by the County Vocational School. The County Vocational School was requested by the Board of Education of Bloomfield to provide continuation school education for the boys and girls between the age of fourteen and sixteen at work in Bloomfield. East Orange made a contract with the County Vocational School to take care of its continuation school pupils for a consideration.

*Daniel T. Steelman, Gloucester County—*As has been our custom for several years, a meeting of teachers in unsupervised districts, and new to our county, was held in this office previous to the reopening of schools for the purpose of discussing plans for the year's work. I find this to be one of the most fruitful teachers' meetings held during the year.

Two meetings of the Gloucester County Teachers' Association have been held. The Supervising Principals' and Principals' Association has held regular monthly meetings in this office. Standard Tests in Arithmetic and the Monroe Silent Reading Tests were used as a county project by the Supervisors' and Principals' Association. In order to have these tests conducted as uniformly as possible, they were given throughout the county by the helping teachers and supervisors, who tabulated the results by schools, then by districts, and finally by the whole county. In this way the work of the individual pupil was compared, the work of the schools in the same district, and lastly the county as a whole, with the established standard. Graphs were then made and exhibited in the schools participating. The results were interpreted to find out the cause of the points revealed by the tests, and plans and suggestions for overcoming the deficiencies were discussed in the supervisors' meetings, with the result of better methods and more satisfactory results.

Group meetings have been held in various parts of the county by the helping teachers and the county superintendent. The program for these meetings usually included a demonstration lesson taught by the regular teacher, followed by a discussion by the group. Our boards of education granted visiting days to teachers in many of the districts.

The County Council of Parent-Teacher Associations has been a real force for good in the educational work of the county. Much interest has been created by this organization offering free scholarships in the Trenton Normal School to graduates of the county high schools. One young lady's expenses were paid by them last year. The coming year the Association will finance two scholarships.

The activities of the Parent-Teacher Associations have been varied and along the following lines: Equipping schools for serving hot lunches, purchasing library and reference books, song books, and playground equipment. They have aided in the May Day Festival by costuming children who take part in the features presented, preparations for community commencements, and in giving receptions to teachers, especially to old retiring teachers. Public receptions were given to teachers in Glassboro, Woodbury, Pitman, Clayton, and Red Bank.

The Teachers' County Library has been replenished by one hundred volumes being added through the personal contribution of our teachers. One of our difficulties has been to get the teachers to read professional books after they were placed in the library, but under our present plan we find our teachers are doing more professional reading.

Health and Civics Clubs have been organized in about every school in the county. A county banner is awarded monthly to the school scoring highest in health and civics projects. The Gloucester County Health Association financed a visit of Cho-Cho, the health clown, to the schools of the county. He performed in selected centres, and every child in the county was given an opportunity to see and hear him. An unusual interest was created in matters pertaining to health by the clown's visit.

The Annual Spelling Contest was held the first Saturday in May, when two pupils, one boy and one girl, from each of the twenty-two districts contested for the \$18 in prizes offered by the Gloucester County Teachers' Association. The words used were from a prepared list of 2,000 words which the pupils had studied during the year. It was found impossible to spell many of the forty-four contestants down on this list, and a supplementary list was used. We have noted much improvement in spelling since the contests have been held.

We have noted considerable waste in our schools through the lack of a well arranged workable program. At the beginning of the year it was planned to stress program-making, and an exhibit of school programs was arranged for at the Teachers' Institute held in October. Each teacher was requested to forward a copy of the program and schedule in use in her school to be exhibited. This did much to attract attention to this feature of the teachers' work.

The annual meeting and banquet of the members of boards of education was held in Glassboro on the evening of March 30. The speakers were Miss Sarah B. Askew and Dr. F. H. Green, Head Master of Pennington Seminary. An opportunity was afforded for the discussion of school problems. The attendance was one hundred and twenty. This meeting creates a fine fraternal feeling among the board members.

The plan, inaugurated last year, of having students from our high schools

visit the elementary schools, and in a short address set forth the advantages and privileges offered and enjoyed in the high schools, has been continued this year with good results, and grammar grade graduates have been led to decide upon a high school course rather than a business school.

The high school enrollment has increased to such an extent that it is quite impossible to accommodate all those who have applied for admission in September. The Glassboro board of education has found it necessary to notify the Salem County boards of education, also the Franklin Township Board, that pupils from those districts cannot be accommodated in the Glassboro High School, the normal capacity of which is 250. The Franklin Township pupils can be accommodated in the Clayton High School.

The enrollment for the year, compared with last year's enrollment, shows an increase of five hundred and fifty-two pupils. The total enrollment for the year is eleven thousand three hundred and sixty-six.

Austin H. Updyke, Hudson County—In Jersey City on April 18, 1921, School No. 36, a school for crippled children, was opened. This building is designed to be used exclusively for crippled children. Children from other districts of the county may be accommodated in this school. This is the only building of its kind in New Jersey, and I am told that there is only one other in the United States.

Continuation school classes were conducted in all districts in this county that are required by law to conduct such classes. Weehawken was slow to get started, but classes were in operation during May and June. Such classes were attended by 4,520 at a total expense of \$63,860.36 for the county. Fifteen full time teachers were employed and one hundred and thirty-one part time teachers. In my judgment these classes were very profitable to the young people between the ages of fourteen and sixteen, and well worth the time and money expended. I hope that very soon the age may be extended to include pupils to eighteen years of age. Four hundred and fifty-one pupils were reported through this office who live in one district and work in another district. Jersey City did not report such pupils through this office.

There has been a very substantial increase in salaries during this year. Most of the districts have adopted definite salary schedules. No full time teacher received less than \$1,100 in this county this year. Next year no full time teacher will receive less than \$1,200.

The seven North Hudson towns—Guttenberg, North Bergen, Secaucus, Town of Union, Weehawken, West Hoboken and West New York—have adopted a schedule of salaries with a \$1,200 minimum and \$2,500 maximum for elementary grade teachers, to take effect September 1, 1921. Cost of education per pupil, based on average attendance, in 1920, was \$74.28, and in 1921, \$86.80.

Reports show that the cost of education per pupil, based on average attendance, was highest in the district of Hoboken, \$104.96, and the lowest in the district of Guttenberg, \$50.31. There were 12,787 pupils and 394 teachers under the supervision of the County Superintendent.

Extension courses for teachers were maintained in Jersey City, Bayonne, West Hoboken and West New York during the year. The boards of educa-

tion pay the major part of the expense of these courses, making the cost to the teachers very little. More teachers attended summer schools from this county than ever before. The North Hudson districts grant an added increase in salary to teachers who complete approved courses in summer school or extension courses.

Of the 3,057 teachers employed in this county, 1,221 are normal school graduates and 419 are college graduates; 1,096 teachers are graduates of city training schools. A large number of the 321 teachers reported as not graduates of higher institutions are graduates of commercial and technical schools.

Jason S. Hoffman, Hunterdon County—An inspection of the formal statistical tables compiled for the school year ending June 30, 1921, reveals but one feature that stands out prominently over previous years, and that is the increased cost of education. Aside from this fact the tabulation shows a normal and healthy condition of a long established and well organized system of public education, administered with due regard to the law and well settled methods and principles as applied to the growing needs of the children of Hunterdon County.

The one new feature of our work this year was the use of Standard Tests and Intelligence Tests as an additional factor in promotion and in opening the minds of teachers to a study of individuality in children. These tests have not been given undue value in promotion, but used rather as a supplementary factor to other established principles used to determine intellectual progress and growth.

Hunterdon County provides school facilities for a full day for every child within its borders. The present plan of enforcing compulsory attendance fails to function in rural sections, and there is great need of county attendance officers in connection with the county superintendent's office.

I am pleased to report a return to improved school buildings. We have a new two-room building in process of construction in Alexandria Township. This takes the place of three one-room schools. The building is modern in all its appointments—will be furnished with movable chair desks, and will be open about October first.

Joseph M. Arnold, Mercer County—The work of the schools in the past year gave general satisfaction. In so far as this work was better done, the more far-reaching and the more effective in its results, it reflects the greater credit upon the teachers whose influence in awakening and directing the activities of the children, in developing talent for special work and in building character, cannot be measured. And while we cannot weigh by any system of scales the accumulating stock of human virtue necessary to prepare the child for complete living, yet it is possible to watch the forces which are at work in his mental and moral development. During the year these forces have been in vigorous and successful operation, and as a result the children of the county who have come daily into the schools for the purpose of receiving instructions, have had their field of knowledge enlarged, their mental discipline strengthened and their culture broadened.

The total enrollment in the schools of the county was 8,590 with an average daily attendance of 6,501. An increase over the previous year of 343 in the enrollment and 634 in the daily attendance. Including the city of Trenton, the enrollment was 26,870, an increase of 859. The average daily attendance was 21,215, an increase of 1,587. The percentage of increase in the enrollment in the city was 2.9 per cent and in the county 4.16 per cent.

The percentage of attendance during the year was better in every district than that of the previous year. This was due partly to more favorable weather conditions, especially in the rural districts, and partly to more efficient service on the part of the attendance officers. Again, our teachers emphasized the importance of regular attendance and did much to keep the delinquent pupil in school.

When the schools were made accessible to all children, rich and poor alike, a great step was taken toward securing to every child the opportunity for acquiring the rudiments of an education. But our schools will not be fulfilling their purpose until the people feel that a child's right to knowledge and training must not be abridged by the cupidity and carelessness of the parents or by the waywardness of the children themselves. In a State that spends millions upon the schools, the vigilance of teacher, parent-teacher associations, boards of education and all concerned should not abate until all unnecessary absence from school is eliminated.

The enrollment in the different grades was as follows:

	<i>1920</i>	<i>1921</i>
In one-room schools	463	484
In two-room schools	273	282
Kindergarten	104	87
Grades 1-4	4,575	4,670
Grades 5-8	2,376	2,574
Grades 9-12	456	493
	<hr/> 8,247	<hr/> 8,590

The Columbia School in Ewing Township is maintained exclusively for colored children. With a growing population in this section of the district, this school should be enlarged or the higher grades transported to the Lanning School.

The total amount expended in the county (exclusive of Trenton) for all school purposes was \$821,681.29, an increase of \$259,997.39. Of this amount \$583,861.41 was expended for operating expenses, an increase of \$116,923.63. The total amount paid for teachers' salaries was \$321,326.62, an increase of \$94,908.73, or an average increase per teacher of \$385.81.

The cost per pupil based on the total enrollment was \$63.73 and on the average daily attendance \$80.75, an increase of \$13.31 on the enrollment and \$13.93 on the attendance.

The number of pupils transported within the districts was 1,198, while transportation was provided for 510 pupils who attended in other districts. The amount paid for transportation within the districts was \$42,837.36, an increase of \$8,199.47. The amount paid for transportation to other districts

was \$15,236.96, an increase of \$5,125.66. The cost per pupil for transportation within the district was \$35.76 and for transportation to other districts \$29.88.

Forty-seven transportation routes were maintained, 28 of which were by automobile bus. Nine hundred sixty-three pupils were so transported at a cost of \$42,822.50, or an average cost per pupil of \$45.51.

The transportation facilities provided in the different districts was generally satisfactory. The automobile bus has taken the place of the wagon wherever the roads will permit. Matrons, who look after the children while in these busses, are employed in Princeton Township.

Our teaching force of 20 men and 226 women was an increase of 13 over the previous year. Of these, 26 were college graduates, 132 were graduated from the New Jersey Normal Schools, 32 from other normal schools, 4 from city training schools, while 48 had received no professional training.

Much credit is due Mr. Turpin, the County Club leader, for the excellent results that he has brought about in his work with our boys and girls.

"Junior Extension Work," formerly called Boys' and Girls' Club Work, has undoubtedly made remarkable progress during the year 1921. With this progress have come many changes which have not only affected the attitude toward the work, but the methods which have been used in carrying out the general program. We are hearing less and less to-day of the old contest idea, its place being taken by real junior demonstration work, which is carried on by young people in all sections of the county.

At the December meeting of the County Teachers' Club, in charge of the East Windsor District, Miss Helen Applegate gave a demonstration in fourth grade reading. Miss Applegate brought to this meeting twenty-six of her pupils and her work before the teachers was especially good. In the discussion following it was brought out particularly that the kind of teaching shown here—the courtesy and consideration to one another during the recitation and the habits there formed—carried over to the playground and the home.

A meeting of the School Board Association was held on the evening of January 28th. This meeting was well attended, in fact the largest attendance we have had in some years. Every board was represented and every member placed on the program responded with a helpful contribution.

A majority of our schools have live Parent-Teacher Associations. These organizations have been active throughout the year and have given assistance in securing playground apparatus and equipment, in advocating and assisting with hot lunches, in bringing about a better school attendance and in promoting generally a healthy school sentiment. The spirit of these associations is one of helpfulness, or as a supervisor in his report says, "Every club is asking, 'What can we do to help you?'"

Several districts stressed the matter of Standard Tests during the year with special attention given to the Group Intelligence Tests; good health teaching was emphasized; the hot lunch was a feature in a large number of schools and was very successfully carried out; and the teaching of thrift was continued as in past years.

The people generally have shown and are showing a degree of interest in the conduct and improvement of the schools that augurs well for the future.

H. Brewster Willis, Middlesex County—

Highland Park	\$155,000	North Brunswick	\$64,000
Middlesex	112,000	Piscataway	33,000
Milltown	85,000	Raritan	250,000
Sayreville	135,000	Woodbridge	195,000
South River,	175,000		
		Total for new buildings	.\$1,204,000

Within a period of three years Middlesex County has voted over \$3,000,000 for public school accommodations.

The Borough of Middlesex has erected and completed a ten-room, one-story building, on a very spacious lot, with auditorium, lavatories and shower baths.

On April 12, 1921, this building was dedicated in the presence of a large audience and the people of the community made the following responses to the county superintendent of schools.

Leader—For the establishment of a common bond and the advancement of education.

People—We dedicate this school.

Leader—For the encouragement of everything wholesome, uplifting and righteous.

People—We dedicate this school.

Leader—For the inspiration and strengthening of the young against the day when they must bear the tug and strain of active life.

People—We dedicate this school.

Leader—For the blending of the higher interests of the community.

People—We dedicate this school.

Leader—As an ally of the home and church in the great task of building manhood and womanhood.

People—We dedicate this school.

Leader—As an inspiration to make our growing community a center of intelligent patriotism.

People—We dedicate this school.

Addresses were made by Honorable Peter F. Daly, Judge of, the Court of Common Pleas, and H. Brewster Willis, County Superintendent.

The teaching force has been somewhat improved by reason of an increase of about 50 trained teachers and advanced salaries. Suitable boarding accommodations, in many districts, will do more for the present shortage of teachers than the question of advanced salaries.

Boards of education must eventually build teachers' cottages if they expect to secure and retain refined, cultured teachers.

VOCATIONAL SCHOOLS

School No. 1 has had an enrollment of 150 boys, being an increase of attendance of 60 per cent.

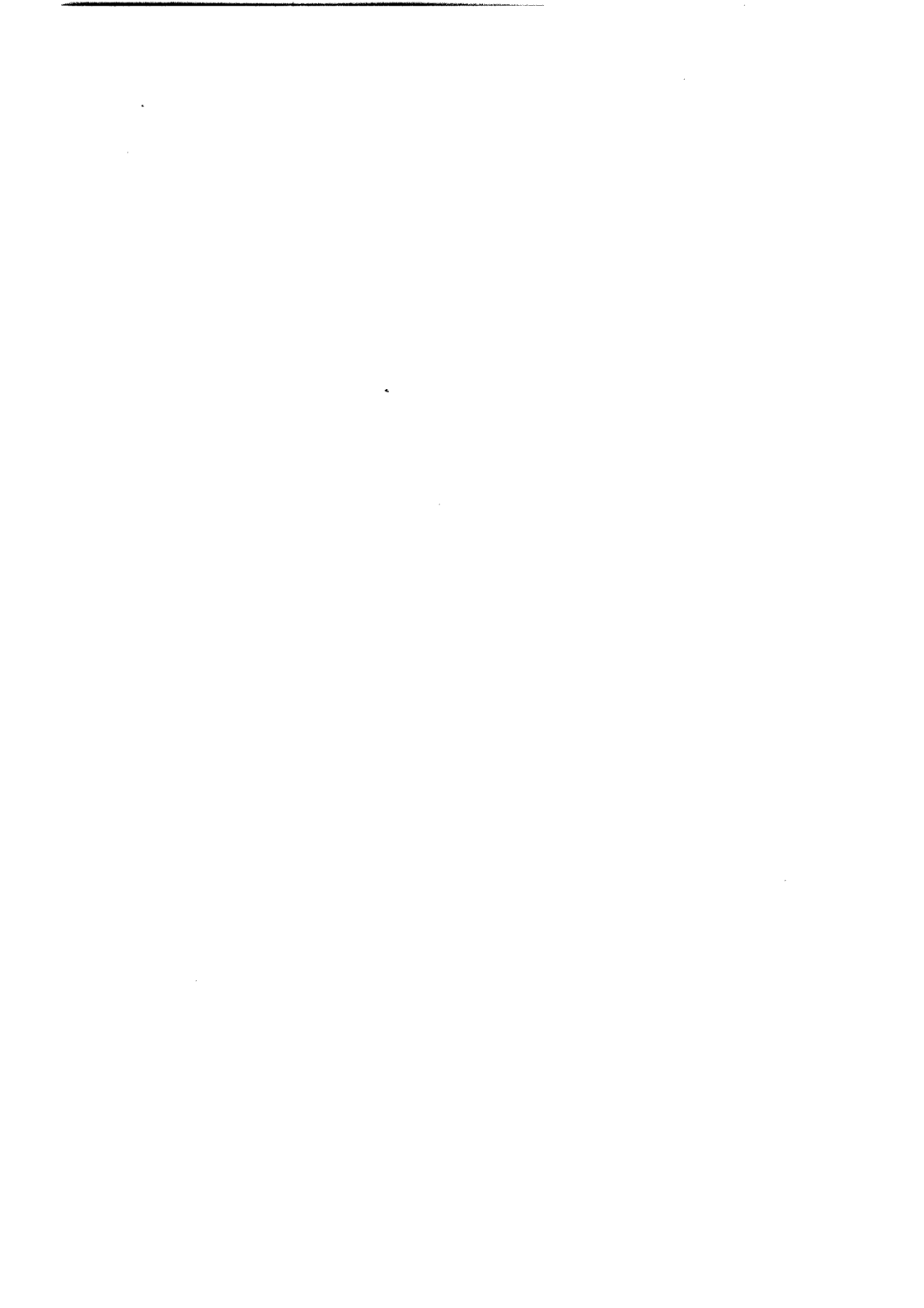
Filing cabinets for lesson sheets, bookcase for library, science table, drafting cabinets, work-benches, lathes, drill press, grinder, milling machine, shafting, pulley-belt and motor for power, safe, typewriter and new office floors have been added.



WOODWORKING DEPARTMENT
VOCATIONAL SCHOOL, ELIZABETH



CLASS IN DRAFTING
VOCATIONAL SCHOOL, ELIZABETH



School No. 2 has had an enrollment of 112 boys, being an increase in attendance of 20 per cent.

Two engine lathes, two turret lathes, cutter grinder, milling machine, drill press, analytical balance, blue-printing machine room and typewriter are some of the improvements which have been added.

School No. 3 has had an enrollment of 58 girls, being an increase in attendance of 50 per cent.

Academic chairs, teachers' desks, dress forms, trifold mirror, 150 pieces of silverware, 75 pieces of chinaware and linen, etc., have been added to the equipment.

These vocational schools, with sixteen teachers, have had a very successful year under the directorship of Clifford E. Parsil.

Four continuation schools have been maintained during the year, viz., City of New Brunswick, City of Perth Amboy, City of South Amboy and Borough of South River. New Brunswick and Perth Amboy have been under the control of the local boards of education, while South Amboy and the Borough of South River have been under the control (by request of the local boards.) of the County Vocational School Board.

The statistical report for Middlesex County reveals a very general increase all along the line.

It requires in round figures \$2,000,000 a year to run the public school system of Middlesex County.

The taxpayers are paying by special district tax about a million and a half and the State is giving about a half a million.

It would appear that it is the county system of public schools rather than the State system taken from the viewpoint of taxation.

Charles J. Strahan, Monmouth County—

<i>School Year Ending</i>	<i>Total Enrollment</i>	<i>High School Enrollment</i>	<i>Average Daily Attendance</i>	<i>Percentage of Days Present on Possible Attendance</i>	<i>Percentage of Pupils in High School</i>	<i>Percentage Present Each Day on Total Enrollment for the Year</i>
1919.....	22642	2599	16265	88.00	11	71
1920.....	23673	2933	17436	89.11	12	73
1921.....	25074	3282	18859	89.35	13	75

Very gratifying progress has been made in health work during the year. Until this year only eight districts employed nurses on either part or full time. During the present year eleven districts were added to the group, making eighteen. These districts cover more than two-thirds of the territory of the county, and more than two-thirds of the population. Plans are developing whereby it is hoped to have practically all of the county covered by nursing service next year. Much credit is due the Monmouth County Organization for Social Service for the results in this field. This organization demonstrated the value of nursing service in several districts which led to the rapid adoptions.

The County Chapter of the Red Cross is deserving of commendation for its co-operation.

Middletown Township has for about ten years conducted a dental clinic. This year Rumson has secured a dental equipment, and has had a dentist on part time. Red Bank has opened its dental department, and several other districts, with the assistance of Red Cross support, have plans to offer dental service next year.

The recognition of our guardianship of the health of childhood is, in my opinion, our greatest public school advancement this year.

The Supervisors' Round Table has held monthly meetings, and has conducted two county-wide standard tests in arithmetic, and a county-wide test in penmanship. The purpose of the arithmetic test was to draw the teachers' attention to methods of developing reasoning. In the writing tests, the report of which has not been completed, the aim was to determine both the mental and chronological age at which pupils advance more rapidly in form, and also in reference to movement or speed.

Miss Bray, of the State Normal School at Trenton, gave a course in music which was attended by all the music supervisors in the county. Miss Bray ranks very high in public school music, and her course has raised the standard of teaching in this subject.

Group meetings, demonstrating methods of teaching, including discussions of school work have been held monthly in some districts and at less frequent intervals in others. These have been under the direction of the supervising principals and helping teachers.

J. Howard Hulsart, Morris County—The securing of properly qualified teachers was greatly facilitated in the larger number of our districts by offering from fair to liberal increases in salaries. Only in a few districts, in which the boards of education could not or did not see their way clear to offer fair increases, were unqualified or poorly qualified teachers particularly in evidence.

Of the 514 day-school teachers at the close of the year, eighty-six were college graduates and 280 were graduates of either State or city normal schools. Many of the remaining teachers, listed as untrained, have had years of successful experience, and many of them rank with the best of the county.

Of the 16,619 pupils enrolled during the year, 2,186, or 13.1 per cent, were enrolled in high school. While the total enrollment of pupils increased from 15,160 to 16,619, or 9.2 per cent, the enrollment in high school increased from 1,791 to 2,186, or 22 per cent.

<i>For the Year Ending</i>	<i>Total Operat- ing Expenses</i>	<i>Total Expenses, Includ- ing Building, Payment of Bonds, Int., etc.</i>
1917	\$550,998	\$867,576
1918	583,946	964,208
1919	674,542	916,482
1920	851,131	1,125,983
1921	1,054,440	1,632,700

Year Ending	Cost Per Pupil, Based on	
	Total Enrollment	Average Attendance
1917	\$35.84	\$46.50
1918	38.52	51.77
1919	41.59	55.17
1920	53.40	71.10
1921	63.44	81.43

While the cost of the schools, as shown above, has increased about 100 per cent, the moneys received from the State and county have, during the same time, increased only 13.7 per cent, thus leaving the great burden of the increased cost almost entirely on the local districts. This resulted last year in an average assessment for local school-tax alone throughout the county of 14.11 mills, with the several districts varying from 2.86 mills to 24.59 mills. For the current year the assessments for local school-tax averages for the county 16.75 mills, with the districts varying from 4.66 mills to 26.97 mills. Unless they can receive larger apportionments from the State funds many of our districts feel that they have nearly or quite reached their limit of possible expenditure.

We closed the school year with twenty-three active Home and School Associations or Parent-Teacher Associations in the county. The activities of these associations covered a wide range—from simply improving school sentiment in the neighborhood to furnishing hot lunches to the pupils, purchasing supplementary apparatus, musical instruments and pictures for the schools, etc.

There were hot lunches served during all, or a part, of the year in sixteen schools. These lunches varied from a cup of hot soup or cocoa during the winter months to complete balanced lunches at cost price throughout the year.

During the past year \$51,378 was spent on ordinary repairs and current upkeep of school property. The purchase of land, extraordinary repairs and new construction covered an outlay of \$342,860.

Charles A. Morris, Ocean County—In all of Ocean County there were enrolled 2,698 girls and 2,748 boys, a total of 5,446. The total number of teachers and supervisors was 173.

More careful attention to better attendance was a feature of the year's work in every district. Principals, teachers and attendance officers worked diligently for regular attendance, and hearty support was given by parents, organizations and the people in general.

The Ocean County Chapter of the Red Cross gave very material assistance. Under an agreement between the Chapter and the State Board of Education, the County Home Service Secretary was appointed a county attendance officer, devoting a part of her time to this work.

Five districts maintained no schools, sending their pupils to other districts—Beachwood, Harvey Cedars, Long Beach, Mantoloking and Surf City.

The gross cost of education per pupil, based on total enrollment, was \$64.97; based on average daily attendance, \$89.46. These figures are arrived at by grouping all pupils together.

The expenses of maintaining the high schools are much heavier per capita than for the elementary schools. Two-fifths of all high school pupils attend

high schools outside their own districts and a charge for tuition is paid to the high school district. With the increasing cost of education the tuition rates, particularly for high school, came up during the year for special study and adjustment, so that the districts maintaining the high schools should receive for outside pupils approximately the net cost per pupil, which was computed by deducting from the gross cost the appropriations received from all State school moneys. A due allowance for depreciation, upkeep and insurance on buildings was included.

A district which sends a pupil receives \$25 from the State to help pay the tuition. So the net cost for tuition to a district sending a pupil to Toms River High School is \$40 and one-quarter of the cost of transporting that pupil (the other three-quarters being repaid from the State funds). Throughout the county this quarter of the cost of transportation is approximately \$10 per pupil. So the cost to the taxpayers of the sending district will be approximately \$50. At the same time the district which maintains the high school will receive about enough to cover the net per capita cost.

A reasonable program of consolidation is steadily gaining in favor. Some of the reasons are:

1. Inability to get the better prepared teachers to take and hold positions in the small schools because of the remoteness, necessity of working alone, inadequate living accommodations, many grades to be taught, lack of janitor, oftentimes very limited working equipment, and that not promptly furnished, and the necessity placed on the one teacher to perform the duties of a principal with regard to supplies, attendance, school records, etc. It is recognized that one person, working for the most part alone, cannot make the one-room school as efficient an agency as the larger school, whose tasks are more specialized.

2. Improvement in roads and means of transportation.

3. Readily recognized stimulation and increased interest which come to children who work in groups larger than the four or five usually found working together in the small schools.

The support of schools in the several districts of the county is becoming from year to year more and more unevenly distributed. The amount of State school moneys apportioned to the county for 1921-'22—\$92,258.39—is slightly less than for any year of the three years immediately preceding. This, with increased cost of transportation and the consequent increased appropriations therefor, has reduced the apportionment for one day's attendance from .052 in 1914 to .007½ in 1921. In this regard Ocean County as a whole is at a disadvantage when compared with many of the other counties.

Edward W. Garrison, Passaic County—Dedication exercises of the Einstein Memorial Auditorium of the Pompton Lakes School were held on December 15, 1920. The room is a very delightful one, situated on the street level without a single step either up or down. It is notably easy of access. It is large, seating over five hundred, well furnished, tastefully decorated, and has a commodious and well-appointed stage. The donors were Miss Alice Einstein and Miss Minnie Friedman. It was given by them as a memorial to Mrs. Emmanuel Einstein, mother of Miss Einstein and sister of Miss Friedman. Mrs. Emmanuel Einstein was for years a member of the Board of Education of

Pompton Lakes and was a most efficient one in every way. Miss Alice Einstein has been a member of the Board for six years and her interest in the school is shown by this great and useful gift.

During the month of January the Borough of Hawthorne opened a new ten-room school building. On September 3d, at Mountain View, in the Township of Wayne, an eight-room school building will be dedicated. These two buildings were greatly needed and will add to the efficiency of the school work in the two communities. The one at Hawthorne will care for the children who have attended a one-room school and all the children who have been on part time throughout the district. The one at Mountain View will accommodate all pupils who have attended the three-room building, and, in all probability, will receive the pupils from the three-room building at Wayne, accomplishing a feature of consolidation to which we have been looking forward for a long time.

In Passaic County we are proud, and we believe justly so, of dental rooms established in our buildings and of the work being done for the children by the dentists as well as by the school nurses. We believe we are doing a great work for the children of the different communities, and that the increased attendance and the decrease in retardation are absolutely paying for these two departments in our schools.

Every child in the county bringing lunch was served with something hot during the months of December, January, February and March. In some schools this has been free to the child, while in others he has paid the actual cost of material consumed, either by cash or donations. The teachers have been most kind in sacrificing their noon hours for the benefit of the children. One supervising principal stated that he believed that this alone had been a means of increasing his days' attendance four thousand days for the year. If this be so, why not make the proposition free? Four thousand days at seven cents per day amounts to two hundred eighty dollars. We know the entire cost did not reach this amount.

There is on deposit in the Paterson Saving Institution \$31,949.32 to the credit of the school children. The money is from weekly deposits of the school children in the following districts: Haledon, Hawthorne, Prospect Park, Totowa and West Paterson. A regular period is set aside in the schools for this purpose and a regular banking system followed out. Mr. James Sweeney, an official of the institution, has been exceedingly interested in the proposition since we started the saving fund, and has given cheerful, willing assistance to the whole scheme. Some of the schools are depositing in the Citizens' Trust Company. Besides this we have been carrying on a regular sale of Thrift Stamps and War Savings Certificates. This, in itself, amounts to a considerable amount.

Owing to the fact that nearly all the districts are suburban and that the boards of education and the people have realized the necessity of good teaching, and have been most generous in salaries, our teachers have been of a high class.

Many of our schools have grown to such an extent as to make it possible and more advantageous to have semi-yearly promotions. This plan has been adopted in most schools, allowing a closer grading and more efficient teaching without added cost to the taxpayer. In some instances we are working on

the departmental plan in the sixth, seventh and eighth grades. Teachers' libraries have been added to and kept up-to-date by the purchase of new pedagogical books. These books have been used most extensively, forming the topic for many local teachers' meetings. Many devices for the improvement of English have been followed up with much success. A careful inspection of primary reading in the schools was conducted by the supervisor, and reports made. This was found to be very helpful. In some places, where conditions warranted, Miss Clare Bartlett was sent to assist the classroom teacher in unraveling some of her difficulties.

<i>Henry C. Dixon, Salem County—</i>	1917	1921
Grand total expenses	\$307,507	\$527,757
Current expenses	189,174	416,737
Teachers' salaries	112,784	260,542
Transportation	18,814	41,415
Cost of education per pupil—		
On enrollment	25.40	51.20
On average attendance	37.21	71.73

In 1911 this county received 51.4 per cent from State and county funds, and, of course, 48.6 per cent from local funds. The past year it received 28.2 per cent from State and county funds and 71.8 per cent from local funds. The disparity in these funds will in all probability be considerably increased during the current year. If our expenditures for the current year were to remain the same as the year just past—and I believe they will be increased—the State and county funds would then be but 22.3 per cent of the whole. It would appear from the figures that if the schools are to be increasingly under State control, as I have little doubt they are, a larger part of the school funds should certainly come from the State.

Notwithstanding the increases in local budgets I have been gratified, when taxes on account of schools have largely increased, recently to find the people generally so ready to meet the increases even when this entailed hardship. They have voted the increased budgets, if not cheerfully, at least with little complaint. They want good schools.

The past year the average was \$1,142, an increase of nearly \$300. And I may add that the salaries for the current year will be somewhat larger than in the year just closed. I believe no district has reduced them. Some have increased them.

Throughout the year we have kept in mind the improvement of teachers in service and the increasing of public interest in the schools.

Besides the meetings held throughout the year, after the close of the schools in June we had more teachers than ever before in attendance at summer schools. A great many, perhaps most of these, needed no certificate credit. They were registered in Collingswood, Ocean City, Rutgers, University of Pennsylvania, Cornell, Columbia, and perhaps elsewhere, seeking to improve themselves as teachers.

The boards of education of the districts of Salem, Upper Penn's Neck and Pilesgrove greatly helped that attendance, and helped their own schools, by

contributing \$50, \$65 and \$100 respectively toward the summer school expenses of those teachers who attended.

There are three high schools. They have practically reached the limit of their capacity and are running eight period days.

Henry C. Krebs, Somerset County—The Board of Education of Bernards Township paid \$600 for two extension courses of lectures by members of the faculty of Rutgers College. These lectures were attended by teachers not only of Bernards Township, but by some adjoining districts.

A number of teachers of Raritan, Somerville, Bound Brook and North Plainfield Borough pursued Saturday courses in New York and at Rutgers College.

Realizing that rural teachers are generally so situated that they cannot avail themselves of professional courses in a distant center, a teachers' guild known as the Progressive Teachers' Club was organized. This club met twice a month in the Somerville High School on Saturday forenoon, the session lasted three hours, divided as follows:

9:00-10:00—Psychology and Pedagogy.

10:00-11:00—Musical and Literary Appreciation.

11:00-12:00—Classroom Methods.

The work of Parent-Teacher Associations is in evidence everywhere. Practically all schools in the county have such associations. They have equipped schools with victrolas and records, with playground apparatus, with outfits to serve hot lunches, with busy work, and have given practical help in other ways. They have given receptions to teachers, secured traveling libraries, afforded community entertainments, secured talks on health, sanitation, domestic science and similar subjects. Best of all, they have developed a public sentiment favorable to educational progress. Thus in spite of the fact that school expenses have increased in this county with startling rapidity, but little complaint is heard of school taxes. Last February the budgets of all boards in the county were voted in every district with practical unanimity.

The Somerset County Teachers' Association, the oldest of the kind in New Jersey, held its usual three meetings during the year. Meetings of supervising principals were held monthly. Four of these meetings were spent in the four high schools of the county, examining both high school and grade work, after which a round-table discussion was held. The high school principals participated in these visits.

The Department of Education of Rutgers College conducted a thorough survey of all departments of the high school, giving standard tests which included grades 7 and 8. Independent of this survey Supervising Principal D. Fred Aungst also gave standard tests in twelve high school and elementary subjects, together with intelligence tests.

Eighty-eight per cent of the Bernards Township teaching corps took professional courses during the year.

During the year vocational talks were given in the high school by a lawyer, a physician, a teacher, a banker, an engineer and a dentist. Pictures and pennants of different colleges were secured, and presented to the high school students in person by an alumnus of each, usually a graduate of the local

high school. The Alumni Association has a large enrollment and has done good work, among other things offering a medal for the high school speaking contest. A dental clinic was established.

The per cent of attendance in the high school advanced to 94.8. A summer school for pupils, with thirteen teachers, was established. There were thirty days of actual teaching, 8:30 to 12:30, with a total enrollment of 372 pupils. Of these 103 won promotion to a higher grade than the one to which they had been assigned at the close of school.

The junior high school entered on its second year, with a curriculum duly approved by the State Board of Education. Latin, French and algebra have been introduced. The Alumni Association has been very active, while the Parent-Teacher Association has become a great power in the school and in the community. It has assumed the rather unusual function of taking charge of the social life of pupils outside of school hours. A committee of chaperons is present at all dances and other social affairs. Closing hours for these occasions are prescribed in advance. The association furnishes refreshments on each occasion. A specific industrial course is provided for the junior high school, as follows: Grade 7, carpentry, turning, and molding in plaster and cement; grade 8, cabinet making and sheet metal work; grade 9, pattern making and principles of plumbing and machinery. Basketball and baseball teams have had their usual successful seasons.

Religious education was this year the most distinctive project in the schools. After consideration by the local board of education and the supervising principal, conferences were held with all the clergymen of the community and a number of laymen. A plan was agreed upon by which children were sent to churches of their choice one period per week on a school day. No child was sent to a church without the written request of the parent or guardian. Children not taking the religious education courses were placed in charge of certain teachers in the school and given regular instruction there. The minimum school day prescribed by law was carefully observed. Instruction in the churches was given by the respective clergy in some cases and by voluntary teachers in others.

Principal Ackerman writes: "It is my conviction that the project (religious education) is one of the most significant forward steps that we have taken in a long time, and am pleased to report that the churches have expressed a desire to include the high school next year, which the board of education has promised to grant." The past year only grades 3 to 8 were given the course.

The work of the helping teachers has been of vital importance during the year. They have been indefatigable in their efforts to improve the rural schools. They have served day and night developing Parent-Teacher Associations, holding group teachers' meetings, group visitation meetings and entertainments. They have used the county moving-picture machine to assist Parent-Teacher Associations in raising money for school purposes. They have looked after absent children, books and supplies, sanitation and many other matters relating to school work. I am glad to pay this tribute to their efficiency and faithfulness.

Ralph Decker, Sussex County—In many respects the year has been an unusually successful one. The mild winter was conducive to good attendance;

we were particularly free from contagious diseases, which also helped not only the attendance but the whole school work; our corps of teachers on the whole was strong and we were comparatively free from mid-year changes which are so detrimental to good work; the spirit of work and co-operation was, aside from a few instances, exceptionally good; and the boards of education, although in a few instances somewhat handicapped, responded in a most satisfactory manner.

A recent study made of taxation for school purposes in Sussex County is very interesting. By comparison with other years it shows a considerable increase over previous years. This can be accounted for as follows: Increased cost of text-books, supplies, repairs, salaries, etc. It might be of interest to know that even with all our increases of salaries we stand as a county third from the bottom of the list in the State. Our average per teacher was \$1,066.87, only two other counties having a lower average. Previous to the war all districts carried over balances, but for economy as a war measure they were used up and frequently not enough money was voted to meet all requirements and deficits resulted. These on top of our regular requirements have necessitated a higher tax rate.

Taxes raised for all school purposes in the county last year were as follows:

State School Tax	\$74,876.85
District School Tax	289,790.15
Interest on Surplus Revenue Total	2,321.34
	<hr/>
	\$366,988.34

This is 38 per cent or a little over one-third of all taxes raised in the county.

Our total enrollment is 5,702. This is divided as follows: High schools, 586; grammar schools, 1,151; primary schools, 1,841; kindergartens, 328; one-room rural schools, 1,454; two-room rural schools, 342. Our high school enrollment for a rural county is very flattering.

We were enabled to advance our percentage, which was 89.1 for the year, five points over that of last year. Two hundred twenty-seven pupils were neither absent nor tardy during the year. This is good, but when we consider the fact that 10 out of every 100 children, or, in other words, about 600 children were absent every day last year, we can see that there is too big a loss.

We operated last year 50 one-room schools. Of this number 12 or nearly 25 per cent have less than 12 as an average daily attendance for the year.

During the year Green Township has voted to erect a two-room consolidated school. This will be in operation before the end of the coming year. This is the second district to put all its schools in one. Operation of these small schools is very expensive, and a few districts could greatly lower their taxes by consolidation.

Continuing our special work along the line of health we adopted the Modern Health Crusade Method as put out by the National and State Anti-tuberculosis League. This was well received by teachers and pupils and some fine work was done. In connection with this we used Dr. Wood's

Weight Charts and had the children weighed at regular intervals. We found a large number of children under weight. We secured the services of Miss Powdermaker, Nutrition Specialist from the State Agricultural College, to give a number of talks to children and mothers on nutrition. Hot lunches were served in a number of schools.

To keep alive the thrift work a county system of school banks was established. This has the backing of the Sussex County Bankers' Association that furnished the funds for all the banks. Besides the lesson of saving, the children become accustomed to the use of bank paper and methods which are very valuable. Our aim is to get a large number of depositors who deposit regularly rather than for large deposits. We had around 2,000 depositors with nearly \$4,000 on deposit.

Promotions to high schools from the eighth grade are based on the pupils' showing in the efficiency tests, the work during the year as shown by his reports, the teacher's recommendation as to pupil's ability to do high school work and the pupil's age. In June, 240 were promoted to high school.

A new three-room building is being erected at Vernon; a two-room temporary building was erected in Sussex; and a two-room consolidated school building has been voted in Green Township and will be built during the coming year. Plans are being prepared for an addition that will nearly double the capacity of the present building at Franklin.

Grammar school commencements form a good avenue of reaching the people, because they usually turn out in large numbers on these occasions, and their minds are susceptible to school matters. We plan the commencement programs to cover some important project or projects we want brought to the attention of the people and find that the results are good. We held ten of the township commencements last year.

Program for coming year is as follows:

- (1) Strengthening all academic work.
- (2) Continuing the health work.
- (3) Continuing the school bank.
- (4) Work out the project "History of Sussex County" ending with an historical exhibit in the County Historical Building.

A. L. Johnson, Union County—It must be kept in mind that Union County is an urban district and many of the conditions maintained which are found in a densely populated metropolitan center. Living as we do under the very eaves of two rapidly growing cities, the ebb and flow of humanity extends to every section of the county. The rapidly increasing population in our districts makes it well nigh impossible for communities to keep up with their building program. One school is not sooner completed than it is immediately filled, and the local board of education must at once set the wheels in motion to repeat the process.

The various heads of school systems in Union County are constantly endeavoring to increase the efficiency of the teaching force. To this end it has become a general policy to employ only college and normal graduates, when it is possible to procure such teachers. It is, moreover, the desire to secure those only who have had at least two years of successful experience in teaching.

PRIMARY GRADE ACTIVITIES



DUTCH LIFE IN FIRST GRADE
BRAYTON SCHOOL, SUMMIT



READY TO WIND THE MAYPOLE
LINCOLN SCHOOL, SUMMIT





Two centers have been established for the improvement of the teacher in service, where courses have been given to stimulate the growth of the teacher professionally. In addition to this work, which has been very helpful, many teachers on their own initiative have been taking work in universities and other centers outside of the county. It affords a considerable degree of satisfaction to be able to report that Union County has a healthy, growing professional spirit among its teachers.

One of the influences which has operated satisfactorily in stimulating growth and improvement in method has been the group meetings held every three months. The county has been divided into three departments or groups and regular conferences are held where demonstration lessons are given by a skillful teacher. This has proved to be a very effective means of showing how to present a lesson and the mutual reaction upon teacher and class. Moreover, the teacher who is skilled in the art as well as the science of teaching can demonstrate the best methods of handling a class and providing for every contingency which may arise.

The school men and women who have charge of our schools have worked very diligently during the past year on all problems of supervision and the larger portion of time has been given to improve the classroom teacher. Demonstration teaching is now being done in several districts and the improvement in the classroom work is marked.

In a few high schools an attempt has been made to improve the methods of the teacher. Some project teaching has been undertaken and an effort made toward greater motivation.

The suggestions and directions of the State department have been put into effect generally throughout the county. The heads of schools have been actively interested in putting into operation all the plans for project teaching that have thus far been suggested.

In all of our group meetings and conferences, as well as local teachers' meetings, frequent reference is made to the monographs as a *State prescribed course of study*, as well as a source of suggestions for better methods of teaching.

Union County has succeeded in establishing a pretty uniform standard of teaching and content, taught through the medium of uniform examinations. These tests are prepared by committees appointed by the county superintendent and are given annually at a stated time in every district in the county, including the four cities. The questions are prepared and printed in the same form as the State Efficiency Tests and are given under the same conditions. The plan of giving a uniform examination as a State-wide proposition may be questionable, but in Union County, where conditions are quite uniform, it has worked admirably. In one respect in particular the plan has made it possible to emphasize certain phases of content, which otherwise may have been taught indifferently.

Union County now has active Parent-Teachers' Associations in every district. These associations are now considered to be the most useful and helpful organizations working in the interest of the public schools. It has been possible to carry through to successful completion in every district a constructive educational program, dealing not alone with academic

but with material and social activities. The members of these associations have created public sentiment for improved conditions, where teachers and governing bodies have found themselves powerless. The sphere of their activities has been so broad that it has embraced everything connected with schools, except supervision and actual teaching. Boards of education have found this organization a very useful and effective instrument in creating public sentiment for general improvement.

In order to facilitate matters some of the larger districts have appointed from two to five physicians. This plan has resulted in a less superficial examination of pupils, and also in an earlier tabulation of physical defects. The early examination makes it possible to give prompt attention to those especially who are suffering from adenoidal or tonsilar trouble, defective eyesight, hearing or decayed teeth—the most general and fertile causes of absence from school and retardation.

The attitude, however, of the board of education is changing and instead of looking upon this requirement as a compliance with State law, they are beginning to realize its real importance and value. This changing attitude has been brought about by a long and very tedious process of education, aided in a large measure by the active interest in health and education on the part of Parent-Teachers' Associations.

The work of the health supervisor is largely based upon the reports of the medical inspector. We have now sixteen nurses regularly employed by boards of education, looking after the health of school children. This number is exclusive of State nurses who are working in conjunction with the school nurses in carrying out the county health plan.

No work undertaken for the general physical welfare of pupils has been so fertile in an accomplishment as that of the health supervisor. Many of our children who must of necessity have left school because of some physical defect, have been enabled through proper treatment to continue and satisfactorily complete the school course. Many at present minor defects, which would have led eventually to some permanent and serious disability, have been checked in time to save the child from a lifelong physical handicap.

Every district now has some form of supervised instruction in physical training. Superintendents, principals and teachers fully realize the permanent value in the proper physical development of the boy or girl. There was a time when this work did not seem to function and there was, at times, an attitude of indifference which was not confined to the classroom teacher. This, however, has passed and all have come into a more or less full realization of its educational value. There is no longer any disposition to count the recess period of free play as a part of the physical training period. The classroom exercise, which must of necessity, for certain periods at least, be conducted by the classroom teacher, is a live, real exercise and shows no indication of degenerating into a mere calisthenical drill.

The physical training teachers and supervisors of the county hold monthly meetings for the discussion of programs, plans, games, and various activities which can be successfully undertaken. These conferences are very helpful to the inexperienced teacher and especially to those who are not as yet familiar with the outlines of work prescribed by the State.

It is gratifying to report that the major portion of our work is now done out-of-doors. Where the district is provided with a gymnasium and apparatus this is reserved for the cold season and for inclement weather.

There are frequent inter-school contests between schools within the municipality and league games between districts. In all of these contests pupils are taught that they are playing the game for the game's sake and not to win.

While we have nine associations in Union County, the parent organization is the Superintendents' and Principals' Association. It is this group of men and women which very largely shapes the educational policy for the county. Whatever is undertaken is first proposed and discussed by this organization and its findings or plans carried into effect.

The meetings are held monthly and our entire afternoon is devoted to reports and discussions which have proved both helpful and profitable. The work of the county superintendent has been made much more effective and of greater value because of the constructive criticism of plans and methods suggested.

The community of interest manifest in these meetings has resulted in the formulation of a county-wide policy, which virtually makes Union County a unit.

Dental clinics are established for two purposes: First, to relieve pupils of immediate suffering, and to so improve the condition of their teeth that the general health will not be impaired; second, as a means of health education. The second aim is by no means unimportant. It is quite surprising that a large number of intelligent people consider the proper care of children's teeth relatively unimportant. The dental clinics in Union County have accomplished both aims and the good results cannot be fully estimated. The professional supervision of the clinics is directed by the County Dental Society, and through this organization we are able to secure the co-operation of a large body of professional men, who assist in carrying out the general policy planned for each district.

In carrying out a definite scheme of education it is of prime importance to establish a strong and active organization of co-operative workers.

In the following list is given the machinery of organization:

- School Board Association.
- Superintendents' and Principals' Association.
- Junior Principals' Association.
- Physical Training Association.
- Health Supervisors' Association.
- Manual Training and Domestic Art Supervisors.
- Art Supervisors.
- Kindergarten Supervisors.
- Commercial Teachers.

Robert G. Sanford, Warren County—It is an accepted fact that the teacher is the most important factor in the child's education. Since Warren County is so distinctly rural, and since so many of its schools are still of the one-room

type, it follows that many of its teachers lack the professional preparation and training necessary to good teaching. This is not a criticism of its teachers, but rather an explanation of a condition which naturally results from depriving girls who are to become teachers from those incentives or inducements to professional training which come to girls who live in an environment where sentiment and opportunities for such training are more pronounced. The great problem in Warren County for a number of years to come is to set up in the minds of the people higher standards in education and to create not only a desire but also a demand for more skill in teaching.

The following table of teachers employed in 1920-1921, while it marks an improvement over previous years, still indicates an altogether too low percentage of efficient teachers:

(1) Per cent of college graduates	19
(2) Per cent of normal school graduates	27
(3) Per cent of high school graduates	54

When we consider the fact that practically all of the colleges and normal school graduates were employed in the larger town school centers, the rural problem becomes even more evident. Of the 75 teachers employed in one- and two- and three-room buildings only 10 or 13 $\frac{1}{3}$ per cent may be said to have had the equivalent of a normal school training. The 86 $\frac{2}{3}$ per cent of so-called untrained teachers is made up largely of older men and women holding county certificates and of high school graduates with one or two sessions of summer school training. By far the greater part of my time and attention is given to the improvement of these rural teachers in service.

Rural group teacher meetings were held for the first time in Warren County last year. Nothing did more to stimulate and instruct in the process of teaching than these meetings. A discussion of this will also be found in the reports of both our helping teachers.

These associations continue to be the most potent and active agent in our county for the progress of schools. Six new communities were organized during the year. Three meetings of the County Council and Parent-Teacher Associations were held. The interest manifested and the good derived from these meetings were unusual.

Here as elsewhere the high school is becoming increasingly popular. During the past five years the enrollment has increased approximately 21 per cent. This increase is very largely made up of rural children. In order to make the transition from the elementary, particularly the rural school to the high school safer, and at the same time to insure to the deserving boy or girl high school opportunities, the following standards for admission were adopted. The results have been remarkable.

- (a) Attitude and native ability (intelligence test).
- (b) Reading ability (comprehension test).
- (c) General scholarship as indicated by the State efficiency tests.
- (d) Year's record in home school.
- (e) Recommendation of teacher and supervisor or helping teacher.

In all there are still 39 one-room buildings in use. While most of these

buildings are in good repair, many of them are utterly unfit for school purposes. Consolidation is advisable in several cases, but there are many others where it is not. Because of the remoteness of many of these communities and the exceedingly difficult means of transportation, it is my opinion that there will be one-room schools in many parts of Warren County for some years to come. These must be kept in repair. More has been done in this line during the vacation just ended than in several years.

During the past year a new two-room building was completed in Lopatcong Township. A six-room building has also been authorized by the voters in this same township. A two-room addition to the Brainards School in Harmony Township has been completed. This was a much-needed and long-contested improvement. Repairs and alterations to a considerable extent have been made to the grammar school building in Belvidere.

CITIES

Amos E. Kraybill, Asbury Park—I am glad to report the establishment of a dental clinic. The equipment was furnished by the local Red Cross Chapter and the maintenance will be carried on by the Board of Education. The clinic will be in full operation at the opening of the term in September.

Charles B. Boyer, Atlantic City—

ENROLLMENT BY DEPARTMENTS

	June, 1919	June, 1920	June, 1921
Kindergarten	701	627	710
Primary	4,116	4,438	4,506
Grammar	2,848	3,119	3,307
High School	1,171	1,337	1,464
Sub-normal	91	86	90
Anæmic .....	....	....	19
Vocational	144	160	144
Continuation .....	....	....	184
	9,071	9,767	10,424

The above figures show the total enrollment for the year ending June 30, 1921, exceeds that of the former year by 637. From a further classification of the total enrollment we find that there were 5,281 boys and 5,143 girls enrolled.

The pupils of the Atlantic City Public School purchased thrift stamps and war saving stamps amounting to \$20,016.24 during the school year of 1920-1921.

They also contributed to

Christmas Cheer Fund	\$670.78
Clara Barton Fund	137.00
European Relief Fund	1,000.00
Memorial Day Fund—G. A. R.	310.00
	<hr/>
	\$2,117.78

Eighty-five per cent of pupils in the elementary grades were promoted, while 15 per cent were retained.

During the term which began November 29, 1920, and ended March 24, 1921, there were enrolled in the evening schools of this city 212 men and women, classified as follows: Men, 118; women, 94. Of this number 33 men and 66 women were enrolled at the Indiana Avenue School, and 85 men and 28 women at the Illinois Avenue School.

The work at the Indiana Avenue School was largely that of teaching the fundamentals of reading, spelling, writing and arithmetic, while at the Illinois Avenue School a different problem presented itself. The Indiana Avenue pupils were of one race and nationality (negro) while at the Illinois Avenue School there was eleven nationalities represented, and thus made the problem of instruction an interesting one.

For these people four regular classes were conducted with four teachers throughout the term of 64 evenings.

One of the classrooms was used to prepare men and women for naturalization, while in every room Americanization was the predominant note that served as a foundation for instruction in the American language and in the elements of this country's history and ideals.

The students of the naturalization class were examined at the close of the term by Mr. J. F. C. Gordon, Chief Naturalization Examiner for Pennsylvania, Delaware and New Jersey. He awarded certificates to eight men and explained to these successful and grateful candidates that when they appeared before the Court for final papers, he, personally, would be present and see that they received their citizenship papers without further examinations. Mr. Gordon congratulated the recipients and told them that Philadelphia's evening schools together could not show as large a class for night school citizenship as Atlantic City.

On the whole, the education and training that these men and women get in the evening school are matters that are of deep concern. If a campaign were started early in the autumn I feel assured that a much larger enrollment of the foreign-born would result.

The yearly income of \$600 derived from the Rothschild Memorial Fund investment was used this year in buying food of some kind for poor children.

In addition to the above amount of \$600 we were fortunate in securing liberal contributions from different firms.

Poorly fed or undernourished children were given a breakfast each morning during the winter months, and much good was accomplished by the systematic manner in which this part of our work was done.

Early in September two classes for working boys and girls under sixteen years of age were organized in the Illinois Avenue School. Miss Margaret Marrs had charge of the academic subjects, and Mr. Warren Johnson had charge of the boys' manual work, consisting of drawing and woodwork. The girls were taught sewing and cooking by the teachers of the girls' vocational school.

These classes were kept in session for one hundred seventy-three days, the school day being a six-hour day—from 9 to 12 A. M. and 1 to 4 P. M.

During the year there were enrolled one hundred seventeen boys and sixty-seven girls, making a total enrollment of one hundred eighty-four.

The problem of organization and development of the work has been a difficult one. All of these pupils were exempt from the regular school work, inasmuch as they had received their regular age and schooling certificates, and were thus permitted to be legally employed in some lawful occupation.

The spirit of the students compelled to attend this new school was excellent, and the co-operation which we received from all employers of child labor was highly commendable. This made it possible to organize our work effectively, and thus enable us to do a year's work in a most satisfactory manner.

The school needs added equipment and a still wider organization in order that it may serve its best purpose and help these boys and girls to get a better and broader vision of the great problem of life.

The average salary paid the men teachers was \$2,508, while the average paid the women teachers was \$1,615.08.

Preston H. Smith, Bayonne—The total enrollment for Bayonne was as follows: Regular Day Schools, 14,016, an increase of 300 over last year. The percentage of attendance was .9259. The enrollment of Home and Factory Classes was 699. These classes had an average attendance of 89 per cent. Continuation Classes began September 13, 1920, and for the year the total enrollment was 417. Enrollment for day and evening schools was 16,637. There were graduated from the February and June classes in the elementary schools, 848; high school, 199; vocational, 27, giving a total of 1,074 for the year.

An important innovation has been tried this year with the introduction of the intensive plan of instruction in manual training. Under this plan the pupil attends class daily for 10 weeks instead of taking one lesson a week during the year. The plan has awakened a new interest in the pupils. The instructors feel that they can accomplish much more and are heartily in favor of the plan.

In September classes were started for pupils who were suffering from defective speech, stuttering, and stammering. I must confess that I was somewhat hesitant in organizing this work because of the lack of accurate data which would show the need of this work in our schools. We found the number of stutterers and stammerers so large that one special teacher could not attend to all the cases.

Classes were formed in the High School, Washington, Lincoln, Horace Mann, Roosevelt, No. 2, 3, 7 and 8. In most cases the instructor met the

groups each week. One hundred and fifty pupils, 123 boys and 27 girls, have been taught. In an estimate of the results we must depend upon the estimate of the classroom teacher and the work of the child. Seventy pupils report that their speech is quite normal. Fifty-five others report a great improvement with an occasional relapse when nervous or excited. The others have been in the class for too short a time to remedy their peculiar defect. I think the work has been of the utmost value to all concerned.

The Bulletin on Speech Improvement gives a clear and concise statement of the methods pursued.

George Morris, Bloomfield—We feel that our health work has been greatly improved and some excellent results obtained.

Nutrition classes were organized in five schools under the charge of a specialist and some excellent results accomplished with the underweight children. Milk was served to these pupils in the middle of the morning at cost, and the opportunity of obtaining the same was appreciated.

All of these activities were made possible by the co-operation of the Anti-Tuberculosis Committee of the League of Friendly Service—our local welfare organization.

Robert M. Oberholzer, Bordentown—For the coming school year the following aims, based upon the experience of the past year, are in view:

1. Better attendance.
2. More thorough grounding in fundamentals.
3. Better health program.

At present the means for the attainments of these ends are not in sight. I feel that better attendance is not altogether dependent upon the efforts of the attendance officer, but must come from a realization on the part of the parent and pupil of the importance of regularity in attendance. More attractive programs will be an aid in this. Interest in athletics will be fostered by the faculty with this end in view.

Better teaching seems to be the cure for a lack of thoroughness in fundamentals and an effort will be made to bring the best teaching methods to the attention of the teachers.

The third aim is hoped to be accomplished by a more practical health inspection, effective follow-up work, and more pleasurable physical training work in the schools.

D. C. Porter, Bridgeton—The average salary paid elementary teachers the past year was approximately \$1,060. On the basis of 12 months per year, the average wage was \$88 per month, or about \$20 per week. The average high school salary was \$1,236, or \$103 per month, or about \$25 per week. High as these figures may seem to our community, the Pennsylvania law fixing \$130 as the minimum salary for high school teachers makes it almost impossible to fill vacancies at our average salary. If we wish our teachers to advance in professional training and in permanency of position, it will be necessary to increase largely the maximum salary paid to high school women. Unless this is done we can only hope to continue our role of acting as a training school for beginning teachers.

For the past four years thrift work has held an important place in our school program. Every school deserves honorable mention for the results attained, but I want to commend especially the efforts of Pearl and Monroe Street Schools. Three years ago under Principal Robinson's direction, Monroe Street School received the first W. S. S. Flag awarded by the local War Saving Committee. Each year these two schools have invested in thrift savings nearly one-half the amount purchased by all the schools of Bridgeton. The largest amount invested—\$6,172—was placed during the school year 1917-18. Last year the amount sold was \$4,567.61, and this year about \$3,000.

James E. Bryan, Camden—I think the most important feature of our school year has been the inauguration of a regularly organized attendance department. We had realized the need of such an organization for several years, but had not been able to see how a properly qualified schoolman could be put in charge of such a department. When the problem of organizing the continuation school was being studied, it became evident that a combination of the two offices, viz., principal of the continuation school and supervisor of attendance, was not only highly desirable from the standpoint of the efficiency of the continuation school work, but also offered the much desired opportunity of putting a well-equipped schoolman in charge of attendance. The results of the year's work in so far as they apply to the continuation school have been reported in connection with that department. In so far as they relate to the attendance work of the schools, I may say that the results have been highly gratifying.

We realize fully that there is much to be accomplished yet in the matter of securing good results in attendance. Nevertheless, we are pleased to report that a strong beginning has been made under our newly-organized attendance department with the best results in the history of this city.

George J. Smith, Clifton—The board of education, co-operating with the Red Cross, allowed the two nurses employed by the Red Cross to work in conjunction with the pupils. The nurses thus gained the confidence of pupils and, by means of the interest aroused in pupils, the confidence of parents was won and access to the homes was gained readily. Too much praise cannot be bestowed first upon the Red Cross for instituting the work, and upon the board of education for its co-operation, and upon teachers and principals for their endeavors and enthusiasm in the work. At the end of the first year it can be seen that the nurses have become established in the hearts of the children and parents, and their work the coming year promises much fruit.

Toward the close of the year a dental clinic was started in one of our centrally located schools, School No. 12. A chair and other dental equipment was installed and the local dentists give a portion of their time to the work of examining and treating the pupils who are sent from the various schools. The school nurses also co-operate in this work.

In one of our buildings it was found that swearing and indecent language was prevalent on the way to and from school. The Junior Patrol was

given authority over their fellow students, and at the end of a short period a decided improvement and, indeed, a total change in the kind of language used was manifest. It was not long before the Junior Patrol was disbanded for this purpose on account of the fact there was no more work for them to do.

In School No. 12 the system of "Special Promotions" was continued from previous years. When a pupil was found to have gotten ahead of his classes, he was particularly encouraged and tested in his work. Then at the end of a certain period he was advanced to the next higher grade, if the principal and the teacher in charge thought him fitted to proceed in his new work. During the year twelve pupils were advanced by this system of "Special Promotions."

The work of these boys and girls, as they were put on, has been especially watched. In every instance they have not only fallen in line with the pupils of the new grade, but in most cases have ranked among the honor pupils of the section. No pupil, however, is ever thus promoted without the sanction of the parent.

Frederick E. Emmons, Elizabeth—With the increase in the number of kindergartens established in 1919, the enlargement of our Summer Schools, the addition of a twenty-room grammar school with all the educational facilities that modern education demands, we feel that we are making real progress which is but indicative of our spirit and determination to be second to no city in the State.

Those who took advantage of the opportunity to visit the "Milk Project" in March, 1921, must have realized the tremendous possibilities back of a city-wide movement along this particular line. The entire exhibition was the result of three weeks' effort to correlate in so far as possible all the various activities of the schools upon the subject "Milk."

With the arithmetic problems dealing largely with milk, the history lessons centering about the subject, the language lessons, the compositions, writing, and spelling being centered about words which have to do with this project, we limited in no way the regular class instruction, but availed ourselves of a human interest and thereby obtained a more lasting impression in the lessons taught.

Elizabeth is making every effort to stand high in the estimation of those who judge of a school system by the service it renders to the community of to-day and the service being made available for the community of to-morrow. By such standards we are willing to be measured.

Winton J. White, Englewood—We began the year with a determination to improve the attendance in our school system, and the results obtained have been very gratifying indeed. In each school banners are furnished to the rooms that have a perfect attendance record for the day, and cards are displayed in each class-room door showing that all the pupils in that room are on time. In addition to this, all the schools enter into competition with each other for a large pennant, which is displayed underneath the American flag on the school staff by the school that has the best record in attendance for the



MILK PROJECT DEMONSTRATION HELD IN CO-OPERATION WITH WOMAN'S CLUB OF THE CITY OF ELIZABETH

(See page 56)



GIRLS IN THE CONTINUATION SCHOOL, HAVE CHARGE OF A LUNCH ROOM FOR THEIR OWN SCHOOL, AND SCHOOL NO. 2, ELIZABETH



month. A similar pennant is awarded to the school making the best record for punctuality. I think these incentives, together with the earnest co-operation of the principals and teachers of the school system, have brought about the improvement in our school attendance.

Our commencement exercises, in both the junior and senior high schools, were of a very high type. Both of them were Americanization programs, and I feel that they carried to the large audiences which saw them a good message and left an impression which I think will be worth while.

Wilmer F. Burns, Gloucester City—The marked progress in the condition of the schools of this city during the year just closed has been due in large part to a greater demand on the part of the patrons for better educational advantages for the children, insistence on a higher quality of training in its teachers, and better facilities in school plant and equipment.

During the year forty-six teachers instructed eighteen hundred sixty pupils in high and elementary schools, an average in the grades of about fifty pupils to a teacher. Such results as were accomplished could be realized only by each teacher appreciating her responsibility and working at high tension during the entire school day.

A. J. Demarest, Hoboken—In some of our schools we have lantern equipments, and the principals have promoted work in visual education by taking advantage of the collection in the New Jersey State Museum. I am pleased to state that this phase of educational work has been developed to such an extent that its importance is appreciated by many in the school system.

The subject of the measurement of intelligence has been inaugurated in the high school, and in one of the elementary schools. Arithmetic and silent reading have been given particular attention, with the result that we have succeeded in adjusting the whole school on a basis of attainment.

Our work in co-operation with the Newark Normal School has been productive of good results particularly because of the plan which provided conferences for our critic teachers at the Normal School. Our grade teachers have appreciated the opportunity for the exchange of ideas and the broadening of their interests with the students and their instruction at the Normal School. I commend the work that was done through this particular school, and trust the ideas gained may be developed during the coming school year.

R. Lee Saunders, Irvington—The census figures for 1910 and 1920 indicate that we have doubled our population in seven years, and, with a population in 1920 of 25,466, it is easily seen how badly congested are the schools of this district, when we consider that no new day schools have been erected here for the last eight years.

Health clubs have been formed in all schools and practically all classes, to the end that pupils are not only acquainted with the rules governing health and proper living, but are actually taught to put those rules into effect.

A careful checking-up system was followed by which it was possible to determine just which pupils were receiving the benefit of this instruction. Many pupils who otherwise would have been lax in following up this health

instruction carried out the rules explicitly when they found that by this checking-up process it was known that they were not doing as instructed.

Medical inspectors and school nurse co-operated in this work by giving talks to pupils and teachers, reports, etc.

Probably one of the most useful of the special activities in our schools is that of printing. While we look upon this subject as being primarily manual training, still it is a combination of academic work, manual training and art. We find that the boys taking printing are, as a rule, considerably more advanced in spelling and punctuation than those who do not take this subject.

Practically all printed matter used in the schools and by the board of education, except textbooks themselves, is produced in our own print shop. The print shop boys have, for the last two years, printed our diplomas and certificates, report cards, courses of study, record books, and all blanks and forms used by the schools and the board of education.

Invitations to the school exhibits show the value of the work in this department more than anything, probably, that I may say in this respect.

I desire to state that the work of the schools of this district during the past year has been of a highly satisfactory nature, due to a considerable degree to the fine co-operation of the local board of education and townspeople in general, and also to the excellent and timely help received during the year from the several members of the State Department of Education.

Henry Snyder, Jersey City—A vocational industrial school of high school grade was maintained for 87 evenings in the William L. Dickinson High School, in which instruction was given in machine shop work, pattern-making, carpentry, mechanical drawing, architectural drawing, freehand drawing, sewing, including dressmaking and millinery, cooking, home nursing, shop mathematics, algebra, geometry, electricity, applied physics, printing, and power plant operation. Branches of this school were established in Schools Nos. 24 and 25.

A commercial evening high school was conducted in the William L. Dickinson High School for 87 evenings. The subjects offered were stenography, typewriting, bookkeeping, commercial law, salesmanship, chemistry, arithmetic, English, French and Spanish.

Eight evening schools of elementary grade were maintained during the winter. Besides the ordinary elementary subjects, instruction was offered in cooking and sewing. Special attention was given to the teaching of English and civics, and to patriotic instruction in classes for the foreign born. In these schools 40 nationalities were represented.

Sixteen elementary summer schools were opened in the summer of 1920. In addition to these there was a summer school of high school grade, in which instruction in English, French, Latin, Spanish, algebra and geometry was given. The summer schools enrolled 7,624, and had an average daily attendance of 6,051. Two hundred and fifty-seven teachers were employed.

The yards and courts of sixteen schools and one of the public parks were maintained as summer playgrounds, with 38 instructors and a director. All were well patronized.

In accordance with the law, continuation schools were established for all juveniles between fourteen and sixteen years of age who are employed and

who do not attend the regular day-schools. As permanent buildings were not available for these, a temporary plan had to be adopted. In Schools Nos. 1, 9, 22, 24 and 34 classes were conducted four days of the week between half past three and five o'clock. In Schools Nos. 25 and the high schools, classes were conducted all day between 9:45 A. M. and 5 P. M. Opportunity was thus given in all schools for providing six hours' instruction per week to all juveniles attending the schools. The board of education has taken steps toward the erection of a special building for continuation school work.

There are twelve classes for pupils mentally defective. For these the board employs twelve teachers and a supervisor, who directs the work of the classes and examines pupils reported as sub-normal.

Three open-air classes have been maintained.

Two classes for deaf pupils, one for the blind, one for the over-age or backward pupils, and one for delinquents have been maintained.

Special attention has been given to children suffering from speech defects, and instruction continued during the whole year.

The work of the community centers has been continued. Weekly dances are conducted. The work also includes boys' and girls' clubs and Sunday concerts.

Besides the classes for foreign-born residents in the evening schools, similar classes were maintained in a number of factories in the late afternoon, the adult pupils passing from their work into the classes for instruction.

In accordance with the practice of many years the school buildings have been frequently used for other than school purposes. These purposes have been political, patriotic, philanthropic and municipal.

Last April, Hospital School No. 36, which is the school for crippled children, was opened. This school contains eight classrooms, special rooms for orthopedic treatment, for rest and recreation, for physical training, a kitchen, and a special lunch room. The children are conveyed to the school at the expense of the board of education, which also defrays all other expenses connected with the attendance of children at the school.

Herman Dressel, Kearny—In reviewing the work of the closing school year, we can contemplate with satisfaction some phases of real progress made in our system:

1. Standard Tests. These have furnished us with definite comparisons between our schools and the best in the country.

2. Intelligence Tests. These have revealed the necessity of grading by mental instead of physical age.

3. The new interest developed by the segregation of the seventh and eighth grade classes by bringing to the schoolmen and women who have told the children of various occupations and trades the pupils have made a real contact with various forms of business. Visits to industrial plants and stores have been interesting and instructive. The inspiring and helpful talks given by leaders in the industries and the professions have stimulated interest in the pupils which has been reflected in the classroom work. The school is working under the program which is practically intermediate school work.

The high school has "held" more pupils than in previous years. This is encouraging and significant. There is greater interest among pupils, and they seem to have maintained themselves in their school activities.

The teachers have showed a high degree of efficiency. The extension college courses held here have contributed in a large measure to this efficiency and have aroused interest and enthusiasm.

To all the phases of activity and endeavor the board of education has lent encouragement and hearty support. It is to this body that the new spirit of enthusiasm and renewed effort are due. These are appreciated by all.

Frederick J. Sickles, Millville—Early in the school year it was decided in principals' meeting that each school principal should develop a definite program of work. These programs were completed, brought into the next meeting of principals and discussed by all present. These definite objectives have made our work more successful. Concentration of effort has increased the value of our school work.

Miss Kurtz, principal of Wood School, reports the following activities for that school:

"An experiment in civic responsibility was tried among the pupils of the eighth grade. These pupils elected the officers of the Civic League, who formed a council to regulate the order on the playground, hall and sidewalk. This council held meetings to consider any questions arising in regard to their work and their decisions stood, subject to the approval of the teachers."

Miss Este Shrider, who is principal of the Northeastern School, reports as follows:

"Our aim this year has been to prepare the children to be better citizens. We have done this by teaching them to be more polite to one another and more thoughtful. Politeness to the people of the community has had its share of attention. The children have worked very hard in the care of the gardens. Both our vegetable and flower gardens have done very well. Many of the trees and shrubs which were set out on Arbor Day are living and help to beautify the yard. Besides this the boys built a bird house in which a family of wrens have their nest. All this helps them to be more interested in their school."

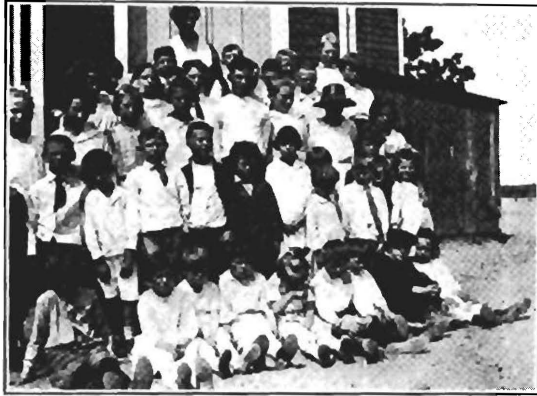
Millville has a one-room school called the Carmel School that is located about four miles from the center of the city. This school is in charge of Mrs. Gertrude Zellers, who has acted as teacher in that district for about sixteen years.

A glance at the building reveals just a common, ordinary structure with nothing to commend its location. A second glance shows a number of youngsters whose possibilities are yet to be developed.

These boys and girls gather each morning from the surrounding farms. Some come from foreign families, others are wards of the State, and others are sent down by a Jewish Society from the city of Philadelphia. Some come from families whose fathers work on nearby farms.

Let us see what such a school taught by a strong, faithful teacher filled with the missionary spirit is able to accomplish.

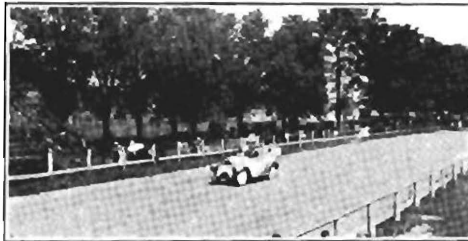
In the first place, we must count on an ever-shifting school population. During the time that Mrs. Zellers has been a teacher in that school, years 1905-1921, 53 pupils have graduated from the eighth grade. Of that number 18 have graduated from the high school, 5 are now attending high school and 5 others are to enter next September. Eighteen of the eighth grade pupils



CARMEL SCHOOL, (ONE ROOM), WHICH BELONGS TO MILL-
VILLE SCHOOL SYSTEM
(Remarkable results have been attained at this school.
See page 60.)



EVERITTSTOWN SCHOOL, HUNTERDON COUNTY
(This is a new two-room building)



RURAL SCHOOL FESTIVAL, HUNTERDON COUNTY



SCHOOL, CHEERS FOR FIELD DAY, WARREN COUNTY



went to high school from one to three years. Two went directly to a business school, one to a farm school and one to become a trained nurse.

Out of the total number three have been graduated from college while two are still to be graduated. They have graduated, or are attending such colleges as the University of Pennsylvania, Purdue and Philadelphia College of Pharmacy.

Some of the occupations engaged in by these eighth grade graduates are:

Storekeeper	2	Lumber business	1
Nurse	3	Telegrapher	1
Farmer (owner of)	1	Railroad man	1
Teacher	1	Drug store owner	1
Clerk in store	2	Conductor on trolley	1
Secretary and stenographer	7		

To-day we need strong, efficient, faithful teachers more than anything else. Communities, more and more, are beginning to realize the great work done by the successful teachers of the youth of the land.

The introduction of anything new into our school system always requires careful administration and work to bring out the best values. Even though but one year old, we believe that our continuation school has been of considerable value to its students. The manufacturing companies have given us strong support. Slowly but surely the students and parents have changed their minds concerning its use. A broader life has been opened to the students who were in attendance at this school.

The discipline among the boys was improved by the splendid co-operation of employers. The direction of this type of school without a single court case was largely due to the co-operation of the employers. One employer laid off help for a week on account of absence from school. Others administered reprimands to tardy, absent and recalcitrant pupils.

The Junior Red Cross has been a most active organization during the school year.

Since September of 1920 we have placed in hospitals for corrective treatment nine boys and girls, some of whom seemed almost hopeless cripples, but who, as a result of the efforts made in their behalf, are far on the road to recovery. Corrective braces have been provided those with hip and ankle defects, and a marked improvement is noted in every case. Ten pupils have been fitted with glasses. One girl was taken to a hospital and cataracts from both eyes were removed.

A service fund contributed by the children was the means by which the work of the Junior Red Cross has been accomplished.

All honor to the men who have served Millville in the capacity of board members. May good men continue to be willing to serve in that way thinking that it is a public trust that none may refuse. May the men who now have the office feel the continued co-operation of this community and find their every effort appreciated by citizens living in this city.

Don C. Bliss, Montclair—The two most important achievements of the year, are the development of previous plans for promoting the health of

school children and the utilization of intelligence tests as an aid in the proper grading of pupils.

While definite standards for measuring the health of school children are lacking, the amount of malnutrition determined by the relation between height and weight as shown on the published charts of the United States Department of Education was selected as the most satisfactory index.

A preliminary survey in October showed that 34 per cent of the children in the schools was more than 7 per cent under weight for their height. While this is far below published records of many schools—over 60 per cent of malnourishment is sometimes found—the conclusion was reached that a better state of affairs could be secured by a definite campaign to remedy the situation.

Accordingly, the United States Department weight charts were posted in every classroom, and the record of every child was then taken four times during the year, and his weight and height entered on the chart. Children were encouraged to correct faulty habits of living, tracing on the chart the direct result of their efforts. In this way the teaching of physiology was strongly motivated.

By an arrangement with a neighboring dairy, milk was placed on sale in all the elementary schools, with one exception. About 1100 children availed themselves of this opportunity to purchase a glass of milk in the midforenoon. The work in school was supplemented by talks to parents, bulletins to the homes and articles in the local press. Results were at once apparent; the percentage of malnutrition steadily decreased until at the close of the year it had been reduced to 15 per cent, or a gain of 47 per cent.

During the year particular stress was placed upon the recreational side of physical training. Play was a regular part of the day's program. This was supplemented by the formation of boys' and girls' clubs, meeting after school hours, and designed to promote the physical well-being of the voluntary members. These clubs were under the direction of regular members of the teaching staff, selected because of their special fitness for such work.

For some years there has been a growing desire for a high school athletic field under the direct control of the school, where practice games and athletic contests might be held, and regular inter-scholastic matches played. One of the city parks, a short distance from the high school, has recently been set aside for this purpose, and \$17,000 appropriated for its development. This appropriation was supplemented by gifts from interested citizens, approximating \$13,000. When completed, the school will have a fenced field containing two baseball diamonds, two football fields, two hockey fields, a running track and tennis courts, together with a grand stand and dressing room facilities.

Achievement tests for academic subjects have been in use in Montclair for some years, but they failed to give the necessary information concerning the pupils' natural ability. Necessarily, the instruction was adjusted to the requirements of the average pupil. As a result, the bright children were never required to work up to the limit of their capacity, while the dull pupils were hopelessly out-classed, and grew to feel that failure was the natural and accustomed thing. The determination of the intelligence quo-

tient of some 600 pupils resulted in a considerable amount of regrading of individuals with a decided improvement in the situation for both groups.

Plans are now being formulated to extend this work during the coming year.

David B. Corson, Newark—The opening of the continuation schools on September 20, 1920, was a matter of unusual interest. The enrollment of boys was 1,289 and of girls 1,301. Children between fourteen and sixteen years of age who are forced to leave school should have educational opportunities to better fit them for work and for good citizenship.

To the list of special schools and classes—ungraded schools, Binet schools, school for the deaf, classes for anaemic and tuberculosis children, classes for blind children—we have added classes for crippled children.

The children are transported to and from school by two auto busses. A woman attendant is on each bus to care for the children. One class is composed of grades 1 to 2 inclusive, and the other 3 to 8 inclusive. The regular program of studies for elementary all-year schools is followed, this being an all-year school. In addition, there is a specialist for the physical work and treatment of the children. Under the direction of the supervisor of medical inspection, she gives the exercises and treatment approved by Dr. Edgar Holden, a specialist in orthopedic work, whose services are gratuitous to the board of education. A hot luncheon at reasonable prices is served in the school under the auspices of the Alumnae Association of the High Schools. The teachers of the school, Miss Emma L. Wettlin and Miss Ida M. Smith, were selected because of their excellent training, their broad and successful experience, and their sympathetic and professional attitude toward the work with crippled children. The success of the classes is evidenced in the attitude of the children and their parents. Since only fifty of the three hundred thirty-seven crippled children of school age discovered at the time of the survey can be accommodated there is marked appreciation of the privileges of the school by those enrolled.

Physical education in the schools has been further expanded by the appointment of a physical training supervisor for corrective work. Under her supervision corrective exercises are now a prominent feature in our course. Cardiac cases are segregated in the high schools and exercises are prescribed for individual cases. The direction of this work is with the advice and assistance of an advisory board of distinguished specialists composed of Dr. Edward J. Ill, Dr. Charles E. Teeter, and Dr. Edgar Holden, Jr., co-operating with the departments of physical training and medical inspection.

The outstanding fact in the history of the schools of Newark for the last year is the improvement in income and in tangible rewards for the teachers. Last year \$400 increase was granted and this year \$200, which constituted the \$600 increase recommended, together with the raising of the maximum \$1,000 through a series of years. The new salary schedule allows for annual increments of \$100 and \$200, according to position on schedules, instead of the \$50 and \$100 formerly allowed. The actual increase of salary received by individual teachers under the new schedules varied from \$200 to \$600. Then for women who were to receive the same salary as men in the same positions, there was an initial increase of \$200 as a first step toward equalization.

In addition, following a practice which originated in granting to teachers who requested the privilege, teachers who have served satisfactorily in the system ten years are allowed a year for study with, at least, half pay, and those who have served satisfactorily for twenty years are allowed a leave of absence for a year on, at least, half pay, for rest and recreation. Further consideration has been shown for teachers by the adoption of rules providing for full pay for five days' absence for personal illness, and full pay less substitute's pay for forty days' absence for personal illness. These rewards and evidences of appreciation taken in connection with permanent tenure, disability and retirement pensions, and good social position and public appreciation of the important calling of the teacher, make the work of teaching highly attractive. The public estimate of the teacher and his work and the new rules insure the Newark teacher honor, certainty of good income, protection in sickness and in old age. There should be no dearth of teachers.

A very large number of teachers in our schools take college and university courses in order to secure the advantage of a "skip-step" in the salary schedules. The provision is that for ninety hours of college or professional work, together with a teaching record of not less than "good" in instruction and in discipline, teachers having permanent appointment may in every three-year period be advanced one step on the schedule. For years Newark teachers have been taking college and professional courses under the auspices of New York University. At first this was done in lieu of the examinations for promotion; now great numbers are doing so because of the prospect of a worthwhile reward. Indeed, there is some danger that teachers in their enthusiasm will make their own college work primary and the teaching of their classes secondary. The intent was to have teachers take one thirty-hour course each year for three years, but in their zeal many teachers are taking much more work.

Ira T. Chapman, New Brunswick—A native white population with those of a percentage of native white blood makes up a little more than one-third of the inhabitants of this city; foreign-born somewhat less than one-third. Foreign-born, combined with those removed one generation from a foreign land, account for nearly two-thirds.

There are now employed for the public schools one school physician and one nurse. The physician, in addition to his duties as inspector, maintains a school clinic one morning and one afternoon each week. For next year an assistant nurse has been appointed. There will also be a dental clinic for part-time, with a dentist in charge. The attendance department is in charge of a woman supervisor and two men assistants assigned to this work by the city.

There has been an increase of more than 60 per cent in the enrollment of the foreign-born over 20 years of age; an increase of about 50 per cent in attendance at neighborhood and mass meetings. Co-operation of foreign societies of value in stimulating interest, particularly the Italian and Hungarian Civic Societies.

Home classes for non-English-speaking women were organized. The colored community organization at Nathan Hale was very active during the past year.



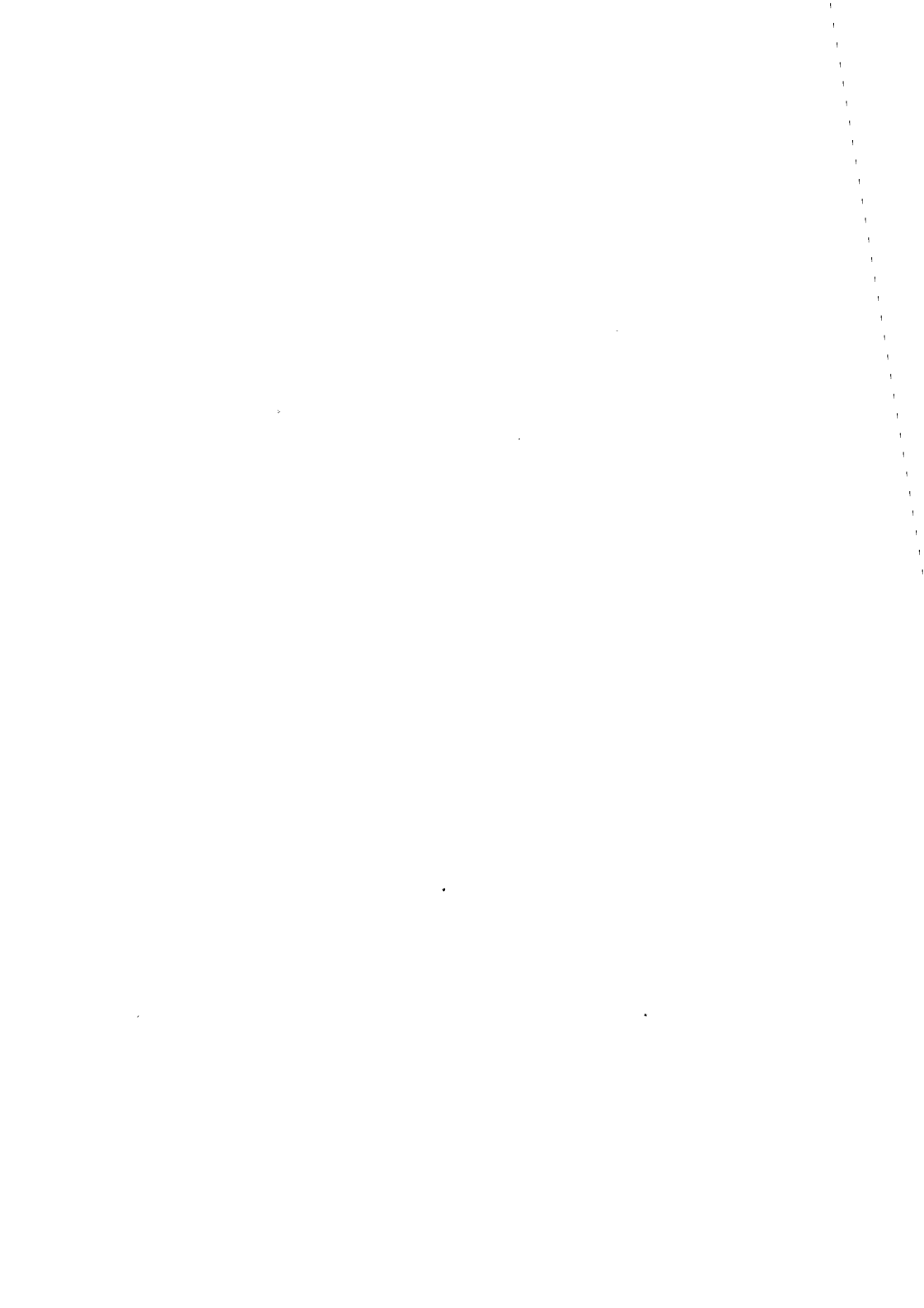
EMERSON EVENING SCHOOL, HOBOKEN
CLASS OF FOREIGN-BORN



MISS E. WINIFRED CRANFORD'S CLASS, BURNET SCHOOL, NEWARK
VISUAL INSTRUCTION



SCIENCE ROOM AT CLEVELAND SCHOOL, NEWARK



M. F. Husted, North Bergen—North Bergen schools aim for a five-fold development of its pupils. The old ideals of education cluster around mental, moral and physical development, in which system the mental qualities were dominant. The five-fold creed of North Bergen has been modernized and made practical. It clusters around the five H's—the development of the Head, the Hand, the Heart, the Health, and Hustle.

We have placed in the hands of our teachers, for use in the primary grades, "Right Conduct," a series based upon better habits for pupils in relation to the home, school, state and church. All available incidents in the school, the home and the national life of the child are used to impress upon pupils the necessity of right conduct.

"Hustle" stands for a development of American self-reliance and the proper use of time. We believe that schools are for all the children of all the people, and work accordingly. This means individual progress for all pupils. The effect of individual hustling is shown by our wonderful progress as revealed in our age-grade tables. For the coming year we have adopted a new form of report for pupils that will show to the parent the individual condition and progress of each pupil.

The wonderful progress that North Bergen has made in its educational development makes a banner year in the history of North Bergen schools.

The North Bergen Board of Education has adopted an adequate salary schedule for teachers, so as to insure excellent service in the classroom and to secure the continuance of the progressive efficiency for which North Bergen schools are noted. The minimum salary is \$1,200, the maximum is \$2,300, from the kindergarten to the sixth grade. The seventh grade maximum is \$2,400, and the eighth grade \$2,500. Improvement in teaching is also assured by a regular annual increase of \$100 in salary, and by allowing to a teacher annually an additional \$25 in salary for an approved and completed 60-hour course of study.

One boy trained in our defective class was paid \$18 per week. This high wage paid was result of war conditions. Our high school loss was but one pupil, showing a remarkably good conception of the values of a high school education among our people.

It has been a constant aim to impress upon principals, teachers, pupils and parents that the best teaching and the best learning are only possible attainments when there is excellent pupil attendance.

We believe that pupils should be trained to self-thinking and that they are helped much to this end if they are trained to extensive independent, silent reading under teacher guidance. Our library system has been organized for this purpose. We have differed in our plan from the conventional arrangements for libraries in schools. We believe that pupils should not only be trained to read, and to read intelligently, but that they should be trained (1) to enjoy reading, and (2) to form this habit of pleasurable reading in the early grades of school life (3) under the guidance of the teacher. We have accordingly organized not only our ordinary school libraries into class libraries, but have also provided a primary class library for each class of grades one to four in every school. The teachers directly supervise the distribution of books and their reading. The pupil reports upon

the reading done and discussion of these socialized reports made to pupil classmates is a regular part of the work done in English in our schools. Books are loaned to first grade pupils, so that they may have them read to them. Eleven years ago the plan of our primary school library was put in operation because the use of the ordinary plan library is too late in its application to meet pupils' needs, too late in guiding the desires and taste of pupils for reading, too late in forming the valuable basic habit of good taste in the selection of reading, and too late to form the habit of reading with pleasure, and therefore, too late in giving its valuable aid in the mental and character development of our pupils. For eleven years we have thus been practically using this phase of a silent reading method that is now being so much emphasized in educational circles.

Our primary school library is made up of the most interesting reading material for children that is available from the school book publishers. This primary library plan has received great praise from our talented State Librarian, Miss Sarah Askew. She finds our plan a unique one among New Jersey schools. Such work is of great assistance in the development of the thinking ability of pupils and the character development of pupils. Such habits are formed as provide for a wise use of leisure, the solution of which problem is as important as the solution of the vocational problem of life. We are greatly pleased that educational seeds sown and nourished in North Bergen, of the "Garden State," are found worthy of being transplanted into such great and famous states as Massachusetts and Virginia.

Early in October, 1919, under the direction of our school nurse, Miss Marion McNamara, a Snellen test of the eyes of all of our pupils was made. A novel health experiment was begun—a campaign for "better eyesight." In June a second test was made in order to verify the value of progress in this phase of health work. The June test of 1920 shows marvelous, practical, successful results.

The following extract shows a wonderful correction of defective vision:

A Snellen test card was placed permanently in the room. The children were directed to read the smallest letters they could see from their seats at least once every day, with both eyes together and with each eye separately, the other being covered with the palm of the hand in such a way as to avoid pressure on the eyeball. Those whose vision was defective were encouraged to read it more frequently, and, in fact, needed no encouragement to do so after they found that the practice helped them to see the blackboard and stopped the headaches, or other discomfort, previously resulting from the use of their eyes.

In 1911 and 1912 this same system was introduced into some of the schools of New York City. Many teachers used the system intelligently and persistently, and in less than a year were able to present results showing that of three thousand children with imperfect sight over one thousand had obtained normal vision by its means.—Bates: *Myopia Prevention by Teachers*, N. Y., Medical Journal, August 30, 1913.

One of the greatest problems of society is the education of its sons and daughters for a wise use of leisure, guidance for avocations as well as the vocations of life. Music reaches the emotions, develops the intellect, and gives character to the soul as no other form of educational work does. It

affords opportunities for a completer, a happier mental and moral development of the individual, and hence helps to stabilize society. North Bergen aims to intensify these values of developing beautiful voices and pleasing musical phrasing in reading.

James M. Stevens, Ocean City—The increase in teachers' salaries last year probably has considerable to do with the fact that Ocean City did not lose a single teacher this year. School is opening in September, 1921, with exactly the same corps of teachers that we had last year.

Once each semester the teachers of grades three to eight, inclusive, organize their pupils into health clubs and conduct a four weeks' campaign. The aim of the Health Club was to arouse and maintain the interest of the pupils in vital health topics and to aid in the formation of correct health habits. Each room was divided into health teams.

W. Burton Patrick, Orange—The following tabulation of enrollment clearly depicts the gain in attendance made by this department of the school system this year:

	1919-1920	1920-1921
Foreign classes	64	204
Grammar grades	137	143
Vocational	88	104
High School	196	185
	485	636

The large increase in the foreign classes is a source of satisfaction, for, in my judgment, there is no Americanization work being done in any place which can surpass the tuition which the foreigner receives in a well-conducted evening-class. The truth of this statement was in evidence to any one who attended the closing exercises of the evening school, for the results of careful instruction in how to obtain citizenship papers were shown in a dialogue between two of the foreign students, under the caption of "Questions and Answers in Citizenship." "A Conversation Between Salesman and Customer" showed the rapidity with which the foreigners gain a knowledge of English under suitable instruction. The program of the closing exercises, held on the evening of March 22, was an excellent sample of the work which was accomplished during the year.

At the closing exercises thirty students received citizenship papers, twenty-four graduated from the eighth grade, and one hundred twenty-five students received certificates for regular attendance. Of this latter number three had a record of attending every session.

Much credit is due Mr. McNaughton and his able corps of assistants for the excellent results obtained in the evening school this year.

A well-conducted dental clinic is an essential attribute to any school system, for regardless of the valuable information imparted to the pupils in a classroom, relative to the care of the teeth, this instruction functions in the most efficient manner when supplemented by practical work in a dental clinic.

Better health, increased attendance, and a personal pride in the cleanliness of the teeth, are all direct results of expert attention to this line, which cannot be too strongly emphasized as co-ordinating in a very beneficial manner with other departments of the system.

The public and private schools of this city are deeply indebted to Mr. Sidney Colgate for the inception and continuance to the present time of this important line of work.

For the past five years the sub-normal pupils of this system have occupied a building which is devoted entirely to this kind of work, and each year clearly demonstrates the wisdom of such action. No longer is there difficulty between normal and sub-normal pupils, for they come in contact with each other as individuals and not in groups, hence the elimination of all possible friction which otherwise occurred when the sub-normal classes were located in the different grammar schools.

Segregation of sub-normals makes possible many advantages to these pupils. First, a division of boys and girls; second, a further subdivision of each sex according to mentality, and, when this is accomplished, work progresses rapidly.

A real school spirit exists at this building for these boys and girls, considering their peculiar fitness for manual work, and the greater length of time which they devote to it, know that they acquire skill and obtain results which are not accomplished in any other school.

Through the efforts of the well-trained corps of teachers a spirit of cheerfulness is always in evidence. Often, when entering the building, I have heard the pupils singing a familiar song, even though they were busily engaged in caning chairs, making brushes or weaving rugs. Children do not sing when they are unhappy; hence, the only logical deduction to be made is that they are satisfied with their environment, and are happy in their line of work.

In addition to the academic work, which occupied about one-third of the time, the boys of the advanced division have caned over 400 chairs this year. They have wired 175 brushes, all of which are used by the janitors in the different schools of the system. The rate of speed for this type of boy is rather remarkable. For instance, one order of thirty-eight 14, 16, 18 and 24-inch brushes was completed by five boys in five days.

The teacher of the second division of boys approached her problem by a different, although none the less successful, method. Each month a new project was presented.

Among the articles made by the advanced division of girls were 20 sweaters, 24 rugs and 60 aprons. The receipts of articles sold by these girls amounted to \$182.13.

For the past six years special attention has been given to attendance, and that adequate results have been obtained from the efforts expended is evidenced by a tabulation sent out from the State Department, which shows the percentage of attendance in all places in the State. On this list Orange ranks first among cities, second considering all districts in the county, and third in the list of 475 districts in the State.

The effect of the excellent work accomplished in this department manifests itself in many ways. The spirit and attitude of the high school students is,

in no small measure, a reflection of the training received in the gymnasium. Few factors enter with more force into the discipline of a school than does the work of the physical training department.

The Day Camp, under the auspices of the Anti-Tuberculosis League of the Oranges, with a teacher provided by the board of education, took care of 23 children in the various schools, who were found to be tubercular in some form by the Von Pirquet Test.

This year a small lunch room was equipped throughout by the students of the vocational school. The tables and chairs were made by the carpenter shop boys, the heating system was connected by the machine shop boys, and the curtains, table linen, etc., were made by the girls of the sewing department.

The estimated commercial value of the work accomplished by the boys of the printing department this year was \$2,544. This work consisted of a spelling book for the carpenter shop boys, also one for the girls' vocational department, an issue of the "Vocational Stimulus," twelve hundred programs for the high school commencement, an equal number for the grammar grade exercises, a six-page folder for the Boy Scouts' Summer Camp, a pamphlet entitled "Books for Boys and Girls" for the Orange Free Library, diplomas for the evening school, and many other small jobs. One boy in this department was so enthusiastic concerning the work that his father purchased an equipment so that the boy might utilize his spare time at home in a profitable manner.

Realizing that each new feature of educational work has its critics, effort has been made to acquaint the people with the type of work being done in the vocational school. Exhibits have been held, and at the closing exercises of the school in June one number of the program, under the caption of "Vocational Activities," consisted of a picture of each shop thrown on the screen. The pictures represented the boys and girls performing their daily work in the shops. A member of each one of the shops briefly explained the activities of that department.

Fred C. Shepherd, Passaic—Last September the one-session plan was introduced at the high school, the session being from 8:15 A. M. to 1:41 P. M. The periods are forty-five minutes in length exclusive of passing time between classes. A twenty-minute period is allowed for lunch in the middle of the session immediately preceding the general exercise in the auditorium. According to the report to me from the high school principal, the arrangement has been most satisfactory to the faculty of the school, to pupils and parents, and to the majority of the citizens. Many pupils are reported as being able to remain in school on account of the one session since it affords them an opportunity to earn their way in part afternoons by remunerative work. The physical training activities and other activities outside of the recitation work of the school are greatly facilitated by the one-session plan.

The medical department of our city this year has more than justified its organization two years ago.

The department this year has consisted of three physicians and four registered nurses. One of the physicians is designated as the responsible head of the department. He is under contract to give three and one-half

hours per day during school hours to the work of the schools. The other two physicians are obligated to give two hours' service daily during school time. The nurses are on duty for seven and one-half hours daily, that is during all the school hours and after school up to 5 o'clock. This service has aided the attendance in the schools greatly and is accomplishing a great good in the community.

Just after Easter there was established, in charge of school hygiene department, a public school dental clinic. Toward the establishing, equipping, and operating of this clinic until July 1, 1922, the local Senior and Junior Red Cross Chapters presented to the Board of Education \$3,000. The board of education has agreed to take over the maintenance of this dental clinic after July 1, 1922. The parochial school children as well as public school children enjoy the benefits of this dental clinic. Inasmuch as defective teeth are one of the most common physical defects among children and directly effect their attendance at school and school progress, we are expecting great good to come from this dental clinic to the children of the city. A small fee is charged to all who are capable of paying it; otherwise the service is gratis. One dentist and an attendant are at present employed in the clinic for four hours per school day.

The evening schools for non-English speaking people were maintained this past winter as usual. The school was in session ninety-two evenings this past year. The number enrolled was 463. The total number of teachers employed including the principal was eight. Teachers were paid \$3.00 per evening, the principal \$4.00 per evening. The total amount expended was \$3,155.43. On the basis of a total enrollment of 463, the per capita cost was \$6.82. The total cost per night was \$34.29.

The department of manual and vocational training has continued its work with objective aims. This past year 50 per cent of the time was devoted to the making of articles for charitable institutions in the city. The materials for the garments made in the sewing department, were paid for by the Junior Red Cross Chapter. For the National Red Cross 590 articles were made in the sewing department, with a commercial value of \$590. For the Passaic General Hospital 280 articles were made, with a commercial value of \$103.65, and for the Passaic Orphan Asylum 488 garments with a commercial value of \$742.35. The girls made 1,389 garments for themselves with a commercial value of \$3,354.33. The materials in these garments which were made full size for the girls themselves were paid for by them.

So far as possible the work of the shops is productively carried on. All of the printing for the schools is done in our print shop. All of the towel-ing used in the schools is made in our textile shop. Many useful pieces of furniture are made in the woodworking shop.

The cooking laboratories are so conducted as to be practically self-supporting by serving lunches to the teachers at the noon hour. For example, in our School No. 12 the cooking department was entirely self-supporting so far as cost of materials used was concerned.

The following table shows the total productivity of these various activities and gives both the cost of materials and commercial value:

<i>Shop.</i>	<i>Material Cost.</i>	<i>Commercial Value.</i>
Woodworking	\$559.51	\$1,389.41
Printing	731.45	1,697.75
Textile	136.61	1,413.39
Machine Shop	11.15	125.32
General Shop Continuation School	320.00	535.00
Cooking, No. 12 School	3,390.39	3,391.82
Sewing	2,392.49	4,820.30
	\$7,541.60	\$13,372.99

The difference between the commercial and material costs fairly represents the saving to the school board over what they would have to pay in the market for the same articles. The school board has been freed almost entirely from even the cost of materials in the cooking and sewing departments.

We have established in the continuation school a placement bureau through which some twenty boys succeeded in finding employment during the year. The employers of labor are resorting more and more to this bureau. The work was well organized during the year and well conducted. There has been a growing appreciation both among pupils and their parents of the work of the school.

In the elementary schools there was much interest stimulated in the project method of teaching. A number of teachers have undertaken it with their classes. The industrial arts work of the schools facilitated the work by the project method. Excellent foundations have been laid in this line for further progress the coming year.

Teaching children how to study, motivation of school work, development of initiative, self-reliance and resourcefulness, learning by doing—all for the purpose of cultivating the right qualities of citizenship for a successful democracy—are ideals which have been steadily kept in mind and have guided our endeavor.

J. R. Wilson, Paterson—The efforts of the teachers to meet the high cost of living was supported with liberal appropriations by the board of education and the board of school estimate. Our teachers received an advance of \$100 as the regular scheduled increase in salary, a special increase of \$200, and a bonus of \$200. Under this plan the income of every teacher in the system was increased \$500 for the year. For next year the \$200 bonus has been made permanent salary and each teacher will receive the regular advance of \$100. The \$500 increase of the present year becomes, therefore, a permanent increase.

The continuation school was organized on September 20 and continued for six hours a week throughout the year for thirty-six weeks. Paterson had no empty classrooms for the accommodation of continuation school pupils on an all-day plan and there was no available floor space in the

city that could be rented for the purpose. Our classes were organized, therefore, in the regular school buildings, using the classrooms after the dismissal of school in the afternoon. Continuation classes were conducted three afternoons a week from three o'clock until five o'clock and teachers from the regular schools were employed as instructors. Classes were also conducted in two of the large industrial plants of the city. One of these was the class at the Van Raalte Mill which has been organized for the past three years. One thousand, six hundred forty-six different pupils were enrolled in the continuation classes. A great many pupils, of course, gave up the work as soon as they reached the sixteenth birthday. Seven hundred thirty pupils were registered when the continuation school work ended the middle of June.

The dental clinic has been in operation on full time during the year. Seven thousand seven hundred fifty-seven patients were treated at the clinic and, in addition to these, hundreds of children were treated by their own dentists after the need for treatment was reported by the inspectors.

In two new school buildings special attention has been given to rooms for anaemic children and rooms for mental defective children.

S. E. Shull, Perth Amboy—The health side of school work was given marked impetus during the year. A dental clinic was established early in the year under the joint auspices of the local Red Cross, board of health and board of education. The clinic was open to all school children, parochial and public, two afternoons weekly. The value of the clinic became so apparent that steps are being taken to provide for its maintenance during each of the five school days of the week.

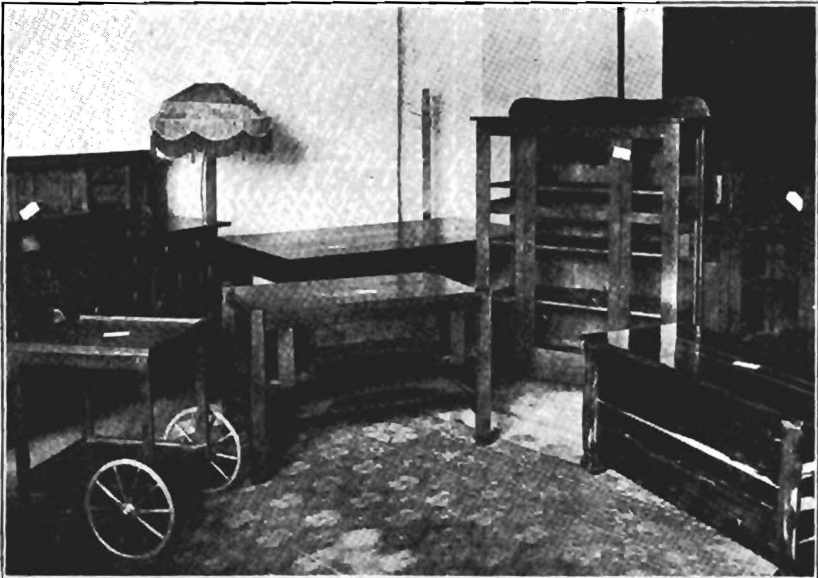
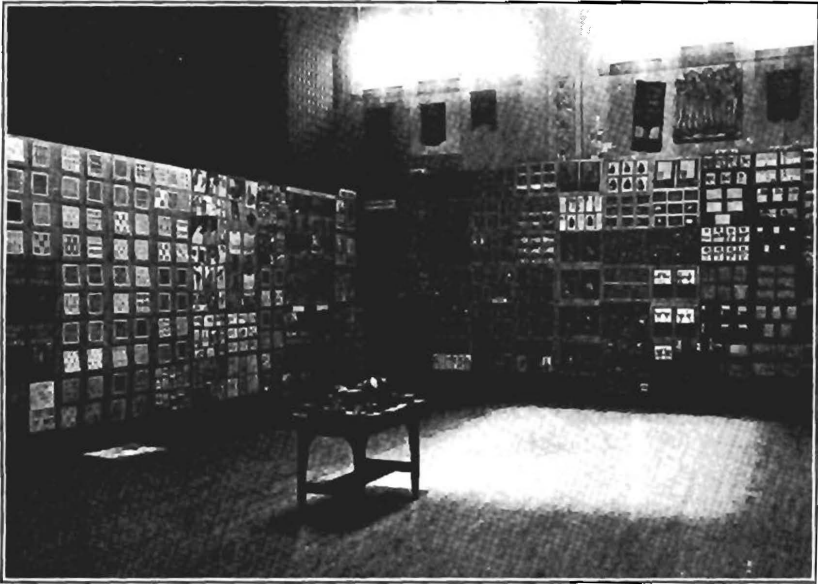
In conjunction with the Red Cross a nutrition specialist has been giving her full time to the children of one of the schools, one where nearly all pupils were of foreign parentage and where the need was greatest. The specialist discovered 33 per cent of the pupils of this school were more than 7 per cent under weight. More than half of these latter were 10 per cent or more below normal weight.

William C. Sullivan, Pleasantville—Many of the teachers have participated in community activities, and thus brought the schools into closer touch with the home. More interest has been manifested in school work on the part of parents.

The printing work has stimulated and strengthened the work of the grades in English. Compositions were written for the monthly school paper. The type was set by the pupils. The proofs were read and corrected in English classes. Linoleum cuts were made by the pupils, and these were used in improving the appearance of the paper.

The Parent-Teachers' Association, with the assistance of the board of education, has been instrumental in raising sufficient funds to establish a summer playground, which will soon be ready for use.

William F. Little, Rahway—If we expect a better Rahway we must train up a generation with keener vision, broader outlook and higher ideals. Otherwise in the next twenty years our town will not improve, but will



MANUAL ARTS EXHIBIT
RAHWAY PUBLIC SCHOOLS



actually go back. To give such a training can only be done by maintaining the very best possible school system compatible with our means. It is not necessary to be extravagant. All that is needed is simply to meet the requirements of modern developments. The best in modern theory and practice should be within the grasp of every child from the time he enters school until he leaves it.

The board of education of Rahway has acted with a singleness of purpose that is rarely found in a similar group of men. There has been but one slogan, and that slogan has been kept constantly in mind by the members. It reads—"For the Good of the Schools."

The following are some of the things actually accomplished:

1. An enriched curriculum in the high school.
2. A new building for the Franklin School.
3. An increase in the number of teachers.
4. A higher standard for teachers.
5. Greater care for the physical well-being of pupils.
6. Purchase of extra playgrounds around the grammar school buildings.
7. A seat for every pupil in the city. This year Rahway has had no part-time classes.
8. A spirit of harmony and enthusiasm among the teachers.
9. A decided improvement in athletics.
10. The best playground in Union County.

I wish to congratulate the board of education and the city upon the fine showing for the year and the splendid outlook for the future. We were never in a better condition to do effective work, and every energy will be directed toward meeting new conditions that are constantly arising.

A. J. Dohner, Salem—The plans for next year provide for intelligence group tests in the fifth and ninth grades. The results will become a permanent record to be used not only by the office, but by principals and teachers, for whatever value they may have when compared to the pupils' scholarship standing. Standard tests in the various subjects will be used at irregular intervals throughout the elementary grades, as well as in the high school. These tests are to serve a twofold purpose—(a) to help the teacher in standardizing her report marks for pupils, as well as all other marks she gives a pupil in daily work, tests, final examination, etc., and (b) to assist the supervisors in raising the standards of the entire school system. In this connection I also plan to use comprehensive examination questions and other similar lists of questions.

We are working for a more efficient school system, and we realize that we have plenty of room for improvement.

O. O. Barr, South Amboy—The only innovation during the year was the work of the school nurses. This was made possible by the co-operation of the board of education and the Child Hygiene Department of the State. The nurses carefully looked after the general health of the children, their cleanliness, and followed up the work of the medical inspectors.

H. A. Sprague, Summit—The total enrollment for 1919-20 was 1,876. This year the total enrollment has amounted to 1,914.

Forty-eight students have graduated from the high school and 106 from the eighth grades. In 1919-20, 37 graduated from the high school and 101 from the eighth grades.

Approximately 74 per cent of the students who graduated from the high school will enter colleges or institutions of higher education.

Teachers and principals were highly pleased to receive visits from 732 parents during Visit-the-Schools Week, and approximately 170 visitors from out of town during the school year.

The circulation of books from the Summit Public Library to boys and girls in the public schools has increased about one-third during the past year. The public library has been a constant source of help to our high school and elementary schools. The librarians have been most co-operative in all relations.

Luther N. Steele, Town of Union—Mr. John Borg, a graduate of the Town of Union High School, class of 1897, has established a scholarship at Rutgers College known as the "I. W. Gowen Endowment Fund," which pays \$1,000 a year, and is open to boys attending the Town of Union High School for four years and who graduate. Thus a boy would receive \$1,000 during his four years in Rutgers College from this fund. This fund was established during the year and went into effect last September. Alvin Schaediger is the first holder of this scholarship. The North Hudson Women's College Club gave a scholarship to one of the girls. A scholarship to Hamilton College was secured by the superintendent for one of the boys. All these scholarships were given to graduates of the class of 1921.

During the past year we have given oral or mental arithmetic a prominent place in our school system. We find that pupils are eager to do this work, and that it strengthens the pupils greatly in answering written problems. We are doing a great deal of work in oral English in our school system, especially in the higher grades. We find that the teaching of oral English is bringing a new bit of enthusiasm into the scholars' school life. They are most eager to speak, and to speak correctly.

Our children must have health before they are able to study. We are very particular in this department and very thorough. The nurses follow this up in going into the homes. We are keeping an exact record of every pupil, and especially pupils that are recommended to their family physician for further treatment. This work is all followed up and recorded by the nurses.

Our dentist is working two days in a week, beginning with the smaller children by inspecting their teeth, educating them to keep their teeth clean, teaching them the advantages of having sound teeth and telling them of the thousand and one ills that come from unsound teeth.

Last year the Salvation Army distributed free hot milk with crackers to those children selected by the nurses as being undernourished. This year the board of education has provided money in its budget to be used to distribute milk to undernourished children. This will come directly under the supervision of the school physician.

William J. Bickett, Trenton—The chief aim of all school activities during the year 1920-21 has been to improve instruction, and toward the accomplishment of this aim all lines of activity have been directed.

Granted that good teaching cannot be done unless teachers definitely understand what is to be taught in a given grade, the line of greatest attack has been to formulate a course of study.

The work of outlining the course of study was under the direct supervision of the superintendent and an executive committee of supervisors, principals and teachers. This committee in turn appointed subject committees which involved about two hundred teachers, principals and supervisors, and covered subjects of English, reading, penmanship, spelling, history, civics, geography, arithmetic, industrial arts, music, fine arts and home economics.

The work in administration, while only bearing indirectly on the general aim of improving instruction, has, nevertheless, worked toward that end. It has been found necessary to establish some uniform method of obtaining and recording data concerning attendance, enrollment, promotion, etc. To this end we introduced the Strayer-Englehardt Elementary Record Book, making such changes and alterations as fitted our needs. The matter of simplifying records reduced the details to a minimum, and the departure began a scheme of keeping records which will end in an accumulative record of value.

As a means of improving instruction three different surveys were made—the first, that of procuring accurate age grade data; secondly, that of classifying and grouping children on the basis of the teacher's estimate of capacity and attainment; and third, that of grouping and classifying them on the basis of an intelligence quotient.

The whole plan of pupil diagnosis resulted in an "individual child" campaign. Special arrangements were made to coach children, classes for children having language difficulties, special groups to receive special attention for one reason or another were organized, and by means of an amplified or varied program and course of study it is estimated that 14 per cent of the children was advanced by the reorganization. The effect of the work shows plainly in our annual promotion statistics in which 92 per cent of the children was promoted this year.

The work of testing by the individual teachers accomplished two ends. In the first place it taught the actual use of tests as a means of procuring a scientific point of view. In the second place the teachers were able to see that the results of the tests are an analysis of their own teaching methods. All this has had a remarkable influence on teaching, and if followed by a careful use of educational tests for diagnostic purposes remarkable results may be procured.

The interest in pupil diagnosis naturally reacted in the health department. Investigation showed that 25 per cent of our enrollment was 10 per cent under average weight for the height and age. Of these about one-quarter gained and was rated at the end of the school year as average. The improvement was due to several lines of endeavor. In the first place definite instruction along health lines was given in hygiene and civics. This work led indirectly to health improvement in the home as well as to the formation of correct health habits. About two hundred of the malnourished children were placed in special malnutrition classes. These classes which were opened in six different schools were given at the noon session a carefully planned lunch and rest period. The improvement made by the other children was due perhaps to the even routine and habits which are incident upon school

attendance. It is to the remaining 75 per cent of these children that we must direct our attention next year. To show the home how the experiment worked with the two hundred children in the malnourished classes becomes the task of the school. To follow the instruction offered by the school in the home becomes then the problem of the home. Overcoming such a health condition becomes an educational problem in the school, and the results of the experiment would show that it is giving proper direction and instructions to the home concerning individual children that overcomes the difficulty rather than by actually having the school treat the individual children. Due to the generous support given to our schools by the Red Cross we were able to finance the experiment. Including equipment and extra workers outside of the help given by our medical inspectors and nurses who did the work as part of their regular program, the cost averaged \$.37 per child per day. For meals alone the average cost was \$.25 per day per child.

The formulating of a new salary schedule which operated automatically throughout the system naturally failed to adjust the salaries of those who had rendered service during the past years. It was consequently necessary to make such an adjustment for experience within the system, and the following scheme was adopted: For all teachers who had been within the system for three years, and less than six, an added increment in salary of \$50 was granted; for six years, and less than ten, \$100; for ten years, and less than fifteen, \$150; for fifteen years, and less than twenty, \$200; for twenty years, and less than twenty-five, \$250; and for twenty-five years and over, \$300. The plan it is hoped will bring about a feeling of confidence in its board on the part of the teachers, and indirectly make for an esprit de corps so necessary for the co-operative work of teaching.

Arthur O. Smith, West Hoboken—For the year just completed the town of West Hoboken raised three hundred and twenty-two thousand five hundred dollars (\$322,500) for teachers' salaries. This is in the neighborhood of seventy thousand dollars (\$70,000) more than was raised for the same purpose in the budget of 1919-20. The effect of this has been two-fold:

First. Better contented teachers.

Second. As a result of the first, better work has been done throughout the entire system by which the town is reaping direct benefit.

In consequence of this her standard is raised, and we should and have the right to exact better preparation, better teaching and better results. To gain this end, also, I wish to state that the board of education paid four hundred dollars (\$400) toward certain pedagogical courses on the project method of teaching for the benefit of the teachers in the system. The balance of the cost of this approved course was borne equally by the members of the class.

We realize the urgent need of cultivating "thrift" in a town consisting of a cosmopolitan population. With this in view, we are fitting out a banking room in the Emerson High School in charge of the head of the commercial department. The privilege of the use of this bank will be extended to the students in the high school and the pupils in the upper grammar grades in the school system. The bank in town nearest the high school has been chosen as the depository for our convenience. In return this bank is printing the greater part of all of our forms for us free of charge.

The pre-eminent lessons to be learned are at first three-fold:

First. To cultivate habit of saving.

Second. Practical experience in knowing *what* and *how* to do when going to a bank.

Third. Practical experience gained by the members of the senior classes in the commercial department of the high school, in keeping the books.

For the first time the girls who graduated from grammar school made their own "middies" and skirts which they wore at graduation. Each of these costumes did not exceed a cost of three dollars (\$3.00). Thus, besides the accomplishment, we had a beautiful sight at graduation in which every girl was dressed as well as her neighbor and no one was embarrassed:

As an annex to our evening-school we established three foreign-born classes in rooms provided by the Schwarzenbach-Huber Company, the largest silk manufacturers in our town. These sessions were held from five until seven o'clock P. M., immediately following the completion of the day's work. The firm furnished sandwiches and coffee at six o'clock free of charge to all who attended these sessions of the school.

So successful was this venture that we are asked by these manufacturers to broaden our scope of instruction in their plant for next year.

EXTRACTS FROM ANNUAL REPORTS OF HELPING TEACHERS

Cora Schaible, Atlantic County—As in former years, I have taken beginning teachers into rooms to observe good teachers and have had demonstration lessons in our teachers' meetings.

At the beginning of the year Bargaintown and Northfield schools began to perfect plans made the previous spring for lunchrooms in these schools. During the first week of school the pupils of the sixth, seventh and eighth grades in Bargaintown canned 197 quarts of vegetables, under the direction of Miss Frances Forman, the county teacher of home economics. The vegetables were donated by the farmers and the jars by the housewives in the neighborhood.

In all cases the children conducted the lunchroom, and were responsible for its care and for the preparation and serving the food. The boys were interested and took as active a part in this work as did the girls.

The Parent-Teacher Associations connected with these schools gave their support to the projects and were enthusiastic in their praises of them.

Between four and five hundred people attended the Egg Harbor Township Festival, held on the Bargaintown school grounds. The day began with a grand march, with all the children in the township in line, each school wearing a cap of its own particular color. The march ended in a mass formation around the flag pole, where opening exercises, such as we have daily in our schools, were conducted. Then followed drills, folk dances, formal gymnastics, tactics and athletics, with a lunch-hour dividing our program. People had such a good time and said so many praiseworthy things about our work that the teachers and I felt well paid for the efforts we made in preparation for the day, and voted to make it an annual community day for the township.

Agnes E. Brown, Bergen County—At the beginning of the year all positions were filled with the exception of one rural school, which did not open until September 27th.

After a general survey of the territory, school conditions seemed to be much improved over the past year's experience. I regret to say that the standard of our teaching force was not so high, because of the scarcity of teachers and the unwillingness of girls to take a one-room school and live away from home. We were obliged to have several untrained girls.

Group meetings were held with special reference to the new State rules and regulations.

The following is a list of subjects I wished to have emphasized throughout the year:

1. More demonstration teaching in teachers' meetings.
2. Development of pupil leadership and responsibility with reference to taking charge of morning exercises and special programs.
3. Physical training with reference to health clubs, physical development and equipment.
4. Special attention to Visit-the-Schools Week.
5. Project teaching.
6. Better community work through the pupils and Parent-Teacher Associations.
7. Nature work: observance of seeds, flowers and birds.
8. Play stores: collection of cartons, making money and posters by school children.

In September, at Oakland, a most educative and interesting demonstration in canning was given for the benefit of the older girls, parents and friends interested.

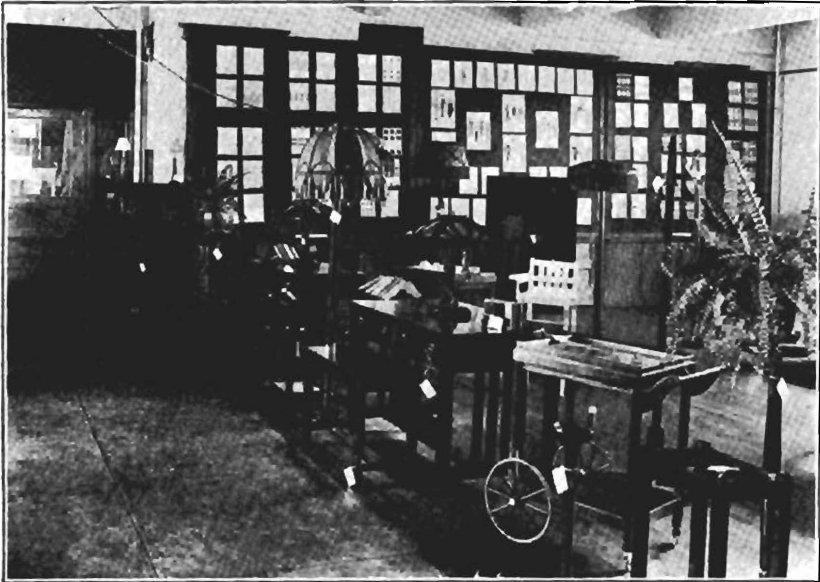
During the same afternoon an exhibition of garden produce, including flowers, fruits and vegetables, was given by the pupils, who had gathered them from their gardens.

With the idea of developing pupil leadership and responsibility further than taking charge of opening exercises, each school elected school officers—president, vice-president, secretary, and treasurer. A constable was also elected.

In most cases the officers were only elected for a month or so. It gave more pupils the opportunity and experience of holding some office in the school during the year. Very few of the pupils mentioned would continue school after finishing the eighth grade.

The school yards deserve special mention for their neat appearance. The pupils have taken great pride in keeping them in good order.

Spelling contests have been a helpful fad with us this year. Seventh and eighth grade pupils in one school challenge the pupils in a nearby school. The teachers agreed with me that the pupils have had a thorough drill in the most common mis-spelled words. They have become more familiar with spelling as a subject, in a social manner, and been inspired by team and class work, overcome self-consciousness to a certain extent, learned to be good



MANUAL TRAINING PROJECTS
FLORENCE AVENUE SCHOOL, IRVINGTON



WOODWORKING AND SEWING PROJECTS
FLORENCE AVENUE SCHOOL, IRVINGTON



losers, hosts and hostesses. The "get-together" spirit has been invaluable for all involved.

Interesting debates have been given by the seventh and eighth grades. Pupils have visited other schools where debates were given to get ideas and help. Visit-the-Schools Week was more successful this year. The parents seemed to realize their obligations more, which was brought about in the organization of our Parent-Teacher Associations.

This has been our red letter year in Bergen County with the organization of live Parent-Teacher Associations.

During the spring months our attention has been called to nature work. I have been able to take May Day walks with nearly all my pupils. Each pupil was supplied with pencil and paper to keep account of the names of the birds seen and heard, and the wild flowers found. Pupils have made individual booklets. We have all become nature lovers.

Our field days, or May Day festivals, have been a vast improvement compared with those of the past years. The success was due to Miss Packer's help and suggestions, reading the helping teachers' reports, experience in past years, and strong support of the Parent-Teacher Associations.

The play stores have been very much worth while in the rural schools this year. Pupils have learned to be more courteous, more skillful in handling money, and have been able to develop originality in the making of posters in connection with the advertising of the articles in the store.

Ethel J. Hartung, Bergen County—The accomplishments for the year have been most satisfactory, due to intelligent interest and co-operation on the part of the teachers, pupils, parents, boards of education, county and State authorities. With all ideals there are disappointments, but in the main the strides toward worthy goals have been gratifying.

When the school opened this year there was a shortage of teachers. This naturally handicapped our progress for the months of September, but this condition was remedied by October. At this time we began work with zest and zeal.

The educational standards of the teachers were much higher than last year as shown by the number of college and normal graduates, there being six of the first and twenty-seven of the latter. The remainder of the teaching force consisted of high school graduates, properly certificated.

I cannot appreciate too highly the attitude of the teachers in their reception of the projects that were suggested to them. By their excellent co-operation and team-work much better results have been accomplished and a much happier and successful year has been realized as the result of that spirit. My only regret is that we must lose so many of our best teachers each year.

Feeling sure that visiting days were needed in my territory, I appealed to the several Boards to grant this privilege. This was very readily done. Some of the Boards requested me to accompany the teachers on their visiting day. This I most willingly did. In other schools I taught while the individual teacher visited some specified school. In all I taught twenty-three days for these visiting teachers. By being in charge of the various classrooms I learned more than my trips could have revealed concerning good and bad features that were prevalent.

After the visiting days were over a report was written and meetings were called (exceptions to this were when I accompanied teachers) to discuss worthy features that had been noted during these visits.

"A program of studies to be effective must take account of the needs of the pupils taught." Therefore one effort toward improvement of the rural curriculum was to eliminate as much unnecessary subject matter as possible and for it we substituted local material. There is so much available subject matter close at hand that to omit its possibilities is quite regrettable. By adapting this local material vastly more interest was manifested both by pupils and teachers.

The pupils, teachers, townspeople and boards of education realize the need of proper playground facility and playground apparatus. Several noteworthy additions have been made. Some of the balance bars, basket-ball standards, etc., have been made by the boys in the manual training department.

As a new feature the boards have bought professional books and magazines for the schools, and I can assure you that very good use has been made of them.

On my visits to the several schools much emphasis has been placed on civic beauty and the pride that accompanies every effort of good citizenship. Beginning with school buildings and playgrounds we applied our knowledge to all property, etc. The Athenian Oath has been our criterion to a great extent.

Just an incidental example of civic pride is shown in the following excerpt from one of my reports from a principal:

"A recess if fifteen minutes is taken during the morning when children and teachers, too, play what games they wish, perhaps with balls or bean bags. There is no fighting, no bad language used, and the prompt response to signals, the formation of lines and orderly marching out and in save much time, but more important than this they add to the children's pride in their school and have a distinct value in their training. The big boys and girls assist the little ones. Everybody tries to throw paper, fruit skins and all unsightly articles into the receptacles provided, thus helping to keep the school grounds attractive. The twenty-minute period for physical culture has been given out-of-doors in the afternoon, each teacher directing her own group exercises, and at such time as she may find convenient.

At noon the children have from a half to three-quarters of an hour free play, the playground being under general supervision.

Out-of-doors and indoors there is an atmosphere of happiness, helpfulness, honesty, earnestness, loyalty and co-operation due not only to the pupils, but also to the wise and sympathetic supervision of their teachers.

Much more can be said of changes that have been made by the teachers and pupils in the smaller schools toward improvement of the playgrounds. Flower beds have been made, stumps and stones have been removed, altogether my two-room schools presented quite a different aspect at the close of the year from that at the beginning. In these two buildings we had flowers—hyacinths and Japanese lilies blooming throughout the winter. One mother hearing that we were attempting to produce a somewhat liveable appearance in the school, presented five pictures, two globes of gold fish, and an oil stove for our school lunches.

Special mention should be made of the generosity of Mr. George LaMonte, who contributed baseballs and bats. These were received with the greatest sounds of appreciation. Had Mr. LaMonte been present at the presentation he would have felt amply repaid for his kindness. He brought joy to the hearts of those kiddies in no small degree.

"The attainment of a sound mind in a sound body is the end of education." Therefore our first duty is to begin with the building of that body, so that there is a proper foundation for the sound mind.

Manual training should be in more schools. If the people but knew what a benefit it proves to their boys there would be less hesitation in the adoption of this phase of education. Creskill proved prize winner in the work from the manual training shop. Bulletin boards were made in every school, whether the school was equipped with woodworking material or not.

The following is a pupil's report to me about a bulletin board:

"Every pupil takes a keen interest in our bulletin board, which occupies a part of the space in the lower hall. Pictures from illustrated newspapers, from magazines and other sources are displayed, as well as appropriate reading matter. Here the monthly report is posted, and the grade having the highest per cent of attendance and the one having no tardy marks are honored.

The school nurse and the nutrition worker were very faithful in the performance of their sundry duties for the short time that they have been in my territory.

The attendance for the year was excellent in many of the schools. Two schools were high for the year's average, one being 95.3 per cent, the other 95.6 per cent. The old type of honor roll was attributed as the cause for a high percentage in one school.

Sixty-seven pupils received perfect attendance certificates, some of these having held this record for three or four years.

I have much pride in the types of children that were graduated in June, and in the excellent records that they maintain throughout the year. Surely these boys and girls should do creditable work in high school.

Nora C. Leiter, Bergen County—On the 7th of September I reported to Mr. Wooster and was assigned, as my portion of the office work, the regular certificate cases that go through our office.

On the first Thursday in September was held the first of Mr. Wooster's monthly conferences with his helping teachers. Here I received my first realization of the honor of being a helping teacher.

Certain territory was assigned to me—Maywood, Emerson and Woodcliff Lake—and the general policies of the year were outlined.

Each of the three Bergen County helping teachers took me in charge for a day, and by trips over her territory showed me actual conditions and problems and how she coped with them.

During the remaining weeks of September I made several unofficial visits to each of my schools in order to get acquainted with the teachers and learn the condition, difficulties and particular needs of each school.

It seemed to me that I could be of the greatest service if I concentrated my efforts on one or two things each year.

As I went about among my teachers I came to feel that if I could first change the attitude, then improve the teaching of one of the basic studies, it would be all I could hope to accomplish my first year.

I felt that if in place of the iron rule so frequently thought to be necessary there could be inserted some knowledge of and belief in the abilities of children to plan and execute for themselves I should then have constructive leadership and more alert, live children, anxious to be led.

Because methods of physical training have had less time to become stereotyped, this seemed a wise place to begin. For the next two months we talked and demonstrated the value of pupils as leaders in the three-minute drill periods. As always, the children were anxious to help, and frequently gave lessons surpassing ours in happiness, accuracy and action.

With slight assistance, some children in many of the rooms were soon able to plan and conduct a balanced lesson. These plans were always worked out with the room teacher, and the lesson written on the board, then illustrated and conducted by a pupil leader.

If the class had trouble in understanding the commands, or the leader in illustrating them, the teachers were cautioned to be ready with assistance. This ready help, if needed, removed the strain from the little leaders and gave them confidence.

In November Miss Packer came to my schools and outlined with the teachers a systematic plan for pupil leadership in physical training.

In my largest school, the nine-room Maywood School, this plan was discussed with the teachers and tried out in all the rooms above the second grade.

The seventh grade, with an especially alert teacher, became so enthusiastic that they determined to work over and elaborate the entire plan to suit their room more particularly.

Under the eagle eyes of these pupil officers, no laxity escaped correction. Everything about their school life, from polishing one's boots to the best form of a question or answer, or the making of a program, was constructively criticised by the entire room until all agreed that they could do it no better. At all times a wonderful spirit of courteous, joyous helpfulness pervaded this little social group.

Because of the short terms of most of the officers, each child was anxious that, when his time came to take up the responsibility of management, he should rightfully receive the same interested, loyal support that he had given.

Teachers and pupils from other schools came to Maywood for observation. As a result we lost our best teacher to Montclair. One more school, Woodcliff Lake, will try next September to place a two-grade room under a similar plan of pupil leadership.

Physical Training—In each of my schools physical training is well organized and established with a definite, full-time period on every daily program. While the instruction is not always what we wish, it is at least an honest attempt.

In the fall and spring nearly all of the work is done out-of-doors; in stormy weather more stress is put on dancing and indoor games.

At Maywood the program for field day was given under pupil leadership, as the various events, except the more difficult folk dances, had been worked out by the pupils themselves in their daily physical training work.

Reading—In the strictly academic work one great weakness seemed to be that the children often did not clearly understand matter that they had read. This careless, labored reading seemed to be the cause of much of the difficulty in the arithmetic and sometimes left geography, history and English somewhat of a jumble in the pupil's mind.

To strengthen the power to really comprehend what is read we tried the experiment of making any reading a sort of silent reading lesson. The improvement noted would seem to justify that next year we have regular work in silent reading for at least three periods each week. We also hope to give standard tests in reading in each school during September and October and again the last part of May.

State Monographs—Last September each teacher was supplied with as complete a set of monographs as our supply permitted and requested to consider these her guides.

This year the work of each teacher will be checked quarterly by her with the helping teacher present. We hope this will, at least, make teachers new to New Jersey acquainted with the wealth of suggestion and material at their disposal.

The monograph on New Jersey geography, history and civics is especially rich in inspiration for better teaching.

Hot Lunches—In Woodcliff Lake many children bring a cold lunch. Due to the energetic work of Miss Agnes Brown this school had a very much-alive Home and School Association organized. The ladies of this organization planned and financed a hot school lunch.

On Monday, Tuesday, Thursday and Friday teams of ladies prepared a large kettle of condensed soup and brought it to the school. Girls of the upper grades, organized in teams, diluted the soup and warmed it over the oil stove. The same team superintended the serving.

On Wednesdays the girls made and served hot cocoa.

Each day designated teams of girls washed and sterilized the cups and spoons, cleaned up the stove and put the "kitchen"—one corner of a classroom—in order.

Next year we hope to continue the hot lunch and want to make the lunch hour more of a social feature with clean desks for tables, paper napkins and stories and music as a part of the noonday meal.

In Emerson, a six-room school with a large percentage of Italian children, especially enthusiastic work has been done in drawing, special-day programs and better language clubs and charts. Although the English is such that you feel impelled to try speaking Italian in self-defense, the spirit is splendid, and we can only work for greater improvement next year.

With the handicap of few supplies and wretched seating facilities these children do good work in any artistic line—sing, dance, draw and paint—and are always happy and charming children with whom to work. They have given three excellent programs this year—Thanksgiving, Christmas and a May Field Day—and raised \$54 for library purposes.

Red Cross Christmas Seals—All three schools sold their quota of Red Cross Christmas Seals or more. The children of the Maywood School so far exceeded their allotment of stamps that they surprised themselves and their teachers. The eighth grade won a \$100 bond, which I borrowed and had framed for them to their great delight.

My first year's work as helping teacher seems to me now to have been a period of comprehension more than one of execution. At every visit or conference new needs and possibilities came to light. Attendance at my first State conference in November gave a better understanding of the splendid ideals of the work.

During the year 1921-22 we hope to (1) continue the development of the pupil-leadership idea until it embraces the physical training work, programs for morning exercises and responsibility for condition of buildings and grounds; to make the school, instead of the room, the unit of pupil leadership in Maywood; (2) to secure better teaching in all subjects, especially reading and history; (3) to help teachers to a richer professional growth by aiding them to realize their present ideals and leading them to form still higher ones.

I have found teachers generally anxious for help, ready in co-operation, loyal and earnest in their work.

Melvia M. Wormuth, Bergen County—At the beginning of the year organization was seriously hampered by shortage of teachers.

In my first survey tentative programs were discussed with new teachers as well as plans of general school work with all principals. I then divided my territory and held five meetings, discussing workable programs and the monographs. We again decided our strong point of attack would be reading and spelling. We planned definite work and all work was checked up during the year by standardized tests. All boards of education had granted visiting days. Early in the fall teachers of these groups were appointed to visit schools, and to report their observations at the next meeting. Three of the teachers volunteered to teach lessons in reading and spelling, and tell certain points and methods which they felt had helped them. In the next three meetings I combined townships so a number could be benefited by these lessons. I found all teachers planning and discussing this work more intelligently. We have been materially helped by abundant reading material.

Geography—The work in this subject has been more interesting and successful this year. We have vitalized our work by collections, exhibits, visits to Bronx Park, museums and other places of interest. Schools have exchanged their collections, reports, etc.

Projects have been worked out in all schools, although many times "project" has not been mentioned. The work of one class is, I think, worthy of mention, as it has been so productive of results. A fifth grade class were very much interested in the manufacture of pottery. A deposit of clay was found near the bank of a creek. They began to model vases, jars, etc. Samples of clay were sent to a pottery. The children were informed that they had discovered some fine clay deposit. Directions for a "homemade oven" and some implements have been sent them. All class letters have been filed. A boy visiting the Johnson Library at Hackensack saw some Indian pottery on exhibit. This

led to an enthusiastic study of early Indian life of New Jersey. At the close of school I find these boys and girls planning definite work on this subject for the summer, and I look forward to their report in September.

Community Civics—This has become real and vital to most of the boys and girls. Every school has some well-organized club. These children are beginning to realize that they are responsible citizens, and this carries over into the community, especially in the foreign section. A very interesting group of "delegates" from my Italian schools met on the last day of school to plan for the mutual care of school property during vacation.

Physical Training—This year this work has been a very vital force in all schools. It has developed pupil leadership and initiative in a marked degree. The teachers have also gained, for a different relationship has developed between them and their pupils, marked by sympathy, understanding and appreciation. This has influenced community interest in the schools. Fine examples of pupil leadership have been shown in all our field days, five of which have been held in my territory. These field days have been largely financed by Parent-Teacher Associations, and in two districts they have completed plans for schoolground equipment.

In connection with this work several entertainments have been given using the physical training material.

One, in particular, was given by a two-room school, which seemed to be isolated by the indifference of wealth surrounding it. The pupils planned to solicit articles for sale and to give an entertainment, "The Dance of the Nations," using folk dances learned. Posters and invitations (including programs) were designed and personally delivered by the pupils. The articles donated and the interest shown in the entertainment far exceeded our expectations. This small school of sixty children put across their entertainment successfully and their sales netted one hundred sixty-five dollars. Results have shown that they have secured the interest of the community, for the women offered to finance the installation of electric lights, but the board decided to attend to this themselves.

Assemblies and Special Days—We have endeavored to make the morning program attractive and have called on pupils to plan them. The monograph on special days is of great help. Each special day has been made significant to the pupils. It seems that many of the lessons learned during the war may have been forgotten. I determined that Memorial Day should be effective rather than casual. So we began early to learn the songs of our country and their historical significance. On Memorial Day some of these songs were on every program. In several schools very touching and intimate exercises were given in memory of some boy or boys in that community. Red Cross work was revived and five hundred cans of fruit and jelly and several pounds of candy were sent to wounded soldiers at Fox Hill Hospital.

Parent-Teacher Association—Four of these have been organized this year and have been productive of much good. They have been kept busy with definite plans. Some of their activities are:

1. Hot lunches: financed and prepared.
2. Purchasing of standard tests.
3. Financing field days.
4. Planning community singing.

5. Backing of better salaries, and many other activities.

As helping teacher, at the beginning of the year I planned to follow five definite lines:

1. To constantly keep before my teachers the goal of "better teaching."
2. To make special use of teachers of marked ability.
3. To direct the work of the teacher so she will utilize the abilities of the children.
4. To be responsible for all school activities.
5. To try to mobilize the thought of the community around schoolroom and community problems.

I asked all principals to state in their yearly reports to me one or two definite results attained. I find the following most prominent:

1. A better preparation for next year's work, especially in reading and spelling.
2. More intelligent work in upper grades.
3. Better and easier discipline.
4. Good school spirit.
5. More community interest.

With one exception, there has been a demand for standard tests. In view of my year's plans, when looking over the work, it has been quite satisfactory. There has been a general improvement in all lines of work.

Caroline B. LeConey, Burlington County—There has been a certain pride and pleasure in working in my home community, and the greatest reward of the service has been seeing the development of children, schools and community.

Perhaps the greatest concentrated effort throughout the year has been on attendance. The county attendance officer has worked and helped with our difficult cases. The local attendance officers have improved. But better still, each teacher, as never before, has made much of regular attendance. In most cases the children themselves are working on this problem, and have pride in classroom percentages.

The percentage of attendance for Delran Township, representing one five and one three-teacher school, will be about 90 per cent for the year. The percentage of attendance for this three-teacher school is 93 per cent, and twenty-one pupils were entitled to attendance certificates, as they had not been absent more than three days each during the year. The greatest difficulty now seems to be with the first grades.

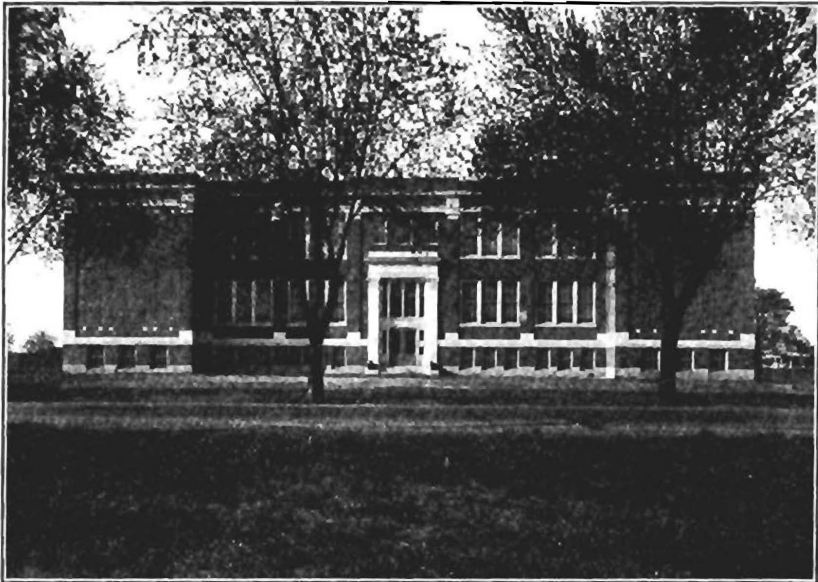
There is also a marked improvement in attendance in the sixth, seventh and eighth grades. This June eleven pupils graduated from Bridgeboro, seven from Willingboro, seventeen from Marlton, seven from Masonville and eight from New Gretna. At least 60 per cent of these pupils expect to attend high school.

This improved attendance has been accomplished by consolidation, keeping up school spirit, better teaching, arousing community interest, bringing upper grade pupils into personal contact with the high school by visiting it, and having high school pupils come to the consolidated schools to speak and meet with the grade pupils. At the Willingboro local play festival pupils attending



THE CLARA BARTON SCHOOLHOUSE, BORDENTOWN

(This building has been put in order and dedicated to the founder of the Red Cross in America. She first taught school at Hightstown and then at Bordentown)



CLARA BARTON SCHOOL, NEAR FORDS, MIDDLESEX COUNTY
(Consolidated rural school for the grades.)



high school from the township took entire charge of the athletic events, and in a great measure made the festival a success.

Each school just had an eighth grade commencement. The programs were short, they aimed to give the parents and friends an idea of the school activities. The speaker in one school was a 1921 high school graduate, another the Assemblyman living in that township, and another the father of one of the boys in the school. In each case the value of keeping in school was the keynote.

We also find this time an excellent opportunity for a member of the board of education to speak briefly concerning the aims of the board, better attendance or the needs of the school. In each case such remarks have been brief, and good results have followed.

Consolidation is now complete. All schools are new. The general equipment is good. Each school except one has a Home and School Association. Twenty-two teachers are high school graduates, eleven are normal graduates, six are beginners, and three are principals for the first time.

New Aims—The aims for 1920-1921 were:

1. Work with principals.
2. Improve instruction.
3. Keep up community interest.
4. Work with the County Council of Home and School Association to arouse county-wide interest in education.
5. Work with boards of education.

Five meetings for principals were held during the year. Before school opened in September we met to discuss the work accomplished last year and the needs of this year. The general program of aims for this year was also formed.

In December the principals, with two or three pupils from their eighth grades, spent a morning observing in the Moorestown High School.

Activities in the Cambridge School, Delran Township—Work was accomplished through several organizations. The Health Club, consisting of officers and committees, took full charge of the health problem. Each child had some responsibility. Repairs of the school were done by the boys.

A cooking class was formed. The members earned enough money to buy an oil stove, several victrola records, and costumes for an entertainment.

An athletic association which organized in January bought equipment for the school grounds amounting to thirty-four dollars.

A civic league was formed in April. Plans to beautify the grounds are being made. The school boys have removed four large stumps and eleven smaller ones.

Our average percentage of attendance for the school term is 93.4 per cent. The discipline throughout the school and on the grounds was in charge of the children (Sophia Wychulas, Principal).

In every case the first meeting of the year for teachers was held by the principals. At this meeting general plans for the year were outlined, and the plans of organization built up very carefully. During the first or second week I met all groups and discussed general aims of school work, methods of carrying on hygiene, reading and geography, and in each case supplied suggestive outlines as guides.

The general plan of supervision as carried out was as follows:

1. Several townships the unit of supervision.
2. Each consolidated school considered a center.
3. Number of teachers in a group (3-8).
4. Two-day county teachers' institute held in the fall. Conference with helping teacher.
5. Group meetings of principals at least five times during the year.
6. School group meetings held in the afternoon, 2:15-3:45, four times during the year.
7. Helping teacher tried to visit each teacher one-quarter of a day about once in every two or three weeks. Note—Not able to do this during the spring due to county activities.
8. Special conferences held with helping teacher during hour after closing of school.
9. Year divided into five-month periods for specialization of subjects determined by principals, teachers and helping teachers.
10. Special demonstration work given by helping teacher for teachers.

The County Council of Home and School Association is a great force in Burlington County. There are now some 2,050 wide-awake members, representing all parts of the county. They meet three times during the year and have taken up and "put across" what we could not possibly do.

Some of the problems of the year have been the financing of the Burlington County dental ambulance, the establishing of a county library by popular vote, and the establishing of a scholarship fund for a girl to attend a New Jersey normal school.

County Libraries—The question arose as to whether it was better to work up libraries in each community, which meant continuous effort and many books not in circulation, or to seek the extension of the State Library.

Early in December, 1919, Miss Askew was consulted. The idea of a county plan which would centralize the library interests, pool the State fund due the county, and probably be a working county traveling library if the county, too, would provide funds, developed. If this were possible, then there would be a trained worker in the field who would study county and local needs, bring a wealth of stories to the schools, and also be in close relation with the home and the church.

The schools need libraries to enable the teachers to use modern methods in teaching and to train boys and girls to find information for themselves and to give them an appreciation of, and a love for, good literature. Books are needed in every community to help the boys and girls to carry on their education after they leave school, and to provide good, clean, instructive entertainment.

In the 1920 State Legislature our Burlington County Assemblyman, Emmor Roberts, sponsored a bill for the New Jersey Public Library Commission.

Miss Askew brought this need and plan before the County Council at the February meeting, 1920, in Riverton. She also used the County Library plan as her topic at every other meeting in the county at which she had the opportunity to speak.

Early in September a committee studied over the county very carefully, and the members personally talked with Home-and-School Association mem-

bers, or people interested in practically every community, to secure signers to the petition. Nearly 800 names were secured in a short time in this way. These names were immediately presented to the Freeholders who then had to put the question to popular vote in November. Six weeks then remained for the small committee to do the best that it could. The Y. M. C. A and the Y. W. C. A. had become thoroughly interested in the plan, and, in fact, were willing to aid in carrying on the campaign.

The activities of the smaller committee were numerous. An appeal was made to all of the ministers; Judge Wells presented the plan and purpose to the County Grange; "Vote for County Library" was shown in every moving picture house; several hundred large posters were placed along public roads and in public places; newspapers wrote of the plan; it was announced at public meetings; and a general appeal was made to teachers at the Teachers' Institute by Miss Askew and Mr. Kaser, County Superintendent. "Vote for County Library" slips were also carried home by all high school girls and boys during the week of election.

With those who understood, it was a popular idea from the beginning. I believe if there had been more time, or some further committee organization that could have brought it before the people, there would have been a tremendous vote in favor of it. However, the result was very satisfactory, the efforts of all were worth while, and crowned with success.

Thus it was that the first County Library in New Jersey was conceived and came to life within a year. May much good come from it in the years to come.

A scholarship has been established, the County Library will be in service by October first and the ambulance is in operation.

As school buildings are so much improved, it now seemed time to make a united effort to do something in the way of improving school grounds.

Mr. Kaser opened the campaign by giving an illustrated lecture on consolidation and improvement of school grounds before the County Council in February, 1921. Later he sent letters requesting the co-operation of boards of education.

Before this I visited our local nurseryman, Mr. Steel, of Palmyra, explained our plan, and later he spent a morning with me going from school to school making a rough outline of the school grounds, location of schools, etc. Within a short time he sent me a sketch of the grounds showing placing of shrubbery, and also a detailed estimate of the cost. These were gone over with the principals and a suggestive plan outlined. The big plan covered work for two or three years.

To become a member of the School Improvement League meant the signing and purchasing of a card for ten, fifteen or twenty-five cents, whichever sum the children and teachers thought best for that district.

In Mt. Laurel Township, after the Board found that the children were in earnest about this endeavor, offered dollar for dollar. As a result nearly \$100.00 of shrubbery was planted on Arbor Day in that township.

After the children at Marlton went to work, the Home and School Association contributed \$15. The biggest piece of work was done by these children. With teams they plowed up a part of the front of the school yard, hauled top soil, graded, made paths, roped off and planted grass seed. Al-

ready there is a pleasing green lawn, and the children very willingly take care of it.

Margaret McLean, Burlington County—This report covers the following:

1. Organization
2. Teaching
3. Community work
4. County projects

Organization: Two big problems—that of organizing newly-consolidated schools have not materialized this year because of building conditions. Next year will see the completion of two new buildings and the organization of two schools. Our chief concern this year was to hold and improve such good organization as was already achieved. Our improvement has been in the direction of mechanizing routine and of extending the usefulness of pupil initiative.

Teaching: In my work for better teaching, I have been impressed more than ever before by one of the unique opportunities for service that belong to the helping teacher—the opportunity to be a stabilizing force. In a given year, certain definite tangible advance is made. The next year, the teacher or some other vital element in the situation changes and it is the helping teacher who must furnish the wisdom and the tenacity of purpose that will enable the new personnel to carry on. A relatively large part of each year's work, after the first start has been made goes into this work of conserving the results of previous effort.

Prominent among advances made this year, has been the pushing of the work begun last year on better preparation for high school and better teaching in all the upper grades. In October, I had an all day meeting of all my teachers who had these grades. Through the courtesy of Mr. Bunce, of Mount Holly, a carefully planned program of visitation was arranged in the seventh and eighth grades of the Mount Holly Schools. In the afternoon there was a conference. Mr. Bunce talked on "What Constitutes a Well-prepared High School Freshman?"

A second effort toward better teaching has been with the teachers of the fourth and fifth grades. Their work in geography, history and English has been one of our weak spots. The tendency has been to give a smattering, or a summary of the material belonging to later grades, rather than a full and rich experience with those aspects of these subjects which belong to children of this age. There has been much excuse for this practice. No text books were available which gave the proper material, and few teachers had the superior qualifications that would enable them to collect and use reference material. The book companies are now giving us the text books, and the more capable teachers are learning to do the work with text books, or without. The usual agencies—group meetings, conferences, and demonstrations have been used in this endeavor.

We feel, however, that in the future there should be a separate rural school meet. The all-county meet is too big in every way for the organization that is trying to handle it, and the athletic events are necessarily in the hands of high school physical training instructors whose standards are very different from those of the rural workers.

In leaving the helping teacher service, I have a keen sense of my indebtedness to it. It gives all who enter it great opportunities for growth, for usefulness, and for fine personal and professional friendships.

As I honor this service, I feel constrained to speak of some things which, as it seems to me, hinder it from reaching its potential greatness. By the nature of the case, the helping teacher must earn a hearing for her policies and for the policies of the county. Her work is to make others want to do things. She accomplishes her ends "not by might nor by power" but by winning the spirit of those whom she serves. In this peculiar relationship lies the great power of this type of supervision. She has no authority but she achieves that more potent force, personal influence. She not only shows the way but she enlists the will to travel that way.

Alice R. Shreve, Burlington County—Educational Development of the Teachers—Among my thirty-eight teachers, there were seven principals who were personally interested in educational work. Not only did they appreciate their own responsibilities as principals, but they also helped me to stimulate the interest of their teachers in better teaching. It is fair to state here that the work accomplished in this district is due largely to honest co-operation on the part of those concerned. Most of the teachers have willingly and enthusiastically helped each other.

A great means of educational advancement in Burlington County has been made possible by the voters establishing a traveling library for the county. This library will bring to the rural teachers and pupils, access to:

- a. Library opportunities as given to the city child.
- b. Exchange of Victrola records so that the rural child has a chance for the development of musical appreciation.
- c. Exchange of pictures to be used in oral English and art appreciation.
- d. Opportunity for supplementary reading in the grades.

Our group teachers' meetings have been of great educational value. At these meetings teachers found problems in common and they helped each other in solving them. Demonstration teaching followed by discussion was a prominent feature, for to see results helps to understand. The teachers took pride in giving accounts of their school activities and in showing the work of their pupils. Thus there was an exchange of hand work and ideas at each group meeting. Mrs. Demerest, principal of Columbus School, was always sharing new ideas for utilizing advertisements, also filing for future use the best copies of geography and history booklets worked out by her class. Mrs. Cook, of Jobstown, and Miss Rogers, of Chesterfield, were enthusiastic over their attempted projects, giving detailed accounts of them at the meetings. These accounts helped to strengthen the planning of work, the use of plan books and the use of monographs.

My test at the close of each day was this: Have I taught at least one demonstration lesson? Were my aims made clear? Were my criticisms constructive, positive and encouraging? If I could not answer these questions satisfactorily to myself, I had the uncomfortable feeling of not having fulfilled my duty, for demonstration teaching on the part of the helping teacher is the foundation of her work.

For the Best Development of Both Teachers and Pupils—A big portion of our energy and time has been spent in giving standard tests in reading, composition, writing, arithmetic and spelling, compiling and comparing the results, then planning and working to raise the results to the standards required. The reading is improving, for teachers are beginning to work for the thought content rather than merely for the pronunciation of words. Spelling is still made an important subject, for the county spelling contests act as incentives for intensive work. Drill in rapid arithmetic is made possible, for the majority of boards of education are purchasing various devices for such drill.

For the project teaching of fourth and fifth grade history and geography a special drive was made in the county. It was successful enough to induce some of the teachers to tell me of improvements they intend to make next year. In fifth grade history the cry from the young teacher has been "Where can we find material for our work as planned in the State Monograph?" That cry can now be answered, for boards have seen the need for purchasing necessary material for another year, and there is now also the prospective county library.

For better work along these lines teachers have used to advantage for grading their schools a pamphlet compiled by the supervisors of the county. This pamphlet, which is founded on the State Monographs and a study of standard tests, is entitled "Standards for Promotion." Its use has not been compulsory, but it has been our standard for scholarship.

In primary grades health work has become as important a feature in the school schedule as are reading and arithmetic. It is now only the extremely poor teacher who neglects the daily health inspection of her pupils. There is also more responsibility shouldered by the pupil in the upper grades for the condition of school grounds and of classrooms. The health club plan used in the fifth and sixth grades of our county has correlated health work with organized classes in oral English, thus giving the rural boys and girls their chances to become familiar with administrative work. Health work has been correlated with drawing, since health problems give many subjects for poster making.

Schoolground improvement has also received its share of school spirit and attention. It was Miss LeConey who gave to her co-workers in the county the vision for schoolground improvement. I interviewed several nurserymen, and finally found one who generously gave me a day of his valuable time to visit schools, discovered the needs, and discussed plans for doing the work. His visit was an inspiration to the children who, under the guidance of their teachers, discussed and drew the plans necessary for the improvement of their various school yards, subjecting such plans to this nurseryman for his approval. He then made his selection, adapting such to suit the soil and style of the different schools of the district. Then the children were ready to work themselves. They, with their teachers, advertised what was necessary to be done, consulted their parents, boards of education, and Home and School Associations. In this way they aroused the interest of the community. Such work means a two or three-year program. The following letter gives an idea of what has been done and what still remains to be done:

BORDENTOWN, New Jersey, June 24, 1921.

MY DEAR MISS SHREVE:

As you know, we, at Fieldsboro School, have been talking school ground improvement for nearly a year. I thought perhaps you would like to know our plan and how much we have accomplished.

OUR PLAN.

School ground leveled and graded.

Cinder paths in front of school house leading to pavement in form of half circle.

Cinder paths leading to outbuildings and pump.

Shade trees planted.

Flower beds made and grass seed planted.

HOW MUCH WE HAVE ACCOMPLISHED AND HOW.

About November, 1920, the plan was given to the Home and School Association. This Association, teachers, and pupils earned money by giving cake sales and entertainments. By April we had earned about eighty dollars. With this sum we purchased fourteen maple trees, twelve barberry plants and enough grass seed to sow the ground in front of our building.

The men of our town most generously gave us their help in getting the front and one side of our schoolground leveled. The School Board drained the grounds, repaired the school building and purchased a car of cinders for our half circle walk in front of the building. Mr. Horner, of Mt. Holly, planted the barberry bushes and shade trees.

While there still remains a very great deal to be done, we feel we have made a very fair start.

We trust at the beginning of another term the good work will be finished.

Very truly yours,

ORA L. GARWOOD.

Early last fall members of Home and School Associations were eager for information concerning the best use of the vote. These associations provided women in the rural sections with facts which the organized political clubs gave their sisters in town.

Suggestions for advancement in work—my aim for the coming school year:

1. More responsibilities felt by principals for school conditions.
2. The school standardized through
 - a. Growth of teachers in service.
 - b. Use of standard tests for measurements of progress of pupils.
3. Use of new county library for benefit of pupils and teachers.
4. Continuation of the good health movement.
5. Schoolground improvement.
6. Realization of the community to the needs of its schools.

Helena A. Ameisen, Camden County—The policy of work planned for rural schools was similar to that of former years. Renewed emphasis was placed on certain phases of work relating to pupil activity, as Corn Clubs, Home-making Clubs, Health Clubs, Thrift Clubs; sustained effort was made toward

the development of modern educational practice in the use of the problem and project method and the consideration of the "school as a social institution," and the maintaining of community interest through the medium of Parent-Teacher Associations, County Councils, Women's Clubs, Community Festivals, Township Grammar School Commencements, Red Cross activities.

The school year opened September 3d by an all-day session of our teachers, including fifty experienced, eight beginners, nine substitutes and six war emergency teachers. Policies for the year were outlined, programs arranged and school spirit aroused.

A series of visits to regrade were made, as enrollments were large. Then the first visits to beginning teachers were made to provide help in organization of classes, grouping of grades in subjects, observation of work to determine strong points in teaching ability, demonstrations to illustrate theory, followed by conferences. Every effort was made to stimulate good teaching by group meetings, exchange visits, circulation of professional literature, visits made by the County Superintendent, Charles S. Albertson, supervisors, State officials, and other distinguished visitors from various parts of the country. Miss Ethel Hook, from the Missouri State Teachers' College at Kirksville, and Mr. Maurice Fels, of Philadelphia, spent October 25th and October 26th visiting rural schools to see helping teacher work.

The Ninth Annual Corn-growing and Home-making Contest was held at Berlin, November 20th. The exhibit was unusually fine and the attendance was very large. All of the schools were represented, and the "Corn Show" is the most important event in the rural life of our county. Another county event was the Second Annual Spelling Bee at the Camden High School April 1st. Each school district had three "spellers" to represent it, chosen by results in spelling tests.

The county chapter of the Red Cross supported two public health nurses to assist the school doctors and to do follow-up work. As a result of their activities a dental clinic will be operated by Dr. Arthur Hall to all school districts requesting it, beginning October 3d.

Since there was a one-day County Institute October 22d, but two series of group meetings were held. The first series was addressed by Dr. Maroney and Miss Marianna Packer. Demonstrations were given by a Palmer writing method expert and a Columbia Grafanola musical expert. Reports were made of the exchange visits paid by teachers, who were asked to bring the valuable helpful points observed in the form of a "three-minute speech." Board members were interested in these meetings and some attended.

Roxana S. Gandy, Cape May County—As in former years. Mr. Hand and I had, by conferences at the close of the previous school year in June, agreed upon definite plans of procedure for 1920-21. We decided to visit together early in September each of the rural schools, to find out if supplies and general equipment had been provided according to the requisitions made by the teachers at our suggestions. At this time I realized I should have the opportunity to help the teachers with the organization of classes and better grouping for longer teaching periods.

This matter of organization and arranging of schedule is a part of the regular routine of the helping-teacher job, but its importance, particularly that of *what to teach* in the rural school and what proportion of time to give to each subject, is still a problem, although the monograph on program-making is helpful. Its adaptability to the needs of each school, especially to that of the grades above the sixth in the one- and two-room school, requires the best effort of county superintendent, helping teacher and classroom teacher.

In anticipation of an early institute, Mr. Hand and I planned that this institute should be the basis for follow-up work throughout the year, or at least for a greater part of it. Accordingly, we asked for the stressing of such topics as we planned to further develop by means of group meetings and demonstrations. The State Department responded to the request and gave us a splendid program. During the institute I was given an opportunity to meet my teachers and outline with them our plans for the year's group meetings, the topics we should discuss and the preparation of each for taking part in the discussions. I might say here that in this county our rural teachers, for convenience in reaching centers, are divided into five groups. At the time of the institute the date was fixed for a meeting at each of the five centers. A program taking up our big projects of health crusades, Junior Red Cross work and the development of the project method in its relation to the fields of history, geography and civics, etc., was presented to the teachers as a body, and their suggestions as to changes in methods of carrying it out solicited. In this connection we decided to make good use of the county pedagogical library, which then, as now, contained several copies each of books especially helpful along the line of project teaching. I was able to guide the reading of each group by making definite assignments in these books bearing upon the different phases of the project teaching method.

I have tried another plan for working with individual teachers, and it has proved very satisfactory. After a visit to a school in which I see the quality of the teaching is of inferior grade, or at least where I should like to see different methods or material or both taught, I often plan to teach in such school a series of three or more lessons, on successive days if possible. This seems to me more economical in the end than the single lesson taught here and there promiscuously throughout the year. I have not thought it the best plan to take out of the hands of the teacher a lesson for which I have not made special preparation. The best help that I can give when thus observing teaching I have found to be by way of suggestion instead of taking for the time the place of the teacher. I am convinced that the helping teacher, or any other supervisor of teachers, must, to be really effective, show the classroom teacher the need of careful preparation, and accordingly, must herself practice it.

I wish to tell about a few of the special activities which have motivated much of the teaching in our rural schools this year. The Junior Red Cross has this year received fresh inspiration, probably because it has been given something definite and specific to do. In this field we have been particularly fortunate in having associated with us a community worker—one whose interest is so broad that she is concerned not only with her own locality, county, State and Nation, but with the welfare and interests of other Nations.

Mrs. Edith Wood, of Cape May Court House, has worked with me and

my teachers throughout the year, in carrying out a Junior Red Cross program which has been particularly stimulating. The special feature has been the way in which our boys and girls have become acquainted with four French children for whom we are providing scholarships.

After the ready response from our children that they would undertake the project, the letter writing began and the work in English in the elementary grades and both English and French in the high schools has been wonderfully motivated.

France has seemed to these school folks a place where real people live and not merely a country on the map. The teaching of geography especially in its relation to the homes and surroundings of these war orphans, has received fresh stimulus. Civics is being best taught when girls and boys are having a share in a project which bases its activities upon the principles of universal brotherhood and the well being of mankind in general.

We are indeed pleased to report that we have this year 100 per cent enrollment in the Junior Red Cross in both the rural and urban schools of our county.

Nella H. Cole, Cumberland County—If there has been one aim above others dominating my year's work, it has been to make better classroom teachers. Of the fundamental subjects English has received the added stress. I believe that the entering wedge to the hearts, interests and purses of the people is proof of good teaching in the schools.

On the Saturday morning preceding the opening of schools we had a teachers' meeting for all beginning teachers. Mr. Unger gave a very helpful talk on "The First Day of School" and principles underlying good discipline.

We have held group meetings for teachers practically every month. At one series some demonstration lessons in oral composition were given. These lessons put emphasis on the quality rather than the quantity of the English used by the children during the period. Better language clubs proved a boon in some schools. During "Good English Week" teachers tried various devices.

We were able to arrange with Dr. Savitz for a series of four meetings held on the Saturdays in January. The teachers from the Normal School came and gave talks or led discussions on arithmetic, English, reading, geography, history, health, nature study, spelling and handwork. We had an average attendance of over two hundred. The County Teachers' Association met the financial problems, and each teacher's expense consisted of her transportation only.

Our group meetings have improved this year in that they have become open forums in which the teachers take part. They are no longer meetings in which the hour is spent in listening to a lecture by the county superintendent or helping teachers. We brought this about by assigning topics to teachers. When they found they could talk before other teachers after a little practice, we had no trouble in getting responses when the discussion was once started.

Health posters were made and were in constant use in the schools as reminders of proper health habits, with interesting results.

The Community Days have proved to be most successful in that they have aroused interest in the schools on the part of the parents, and they have produced a healthful spirit of cooperation among the teachers.

The compulsory attendance law is somewhat better enforced, but we need a county attendance officer. We need more trained teachers and better school houses.

Jean F. Mackay, Cumberland County—My work this year has been with forty-six teachers in five townships of the county. I have visited all of these teachers at least seven times, and many of them ten or more times. Most of the visits were for an entire session.

My methods of helping the individual teacher have been much the same as in other years. I have found demonstration teaching a very effective way of helping the beginning teachers to use good methods. The conference period with the teacher, after the teaching session, is most valuable. It is at this time that we are able to talk over the work observed. I make it a practice to tell the teacher about the strong points in certain lessons which I have seen her teach before attacking the weak ones. By using this method I have found teachers very willing to receive suggestions because they realize I am just as conscious of their strong points as the weak ones. The teacher is left encouraged in her work rather than discouraged, and I usually find myself a welcome visitor.

We have done much to help the teachers of the county by group meetings. Before the opening of schools we held a meeting for all teachers new to the county. At this meeting we discussed the first day of school, daily programs, consolidation of classes in the one-room schools and the use of supplies. Teachers were urged to visit their schools if possible before the opening day to see that supplies and things in general were ready to begin work on the first day.

Beginning October 1st we held a series of group meetings each month, except January, when we held the Normal School Extension Course for four Saturdays.

We especially stressed in these meetings the teachings of English, arithmetic, hygiene, penmanship and physical training. This year, more than ever before, we have had the teachers take part in the meetings. Some teachers gave demonstration lessons while others discussed special points from monograph or methods of teaching which they had found interesting. Several teachers have said that they were greatly benefited by taking part in the meetings and the discussion of problems by the groups has been much more interesting. The results of these meetings have been noticeable as we followed up the work in our classroom visits. Most of the teachers were able to take the suggestions given and adapt them to their particular school as an aid in better teaching.

The use of the Standard Tests has greatly stimulated our work this year. We have used in all of the schools the Ayres Spelling Test and the Woody Arithmetic Tests. We gave the tests in the fall and spring, and thus measured our progress during the year in these subjects. Great interest was taken by the teachers and pupils in improving their median score. This was done in nearly every case.

Graphs were made by the teachers showing the individual scores of each pupil. The Standard Median to be reached was also shown, thus giving the pupils a goal toward which to work. When the second test was given this score was placed on the same graph so that each pupil could measure his own progress as well as that of the entire class.

County graphs were also made showing where each school stood in each test. This stimulated the teachers to do their best work in order to move forward or hold their places at the top of the graph when the final test was given.

We were well pleased with the results in nearly every school and plan to continue the Standard Tests along other lines next year.

Our health program has been carried on through the health clubs in all of the schools. In order to keep up the interest this year stress was laid upon the poster work. Many interesting health posters were made in our rural schools illustrating the important rules of health. This seemed to put new life into the health teaching and the children were more alert in carrying out health habits.

An exhibition of poster work was held in connection with one of our group meetings. This proved to be interesting to the teachers, for they were able to see what some enthusiastic teachers had accomplished with very limited supplies.

Various ways of keeping the communities interested in their schools have been used this year. All of the parent-teacher associations have been encouraged in the good work they are doing for the benefit of the schools. I have organized only one new association this year, but this has been such a success that I am encouraged to attempt other organizations next year. This association is in connection with a two-room school in a rural community. The membership when organized in October was about twenty. A campaign for new members was started in order to have the whole community interested. The result was most encouraging, as the membership now stands at one hundred and thirty.

More than 50 per cent of my schools have raised enough money this year to take advantage of the Library Commission's offer of ten dollars. This money has been spent for books, victrolas and pictures.

We held Community Days in every township this year. They were well attended by the community and nearly one hundred per cent of the children in the schools took part in the entertaining features.

We have also held grammar school commencements in each township. The interest shown and the number attending has assured us that this is also a worthwhile way of keeping the communities interested in schools.

I have found the suggestions of the county superintendent at conferences a source of inspiration in my work. The co-operation existing between the helping teachers and county superintendent has made the work very pleasant during the past year.

Margaret Milmine, Essex County—The schools of Western Essex were opened the first week in September with few changes in the teaching force; out of thirty-four teachers and principals there were just seven new ones.

PAGEANT OF THE FLOWERS GIVEN AT CALDWELL



SOME OF THE "FLOWERS" AND FAIRIES



THE RAINDROPS



QUEEN OF THE FAIRIES
WITH THE ELVES AND FAIRIES



This made it possible for us to continue the work of last year with little interruption or loss of time.

Small group meetings of the teachers in each district were held in September at which our aims for the year were discussed. The weak spots in our work were pointed out and ways to remedy them were suggested.

The results of the eighth grade efficiency tests showed that one of the greatest faults of the children was inaccuracy and indefiniteness of statement. They could not express their thoughts clearly. We tried to stress this side of English and considered ways of doing it.

In November and December demonstration lessons were given by teachers who were especially clean-cut in their work; a lesson in history was taught by a seventh grade teacher, one in composition, both oral and written, by a fourth grade teacher, and one in poetry appreciation by a fifth grade teacher. These lessons were followed by discussions.

The result of this work was shown in the marked improvement in English made by most of the children.

In June a fete was held in Verona Park in which the pupils of five districts took part. A Modern Health Crusader riding his horse and dressed as a white crusader of ancient times let the children in their march around the grounds. There were floats illustrating health rules and the children carried banners on which were health slogans. Folk dances by the second and third grades were followed by formal gymnastics by all the children. Then came the track events, to the winners of which two cups were given.

The pupils, teachers and people are more interested and enthusiastic this year over physical training than ever before.

In the one district where there is no physical training instructor the closing exercises were held out-of-doors. Drills, dances and games demonstrated the work done in physical training throughout the year.

In all schools the Modern Health Crusader plan has been carried out. The work has been better organized than it was last year and the results have been proportionately better. In the districts that were fortunate enough to have the services of a nurse and a dietitian sent out by the Red Cross, the work was very successful.

Plans for the Coming Year—In September we will meet the teachers and from charts made show them the results of the educational measurement tests. It will be part of our work for the year to bring up those who have fallen below the standard.

Although there has been improvement in the English it still falls far short of what it should be and we will emphasize that subject next year. Much attention needs to be given to reading in the upper grades. In many schools reading for the appreciation of good literature has been neglected. We will continue to emphasize the importance of silent reading in these grades.

Florence E. Knox, Gloucester County—The following is a report of the second year of my work as helping teacher in Gloucester County:

Programs—Anticipating the difficulties which confront many teachers when they attempt to make a schedule for their work, I spoke on "Program Making," at the Teachers' Meeting held in Mr. Steelman's office prior to the opening of school. This talk, however, reached a limited group of new

teachers. The subject was later discussed with every teacher during the month of September.

Finally it was planned to have an exhibit of school programs at our County Teachers' Institute in October. A circular letter asking that a daily program of her work be sent for the exhibition was mailed to each teacher. Programs, good, bad, and indifferent came pouring in to the office. Each one was carefully mounted and placed on exhibition. Teachers examined and made copies in numerous cases of good programs exhibited.

It had the one desired result—that of making them think and act along the lines of program making.

Standard Tests—Quite early in the fall preparations were made for the giving of the Curtis Standard Arithmetic Tests to the sixth, seventh and eighth grade pupils throughout the county, and also the Monroe Silent Reading Tests to the third, fourth and fifth grade pupils. They were given during the first two weeks in November.

"Correcting Defects Revealed by the Arithmetic Tests," was the subject of discussion at the November Supervising Principals' Association meeting. Very interesting graphs of the results of the tests have been made in many of the schools. Some of these were displayed at meetings.

After seeing a picture of their work the pupils were anxious to improve their scores. Consequently, time has been devoted to the fundamentals in arithmetic.

The tests were given again in April.

The Test Committee assembled the results of the tests in reading. Graphs were made by one of the supervisors in the county.

The reading showed a more marked gain than did the arithmetic. To be more specific, the third grade showed the greatest gain. There was not a single instance where a third grade pupil did not gain, and many scores were doubled and some trebled. The teachers were asked to help correct the papers so that the mistakes could be seen by them.

Health—The interest in the health clubs has been as great as usual. A few rooms which did not have clubs last year have organized this year.

A new impetus was given to the health work through the advent of Cho-Cho. His coming was made possible by the Gloucester County Health Association. His circuit was so arranged that every child of school age in the county had an opportunity to hear him sometime between December 6 and 11. Transportation was furnished by boards of education in a few places, by parent-teacher associations in a great many.

Commencements—One township commencement and one local eighth grade commencement were held in my district. Both were well attended and served to interest the community in the school.

Katherine L. Smith, Gloucester County—Much attention has been given to methods of instruction in the following ways:

Demonstration teaching by helping teacher followed by individual conferences discussing the work taught and making plans for other work.

Teachers' meetings at which some teacher taught a class, followed by round-table discussion, each teacher taking a part.

Visits to other schools where the same method such as reading was taught, or to some central school to observe some particularly strong teacher. Two boards of education granted visiting days to the teacher this year, and I am looking forward to having all my teachers have at least one day next year.

Group teachers' meetings have been held several times during the year. The following program is typical of the nature of these meetings:

Report of the Standard Tests in Reading, including graphs and suggestions for improving conditions by the helping teacher.

Discussion of same by the teachers.

Demonstration lesson in Palmer Writing followed by discussion.

Enrollment of teachers for Palmer Course.

In each meeting I have planned to have the teachers take an active part, and to go away feeling that the meeting has been worth while.

The members of the boards of education have attended some of these meetings, and as a result there is little trouble in getting the needed supplies for our schools.

One of the best days of my experience as helping teacher was the day spent with a group of primary teachers in observing the work of Battentown and Swedesboro Schools on December 3d.

The teachers were gathered by the way, so to speak, and there were nine of us in two cars.

Before entering school the teachers were given three definite things to look for in Miss Clifford's work—courtesy, silent reading and the project method in history. The entire morning was spent with Miss Clifford and the noon hour came entirely too soon, for our visit was a real pleasure, and I think that I can safely say that Miss Clifford is the best primary teacher that I ever observed.

After a picnic lunch together we observed some special work in the Swedesboro School, after which we again assembled in Miss Clifford's school, where we had a most interesting meeting. First, there was a discussion of the work that we had observed, and it was fine to have the teachers take such an active part. Then Miss Clifford gave a very interesting talk on "Why I Teach Silent Reading." This was followed by a most worth-while address on "Courtesy" by Miss Taylor, Supervising Principal of Swedesboro School.

Each teacher went away feeling that she had received definite help to make her a better teacher, and observed many evidences that these suggestions had been carried back to their schools in my visits to these teachers during the year.

Standard Tests in both arithmetic and spelling were used as a county project by the Supervisors' and Principals' Association this year.

The first tests were given in November, and to make them as uniform as possible the supervisors and helping teachers conducted the tests for the whole county.

The results of these tests were scored and tabulated by a committee, by schools, then by townships and county. In this way it was possible to compare the work of the individual, the work of the schools in the same township, and the schools in the same county, and lastly with the established standards.

Graphs were then made using the tabulations, and these were of great interest to both teachers and pupils, as they were actual pictures of the children's work.

The next step was to interpret these results, and to find out the causes of both strong and weak points. On the whole, our county was found below standard in addition, in division, and very low in comprehension in reading. Plans and suggestions were discussed for overcoming these difficulties. The result was better methods in these two subjects; more attention to mental arithmetic; stress on silent reading in preference to oral; better reading material through the co-operation of boards of education and parent-teachers' associations.

When the tests were given in April a great improvement was shown in both subjects, but a greater improvement on reading. In one school the comprehension rate was 300 per cent greater. These tests gave the children, teachers and supervisors a definite goal, and while I do not feel that they should be used to definitely decide a child's course of study, at the same time I feel that they are increasing in influence and should be used to broaden and not to limit a child's possibilities and opportunities.

Through the use of a county health and civics club health is made a live and interesting part of our program. Through this plan the child is not only taught health facts, but the importance of forming the right habits of living in order to be strong, healthy boys and girls. The daily inspections conducted by the pupils are a part of every program. Keen interest is kept up through team work in the individual schools and through the awarding of a county health club banner to the school scoring the highest number of points.

Hand in hand with the Health Club, the value of a hot lunch served as a supplement to the cold lunch brought by the children has been emphasized in our small rural schools. Where a lunch of this kind has been served, the teachers have observed that pupils did much better work in the afternoon; that the children gained instead of losing weight, and that the prevalent cold was almost unheard of.

Just when we felt the need of something new to add to our health program, the Gloucester County Health Association, through the efforts of the chairman, Mrs. Wadsworth Cresse, offered to finance a visit from Cho Cho the Health Clown.

Twelve performances were scheduled in different sections of the county, making it possible for each of the ten thousand children in our schools to see and hear Cho Cho. Through the co-operation of the boards of education, Parent-Teachers' Association and interested individuals, the children in the more isolated rural schools were transported to these centers.

It was a real pleasure to see the long line of automobiles, trucks and wagons and the tense excitement of the children as they awaited the appearance of Cho Cho. In his comical way he won the hearts of the young audiences and very forcibly impressed upon them the importance of obeying the rules of the Health Club, and of forming right habits of living in their youth in order to be strong and healthy men and women. There are many evidences that Cho

Cho's visit to our schools was most worth while. Many of the boys and girls in the rural schools have formed "Drink Milk" campaigns.

As a part of the follow-up work of Cho Cho's visit the teachers of four townships have correlated language and letter writing with the health program. Three hundred interesting letters were written to Cho Cho telling the special problem each child was working on to improve his health. This is only one of the many evidences that the teachers are shifting from the old technical way of teaching to the more practical.

This association is further co-operating with us in promoting the health of the children by making plans to place four nurses in our county to work with the medical inspectors. Through the co-operation of the State Department, our County Board of Freeholders and other local organizations, we hope to have four nurses placed in our county at a very early date.

The fine spirit shown in the work of this organization shows that both the schools and the public realize that the child is the most precious asset of the community, and that, next to moral character, health is the most valuable asset of a human being.

To arouse interest in improving the school libraries two ten-dollar collections of books were offered as prizes to the school making the greatest improvement within a limited time. The townships selected for this competition are of the purely rural types and the schools divided into two groups, one prize for the one- and two-room schools, and one to the three- and four-room schools.

Much interest was shown in this competition, and at the end of four months \$833.56 had been raised for the purchase of books which averaged more than one dollar per pupil.

Through the co-operation of Miss Askew, the Board of Education and Parent-Teachers' Associations of Elk Township, we have our first township library established. There are only three small schools in this township, and Aura has been made the center for this library with Hardingville and Ferrell as branch libraries.

We have organized Parent-Teachers' Associations at each of the three schools. The board of education has purchased single desks for each, furnished more blackboard space, painted one school, furnished any necessary supplies and in every way co-operated with the school officials to promote good schools.

In addition to the individual school libraries, there has been much interest in the improvement of the Gloucester County Pedagogical Library. One hundred dollars were raised for the purchase of new books by voluntary contributions from the teachers. Some of the best pedagogical books on the market were purchased for the library. But of far more importance than the purchase of these books is the fact that they were read by the teachers, and our demand has been much greater than our supply. We are looking forward to purchasing other books next fall.

The Gloucester County Council of Parent-Teachers' Associations and Mothers' Clubs are continuing to show their interest in school conditions by offering a second scholarship to the Trenton Normal School this year.

The four girls selected by the supervising principal and the faculty from each of the high schools have met with the executive committee of the council, and arrangements have been made for them to meet with Dr. Savitz, the county superintendent, helping teacher and chairman of the council on June 21st, when a selection will be made.

To arouse public sentiment and to bring about a closer co-operation between the home and school a series of community meetings were held in my territory this year. At each gathering there was a program by the school children based on their regular school work, community singing, and an address by some live speaker.

The Parent-Teachers' Associations have been a great inspiration to me in my work. This year there have been ten new associations organized in my territory, and, in addition to organizing these, I have visited every Parent-Teacher Association in my district.

One of the very finest types of community interest was the fine spirit shown in making plans and preparations for a community commencement for the eighth grade pupils of four townships.

The first commencement of this kind was held last year and a repetition of the same was suggested by a board member, who not only suggested that we have a community commencement, but that the boards of education would pay for a speaker.

There were sixty-two graduates, representing four townships and eleven schools. As these schools were so scattered, the chorus work was first taught in the individual schools and then in groups. The day before the commencement was held the graduates, some of the parents and members of boards of education met at the park and held two rehearsals.

Jennie M. Haver, Hunterdon County—The law which provides for helping teachers specifies that the sole work of such persons would be to help rural teachers. To be of vital assistance the helping teacher must work not only to improve the teaching, but also the conditions under which the teacher works.

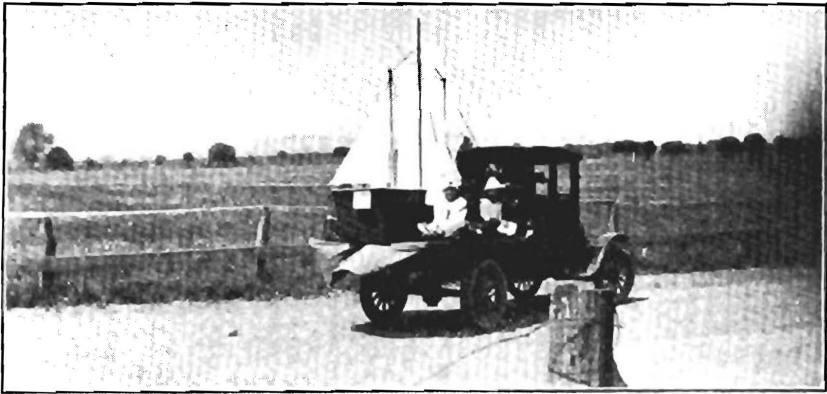
It is the helping teacher's job to weld the excellent teachers, the mediocre, the indifferent, into a co-operative, vitalized working force for the good of the country children.

Schools in North Hunterdon:

No. one-teacher schools	32
No. two-teacher schools	5
No. three-teacher schools	3
No. four-teacher schools	1
No. five-teacher schools	1
<hr/>	
Total	42

The following lines of work were emphasized by the helping teacher during the past year.

1. Improvement of teachers in service.
2. Improvement of conditions under which teachers work.



FLOATS FOR THE PILGRIM PAGEANT, HUNTERDON COUNTY
(See page 105)



3. Promotion of teaching of patriotism and those things which tend to develop high ideals of citizenship.
4. Conservation of health of school children.
5. Co-operation between parents and schools.

First in importance and complexity of the helping teachers' duties is the improvement of classroom instruction. During the past year the quality of instruction has shown marked improvement in many instances.

In order that the schools of North Hunterdon might fittingly celebrate the tercentenary of the landing of the Pilgrims, the big project selected for the year was "The Coming of the Pilgrims."

Early in September a letter was sent to each of the sixty teachers in North Hunterdon asking her to review the work on the Pilgrims and be ready at County Institute time to suggest ways in which Pilgrim material might be used to motivate and revitalize all subjects in the rural school curriculum.

The school visit, as in former years, was one of the chief means of improving classroom instruction. In visiting schools the practice of the helping teacher has been to observe the work of the regular teacher part of the time and teach at least one demonstration lesson. The growth of the teacher was measured from visit to visit by her power to find and adopt new ideas, devices and methods.

During the year teaching has been more efficient because closer attention has been given to the proper grading of pupils. This year for the first time the National Intelligence Test was given to all eighth grade pupils in the northern part of the county. In some schools there was a wide variation within the grade showing that many pupils were attempting work that was far too difficult for them. A few superior children were found. The use of standardized tests in the eighth grade will do almost more than anything else to reduce the number of failures in the freshman year of high school.

Teachers were encouraged on every occasion to make constant use of the very excellent monographs sent out by the State Department. Most of the teachers subscribe to one or more pedagogical magazines and use suggestions and inspirations found in them to strengthen their work. Some of the newer professional books were studied.

The Rural School Council, composed of the county superintendent, two helping teachers, and one teacher representative elected by each township, is a democratic organization that provides an unusual means of growth for at least one teacher in each township.

The following program was adopted for the past year:

Improvement of school attendance.

Encouragement of school club work.

Organization of hot lunches.

Publicity for rural school work.

Organization of township councils of Parent-Teacher Associations.

Promotion of project teaching and socialized recitations.

Collection of local material for geography and history of county.

Management of annual rural school festival.

Four members of a rural supervision class, Teachers' College, Columbia University, were sent to the county to observe one of the group meetings at Readington.

Four schools were redecorated and the Readington School was put on the standard school list.

The P. T. A. members were pleased to learn that we are to have a practice teacher from the State Normal School at Trenton. Both honors, I am sure, would not have come to us had we not tried to make our school a standard school.

In training the rural children for citizenship the following phases of work were emphasized:

Improvement of rural schools so that they may effectively train boys and girls to play their part in life.

Organization of school health work so that it aims directly for improvement of personal health habits.

Promotion of new methods of teaching whereby pupils are given greater participation in the routine work of the school.

Use of games and other athletic activities to teach doctrine of fair play.

Responsibility for all school club work given to pupils.

Teaching that citizenship gives advantages but also necessitates obligations.

Development of county consciousness by means of rural school festival.

Establishment of habits of courtesy.

Encouragement of training for right moral attitudes and accomplishments.

Four years ago the Hunterdon County Health Association was organized and a very simple club program worked out and presented to the teachers and pupils of the rural schools. The pupils in each schoolroom organized a local health club, elected officers and appointed inspectors or assistants whose duties were well defined in the club program. The club meetings were held each morning directly after morning exercises, with the pupils' president in charge. Ten health questions were asked each morning. Each pupil scored one point for himself and school when he answered yes to a question.

At the close of the month the school having the highest percentage won the greatest honor of the county association, the big crimson and white H. C. H. C. banner.

The work of the Health Club is so important, so comprehensive and so interesting that when it is once organized in a county it grows and grows and grows.

Last year the county Red Cross nurse found that 80 per cent of the children she examined were under weight and 29 per cent of that number were 10 per cent or more underweight. This year five of the ten daily questions in the Health Club were enlisted in the fight against malnutrition, and teachers were asked to weigh and measure the children each month. Thirteen teachers organized hot lunches in their schools and most of them gave definite instructions on the selection and preparation of foods.

The success of any school or the success of any teacher is measured to a large extent by the interest taken by the parents of the children and the taxpayers generally who support the school. If one knows but little about a school it is almost impossible to become vitally interested in its progress. The Parent-Teacher Association, made up of patrons of the school community and the teachers, makes a democratic organization whereby the people may be brought together at regular times in the schoolhouse to consider not only the welfare of the pupils and school, but also the well-being of the community

as a whole. Such an organization also provides one means for social and recreational life in a community, and a forum for expression and discussion of any topics that are of community interest.

There should be a State-wide educational campaign calling attention to the loss to children and taxpayers from irregular attendance. This should do much to correct the present deplorable condition and also make it easier to get a law passed establishing a State attendance bureau.

There is need of a campaign for higher salaries that will attract and retain capable rural teachers. This salary should provide for advancement in such manner as to emphasize improvement or growth in service.

There should be an extension of educational opportunities to older children and adults in rural school neighborhoods by means of demonstrations by State College extension workers and other specialists, reading circles, entertainments, lectures and exhibits. The local Parent-Teacher Associations should sponsor this work.

School grounds should be equipped for community recreations.

Hunterdon County needs a third helping teacher in order to do the constructive supervision that is necessary. The helping teacher in North Hunterdon traveled between five and six thousand miles visiting sister teachers, holding group meetings, working with Parent-Teacher Associations and assisting with community meetings. Some improvement has been made but not a touch to what should be made. The helping teacher sees the need for more work, but one day is too short and one woman's strength too limited to do more. The present helping teacher law needs to be amended so that the helping teacher's salary and traveling expenses are taken directly from the State school funds before the county apportionments are made, as is the case with the county superintendent fund. Then and only then can rural counties get a square deal in supervision, and helping teachers in those counties have time to do really effective work with the teachers. Helping teachers in rural sections are training teachers for both rural and city schools. Until the State lessens the number of teachers under one helping teacher's supervision, the towns and cities will get the better trained teachers. By actual count the helping teacher for this part of the county has helped to train fifty teachers for town or city positions during the past five years.

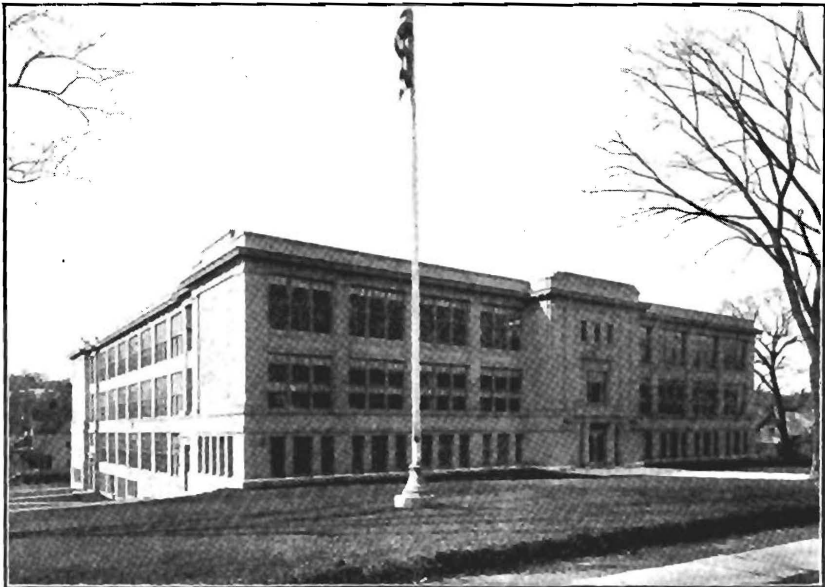
Maud C. Newbury, Hunterdon County—There is little suggesting the mushroom in the type of growth found in rural communities. We like to flatter ourselves into thinking that, like the oak tree, we develop slowly, but that growth once made, even though slow, does not represent softness and decay, but offers building opportunities for future generations. A helping teacher comes to a rural community with a five-year program. At the end of five years she laughs at herself as a dreamer and confesses that her five-year program is in reality a ten-year program. She works in schools representing, it may be, thirty-five communities scattered over a wide area. Getting across ideas in so many widely scattered communities so that they become dynamic forces in bettering school conditions is a difficult and slow progress. Were the helping teacher to dwell too much on her failures she would become a confirmed pessimist, or would resign and leave the work to more courageous leaders. But her long drives in the open air amidst growing things breed

in her the spirit of optimism. She lays hold of the faith that affirms the sureness of Providence to reward honest labor, and then sits down for long hours each year in an effort to drag from a reluctant mind some evidence of attainment that shall satisfy the State authorities and justify her existence as a helping teacher. She feels many times that she is exerting tons of energy in order to lift a pound weight, but after arduously compiling for the State Commissioner of Education an annual report, whose refrain is "I have attained, I have attained," she tends to look at her work through rose-colored glasses and receives thereby fresh courage to continue in the work at least one more year.

During the year 1920-21 we have made progress in South Hunterdon in promoting the professional growth of teachers and stimulating community interest in the education of rural children. The means used for teacher growth were visits to individual teachers, on which visits the helping teacher held conferences following teaching by either the local teacher or herself; the use of standardized intelligence and reading tests; problem projects outlined by the helping teacher, mimeographed and distributed among individual teachers; all day teachers' meetings, and the organization of the Rural School Council. The holding of a county school festival, the observance of Child Welfare Day at centers in the various townships, the organization of new parent-teacher associations, and the development of those organized in previous years, were some of the means used for the promotion of community interest in schools.

The majority of the schools in South Hunterdon are organized on a four-group basis. Seldom are all eight grades represented in any one-room school. In nearly every school the helping teacher has assisted in organizing classes after observing children, teaching them, and discussing their needs with the teacher. The problem of organization is a most vital one in one-room schools if good results in teaching are desired. Because teachers change frequently, and new teachers, young and immature in judgment, are constantly entering the ranks, the organization of the rural schools is a problem with which the helping teacher must keep in close touch, following it up frequently. At the end of every school year I take the name of every child in every one-room school, and the grade and group in which he is to work during the coming year. I do this for three purposes—first, as a guide to both the teacher and myself in ordering supplies for the coming year; second, to lead the teacher to consider her problem of organization with reference to the intelligence and growth of children, rather than from the standpoint of the number of years that they have been in school; and third, to have some data that will guide an immature teacher for the coming year. At the beginning of the school year I again take up the problem of organization, especially with beginning teachers, to assure myself that they have followed the organization mapped out by the preceding teacher and myself, instead of being led astray by the statements of the children in the school as to where they should be placed in grades and groups.

Because many of South Hunterdon teachers would teach sixth grade history and geography during the year, early in August I returned to Flemington in order to outline plans for teaching European history and geography in this grade. In history I outlined a problem-solving method, and in geography I



MORRISTOWN HIGH SCHOOL

a year's work. In geography I outlined problems for the study of the continent of Europe and for the study of Great Britain. These outlines were distributed to teachers. The more progressive, experienced teachers made use of the outlines and have asked for more of the same kind of help.

Some changes were made in the plans for teaching English in the rural schools, organized under the Hunterdon County Better Language Club heading. This plan provides for the bestowal of a certificate of honor upon every pupil making one hundred and fifty credits in English. The reading of good books and good current literature, such as "The Youth's Companion," "St. Nicholas," "The National Geographic," etc.; the correction of speech habits, the writing of creditable compositions, the memorizing of poems or other fine passages of literature, the manifestation of a fine spirit of co-operation, the delivery of excellent four-minute speeches, were means by which members of Better Language Clubs could in former years earn credits.

During the year just past every teacher had an opportunity to attend three all-day teachers' meetings. The first one was held the Friday before school opened in September, at the high school in Flemington. Mr. Hoffman, the two county helping teachers, and Miss Packer, State Director of Physical Training, led the discussions at this first meeting. Outlines in geography, English, hygiene and suggestive programs were distributed and discussed.

Parent-teacher associations have continued to make possible for our schools good current literature, library appropriations, new Victrola records, basket balls, and one of them has purchased playground equipment, teeter boards and swings. The visits of parents to the schools has provided motivation for better school work.

Florence W. Raguse, Mercer County—Our first subject to receive intensive attention was health. We started with cleanliness, clean hands, teeth, etc. The value of open windows was discussed. The weight charts were introduced. Children, as far as possible, were weighed, and factors controlling decreased or increased weight were studied. Foods were considered. Hot lunches for schools were urged. Princeton Township was the only school to install them.

Physical training was our next subject. For an incentive we prepared a physical training contest, which was to be judged by Miss Marianna G. Packer. The primary purpose was to promote stronger bodies, better postures, play, better marching and school spirit. To make the boys and girls realize that they were not isolated in the country, but belonged to a big unit, was another factor. In November we had our contest, which was judged by Mr. Frederick Prosch, physical director of the Trenton Normal School. The purpose of this was to check up the events for our May fete, which was to be held at Penn's Neck. The exercises were directed by the children instead of by the teachers, because we urged student leadership. We used the exercises from the leaflet issued by Dr. Maroney last February. The children enjoyed them and realized their worth.

What was the result of our health drive? Alert, happy children, stronger bodies, a gain in posture from 30 to 80 per cent, lighter steps, more interest to keep "fit," stronger school spirit, and a keen sense of competition.

The May fete was the first one ever held among the schools. It gave the children so much happiness, and also gave the pupils and community a different perspective. The results were very gratifying. The president of one of the boards of education considered plans for completing the unfinished school because of this fete.

Ida Louise Johnson, Monmouth County—The work for September was begun by a profitable and lengthy conference with the County Superintendent and the other helping teacher, at which conference careful plans were outlined for the year's work. One new school was added to my list, making a total of twenty schools and thirty-one teachers. Ten of this number were trained teachers, the remaining twenty-one untrained, two of whom had no training whatever.

My territory was made up of three townships and two boroughs, comprising two four-room schools, two three-room schools, one two-room school and fifteen one-room schools.

Five group meetings were held early in September, and under the following heads we made and discussed our plans for the year.

Better teaching was developed by a simple plan of daily work prepared in advance to fit well with the programme, so that recitation periods would not overlap, the beginners being given a fair amount of time.

Demonstrations by the helping teacher, using the teacher's plan and taking charge, sometimes a whole day, sometimes a half day, having the class teacher observe methods of teaching, class room procedure, and general discipline, followed by conference with the teacher after work was completed, brought good results.

Great progress was made in better reading. At our second round of group meetings certain teachers gave demonstrations in silent reading, followed by discussions and questions. This was especially helpful to both teachers and pupils—each teacher developing an original and clever method.

Our County May Day made a fine basis for project teaching, which was developed from a primary sand table through the grades. The pageant, "America, the Melting Pot," was rich in matter for the teaching of geography and history.

Attendance in all schools, except two, in which contagious diseases broke out, was better than ever before, due partly to the open winter and to the careful keeping of the wall chart, where a certain amount of competition is carried on between the girls and boys.

Attendance was stimulated by giving special privileges on the last Friday of the month to pupils having 100 per cent attendance. In one of my most remote schools seven pupils, out of an enrollment of seventeen, finished the school year without having missed any time from school. These pupils were awarded certificates of attendance the last day of school.

Each teacher had a workable programme, cast to fit the needs of her school, with the hour, recitation, and time allotment, etc. She was asked to follow this programme for four days of the school week.

The problem in Americanization is always a great one. "Better English" and "Better Writing" clubs were formed. Health and civic clubs were active in all schools. One civic club organized in the higher grades of a three-room

school involved representatives from each class, and new elections were carried on every month, so that at the end of the school year each pupil in the school had served on some committee, or held office.

The vital interest in physical training was very gratifying. It was carried on out-of-doors and was a recreational period for all. Play begins to mean something to the children, and the pupil-leadership is splendid.

Three local township field days, the first ever held in my districts, were a great success, and meant more to the children and parents than the larger County May Day.

Rural school grounds never looked so well. All paths were kept clean. Some little one-room schools kept their lawns clipped with lawn mowers; nearly all planted vines, ferns or shrubs. Some bought playground equipment, and one school in the sand and pine country planted a hedge of laurel and other native bushes around her grounds, which lent an added charm to its rural setting.

A round of meetings was held to discuss plans for a hot luncheon project. Parents were called in and much interest was awakened. Every school gave an entertainment in October to raise money for the lunch fund. One little school of twenty pupils raised during the year \$106.75 for this purpose, another school, \$144.00. I think the hot luncheon project did more to interest and develop the small communities than any other matter ever before put before them. As a result of this interest the schools have been used more than ever before as a social center.

Morning exercises have, in all schools, been under pupil-leadership at least once a week. A national anthem was sung every day. I have made a special effort to teach simple songs to the little people, and seasonal songs to all. The children do not get enough of this sort of thing.

The helping teachers have helped to give two county-wide reasoning tests, —a handwriting test, and the Haggerty Intelligence Test—the last being given at the end of the school year as a check upon entrance into high school.

Frances B. Poindexter, Monmouth County—

Our aim for the year:

1. To visit factories, etc., for the purpose of placing our boys and girls favorably when they go to work at the age of 16.
2. To visit the schools in the county and find all backward children.
3. To help the teachers in the classroom.
4. To test all backward children in the county and make groups.
5. To establish new classes for these children.
6. To visit the homes of special class children.
7. To hold monthly teachers' meetings.

During the month of September I visited two factories for the purpose of finding suitable work for special class boys and girls when they are ready to begin work.

In September I taught the Red Bank class three days, one of which was demonstration teaching. The rest of the time was spent in visiting the different special classes of the county and giving general help in each separate class. A few days were spent in observing in graded classrooms.

After receiving the necessary information regarding the backward children, I spent as much time as I could conveniently take from the special classes in testing the needy cases over the county, which included 210 children.

Having completed the testing at the different schools we made graphs which show at a glance the number of children backward and to what degree.

In West Belmar, Belmar, Red Bank and Navesink we established classes which have proved very successful in each case, and data is complete for forming new classes in several other places. The problem is to show the board the necessity of maintaining a class.

In Belmar I visited the home of every child in the special class—in several cases visiting them more than once—and I received splendid co-operation from every parent. In Long Branch my visiting covered the majority of the homes and I found a very good spirit there. It is a regret that time did not permit me to visit the children's homes of each class in the county.

On the second Tuesday of each month we held teachers' meetings. At these meetings we exchanged ideas in both formal and industrial lines which were invaluable to me, and I believe they proved of great value to most of the teachers. These ideas involved new lines of handwork from the standpoint of the value to the child, new pedagogical books, adaptable text-books for a special-class child, disciplinary cases, institutional cases, etc. At one of our meetings Mr. Montgomery, the Executive Secretary of the Monmouth County Organization for Social Service, gave us a most enlightening talk on our responsibility in linking up the special class with social service. One can assist the other in many ways. During the year I have attended most of the county supervisor's round table meetings, as well as the County Institute of last October.

Charlotte E. Wilson, Monmouth County—In planning our work for the year, with our principal aim "better teaching, better schools," before us, we decided upon a series of group meetings to be held in each district.

We feel that much has been gained from our study of silent reading, although we have not used a standard test this year. Many teachers expressed a wish to have another such test used, and we hope to give them again next year. Some schools were so fortunate as to have good modern text-books especially designed for silent reading study.

Attention was given to program making. This is always needed because teachers and groups change frequently and new teachers are always glad of help in organizing classes and work. We asked every teacher to post her program as early as possible to insure their being completed and followed.

We renewed our drive for good attendance, distributing the wall charts and enlisting every teacher's interest in having the best possible record.

The health clubs carried on their work of school housekeeping, having daily inspection and officers to care for school rooms and grounds. The improvement in personal habits of neatness and cleanliness in a number of schools has fully repaid the effort spent. We feel that these health clubs afford one of our best means for the development of pupil responsibility and leadership.

The work of health clubs formed one topic of discussion in the rural sections of our county institute together with the hot lunch project. Our county

demonstrator gave a good, practical talk on this subject, followed by general discussion and questions. Some teachers began with enthusiasm to plan hot lunches for their schools.

In many schools we notice improvement in classroom decoration. We have emphasized this feature more strongly this year and have had pleasing displays of fresh and varied work, ranging from neat arithmetic and spelling papers to elaborate charts, drawings, maps and booklets. They have been an incentive to better work. Not only to pupils, but also to teachers.

In one of our earliest conferences of county superintendents and helping teachers we decided to follow more extensively the plan of whole-day teaching visits to the teachers most in need of help. The teacher was asked to write an outline of the day's work, with assignments and a seat plan. The helping teacher arrived before nine o'clock and took charge of the class, the regular teacher not working, but sitting and observing. The plan proved useful, but we found that half-day periods were better, for several reasons. These teaching visits were followed by conference and discussion, as is the usual practice. At such times subject and time schedule are followed exactly. In other demonstration work more time may be given to one lesson in order to illustrate a topic or method more fully.

My territory this year has eighteen schools and thirty-two teachers. The average number of visits made to each school was eleven. The two helping teachers also spent eight days in another township, whose supervisor was temporarily absent. Our excursions into this field gave us a new appreciation of our opportunities and responsibilities.

We gave the Haggerty Intelligence Examination to all eighth, and to some seventh, grade pupils in May. The results were considered in making promotions. This work has proved worth while, and a more extensive use of such tests is proposed during the coming year.

One good result of field day exercises is the development of pupil-leadership. A sixth grade girl directed the making of crepe paper dresses and caps for the dances. Boys took charge of measuring distances, putting up May poles and directing practice in running and jumping, besides sharing responsibility for the regular school work.

Rachel Anne Fuller, Morris County—Our work as helping teachers is to study the rural school situation as we find it, in all the disorganized, disrupted, discouraging phases; analyze the causes; seek for the solutions; and, wherever an opportunity presents itself, to start action that shall result not only in permanent reform of present education abuses, but in normal development along lines of modern educational procedure.

The schools showed many small children variously called beginners, first graders, second graders, according to the length of time they had attended school. None of these children had any comprehension of what they read, if they could read at all. The question of beginning reading stood out so prominently that it was selected as one to be worked upon through the year. Five teachers of one-teacher schools were given help in planning the lessons for beginners, and in training the fumbling first and second grade children to

do some real reading and thinking. In all schools the necessity of reading for power rather than oral expression was stressed. In one four-teacher school, a new teacher took the third and fourth grade room. The children are over age, idle, indifferent. This teacher has worked patiently to overcome bit by bit these bad habits. In a reasoning test in arithmetic where a good score depended upon the child's ability to read the problem correctly this room of forty-eight children made the best score of any room or school, and it is the only room where every child made some score. Six months elapsed between two tests in silent reading in which each child was measured for speed and for his ability to answer questions about the text. Every child showed an improvement in both qualities, and the entire room had come up to the grade standard, although the first test showed them to be far below grade, and very slow. The work with the very beginners was somewhat disappointing but we may find that next year these children will show the benefit of their instruction.

The information gained from these tests was carefully worked out. The most important things to be learned were:

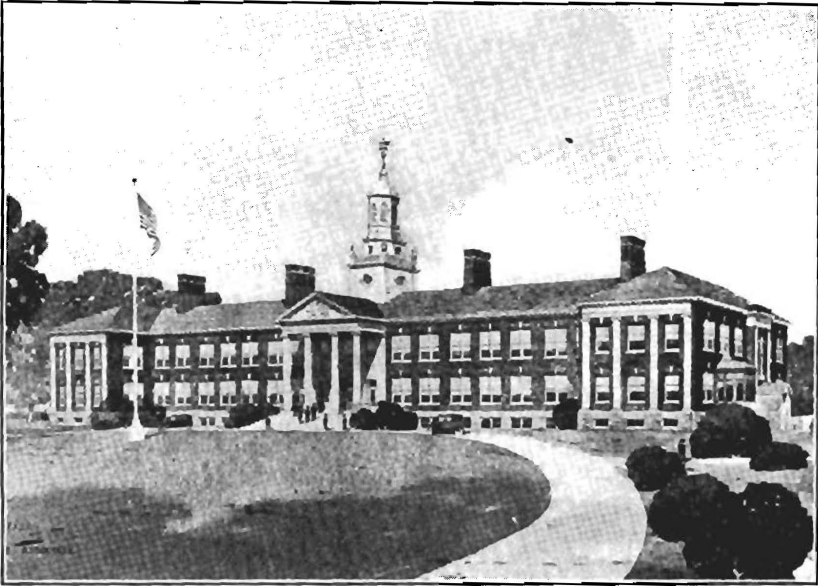
1. What mental ability has this child? Is it high in proportion to his age, so that if thoroughly trained, he may make rapid progress; or is it low in proportion to his age, so that we must work carefully to be sure he is thoroughly trained, and must allow him to progress slowly?

2. In general educational knowledge is he up to grade or not? If not, is this due to poor teaching, to low mental ability, to lack of interest, to physical condition, or what? It has been very hard to determine what to do about the physical condition of many children. Parents are growing keenly interested, and indications are that the women about the county will take definite action next year to have the medical inspection and follow-up work more thoroughly carried out.

A point for serious consideration is that the child of low mental power is usually straining every ounce of his intelligence to keep up with the class. If the others are normal this is not apparent, and such a child is often nagged by teacher and parents, when he is really doing his best. One specific example will illustrate. In the same class are: One boy rated as a genius, mental ability of 145, class work low, just passed using 72 per cent of his ability; one girl, normal ability, class work worthless, using 55 per cent of her ability; one boy much over age, mental ability 78, class work weak, showing an achievement of 102. Yet the last boy is regarded as a disgrace to his parents and to the school.

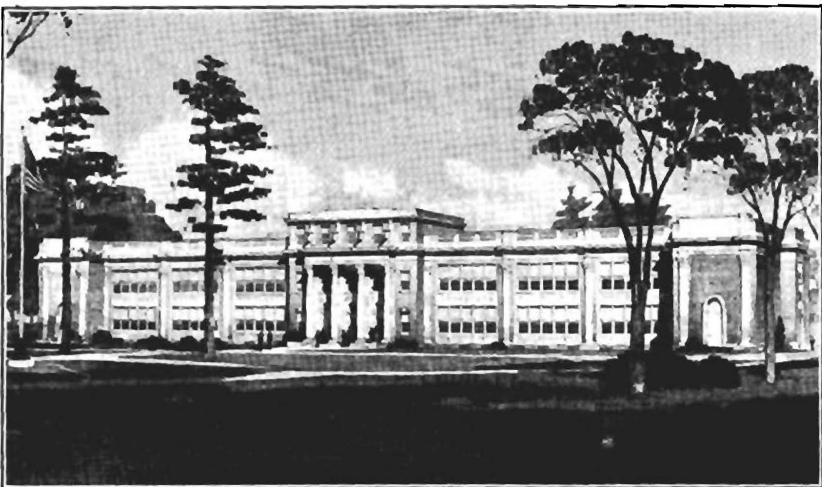
These look like extreme cases, and the first, that of the genius, is, but lower the figure a trifle and we find dozens of cases of children of high mental ability who are really unaware of it. These children have never been taught to use their heads and are doing no better than many of much less ability. There are many like the third child mentioned, just on the verge of mental deficiency, who will always be slow in progress, but who, if given a fair chance, will make that progress creditable.

These tests have not been given in a sufficient number of cases to draw definite conclusions, but the indications are that we have a low percentage of deficient children, and a high percentage of children who are a trifle above the



GLASSBORO STATE NORMAL SCHOOL

(Now under construction)



PROPOSED MADISON HIGH SCHOOL,



average intelligence. If this is true then the failure of so large a percentage of our children to enter high school is not in their mental lack.

To illustrate what effect the environment (home surroundings, influence of family and daily associates, teacher, teaching material, school surroundings and influence of school associates) may have, take the case of a one-teacher school in a particularly isolated situation. Poor teaching and general lack of interest for several years had resulted in the children appearing like little savages, and seeming utterly stupid. An observing visitor commented, upon leaving the building with the helping teacher: "What's the use of working with that school? There isn't a child there that has any intelligence."

We found that of the twenty-one children who attended this school all the year twelve are of normal intelligence, four are slow, but should not be classed as below normal, and five are far above the average in intelligence. Four children who were woefully unready to do eighth grade work in September went through the year's work in good shape, and every child except one has made a sufficiently steady progress to warrant his promotion. This one was absent a great deal, and was evidently graded too high in the fall. She is one of the very few who is not using her full ability. The most significant thing in the sheet showing the conclusions based upon these tests is this: Of the sixteen children, third grade and above, eleven are using every ounce of their ability, three more are using 90 per cent, and the remaining two 80 per cent and 87 per cent respectively. These two are eighth grade girls, repeating the grade, and were transferred in March from another school where they were making no progress at all.

The excellent teacher, the contacts with the outside world which she brought, the teaching material introduced, all had their effect; the interested parents, realizing the value of a good teacher, kept in touch with the children's school work, and in several families the daily program included a definite time for doing home assignments. Teacher and patrons organized a home-school association, which has raised more than \$200 with which to buy school equipment.

Sometimes there seemed no angle of attack. In one township everything was wrong: really the worst school situation imaginable. The attempt to hold a public meeting to arouse general investigation and interest got out not more than twenty people, and most of them to scoff and say: "What did I tell you? It's no use to try to do anything in this place. The people simply don't care." But a tiny home and school association was organized, which promptly affiliated itself with the county organization. Through the association a woman has been elected to the school board and the board been reorganized. The budget has been enlarged to include salary for more than one teacher, to put in water, lights and toilets. Four thoroughly good teachers are engaged for next year. Money has been raised to buy a new piano. All this change in environment is due to the same mothers and patrons who said in October "It's hopeless." What these women have done has spread. They have succeeded in uniting the two ends of the town. Requests to the board have greater force, since they come from both associations at once. Women from these two associations have visited other associations in isolated districts, and encouraged them to do likewise. One hopeful feature of this growth, and one that indicates that it will be permanent, is that the men have given their

support and aid to the work of the women. So earnest to learn and to do are these groups that they have gotten practical people from other localities to talk on various phases of their work. A Red Cross nurse, a woman attendance officer, officers of the County Council of Home-School Associations, and Miss Fannie W. Dunn, of Teachers' College, have addressed them.

The work in this township has had in it little of real supervision, but it is going to be possible to supervise the work another year, because the people themselves are going to work to get and keep physical conditions right. They are going to give their children a wholesome school environment.

The State Library made a special loan of about twenty books, which were introduced into one school after another. This little library has done much to pave the way for the county library.

Sara B. Hernberg, Ocean County—A report of the work in the townships and boroughs of Barnegat City, Beach Haven, Berkeley, Eagleswood, Lacey, Little Egg Harbor, Ocean, Point Pleasant and Stafford for the fiscal year ending June 30, 1921, is herewith respectfully submitted.

The activities which lent the most aid and promoted the most progress are given below:

Demonstration Lessons: Arrangements were made early in the year to continue a plan which had been tried the year before. Teachers attended the specific group which, in the judgment of the helping teacher, would benefit them most. Four groups of three meetings each were planned, scheduled and held. These demonstrations and meetings were carefully planned, the purpose understood, and the results proved a most vital means of stimulating better teaching. A need for special emphasis upon English and fundamentals in arithmetic was made apparent by the study of the results of tests given the spring before, so that our program of demonstrations was shaped accordingly. The most capable teachers in each group in these subjects were selected. After the lessons were taught the principles demonstrated were discussed and quite generally applied to schoolroom practice.

Standard Tests and Measurements: The Courtis Tests in Arithmetic, Series B, were repeated in grades IV-VIII, inclusive, in February, and a comparison made with results of the year before. Graphs showing pupil attainment were displayed in each schoolroom. This stimulated interest and effort.

Health: For several years the Health Club for teaching health habits has been used with good results. This year the Modern Health Crusade was adopted and launched into every school in this territory. The one feature that strengthened our confidence in the plan was that it required parents' verification of the chores done at home.

Many cases of retardation and inability to do assigned work has been traced to physical defects of some kind. The helping teacher has found the medical inspector's cards more helpful this year than usual. In one school of thirty children, grades I-III, 50 per cent were suffering from adenoids and diseased tonsils. The cards were marked "to be removed at once," but very little was done for these children further than reporting the conditions to the parents. In two cases the expense of operations was borne by the county.

The Junior Red Cross co-operated in furnishing transportation to and from the hospital at Lakewood, and provided suitable nourishment for a period after the operation.

A nurse is needed badly to properly follow up the work of the medical inspector.

Health posters, original in design, were made by pupils in several schools. They were exhibited at Trenton by Miss Packer during the month of April. Game charts were posted in nearly all the rooms and served as a check on that phase of the course of study in physical training. Quite a number of these charts showed artistic skill, and will be used next year as an incentive in extending this part of the work. The regular physical training program was motivated through the County May Day Festival held at Toms River May 21, 1921.

County May Day: A great work has been accomplished through local and County May Day Festivals. The social reconstruction of our communities is evident. The excellent spirit shown by teachers, members of boards of education and patrons, in co-operating and attending this gala day indicates that they are interested in the promotion of health, in community co-operation and loyalty, and in those matters which lie at the bottom of our social problems. Schools in every township in this territory, except two, enrolled and attended the fete. These two exceptions were due to an epidemic and illness of a teacher.

Point Pleasant, a six-room school, made an excellent record in the events. It won first place in its class for attendance, May pole winding, folk dancing, 100-yard dash, running broad jump, running high jump (under 80), pack race and 220-yard dash.

Prizes consisting of suitable framed pictures of their class having the highest percentage of attendance were given to the schools coming from outside a ten-mile radius from Toms River. Two remote schools, Barnegat City and Cedar Chest, each had 100 per cent present. The Barnegat City children traveled about 70 miles.

Community Betterment—An experimental community night-school, the purpose of which was to revive agricultural pursuits and thus raise the valuation of property, was started at Manahawkin, Stafford Township, last December, by Mr. Waite, the County Farm Agent. The first meeting was held at the home of the president of the Home and School Association. Representative people were present and plans for an organization were discussed.

In order to reach the men one meeting was held in a lodge-room where many of the men had gathered. Five of these meetings were held in the schoolhouse, where the Farm Agent, experts from State Farm at New Brunswick and local farmers acted as teachers. Up-to-date methods of farming and marketing in general were studied, also a special study of poultry, bee culture, sweet potato growing and fruit growing. The course in bee culture was given by Mr. Carr, of New Egypt. The effort will be continued next year. More interest is being shown and greater participation is expected.

School Visitation—Several schools outside the county were visited. Among them were Ventnor, Atlantic City, West Freehold and Freehold, Monmouth County. Schools visited in the county outside of my territory were Toms River, Lakewood, Point Pleasant Beach, Barnegat, Tuckerton, Pleasant Grove

(Jackson Township) and Bay Head. Good points were noted and teachers advised to visit them. The visitation was made possible by the plan adopted for teachers' group meetings. About twenty teachers observed work in some other school during the year.

Attendance—The per cent of attendance in this territory dropped during the year 1919-20. This was made known to both teachers and pupils and new interest and effort provoked to improve it. A census was launched early in the year, similar to the one used in Monmouth County. All children eligible to school were located and the parents visited. Indifferent cases were reported to local county attendance officers. Mr. Morris, the County Superintendent, sent out a bulletin report on attendance each month, which kept up a rivalry between schools of particular classes. Several schools made graphs each month showing improvement. A little one-room school at Cedar Crest in Lacey Township was the banner school of the county, having 100 per cent for one month and 99 per cent for several months in succession. Much credit is due Mrs. Katheryn Giberson, the teacher who has been centering in her school efforts for three years to improve conditions in this community.

Sewing Contest—Fourteen schools out of sixteen exhibited articles. Number of pupils enrolled, 235; number of pupils exhibiting, 248. The first place in the one-room school was won by Waretown, Ocean Township.

Harriet A. Simpson, Ocean County—During the year over two hundred visits were made in the territory assigned to me, which included the Borough of Bay Head, Brick Township, Borough of Lavallette, Manchester Township, Plumsted Township, Borough of Seaside Heights and the Borough of Seaside Park.

The aim was:

1. To improve the program and organization of classes.

A suggestive program was given to the new teachers as a guide. All teachers handed in copies of their programs and help was given to see that the program showed recitation and study periods and proper physical training periods.

2. To improve the teaching.

(a) Methods.

Lessons were taught in different subjects when teachers were using weak methods. Later in talking over the work the strong points were emphasized.

An outline of sample three-minute drills and homemade schoolroom equipment, consisting of bat, balls and bean bags, were given each teacher as a means of promoting the physical training in the schools.

Some of our best teachers in the county were anxious to visit schools of the same size in order to best compare their work and school conditions. Recommended schools were visited in order that their time might be well spent.

After some of the nine months' schools were closed two teachers were taken to visit other schools in the county where there was better teaching. The strong points in the teaching were emphasized and the visitors stated that they expected to adopt the better methods next year. The Monmouth County Minimal Spelling List was given to each teacher. In four schools in a new

district the teachers were without any list or books as a guide. Further use of these lists will be made next year in a spelling campaign.

A talk on primary reading was given at a spring institute emphasizing many points brought out in the monograph.

A list of phonetic games and recommended readers was given out, beside having several sets of readers there for the inspection of the teacher. One township bought two sets of new readers which were exchanged giving the pupils access to several sets. The teachers were requested not to put the readers into the hands of the pupils for the supplementary reading, which was much against the wishes of the pupils and many of the parents.

One week was observed as Good English Week, emphasizing different phases of the work on different days. Later a report was given from each school telling of the work done that week.

Score cards were given to the teachers in several cases so they knew the standing of their work.

(b) To throw more responsibility on pupils.

In all schools the physical training, if not given all the time by a pupil leader, was given many times during the year in a very creditable manner. The responsibility placed upon the pupils by reporting on topics used in the problem work in history and geography was done in a more satisfactory manner than last year.

It was very gratifying to see the morning exercises, spelling lessons, and physical training conducted by pupils in a new district. A census of all children from ages four to seventeen was taken by the pupils for each district in the county. This will enable a new teacher to know if all the proper children have entered school.

(c) Teachers' Meetings.

Twelve demonstration lessons were held in the county. The demonstrations were in arithmetic, language and morning exercises. Each supervising district had a series of meetings which were divided into Group One for grades 1 and 2, Group Two for grades 3, 4 and 5; and Group Three for grades 6, 7 and 8. The language lesson in grades 1 and 2 consisted of an oral reproduction of a story and dramatization. The language was later correlated with handwork in developing the sandtable to illustrate the story. The demonstration in English in the grammar grades consisted of a socialized recitation on the development of a story and the outline. Leadership was being developed and confidence gained by the pupils in giving the oral reproduction of the story and then receiving the reaction of the other pupils who gave at least five positive criticisms before giving a negative criticism.

The socialized phase of the exercise was especially fine. The teacher was in the background as a guiding factor in the class rather than as a dominating factor.

After each demonstration lesson a discussion was held with each teacher contributing some favorable criticism. Later a written discussion was sent to each teacher emphasizing strong points of the lesson.

(d) Means of Motivating Work.

Composition, health and writing booklets were used to great advantage to motivate the work in those subjects. One school carried on an extended

correspondence with a similar school in Ohio which they enjoyed very much. Many pupils planned to continue the correspondence during the summer. The pupils living along the ocean could hardly realize that the children in Ohio thought they were digging in snow when playing in the sand.

Charts were made on health, games, cotton, wool, and "Books I Have Read." The Geographic Bulletin was placed in each school-room together with two bird bulletins. Both pupils and teachers were interested and found them valuable.

A fine exhibit of school work was held in the Bay Head School. Product maps were made of each grand division, two pupils working on each map. Large individual product maps of the United States and her possessions were made. Pictures of a circus sandtable and a Japanese sandtable were taken and shown to other teachers as an incentive for better sandtable work.

Many of the schools were fitted up with the Model Store and use was made of it in connection with the work in arithmetic. The Curtis Test in the four fundamentals was given again this year to grades four to eight inclusive to the schools of the entire county. The pupils made a graph of their individual records in rate and accuracy on the same chart as used last year. This gave them a chance to compare their records. It was very gratifying to see the improvement in most cases. In the schools using some graded mental device for five minutes each day the pupils were found to have about doubled their record. This again proved the need of such a device in all schools and an order for some device was placed on all requisition blanks this spring. The median score in rate and accuracy was found for each grade in the district and also for the entire county.

A spelling test taken from the Ayres Spelling List was given in grades four to eight inclusive in the entire county. The test consisted of a different list of 50 words for each grade. The median score for each grade was found and compared with the standard median.

The Otis Intelligence Test was given to all eighth grade pupils in the county. This will give the high school principals a knowledge of the kind of pupils they will receive in their high schools. If it is possible to have more than one section in a subject the duller pupils can be put together.

Tests were given in reading, arithmetic, language, spelling and writing to a rural and a consolidated school in my district and the report given to a committee of the N. E. A.

I am keeping the record of each pupil in order to be more familiar with the record of each and arrange the best methods possible for the improvement of each class.

3. To improve the surroundings.

A special effort was made to have a clean-up day at each school. Great improvement was noticed in the windows, yards and flower beds.

4. Library Fund.

Two-thirds of the schools raised the money for the Library Fund by means of entertainments. The books bought were all reference books. One school used the money toward the piano fund and two schools used the money toward a Victrola fund.

5. Health.

The Health Crusade was used as a means for improving the health habits of the children. The folders were marked at home and signed by the parents in order to secure a greater interest on the part of parents. This did not function as well as we had hoped and another year we will keep a better check on the folders and the marking by having it done in school. Four hundred pupils achieved and will secure the Knight Banneret.

Hot lunches were served in the same schools as last year and in two schools in a new district. In the larger school sixty pupils were served each day. Twice a week soup was served and cocoa three times a week. Some equipment was donated at the beginning. Later a cake and pie sale was held and the proceeds of this together with the profit on the cocoa enabled the pupils to buy quite an equipment. Better order was secured by having all the pupils eat in the same room in addition to having better health.

6. To interest the community in the schools.

The Parent-Teacher Associations endeavored to have more subscribers for the Parent-Teacher Association Bulletin this year.

The Whiting Association helped to raise sufficient money for the Library Fund and to fit out the needy pupils with bloomers and sneaks for the May Day Festival.

The association at Lakehurst was the means of securing better sanitary conditions. New shades were bought for the entire school.

The girls in the Island Heights grammar school were able to enter the County Sewing Contest with the help of the Parent-Teacher Association.

At Seaside Heights the association was reorganized and aided in raising the Library Fund.

Two other associations aided in raising the Library Fund which will be used for a Victrola Fund.

A very successful meeting of the County Council was held at Seaside Park.

Clare Bartlett, Passaic County—Schools in West Milford Township this past year have comprised eight one-room schools and one two-room school.

In space which ought not to accommodate over twenty-four pupils, thirty-eight have been crowded into a grammar room. In a primary room twenty-nine pupils have been accommodated scarcely less advantageously. Double desks have been used in these rooms so close to the walls with aisles so narrow that physical training exercises have been impossible when weather forbade outdoor performance.

Hewitt School still remains in charge of a man with over forty years' teaching experience and twelve in that particular school. He is a man with a vision for better opportunities for boys and girls in the country school, a man of extensive reading and thought, and exerts an influence upon these mountain children which is bound to have its effect upon their lives. A certain routine and drill of bygone days typify this work, but I always find something to commend, and I also find that the pupils are learning to concentrate, to assume responsibility, and, most of all, are getting the example of good citizenship from this venerable old man.

Macopin School has much to its credit, due to a live, trained, experienced and altogether capable teacher. Because of living in the community, she consented to take the school at a time when good teachers were almost unobtainable, especially for remote one-room schools. For two years she has worked earnestly and diligently, and has brought the pupils to a standard that has been unknown in that school. She has bought material, and Friday afternoons, from three to five o'clock, taught the girls to sew. They have made underwear, aprons, middies, shopping bags, etc. The boys have made a very nice Victrola cabinet from a discarded wornout organ.

Hot lunches have been served—always two hot dishes. Money was raised for these lunches so that all children could have the food free of charge. We have found that a very splendid monthly gain in weight, quickened perception and real happiness in the work have been the results in this school, due to these hot lunches.

Very good work has been done at Stonetown School in projects. Through rather intensive study of birds and wild plants, with an unusual enthusiasm, these children have learned to recognize by sight and call sixty-six different birds. They have also learned to know about their habits, method of building nests, feeding, etc.

Bird houses have been built and placed in trees on the school ground, suet put out to call the winter birds. Posters were made in this connection, also in the plant study. The study has been supplemented and stimulated by Victrola records. Over ninety varieties of wild plants have been brought in and classified. Field glasses, excursions, the best bird and wild plant books have added to the enrichment and opportunities for this study. The school is ideally located to carry on this project study.

The school ground has been cleared of old fence rails, rocks and rubbish by the pupils in order to have any kind of a place in which to play.

North Haledon School has been a source of joy and encouragement this year. The work, though not what we hope to have it, has been very well carried on by an earnest, energetic corps of teachers.

The National Geographic Magazine, Literary Digest, the Outlook, Review of Reviews and Current Events have found their way into several schools and are being very profitably used in daily programs.

The health work has been continued by means of the Health Club. This work is carrying over into the homes. Parents who used to think it unnecessary for their children to brush teeth are doing it themselves; windows which used to be kept closed at night are open because now they cannot sleep with them closed; coffee and tea do not have any place in the diet of the Health Club boy or girl; and baths, formerly rarely taken, are now a common occurrence. Competition in health and game posters have afforded opportunity for originality and neat work.

The medical inspection in West Milford Township has been in charge this year of a physician who has had the health of the children at heart. Regular examinations have been made. I asked him to let the teachers know the results and try to follow up the work. More bad teeth, enlarged tonsils, and adenoids have been taken care of than in both previous years during my work.



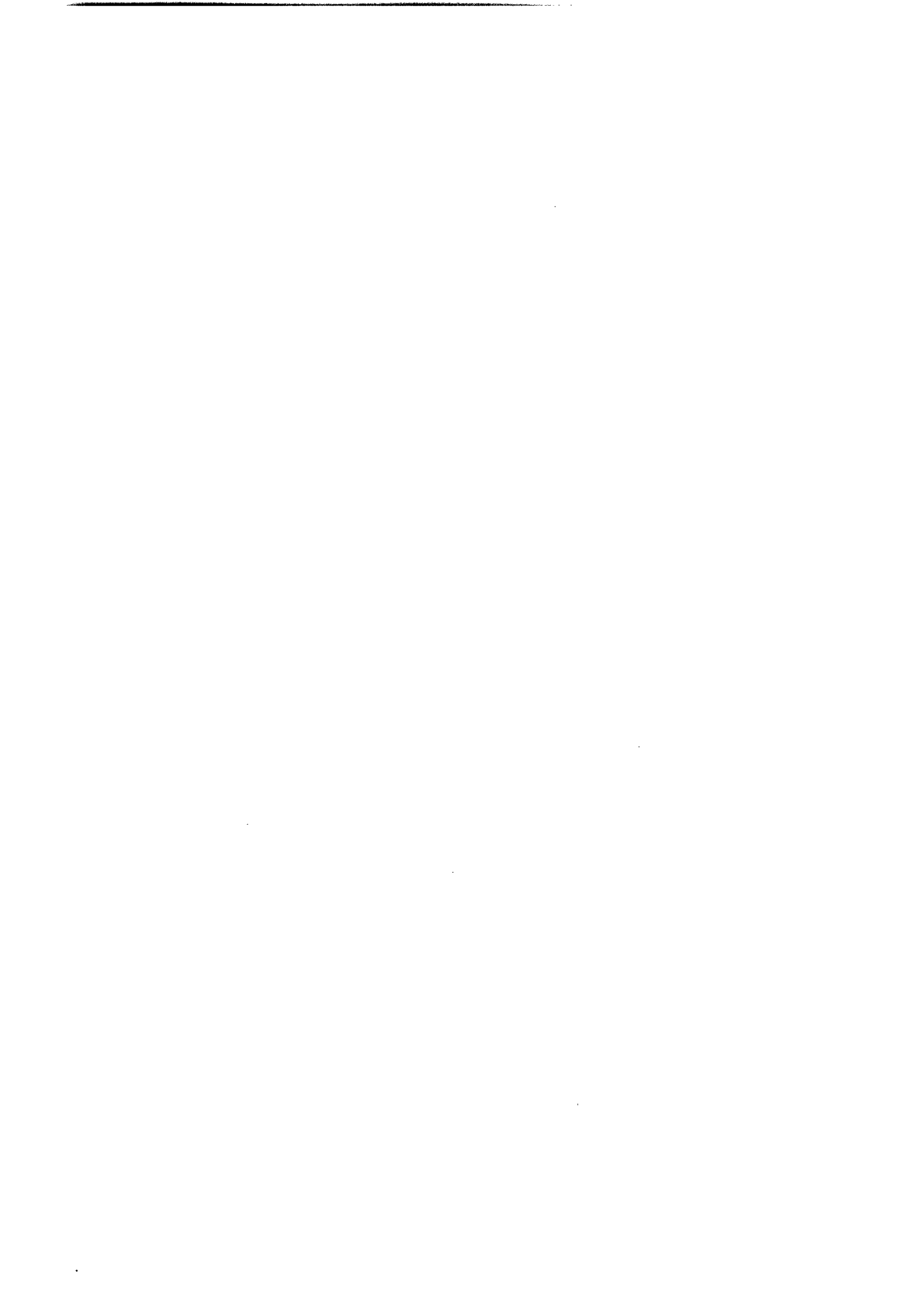
PHYSICAL TRAINING AT CULVER SCHOOL, MILLVILLE



PUPILS AS LEADERS, MAYWOOD



GYMNASTIC DRILL, UNDER PUPIL LEADERSHIP, WARREN COUNTY



Our plea for more thorough medical inspection, with the means of following up and getting defects righted, is one of the strongest in our work. I can see where we could improve our work with the children a hundred fold if we could get the physical conditions bettered.

Elizabeth P. Sheppard, Salem County—The first year of a work which involves so many human problems must be regarded as only a beginning. An acquaintance with the physical aspects of the county is easily gained. A comprehension of its human features must undoubtedly be developed from year to year and then never completely gained. Unless there is a certain degree of comprehension the best help cannot be given to the rural teacher.

In answer to a call from another part of the State for "your method," the following was sent:

DO.

1. Seek first to understand your teachers as individuals. What do they want most? What do they need most?
2. Try to find ways to supply contacts by which needs and wants may be met, as—
 - a. Human associations.
 - b. Books.
 - c. Activities, as avocations, recreations.
3. Have a definite aim expressed for everything you try to put into her teaching, as—enriched subject matter of content subjects, or a change in method.
4. Establish contacts with the children and the community that will help the teacher to understand her problem; for instance, it may be to add cheer to dull school and home life, or find joy in reading.
5. Remember that she may be able to do some things much better than you can if you get her to feel confidence in herself and rouse her initiative.

DON'T.

1. Begin with score cards by which she may check up her work.
2. Send out letters to greet the teacher on the opening day—full of directions, as to care of schoolroom, grounds and children.
3. Speak of every change which you find desirable during one visit, unless your judgment shows that she will understand and welcome such.
4. Give her a visiting day without planning with her special points for observation, and discussing the same after the observation.
5. Try to do just what some other helping teacher is doing. No two people can use the same means of approach.
6. Take the work out of her hands when you are in the schoolroom. If you teach a class, perhaps consult her during the lesson.

In the lower grades the subjects stressed were beginning reading and silent reading. In the upper grades the effort was given to vitalizing the work in

geography and history. If an untrained, inexperienced teacher may be said to have more trouble with one subject than another perhaps that subject is the beginning reading. The real idea of silent reading has not yet penetrated into all the rural recesses of New Jersey.

In connection with subjects especially emphasized some county contests should be mentioned. They were given with two aims, first to find out existing conditions, and second with a view of pleasing the rural communities by emphasizing "important subjects." The subjects included were spelling, penmanship and oral English. Spelling contests were held first in the individual schools, the winners going from there to the township contest. The two best spellers from each township then came to the county contest which was held at the county seat. This contest took place on the afternoon of a day when the County Teachers' Association was holding a meeting. In addition to the teachers, the parents of the children came and some members of boards of education were present. The bringing together of these different elements in the school situation was one highly desirable result.

During the period through which preparation for the County Spelling Test was being made the children were preparing four-minute speeches on topics that were related to school, home or neighborhood conditions as health, citizenship, current events, biography, etc. Try-outs were made of the speakers at the time of the spelling contest. Those who came to represent their townships at the county meeting gave their speeches with a spirit and ability which was very gratifying. No prizes were offered to induce children to take part and the interest sustained the theory that the cause itself, winning for your own school or township, was sufficient incentive. Teachers were asked to grade their penmanship papers according to the Ayres' Scale and bring them to that meeting. This had the effect of stimulating the work of penmanship which was being neglected and children and teachers were interested in the use of the scale. No attempt was made to give a particular school an award for the best penmanship papers but a beginning for better penmanship work is made for another year.

During the stimulation which these contests induced, there was an opportunity to work hard for better methods in the teaching of the contest subjects.

The County Institute was held during the first week of October. At that time there was a nature study exhibit consisting of wild flowers, fruits and pressed leaves. Some of the rural schools had been searching far and wide in their own neighborhoods for all possible specimens. All were named, and nature literature consisting of "How to know" books, bulletins, pictures, etc., were displayed.

Miss Askew had sent a traveling library of carefully selected books. This was exhibited at the Institute, and as a result a number of the teachers promptly raised the \$2 in their schools and obtained the library.

Later in the year a health exhibit was shown in connection with a County Teachers' Meeting. The Domestic Science Department of the high school prepared an exhibit of proper food for a child in the primary grades, breakfast, lunch and dinner being shown.

In order to rouse county consciousness to the meaning of preventative health work, a health campaign was put through in the spring. While it centered about the first week in May, known as Health Week, its prepara-

tion and execution required much more than a week of intensive work. It was instituted by the New Jersey Anti-Tuberculosis League and they sent Miss Edna Ruddick as field secretary. She worked untiringly and effectively. The county was organized into seventeen districts. In each a committee was formed that arranged for a school health day, an evening meeting and a clean-up day. In eight of the units, baby clinics were held. This committee had in charge the matter of sending patients to a county tuberculosis clinic.

In some respects, it seemed inexcusable for the helping teacher to use so much time on the health work. In the fall weighing was begun, the scales being taken from school to school. About eight hundred children were weighed three times and the weight charts were kept. Hygiene work was vitalized and the seed sown for greater attention to health habits in home and school. The health campaign meant an initial trip into nearly every district to help stimulate the formation of a committee, a second trip to meet with that committee when making arrangements for the week, a third one to show pictures and speak at the evening meeting. The greater part of this was done in the evening and the regular school visiting continued during the day. But aside from health as an object, this campaigning meant an opportunity to rouse initiative of teachers, since many teachers served on committees and prepared health programs. It also meant an important step toward the formation of Parent-Teachers' Associations in some areas. The presence of a committee with a co-operating spirit disposed to work out a progressive school program will make community work possible.

A rural health nurse in the county is expected as a result of an awakened interest in health.

Under the county club leader, Mr. Seth Wheat, our rural boys and girls are entering into the club work with enthusiasm, the chief difficulty here as elsewhere being the scarcity of local leaders. This spring was the first time that Salem County children attended the annual club meet at New Brunswick. The indifference of the average rural teacher to the possibilities of club work is disheartening. In some cases it is due to lack of knowledge but such knowledge does not come through words. Values and results must be seen and felt—then teachers catch the spirit.

A good teacher will arouse community interest and an association may be formed and sustained, but unless there is community interest a good teacher is not there. The teacher will not be paid enough nor will there be a comfortable living place for her. Undoubtedly it is essential to make use of every trace of growth in either element so that mutual stimulation may occur. The helping teacher must make her contacts as opportunity arises, not force them. The end of the year shows a few definite accomplishments that seem to be well founded. An aroused county council with representatives from all organizations, or a township remote, poor in money but abounding in children, that has organized associations, may ask for help and show an interest in every phase of good school work, so that one longs for more time to respond.

In another township the associations have taken much responsibility for equipping their consolidated schools. One association has raised more than \$800. Their school building has been wired and electric light fixtures supplied. A stage and curtain added to the community room, a piano bought, and hot lunch equipment will be added this fall.

The possibilities for next year are encouraging, but another helping teacher to assist in the realization is a necessity.

It is interesting to note that there were a number of requests for more meetings than it was possible to hold. Those held included chiefly demonstration teaching and discussions of the same.

Very definite plans for next year's work were considered more important than this report and have been made before the report was written. They include a rearrangement of teachers in groups that have the same type of work, rather than by townships. They also provide for committee work by the teachers between the meetings, the aim being preparation of courses of study, not pretentious nor complete ones, but with the idea of making teaching aims conscious, and causing a certain charting of the subject matter. Teachers will choose the subject that interests them most in the beginning. The monographs will be the guide.

Standard tests are welcomed by the teachers. These, as well as other lines of endeavor for improvement of Salem County schools, form a need for another helping teacher. First, the tests should be properly given; second, they should be properly graded; and third, and most important, their significance should be grasped and acted upon. The helping teacher should do this work with the teacher, or so assist her that she may do it alone, but that means much work for which there is now no time, even if energy were unlimited.

Miss Askew gave us a day during which she gave glimpses of the pleasures to be found in books and made the children happy in four schools. In addition to this she presented the county library plan at an evening meeting. We want to follow Burlington County's good work and have a county library.

From the State Normal Schools, four teachers, and from Teachers' College, two teachers came to give help at meetings held in addition to the institute. Not only their knowledge and experience make discussions led by them of great value, but such teachers are an inspiration, they help beginners to realize that teaching is not only a very important profession but is also a very interesting one.

Georgine Dismant, Somerset County—The schools under my supervision this year consisted of twenty-eight, three having been added to last year's list. During my first visit very little supervision but more of a helping hand was needed, especially among the fifteen new teachers.

A system has been adopted for keeping a careful record of each pupil's name, age, days on roll, days attended, grade this year and for the succeeding year. Each teacher places this record on a card especially printed for this purpose. A duplicate is made for the helping teacher. Each teacher is also requested to leave a record of books used in each grade and program from the past year. These records have proved a great value especially to new teachers. The most helpful part is the record of the names of pupils belonging in that particular room, which aids her in getting the negligent ones back to school.

Through the efforts of Superintendent Krebs a motion picture machine was purchased. The purpose of this machine is to show pictures of educational value which will help in school work.

Montgomery township is proud, and I might say even boastful, of the fact that three of their five schools have been made "Standard Schools."

Laura M. Sydenham, Somerset County—During the year 1920-21 we carried on two activities in Somerset County which were along different lines from those of previous years. One was showing educational moving pictures throughout the rural sections and the other was the formation of a Progressive Teachers' Club.

After consulting the teachers as to their wishes the Progressive Teachers' Club was organized. Sessions were held every other Saturday morning with a few exceptions from November to April. The attendance was entirely optional. At the first meeting there were thirty-five present, at the second seventy-five. Attendance remained satisfactory throughout. The morning was divided into three one-hour periods, the first being given to talks on professional subjects by local supervisors or by outside speakers. The second hour was profitably filled by Mr. Krebs with talks on music appreciation illustrated by him at the piano, or by giving well-interpreted readings from Shakespearean plays. The third was the helping teachers' hour.

For us (the helping teachers) the year has not all been devoted to giving of our thought and effort to others, for on several occasions we have had opportunity to absorb for ourselves. The two trips to Atlantic City, one for the State Teachers' Association and the other for the Department of Superintendence of the N. E. A., were both full of practical help and inspiration, besides affording an opportunity to meet and exchange ideas with educators from other parts. The exhibit, too, a most valuable collection of all lines of educational material, afforded opportunity for comparison and choice. We always return from our semi-annual meeting in Trenton with renewed hope and inspiring uplift.

Florence L. Farber, Sussex County—The past year was one of the happiest and surely the busiest in my experience as helping teacher. We began with a rather heavy schedule, because during September the annual County Fair was held. We had to get ready for this as well as get schools organized, and get into good running order.

The work at the fair included an exhibit of school work, and demonstrations by hot lunch, and canning teams in the county. On each day of the fair we had either a hot lunch or a canning demonstration. From these teams we chose teams to represent the county at the Interstate Fair at Trenton later. In the absence of a county club leader the majority of this work fell to the helping teacher. However, we had our reward for these teams of girls and boys came back from Trenton proud victors, having third place in each activity.

The helping teacher accompanied the teachers of this township on a visit to the graded schools nearby, this day having been given the teachers by the board of education. This was a very successful type of visit, for these teachers could make comparisons between the work of the graded schools and their own.

Health work was put on a county-wide basis this year, and the modern health crusade work has been the scheme used—posters, health charts, book-

lets, compositions have all featured. Connected with this work a five-dollar prize was offered to children in the grades for the best essay on "The Wonderful House I Am Building."

A county-wide school bank scheme was adopted this year in place of the thrift clubs which had been in existence before. The big values of this scheme lay in the fact that children were learning, through direct association, the bank forms and operations which they must use when in business for themselves. There is a total of \$4,000 plus on deposit in the national banks of the county which has been saved by the children of the county.

There are five schools with hot lunch equipment, and four without. In four schools, with a total of thirty-four children, the work has been carried on entirely under pupil-leadership.

Township Commencements which were a new feature in most of the townships have received a large emphasis this year. We have had nine in the rural sections of the county. This year the particular feature was a health play by the children. The response from the general public was most gratifying, and the teachers, in many instances, made requests for these, showing added interests in this feature of school work.

Our Get-Together Day was even more successful than previously. The attendance was larger, the activities more numerous, and the response more gratifying. The additional attractions this year were a health pageant and the Jolly Jester.

Besides the above-mentioned projects with which we have been concerned we have given much attention to methods of teaching all subjects.

Mabel L. Bennett, Union County—At the beginning of this year, I chose only one great project; to noticeably improve the spoken and written English of the children in my schools.

To my mind, an English project is the most difficult type to undertake. It is much more far-reaching and deals with a less tangible subject than most of the others.

The next large problem to which I directed my energies was our County Field Day. We made our first attempt at this event last year.

In order to enter the county meet, we required that each district should hold a local meet.

Dr. Johnson has organized Union County in every branch imaginable. I know of no other way of getting the personal contact with the various departments of work throughout the county, which the monthly meetings of these various groups affords.

Marcia A. Everett, Warren County—The following plan of work was made for the year of 1920-21:

I. To find the needs of Warren County.

1. By getting acquainted with—

a. Communities:

Attending meetings; organizing Parent-Teacher Associations; encouraging teachers to have visiting days with helping teacher sometimes present.

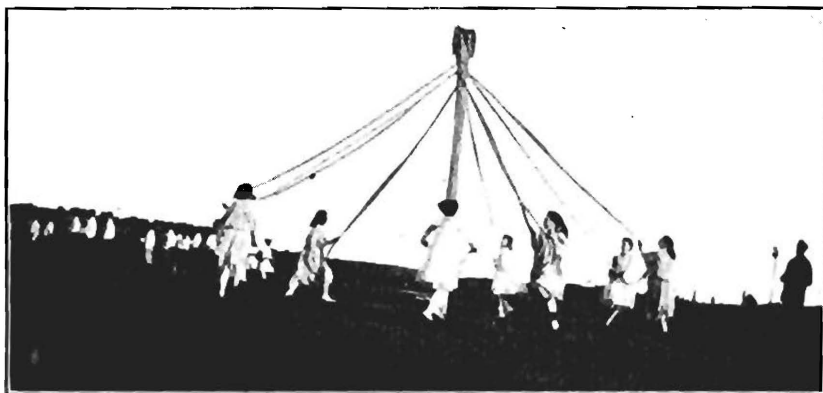
b. Teachers:

By personal interview.

WARREN COUNTY TOWNSHIP COMMENCEMENT



A SALUTE TO THE FLAG



EXERCISES HELD AT 7:20 P. M.





- By studying records of their professional ability, preparation, etc.
- c. Children:
 - By playing and talking with them.
 - By teaching them.
 - By studying records of their work.
- d. Board members:
 - Meeting them at community gatherings.
 - Stopping at their homes.
- e. General educational status of county:
 - Discussion with county superintendent, helping teacher, influential citizens.
- f. Superintendent's plan for year:
 - Personal interviews.
- g. Results of work of predecessor and her plans for the future.
- II. To meet needs.
 1. Improve the quality of instruction through—
 - a. Personal visits:
 - Visit for inspection.
 - Regular visits.
 - Watching, teaching, discussing, etc.
 - b. Adopting one subject to be stressed during the year.
 - c. Making detailed plans and outlines to help in teaching this subject.
 - d. Sending other mimeographed material:
 - Monthly suggestions.
 - Circular letters.
 - Questionnaires.
 - e. Teachers' meetings.
 - f. Educational tests and measurements.
 - g. Teacher standard cards.
 - h. Obtaining more material for schools:
 - Make lists of supplies every June for each township.
 - Distribute supplies.
 - i. Encouraging growth of professional spirit:
 - Taking professional magazine, etc.
 - j. Making closing day exercises and entertainments of all kinds a motive for much school work. (All closing day exercises were based on year's work.)
 - k. Showing the status of educational affairs, i. e., results of standard tests, to public and teachers along with suggested plan for betterment.
 1. Taking teachers to visit schools.
 2. Organize at least one community and help those previously organized.
 - Hold field days, closing day exercises, etc.
 3. Study for greater efficiency and personal growth—
 - a. Spend one day per week in research and study.
 - b. Take extension course at Teachers' College based on same subject which county emphasized.
 - c. Read professional magazines.

d. Attend educational meetings.

e. Visit other helping teachers.

4. Keep records.

III. To contribute data or findings of value to others.

IV. To make definite plans for future work.

As it would take too much time to describe in detail the working out of each part, this report will deal only with those larger phases which proved most effective in their development.

Improving the Quality of Instruction, Personal Visits—During the first three weeks Mr. Sanford, the County Superintendent, and I visited all of the schools in northern Warren County with two purposes in mind, first, to create a friendly feeling with the children and teacher; and second to make a general informal survey of conditions. These visits were the only ones during the year which were for purposes of inspection.

In northern Warren there are 38 teachers in 30 schools, for the most part widely scattered. It was planned to visit each teacher at least once a month and to remain half a day or more with her. During the winter, occasionally two months elapsed between visits and in the spring when tests were being given some visits were shortened. This, by the way, is one difficulty of giving tests. One wishes to complete the work within a short time-limit and hurries from one school to another giving tests and nothing else. However, the time taken is well repaid in terms of better teaching, if the results are properly used.

Before visiting a school, I always prepared a tentative plan of procedure to follow during the visit, taking note of what had been done in previous visits, jotting down points I wished to mention and suggesting certain things I might do. To be sure the outline was not always followed because conditions would necessitate a different line of action, but having a definite plan of help thought out, insured the teacher and school against loss of time.

I found that my visits were most valuable when I entered the room quietly and watched the teacher continue her work without disturbance. After watching all the children and getting in "feeling" with the whole situation, I could do my part much more intelligently. Often I would "take a class," often teach at the teacher's request, and sometimes ask the teacher to teach a particular class, when doing so would help me to help her. Although we were emphasizing reading and spelling, other lessons were not overlooked, but whenever possible we showed that the same principles we had emphasized in reading for instance, applied to geography or history. Another phase of my visit would be to play and talk with the boys and girls, an opportunity and pleasure seldom overlooked. Then would come the discussion with the teacher, usually at noon, or after school, or perhaps the children were given work to do or sent home a quarter of an hour earlier. By actually helping in the planning of to-morrow's lessons, or in better assignments or in framing questions, I tried to leave suggestions, not only about the lessons which had been taught, but for those which would come next week or next month. Praise for improvement was always given, and, when no improvement was seen, some commendable feature was looked for.

Three or four days after the visit the teacher would receive a personal letter in which were outlined the main points of the discussion and which

also contained any available teaching helps on the same subject. Whether the time used in writing these letters brought its equivalent in better teaching or not I cannot say, but, at any rate, the fact that something helpful was done at every visit, did balance the scales in the right direction.

General observation and the results of the eighth grade efficiency tests showed a weakness in reading and spelling, so at a conference of supervising principals, principals, helping teachers and teachers, called by the county superintendent, it was decided to stress these two subjects during the year. Committees were appointed to work on each subject and to make supplements to the State monographs.

The success of these outlines was well worth the effort required to construct them. Their use will be discussed in connection with teachers' meetings.

During the summer preceding this year's work I made detailed lesson plans for teaching the first month's work in each of the primers in use in northern Warren. These plans were mailed so that each teacher would have one the first day of school. They proved valuable, but not until their meaning had been explained and demonstrated in my first visit.

Beginning in October monthly suggestions, based on needs I had observed during my visits, were sent to all the teachers. These suggestions always contained a fitting poem; several memory verses; suggestive topics for compositions, booklets and drawings; suggestions for nature study; suggested programs based on school work; seat-work-helps; games and dances; an educational principle; and ways to best use the current "Normal Instructor." I aimed at all times to make the material of such a nature that it would neither take the place of a teacher's magazine nor duplicate any helps which the teachers would have at hand. In reply to a questionnaire asking which parts of the monthly suggestions were most helpful, all received votes of appreciation.

Group teacher meetings had not been held in Warren County, so we began planning for them by dividing the territory into four parts. Centers were chosen in each section and ways and means of bringing all to these centers were thought out.

In addition to two meetings which were planned for each group, one general meeting to which all teachers were invited was held, making nine meetings in all. The groups usually met Friday afternoon. The general meeting was held all day Saturday, the children and teacher of the entertaining school taking Monday for their holiday.

As a direct result of the meetings, coupled with our drive for better reading, 85 per cent of our teachers have at least tried to teach silent reading. Group psychology worked. Everyone was interested. Mothers and fathers read about silent reading in the county weeklies, teachers heard of it in meetings, and children began practicing it in school.

Gradually, too, the teachers began to realize that teaching means more than hearing thoughtlessly repeated lessons. Each teacher was urged to judge her work by asking herself, "Did I *teach* something?" On the whole, however, as I look at results, our meetings did little more than prepare the soil for the seeds of better teaching.

An untrained teacher seldom has any standards to help her, so before being asked if her work is satisfactory she should have something upon which to base her answer.

Because of lack of time I decided to concentrate my community work in a few centers. The teacher of a small school about six miles from Belvidere asked me to help her organize a Parent-Teacher Association very early in the year. Because of its accessibility and promise of development, I later chose this place in which to center my greatest efforts. The meetings of this association were all held at night and were true community meetings, where all the mothers and fathers, friends and neighbors mingle together to help make plans for their school. Where they play and sing as well as think together, there is less chance of friction than when a few mothers gather month after month and try to think alone without the inspiration of numbers. This association has been most successful and has enjoyed many prominent speakers besides developing considerable home talent. The teacher and I were present at every meeting, but I am confident that it is well enough started to stand alone next year.

Whenever possible I visited the old "live" organizations which Miss Taylor had started so successfully that they did their own thinking and planning. Help was also given to another association which had been formed in October.

There are still activities which have not been mentioned, but which mean much to Warren County.

Vera M. Telfer, Warren County—In the district in which I am interested there are seven townships where forty-nine teachers are trying to educate seventeen hundred country boys and girls in thirty rural schools of one, two, three or four rooms.

1. The chief function of the helping teacher is to improve the quality of instruction in the schools under her charge. In Warren County this year we united to work especially for better reading and better spelling, because the greatest county need seemed to be in those subjects.

The methods of supervision used in southern Warren for the improvement of these two classroom subjects were:

1. At county institute time, general plans for the year were discussed.
2. By visiting the individual teachers, observing their teaching and diagnosing their particular needs, help was given by demonstration lessons or by individual conferences.
3. Township group meetings proved helpful with programs somewhat as follows:

Morning exercises under pupil leadership.

Reading—Grade 1.

Reading—Grades 6, 7, 8.

Spelling—Grades 2 and 3 or 4 and 5.

Discussion.

Refreshments.

4. Outlines on the teaching of reading and spelling served as another means of helping teachers.

The spelling committees also prepared a minimum list of spelling words for the county, indicating the grades in which they were to be taught. This

proved a help, because in many schools the everyday words were being neglected and words such as "titillate" and "syllogism" taught.

5. Educational tests were used. In reading the Thorndike, McCall tests were given to pupils in grades 4 to 8. As a result of these tests some "thoughtful" regrouping of children was done. In several schools, where regrading of the younger children seemed urgent, the Haggerty reading tests were given in grades 1 to 3.

In spelling a modified Ayres' test was given in January and again in June.

The comparison of the result of the first and second tests shows improvement. In the thirty schools the average improvement is as follows:

	<i>Part I—Spelling.</i>	<i>Part II—Sentences.</i>
Grades III,	42.3% improvement.	31.6% improvement.
Grades IV,	28.8% "	13.6% "
Grades V,	23.1% "	25.9% "
Grades VI,	17.1% "	22 % "
Grades VII,	15.6% "	8 % "
Grades VIII,	11.1% "	3.7% "

The National Intelligence Tests were given to the upper grade pupils as one means of deciding whether or not they are capable of doing high school work. As a result of the 94 tests given in southern Warren, 10 seventh grade pupils were found so intellectually bright that they will be admitted to high school next fall. The tests also confirmed our judgments that certain other pupils should be advised to take up a trade instead of attempting and inevitably failing the work which our high schools offer.

Another important function of the helping teacher is to help awaken interest in the rural schools. This we have tried to do by further improving what was started a few years ago:

1. Parent-teacher associations.
2. County conference.
3. Field days.
4. Commencements.

The third annual Warren County Conference was held this year on February 3d and 4th. This two-day meeting, attended by about 2,000 people, undoubtedly has a great deal of influence in arousing the desire for improvement in the schools, as well as in the home and on the farm. This year the County Parent-Teacher Association held its regular winter meeting at the time of the conference, and this proved a successful arrangement. Warren County is being affiliated with Teachers' College, through whose generosity many of the best speakers were provided.

Township commencements have been taking place for five years in Warren County. The fact that the church in each place was filled to overflowing proves that the people think commencements are worth while. They enjoy particularly the talk by the county superintendent and the presentation of the eighth grade certificates and perfect attendance certificates. About 3,000 attended the commencement exercises in southern part of the county. In three townships commencement and field day were combined this year.

REPORT ON STATE SUMMER SCHOOLS, 1921

The enrollment of students at the State Summer Schools is again approaching the standard of five years ago. The average increase this year over 1920 was 20 per cent, Newton leading with 40 per cent, Collingswood and Rutgers following with about 20 per cent, and Ocean City standing at last year's number. In the Newton School 90 per cent of the pupils came from the counties of Sussex, Warren and Morris, while Collingswood drew almost exclusively from five counties—Camden, Gloucester, Burlington, Cumberland and Salem. The attendance at Ocean City was, as usual, more widely distributed.

As measured by the students' objectives, the purpose of the schools is that of promoting certification of teachers who have not had normal school training; but 148 students, about 12 per cent of the total enrollment, selected some or all of their work in subjects for which credit was not required. The enrollment table below shows the registry of each school, classified according to form of credits sought.

At Ocean City, Collingswood and Newton there were 1,293 individual class registrations in subjects leading to the Limited Elementary Certificate. Of these, 96 per cent completed their work with credit rank. In the Permanent Elementary Certificate group 95 per cent of the work was credited and 83 per cent in the special certificate. Where credit was not secured it was nearly always due to compulsory withdrawal from the class, or to absence from final examination on the part of those who did not desire credit, but who had done satisfactory class work.

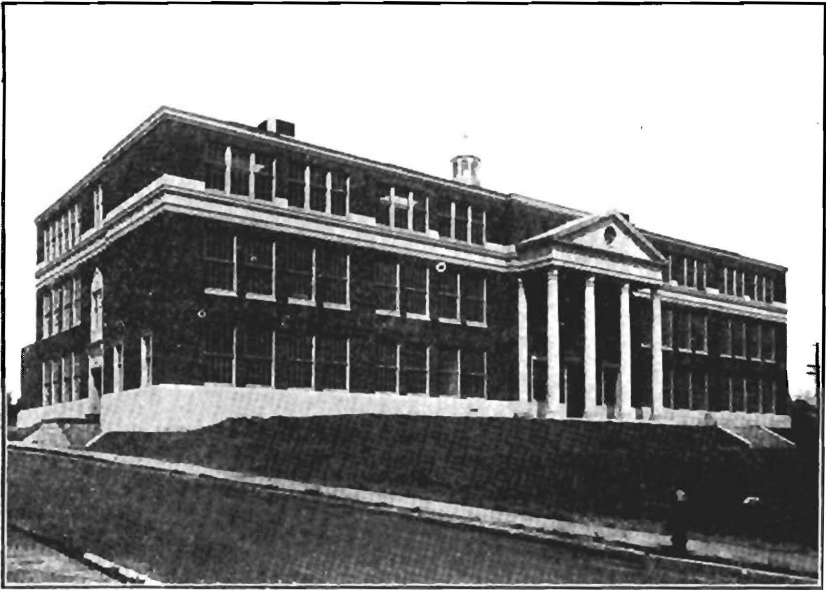
ENROLLMENT CLASSIFIED ACCORDING TO TYPE OF CREDITS SOUGHT

	OCEAN CITY	COLLINGSWOOD	NEWTON	RUTGERS	TOTAL
Number teacher students	370	257	135	488	1,250
Number first year students	90	122	62	104	378
Number working for Limited Elementary Certificate (including provisional)	187	143	108	158	596
Number working for Permanent Elementary Certificates	123	108	27	77	335
Number working for Secondary Certificates				3	3
Number working for Special Certificates	60			176	236
Number working for Supervisors' Certificates				34	34
Number not working for full credit	81	6	15	46	148
Schoolmen's Week and Conference	178			275	453

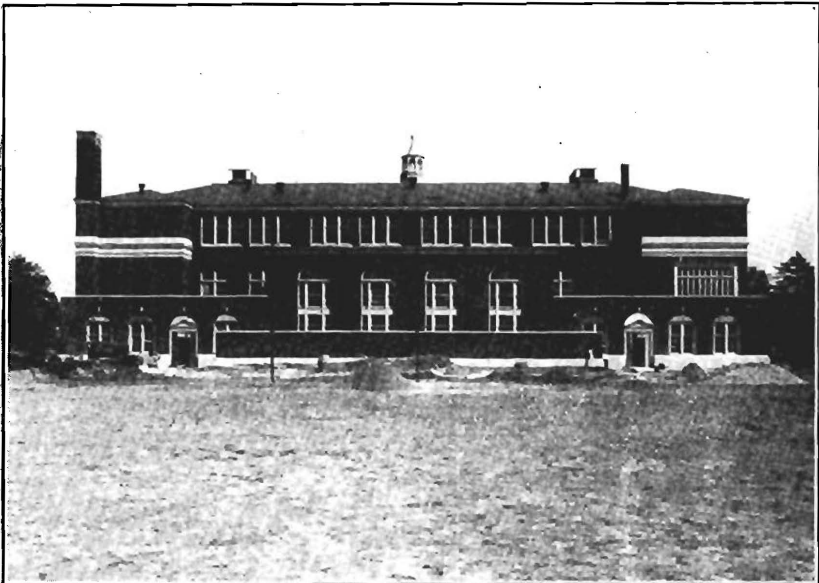
ENROLLMENT BY COUNTIES

COUNTIES	OCEAN CITY	COLLINGSWOOD	NEWTON	RUTGERS	TOTAL
Atlantic	55	4	.....	5	65
Bergen	6	.....	3	19	28
Burlington	22	31	6	5	64
Camden	7	109	.....	5	121
Cape May	42	.....	.....	1	43
Cumberland	61	24	.....	16	101
Essex	5	1	.....	48	54
Gloucester	6	50	.....	7	63
Hudson	24	.....	.....	51	75
Hunterdon	16	.....	.....	22	38
Mercer	8	2	.....	41	51
Middlesex	9	.....	.....	150	159
Monmouth	13	1	.....	84	98
Morris	5	.....	43	28	76
Ocean	21	8	.....	7	36
Passaic	7	.....	2	14	23
Salem	24	23	.....	6	53
Somerset	5	.....	2	37	44
Sussex	1	.....	55	4	60
Union	8	.....	.....	41	49
Warren	19	.....	24	16	59
Out of State	6	4	.....	26	36
Total	370	257	135	633	1,395

THE ROOSEVELT SCHOOL FOR SEVENTH AND EIGHTH GRADES, RIDGEFIELD PARK



THIS BUILDING CONTAINS AN ASSEMBLY ROOM, GYMNASIUM WITH A SWIMMING POOL,
SHOPS AND DOMESTIC SCIENCE ROOM



REAR VIEW OF BUILDING, SHOWING A PART OF THE ATHLETIC GROUND



REPORT FROM STATE BOARD OF EXAMINERS

Seven meetings of the State Board of Examiners were held during the year.

No important changes have been made in the rules concerning teachers' certificates prescribed by the State Board of Education.

Examinations for teachers' certificates were held in November and April. The statistics relating to these examinations accompany this report.

All special certificates (State and county)—Second Grade State Certificates, Third Grade State Certificates and First Grade County Certificates—granted under the rules in force prior to July 1, 1911, may be made permanent certificates on the recommendation of the county or city superintendent under whom the applicant is teaching.

War emergency licenses for the year ending June 30, 1921, on the same terms and conditions as governed the issue of said licenses during the preceding year are renewable on recommendation of the county superintendent.

TEACHERS' CERTIFICATES GRANTED DURING 1920-1921

STATE CERTIFICATES			
	<i>Men</i>	<i>Women</i>	<i>Total</i>
Second Grade State (renewals)		7	7
Permanent Second Grade State	4	15	19
Third Grade State (renewals)	1	11	12
Permanent Third Grade State	10	36	46
Special State (renewals)		6	6
Permanent Special State	2	5	7
Permanent Supervisors	16	6	22
Limited Supervisors	32	12	44
Limited Secondary			
Incomplete	26	56	82
By examination	33	99	132
By endorsement	35	135	170
By renewal	25	72	97
Permanent Secondary	53	118	171
Limited Elementary			
By examination	4	143	147
By renewal	8	206	214

SCHOOL REPORT.

Permanent Elementary			
By examination	9	216	225
By endorsement	13	382	395
Two-year Pennsylvania endorsements	3	54	57
Normal Life		21	21
Normal Life (granted by Normal Schools)	11	684	695
Limited Special State			
By examination	58	178	236
By endorsement	43	167	210
By renewal	61	215	276
Permanent Special State	49	158	207
Limited Vocational			
By examination	1	2	3
By endorsement	32	47	79
By renewal	9	5	14
Permanent Vocational	7	3	10
Vocational Supervisors .....		...	...

SUMMARY OF STATE CERTIFICATES

Limited	267	893	1,160
Renewals	104	522	626
Permanent	174	1,644	1,818
Total	545	3,059	3,604

COUNTY CERTIFICATES

First Grade County (renewals)	7	55	62
Permanent First Grade County	11	76	87
Second Grade County (renewals)	2	42	44
Special County (renewals)	4	12	16
Permanent Special County	1	7	8

SUMMARY OF COUNTY CERTIFICATES

Renewals	13	109	122
Permanent	12	83	95
Total	25	192	217

TEMPORARY LICENSES

All kinds	1,200
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WAR LICENSES

All kinds	19	396	415
Renewals	4	74	78
Total	23	470	593

COMMISSIONER OF EDUCATION.

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GENERAL SUMMARY

State Certificates granted, renewed and made permanent	3,604
County Certificates renewed and made permanent	217
Temporary Licenses granted	1,200
War Licenses granted and renewed	593

Total 5,614

Total number of examination papers written in November, 1920	3,759
Total number of examination papers written in April, 1921	3,868

Total 7,627

Applicants November, 1920	1,094
Applicants April, 1921	1,264

Total 2,358

REPORT FROM BUREAU OF ACADEMIC CREDENTIALS

	<i>Certificates Issued</i>	<i>Academic Credentials Certified</i>	<i>Total</i>
Medical	184	87	271
Dental	128	112	240
Law	238	119	357
Pharmacy	36	59	95
Chiropody	18	9	27
Optometry	38	2	40
Certified Public Accountants	74	7	81
Nurses	240	53	293
Miscellaneous	13	15	28

1,432

APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF INVESTIGATION

Medical	1,890
Law	1,984
Dental	850
Pharmacy	388
Nurse	578
C. P. A.	518
Optometry	103
Chiropody	82
Miscellaneous	1,588

7,981

Total number of certificates granted	1,432
Total number of cases pending	7,981
<hr/>	
Total number of cases considered during year	9,413
Total number of certificates granted during 1920-1921	1,432
Total number of certificates granted during 1919-1920	1,349
<hr/>	
Increase	83

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

	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Medical .....	..	2	62	92	132	164	210	196	179	306	132
Law	29	33	43	36	23	36	88	134	157	148	155
Dental	36	28	19	39	34	32	28	10	28	26	59
Pharmacy .....	..	..	..	11	..	..	..	7	8	8	..
Chiropody .....	..	..	..	..	..	..	..	16	4	11	10
Optometry .....	..	..	..	..	..	..	..	..	..	..	..
C. P. A. ....	..	..	..	..	..	..	..	..	..	..	..
Nurses .....	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous ..	..	..	..	..	..	..	..	..	..	..	..
<hr/>											
Total	65	63	124	178	189	232	326	363	376	499	359

	1913	1914	1915	1916	1917	1918	1919	1920	1921	Total
Medical	246	194	195	222	143	130	191	301	184	3,281
Law	177	172	137	129	166	108	125	223	238	2,360
Dental	44	94	90	154	217	94	113	116	128	1,389
Pharmacy .....	..	1	5	5	3	10	6	8	36	108
Chiropody	15	20	15	3	7	14	6	19	18	158
Optometry .....	..	..	6	6	10	3	12	24	38	90
C. P. A. ....	..	..	3	8	10	9	22	52	74	178
Nurses .....	..	..	..	4	4	9	9	7	240	273
Miscellaneous ..	..	..	..	..	10	10	..	..	13	33
<hr/>										
Total	482	481	451	531	570	387	484	750	969	7,879

Respectfully submitted,

CALVIN N. KENDALL,
Commissioner of Education.

PART II.

SUMMARY OF STATISTICS

For year ending June 30, 1921

PART II.

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- Revenue receipts
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- Grand total receipts (during year)
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- County superintendents, expenses for
- Total expenditures of State Administration
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- Total expenditures for State Institutions
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Comparative statement, by counties, of teachers receiving \$800 or more

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Comparison of the State Administration expenses with the current expenses of the schools of the State

SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

RECEIPTS	1920-1921	Increase or decrease
RECEIVED FROM FEDERAL GOVERNMENT:		
Teacher Training	\$21,838.44	\$3,078.85 D
REVENUE RECEIPTS		
Expenses State Board of Education	3,700.00	200.00 I
State Normal School at Glassboro	141,200.00	
State Board of Examiners, expense	11,240.00	390.00 I
Manual Training, State Aid	335,270.07	9,346.19 D
Vocational Schools, State Aid	78,000.00	36,000.00 I
Vocational Teacher Training	27,685.88	2,845.88 I
Free School Libraries, State Aid	6,422.25	222.25 I
Teachers' Institutes	3,000.00	
Teachers' Libraries	300.00	
School Fund Expenses	4,625.99	1,125.99 I
Teachers' Retirement Fund	6,450.00	9,550.00 D
Reduction of State School Tax	100,000.00	
	\$717,894.19	\$21,887.93 I
Salary of Commissioner of Education	\$10,000.00	
Salaries of Assistant Commissioners	20,000.00	
Salary of Inspector of Buildings	3,300.00	300.00 I
Salary of Inspector of Accounts	2,460.00	300.00 I
Salary of Superintendent of Industrial Education	3,200.00	935.00 I
Salary of Business Manager	*4,500.00	4,500.00 I
Salary of Chief Examiner	*4,000.00	4,000.00 I
Salary of Inspector of School Accounts	2,540.00	2,540.00 I
Salary of Statistician	†2,500.00	2,500.00 I
Assistant in Vocational Work for Girls	*500.00	500.00 I
Clerical Services	19,930.00	9,570.00 D
Blanks, Stationery and Printing	24,000.00	9,995.00 I
Incidental expenses	14,500.00	1,000.00 D
Legislative Manuals	2,000.00	
Physical Training	13,350.00	2,990.00 I
County Superintendents' salaries	84,000.00	9,500.00 I
Continuation Schools, State Supervision	*10,000.00	10,000.00 I
Evening Schools for Foreign-born residents	21,618.90	7,479.04 I
Summer Courses in Agriculture and Home Economics	14,000.00	2,000.00 I
Vocational Schools, State Aid	176,799.87	21,898.62 D
County Vocational Schools	28,619.17	6,106.71 D
Pensions of Teachers		275,000.00 D
State Normal School at Newark: Salaries, wages, maintenance	119,000.00	26,500.00 I

* Included in clerical services last year.

† New item this year.

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending June 30, 1921

RECEIPTS (Continued)	1920-1921		Increase or decrease
Materials and supplies	\$20,250.00		\$3,100.00 I
Current repairs	2,000.00		500.00 I
Miscellaneous	2,650.00		400.00 I
Practice teaching	14,000.00		3,375.00 I
Purchase of grounds, building and equipment			500,000.00 D
State Normal School at Trenton:			
Salaries, wages, maintenance ..	133,570.00		31,570.00 I
Materials and supplies	19,700.00		2,000.00 I
Current repairs	23,650.00		8,650.00 I
Miscellaneous	3,925.00		175.00 I
Practice teaching	7,500.00		
Additions and improvements ..			1,000.00 D
Received for tuition and board ..	87,447.62		27,528.77 I
State Normal School at Montclair:			
Salaries, wages, maintenance ..	87,661.00		20,161.00 I
Materials and supplies	21,800.00		4,150.00 I
Current repairs	9,600.00		1,000.00 D
Miscellaneous	2,300.00		225.00 I
Practice teaching	13,500.00		
Additions and improvements ..	13,000.00		13,000.00 I
New Jersey School for the Deaf:			
Salaries, wages, maintenance ..	68,850.00		14,667.00 I
Materials and supplies	51,000.00		2,700.00 I
Current repairs	6,000.00		
Miscellaneous	3,300.00		300.00 I
Additions and improvements ..	6,500.00		7,400.00 D
Received for tuition, etc.	1,270.00		2,754.86 D
Emergency appropriation	1,953.86		1,953.86 I
Manual Training and Industrial School for Colored Youth:			
Salaries, wages, maintenance ..	44,310.00		13,830.00 I
Materials and supplies	43,450.00		10,255.00 I
Current repairs	6,500.00		500.00 I
Miscellaneous	3,700.00		2,070.00 I
Additions and improvements ..	59,475.00		29,175.00 I
New buildings	160,000.00		131,500.00 I
Received for tuition, etc.	24,840.85		3,991.65 I
	\$1,523,921.27		415,913.87 D
TOTAL STATE APPROPRIATION		\$2,241,815.46	394,025.94 D
State School Fund		300,000.00	50,000.00 I
State School Tax		8,238,451.29	3,404.76 I
Railroad Tax (received by counties)		3,364,684.73	739,640.60 I
FROM DISTRICT TAXES:			
Current expenses	\$25,606,241.80		8,480,774.52 I
Manual Training	701,358.62		120,807.42 I
Vocational schools	254,928.96		103,445.31 I
Vocational schools (county)	133,747.94		47,609.67 I
School Libraries	27,489.24		4,115.51 I
Evening Schools for Foreign-born residents	31,517.59		9,359.65 I
Redemption of bonds	1,065,792.62		258,161.27 I
Interest on bonds	2,972,361.05		483,953.49 I
From district tax for notes author- ized by vote of district	875,936.42		793,689.08 I
From district tax for interest on notes authorized by vote of the district	37,910.95		25,958.20 I
From district tax for sinking fund ..	806,597.80		65,037.96 I
Purchase of land	1,895,163.17		1,458,144.33 I
Building, enlarging, furnishing, equipping schoolhouses	317,459.45		141,808.83 D

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

RECEIPTS (Continued)	1920-1921		Increase or decrease
Repairing, refurbishing and leasing school buildings	\$1,571,992.77		\$477,069.61
Outhouses and toilets	17,790.53		3,805.92
Continuation schools	221,651.09		221,651.09
		\$36,537,940.09	12,382,674.20
OTHER SOURCES OF RECEIPTS:			
From Federal government for vocational schools	†\$28,840.84		28,840.84
County vocational schools	†18,746.73		18,746.73
	\$47,587.57		47,587.57
Manual Training	39,115.74		1,702.70
Library purposes	6,514.76		1,019.34
Tuition fees	*934,508.82		268,146.46
Interest on deposits	125,426.74		19,990.22
Sale of school books	12,426.09		8,978.81
Defacement of property	4,045.35		810.89
Return premiums—fire insurance	7,041.01		3,324.02
Vocational schools	7,663.99		6,364.58
Vocational schools—county	5,464.82		10,548.91
Continuation schools	23,310.61		23,310.61
Accrued interest on bonds	27,118.32		37,092.58
Evening schools for foreign-born residents	1,853.12		175.23
All other sources	245,144.80		212,700.92
		\$1,487,221.74	104,327.94
MISCELLANEOUS:			
Interest on surplus revenue		28,024.00	456.12
Appropriated by counties for expenses of county superintendents		10,500.00	162.37
Apportioned by counties for salaries of county superintendents' clerks		22,970.00	4,465.90
Subscriptions for Teachers' Libraries		300.00	
TOTAL REVENUE RECEIPTS (during year)		\$52,253,745.75	\$12,829,252.68
NON-REVENUE RECEIPTS			
Sale of bonds, building, enlarging, equipping school buildings	\$9,280,955.69		4,574,354.85
Purchase of land	1,052,063.46		1,752,248.21
		\$10,333,019.15	2,822,106.64
Sale of buildings	13,170.96		136,767.60
Sale of furniture, etc.	6,143.97		2,714.54
Sale of land	20,166.20		20,084.20
Fire insurance	5,947.82		15,870.04
From all other sources	116,267.48		41,887.56
Other non-revenue receipts	311,308.79		92,216.83
TOTAL NON-REVENUE RECEIPTS (during year)		\$10,806,024.37	2,826,372.13
RE-APPORTIONED BALANCES		107.52	257.66
GRAND TOTAL RECEIPTS (during year)		\$63,059,877.64	15,655,367.15
BALANCE ON HAND (beginning of year)		6,238,154.39	1,990,689.77
GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE		\$69,298,032.03	17,646,056.92

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

DISBURSEMENTS	1920-1921		Increase or decrease
DISBURSEMENTS			
ADMINISTRATIVE EXPENSES—STATE:			
STATE BOARD OF EDUCATION, EXPENSES	\$3,683.12		\$321.78 I
STATE NORMAL SCHOOL AT GLASSBORO	55.26		141,144.74 D
DEPARTMENT OF PUBLIC INSTRUCTION:			
Salary, Commissioner of Education	10,000.00		
Salary, Assistant Commissioners	20,000.00		
Salary, Inspector of Buildings	3,300.00		300.00 I
Salary, Inspector of Accounts	2,460.00		300.00 I
Salary, Superintendent Industrial Education	3,200.00		1,010.00 I
Salary of Business Manager	*4,500.00		4,500.00 I
Salary of Chief Examiner	*3,866.86		3,866.86 I
Salary of Inspector of School Accounts	2,540.00		2,540.00 I
Salary of Statistician	†2,459.68		2,459.68 I
Assistant in vocational work for girls	*500.00		500.00 I
Clerical services	19,913.53		9,495.39 D
Blanks, stationery and printing	23,778.83		10,239.05 I
Incidental expenses, etc.	13,692.19		955.76 D
Legislative Manuals	2,000.00		
Physical Training	13,350.00		3,071.11 I
Teacher Training and Agricultural Supervision	22,895.62		3,664.75 I
STATE BOARD OF EXAMINERS EXPENSES	10,818.28		978.57 I
SUMMER SCHOOLS—Agriculture—Home Economics	14,000.00		2,037.46 I
Vocational Schools	78,000.00		36,000.00 I
Teachers' Institutes	2,725.96		274.04 D
Continuation Schools, State supervision	†9,371.03		9,371.03 I
COUNTY SUPERINTENDENTS:			
Salaries—paid by State	84,000.00		10,580.81 I
Clerical services—paid by counties	22,389.25		3,884.25 I
Expenses—paid by counties	10,422.36		84.73 I
State School Fund Expenses	3,737.11		1,147.61 I
Teachers' Retirement Fund Expenses	6,450.00		7,932.53 D
Teachers' Pensions			49,148.73 D
EXPENDED FROM FEDERAL GOVERNMENT FUNDS:			
Teacher Training	21,838.44		2,607.59 I
TOTAL EXPENDITURES OF STATE ADMINISTRATION		\$415,947.52	\$153,819.13 D
STATE EDUCATIONAL INSTITUTIONS:			
State Normal School at Trenton:			
Salaries, wages, maintenance	\$153,753.34		\$53,403.59 I
Materials and supplies	79,344.84		60,635.60 I
Current repairs	25,120.64		10,129.93 I
Miscellaneous			3,963.03 D
Additions and improvements			1,294.00 D
Practice teaching	2,950.79		4,541.19 D
		\$261,169.61	114,370.90 I

* Included in clerical services last year.

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

DISBURSEMENTS (Continued)	1920-1921	Increase or decrease		
State Normal School at Newark:				
Salaries, wages, maintenance ..	\$120,783.36	\$16,180.80	I	
Materials and supplies	6,977.21	6,977.21	I	
Current repairs	2,005.26	4,485.23	D	
Miscellaneous	1,426.87	1,426.87	I	
Practice teaching	8,995.00	1,272.50	I	
Purchase of grounds, buildings, etc.		500,000.00	D	
	\$140,187.70	478,627.85	D	
State Normal School at Montclair:				
Salaries, wages, maintenance ..	\$82,570.91	14,742.27	I	
Materials and supplies	23,176.88	5,545.00	I	
Current repairs	10,282.20	387.12	I	
Miscellaneous	1,800.10	1,171.47	D	
Practice Teaching	9,867.56	592.13	I	
Additions and improvements...	8,757.06	8,757.06	I	
	\$136,544.80	28,852.11	I	
New Jersey School for the Deaf:				
Maintenance, wages, salaries ..	\$66,806.88	12,626.00	I	
Materials and supplies	54,113.73	4,038.76	I	
Current repairs	8,526.91	2,617.62	I	
Miscellaneous	2,933.23	212.19	D	
Additions and improvements...	6,493.11	7,377.76	D	
	\$138,873.86	11,692.43	I	
Bordentown Industrial School for Colored Youth:				
Salaries, wages, maintenance ..	\$86,741.82	52,788.25	I	
Materials and supplies, included in above		51,485.13	D	
Current repairs	6,577.02	1,862.43	D	
Miscellaneous	3,616.62	629.98	D	
Additions and improvements...	67,765.00	67,765.00	I	
New buildings	160,000.00	160,000.00	I	
	\$324,700.46	226,575.71	I	
TOTAL EXPENDED FOR STATE INSTI- TUTIONS	\$1,001,476.43	97,136.70	D	
ADMINISTRATIVE EXPENSES—Districts				
Salaries, supplies and expenses boards of education and busi- ness offices		384,471.76	19,232.30	I
Salaries of superintendents	\$192,823.00			
Salaries of assistant superintend- ents	48,200.00			
Expenses of superintendents, etc. .		241,023.00	51,664.70	I
Salaries of district clerks or secre- taries		183,191.00	51,751.51	I
Salaries, custodians of school moneys		205,799.36	31,889.66	I
Compulsory attendance, salaries, etc.		50,757.34	5,964.88	I
	\$1,343,161.90	49,179.74	I	
INSTRUCTION EXPENSES:		209,682.79	I	
DAY SCHOOLS:				
Salaries, supervisors, principals and teachers including special summer schools and amount paid Teachers' Pension and Annuity Fund	\$27,053,513.03	\$6,960,959.60	I	
Teachers' Bonuses	656,232.23	1,034,050.29	D	
Expenses special summer schools	12,465.84	3,057.74	D	
Supplies and other expenses of	737,142.00	198,337.90	I	

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending June 30, 1921

DISBURSEMENTS (Continued)	1920-1921		Increase or decrease
Helping teachers	\$69,734.42		\$32,294.42 I
County truant officers	2,280.00		..... I
Supervisor child study	2,000.00		194.41 I
Expenses Helping Teachers	17,100.56		17,100.56 I
		\$29,856,619.34	6,514,086.80 I
EVENING SCHOOLS:			
Salaries of teachers, etc.	\$225,931.57		1,747.92 I
For all other salaries, supplies, etc.	39,674.58		8,587.51 D
		264,706.15	6,839.59 D
EVENING SCHOOLS FOR FOREIGN- BORN RESIDENTS:			
Salaries, principals and teachers	\$38,118.76		8,145.22 I
Textbooks and supplies	2,337.18		781.67 I
Janitors' salaries	4,065.46		667.46 I
Other expenditures	4,125.93		795.64 I
		48,647.33	10,389.99 I
MANUAL TRAINING—DAY:			
Salaries, supervisors, principals, and teachers	\$782,712.85		135,116.69 I
Materials and supplies	238,570.72		24,617.87 I
Repairs and replacements	20,388.29		8,521.35 I
New equipment	24,345.91		20,445.56 D
All other expense	15,894.66		477.41 I
Teachers' bonuses	14,297.31		23,318.12 D
		\$1,096,209.74	124,969.64 I
MANUAL TRAINING—EVENING:			
Salaries, supervisors, principals, and teachers	\$2,755.00		1,914.00 I
Materials and supplies	5,694.94		2,233.45 I
		8,449.94	4,147.45 I
VOCATIONAL SCHOOLS—DAY:			
Salaries, supervisors, principals, and teachers	\$235,440.35		59,040.34 I
Materials and supplies	39,727.70		17,126.42 I
Repairs and replacements	8,252.77		5,219.13 I
New equipment	15,230.20		6,630.72 D
All other expense	24,376.44		621.82 I
Teachers' bonuses	2,551.66		938.36 I
		325,579.12	76,315.35 I
VOCATIONAL SCHOOLS—EVENING:			
Salaries, supervisors, principals, and teachers	\$74,480.75		13,583.25 I
Materials and supplies	5,193.31		3,210.37 D
Repairs and replacements	1,187.57		72.99 D
New equipment	386.98		245.61 I
All other expense	12,291.93		862.84 I
		93,540.54	11,408.34 I
VOCATIONAL SCHOOLS—COUNTY:			
Salaries, supervisors, principals, and teachers	\$96,334.61		24,423.61 I
Materials and supplies	10,013.16		6,530.50 I
Repairs and replacements	14,729.75		13,484.15 I
New equipment	16,397.90		1,765.75 I
All other expense	41,286.51		8,406.95 I
		187,761.93	54,610.96 I

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

DISBURSEMENTS (Continued)	1920-1921	Increase or decrease
AUXILIARY AGENCIES—EXPENSES:		
Teachers' Libraries	\$600.00	
Transportation pupils—other districts	\$515,952.70	\$111,328.73 I
Transportation pupils—within districts	499,333.06	122,697.89 I
	1,015,285.76	234,026.62 I
Medical inspection, salaries and supplies	513,901.48	103,898.10 I
Lectures—recreation	109,152.96	18,523.65 I
SCHOOL LIBRARIES:		
Salaries of librarians	\$13,383.50	2,281.65 I
Library books	18,340.24	2,341.71 I
Apparatus	5,753.31	938.78 I
Educational works of art	2,364.20	1,567.63 I
	39,841.25	7,129.77 I
MISCELLANEOUS:		
Tuition paid to other districts ..	\$894,798.22	286,092.34 I
Leasing school buildings	50,325.99	13,032.36 I
Interest on temporary loans ..	35,089.86	15,135.11 I
Telephone service	46,652.53	2,297.51 I
Incidental expenses	83,057.92	12,762.87 I
	1,109,924.52	329,320.19 I
TOTAL INSTRUCTION EXPENSES	34,670,220.06	7,481,987.27 I
OPERATION OF SCHOOL PLANT:		
Salaries, janitors, engineers, firemen	\$2,353,392.46	373,283.80 I
Wages of other employees	119,392.19	23,713.76 I
Fuel	1,461,680.22	289,640.45 I
Water, light and power	320,606.20	33,785.31 I
Janitors' supplies	219,658.71	44,955.04 I
	\$4,474,729.78	765,378.36 I
MAINTENANCE OF SCHOOL PLANT:		
Ordinary repairs (current upkeep)	\$1,158,433.79	325,185.32 I
Repairs and replacements of furniture and equipment	440,669.27	2,265.49 I
Outhouses or waterclosets—repairs	8,364.86	2,119.62 D
Insurance	267,442.90	71,409.69 I
	1,874,910.82	396,740.88 I
LAND AND BUILDINGS:		
Purchase of land	\$1,033,016.76	15,059.20 D
Erecting, enlarging, equipping school buildings	10,545,703.44	6,875,949.77 I
Extraordinary repairs	427,580.29	15,487.84 I
Furniture and equipment	457,984.40	120,457.19 I
	12,464,293.89	6,996,835.60 I
OTHER PAYMENTS:		
Redemption of bonds	\$1,082,425.16	271,050.19 I
For payments to sinking fund ..	811,438.28	111,911.85 I
Interest on bonds	2,960,304.30	379,177.40 I
Payment of notes authorized by vote of district	689,419.65	608,094.65 I
Interest on notes authorized by vote of district	35,293.71	20,730.65 I
	5,578,881.10	1,390,964.74 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending June 30, 1921

DISBURSEMENTS (Continued)	1920-1921		Increase or decrease
CONTINUATION SCHOOLS:			
Salaries, supervisors, principals and teachers	\$195,906.86		\$195,906.86 I
Materials and supplies	19,385.10		19,385.10 I
Repairs and replacements	6,133.46		6,133.46 I
All other expense	6,657.52		6,657.52 I
Teachers' bonuses	5,434.23		5,434.23 I
		†\$233,517.17	233,517.17 I
TOTAL EXPENSES		\$62,057,138.67	17,224,150.98 I
Unused State Appropriation lapsed into State Funds			9,286.05 D
Balance of Federal Funds carried over to 1921-1922			19,214.50 D
Unused Railroad Fund		177,812.90	89,295.97 D
Unused tuition received from following schools:			
Bordentown Industrial School ..		17,575.39	3,273.81 D
New Jersey School for Deaf			4,024.86 D
Trenton Normal School		14,623.01	45,295.84 D
Balance reported remaining with Custodians of School Moneys on June 30, 1921		\$62,267,149.97	\$17,053,759.95 I
		7,030,882.06	592,296.97 I
TOTAL PAYMENTS, AMOUNTS LAPSED AND BALANCE		\$69,298,032.03	\$17,646,056.92 I
COST OF EDUCATION			
(Based on expenses of maintaining the public day schools)			
Administrative expense—school districts	\$1,343,161.90		209,682.79 I
Instruction expense—day schools ..	29,856,619.34		6,514,086.80 I
Transportation expense	1,015,285.76		103,026.62 I
Medical inspection expense	513,901.48		234,898.10 I
Operation of school plant	4,474,729.78		765,378.36 I
Maintenance of school plant	1,874,910.82		396,740.88 I
Current expense		\$39,078,609.08	8,223,813.55 I
Average yearly cost per pupil based on total enrollment in day schools		\$63.82	11.69 I
Average yearly cost per pupil based on attendance in day schools ..		80.27	12.30 I

ENROLLMENT AND ATTENDANCE	1920-21		Increase or decrease
DAY SCHOOLS ONLY			
Boys enrolled in day schools	310,940		11,125 I
Girls enrolled in day schools	301,337		9,354 I
Total enrollment in day schools ..	612,277		20,479 I
Total number days present—day schools	92,468,622½		6,697,191½ I
Average daily attendance	486,850		32,904 I
Average attendance of each pupil—day schools ..	151 days		7 days I
Possible number of days attendance—day schools.	101,632,219		5,593,200 I
Total number of days absent	9,163,596½		1,103,991½ D
Average absence of each pupil	14 days		3 days D
Per cent of attendance .....	.90983		
Total attendance in day and evening schools, including all allowances as per law (not actual attendance)	94,473,798		6,571,412 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

ENROLLMENT AND ATTENDANCE (Continued)	1920-21	Increase or decrease	
Total number of times tardy	759,737	35,883	D
Sum of number of teaching sessions as reported in all registers	5,438,717	335,077 1/2	F
Pupils neither absent nor tardy	21,243	5,845	F
Sessions truant	60,714	1,803	F
Total number of days transported	3,761,151	1,080,785 1/2	F
Pupils transported from without district for whom cost of transportation is paid	11,324	2,293	I
Pupils transported within district for whom cost of transportation is paid	15,970	3,274	F
Pupils enrolled who have attended public school in other districts in the State during the present school year	20,555	735	D
Cases of suspension or expulsion during year	1,771	166	F
Number pupils enrolled in:			
Rural schools—one room	17,735	1,260	D
Rural schools—two room	14,774	660	D
Kindergarten	40,825	543	F
Grade I	95,022	4,714	F
Grade II	67,406	2,013	F
Grade III	62,429	2,130	F
Grade IV	59,790	708	D
Grade V	59,589	1,451	F
Grade VI	53,207	2,484	F
Grade VII	43,417	1,737	F
Grade VIII	33,802	2,481	F
Grade IX	24,386	2,202	F
Grade X	16,096	1,562	F
Grade XI	10,323	589	F
Grade XII	8,339	1,081	F
Subnormal classes	2,609	335	F
Training classes	131	88	D
Anemic classes	655	582	F
Backward and incorrigible pupils classes	544	426	F
Classes for blind	28	21	F
Classes for deaf	121	103	F
Junior college	121	121	F
Other special classes	928	1,378	D
Number of children public schools will seat	581,675	4,926	F
EVENING SCHOOLS			
Number of evenings schools were maintained, in- cluding legal holidays and institute days	70	2	F
Male pupils enrolled	16,657	2,654	F
Female pupils enrolled	11,831	344	D
Total pupils enrolled in evening schools	28,488	2,998	D
Total attendance (1 night—1/2 day)	500,654	35,079	F
Men teachers	377	108	D
Women teachers	391	104	D
Total teachers employed in evening schools	768	212	D
Total salaries of evening school teachers	\$253,550.04	\$37,205.84	D
Average salary per night paid to men teachers	3.90	1.00	D
Average salary per night paid to woman teachers	3.48	.35	D
Amount expended for all other salaries, supplies, etc.	\$39,674.58	\$8,587.51	D

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

NUMBER OF TEACHERS—DAY— EVENING	1920-1921			Increase or decrease		
	Men	Women	Total	Men	Women	Total
Total number of teachers, day and evening.....	2,730	17,054	19,784	188 I	723 I	911 I
Superintendents	39	.....	39	.....	.....	.....
Assistant Superintendents (an assistant superintendent is one who stands in very intimate relation to the superintendent and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the superintendent)	8	2	10	3 I	1 I	4 I
Approved Supervising Principals	71	3	74	7 D	1 D	8 D
Unapproved Supervising Principals (those who devote their time to administration and supervision of instruction of a group of schools)..	69	4	73	13 D	13 D	26 D
Non-teaching Principals (those who devote their time to administration and supervision of instruction of a school)	283	192	475	14 I	20 I	34 I
Supervisors (those who direct and assist teachers in matters pertaining to instruction other than supervising and non-teaching principals)	11	66	77	5 I	5 I	10 I
Special Supervisors (those who direct and assist teachers in matters pertaining to instruction in special subjects)	84	258	342	14 I	35 I	49 I
Teachers Rural Schools—one room (a rural school is one located either in the open country or village, the majority of whose pupils are the children of farmers and others living in the open country)	74	438	512	12 I	29 D	17 D
Teachers Rural Schools—two room (teachers considered in the one and two room rural school tables are not considered in the grade teachers' tables)	55	377	432	6 I	5 I	11 I
Kindergarten Teachers .....	.....	714	714	.....	4 D	4 D

SUMMARY OF STATISTICS—*Continued*

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

NUMBER OF TEACHERS (Continued)	1920-1921			Increase or decrease		
	Men	Women	Total	Men	Women	Total
Teachers, Grade I-IV	8	6,621	6,630	5 I	205 I	210 I
Teachers, Grades V-VIII	190	4,703	4,893	6 D	212 I	206 I
Teachers, Junior High, VII-IX	37	200	237	2 I	2 I	4 I
Teachers, Grades IX-XII	764	1,521	2,285	29 I	124 I	153 I
Short Term Teachers (A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a substitute teacher)	7	44	51	3 I	3 D	.....
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months)	1	44	45	1 D	10 D	11 D
Special Teachers—Ungraded, backward and incorrigible classes	7	25	32	.....	10 D	10 D
Special Teachers—Teacher Clerks (Regularly certificated teacher used as temporary substitute and general assistant to principal)	2	238	240	1 I	7 I	8 I
Special Teachers—Subnormal Classes	5	183	188	1 I	3 I	4 I
Special Teachers—Deaf Classes .....	.....	16	16	.....	1 D	1 D
Special Teachers—Blind Classes .....	.....	4	4	.....	.....	.....
Special Teachers—Unclassified	86	315	401	5 D	1 I	4 D
Manual Training Teachers—Day (Including supervisors and teachers devoting full time to the work. Those not devoting full time are classed as regular day school teachers and not manual training teachers)	257	252	509	15 I	22 D	7 D
Manual Training Teachers—Evening	19	1	20	15 D	4 D	19 D
Vocational School Teachers—Day	63	55	118	3 I	4 I	7 I
Vocational School Teachers—Evening	114	82	196	7 D	1 D	8 D
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table)	316	341	657	2 I	39 D	37 D
Teachers Evening School for Foreign-born Residents (receiving state aid)	28	110	138	1 I	29 I	30 I
Teachers Evening School for Foreign-born Residents (not receiving state aid)	3	15	18	2 D	5 I	3 I
Teachers, Junior High	8	3	11	8 I	3 I	11 I
Teachers—Continuation Schools (full time)	27	58	85	27 I	58 I	85 I
Teachers—Continuation Schools (part time)	93	137	230	93 I	137 I	230 I
Helping Teachers .....	.....	32	32	.....	4 I	4 I
Untrained teachers, men and women (exclusive of evening school teachers) .....	.....	.....	3,256	.....	.....	314 I
Trained teachers, men and women .....	.....	.....	15,459	.....	.....	588 I

SUMMARY OF STATISTICS—Continued

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

SALARIES OF TEACHERS	1920-1921		Increase or decrease	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (18,706) not including superintendents, assistant superintendents or evening school teachers of any kind				\$327.21 I
Average salary per month paid to all day school teachers	\$1,504.41			27.55 I
Average salary per year paid to all day school teachers, including bonuses	1,540.38			268.05 I
Average salary per month	162.14			20.77 I
Average salary per year paid to				
Superintendents	\$4,944.18		\$658.07 I	
Assistant superintendents	5,387.50	2,550.00	1,287.50 I	850.00 I
Approved supervising principals	2,860.86	2,636.67	692.38 I	471.67 I
Unapproved supervising principals	2,925.43	2,425.00	515.01 I	647.50 I
Non-teaching principals	3,156.92	2,175.43	431.57 I	364.35 I
Supervisors	2,386.36	2,117.50	478.03 I	341.22 I
Special Supervisors	2,154.73	1,596.95	285.55 I	292.64 I
Rural school teachers—one room	993.37	984.66	205.83 I	215.66 I
Rural school teachers—two rooms	1,144.21	1,043.36	225.85 I	252.36 I
Kindergarten teachers		1,383.08		359.91 I
Elementary Teachers—Grades V-VIII	1,586.00	1,459.09	334.83 I	361.58 I
Elementary Teachers—Grades I-IV	1,168.78	1,333.48	86.28 I	343.93 I
Junior High School Teachers—Grades VII-IX	1,981.76	1,744.07	375.25 I	424.19 I
High School Teachers—Grades IX-XII	2,348.32	1,702.43	333.20 I	340.07 I
Short Term Teachers	623.21	856.36	481.79 D	267.18 I
Substitute Teachers	345.00	1,090.80	235.00 D	248.19 I
Special Teachers—Ungraded, backward and incorrigible classes	1,814.28	1,677.88	307.14 I	400.55 I
Special Teachers—Teacher Clerks	2,195.00	1,428.67	295.00 I	347.37 I
Special Teachers—Subnormal classes	1,610.00	1,654.68	385.00 I	372.04 I
Special Teachers—Deaf classes		1,841.00		285.71 I
Special Teachers—Blind classes		1,865.00		301.00 I
Special Teachers—Unclassified	2,031.16	1,549.47	422.92 I	384.99 I
Manual Training Teachers—Day Schools	1,852.58	1,527.74	309.78 I	375.67 I
Vocational School Teachers—Day Schools	2,164.04	1,799.93	442.65 I	393.50 I
Teachers in Junior College	3,025.00	2,866.00		
Continuation School Teachers, full time—day	1,860.37	1,549.34		
Continuation School Teachers, part time—day	351.91	258.84		
Helping Teachers		1,950.00		450.00 I
Average salary per night paid to				
Manual Training Teachers—Evening Schools	3.85	3.00	.33 I	1.09 I
Vocational Teachers—Evening Schools	4.50	3.85	.46 D	.21 D
Evening School Teachers	3.86	3.49	1.25 D	.28 D
Evening School teachers for foreign-born classes, receiving State aid	4.03	3.42	.61 I	.18 I
Evening School teachers for foreign-born classes, not receiving State aid	3.50	3.55	.60 D	.35 I

SUMMARY OF STATISTICS

For the School Year Beginning July 1, 1920, and Ending
June 30, 1921

SCHOOL TERM	1920-1921	Increase or decrease
Average time schools were maintained (A school month is 20 days)	9 mos. 10 days	9 days I
SCHOOL DISTRICTS, HOUSES, ETC.	1920-1921	Increase or decrease
School districts	504	11 I
Buildings owned	2,049	27 I
Buildings rented	91	7 I
Total school buildings	2,140	34 I
Classrooms	15,405	411 I
Buildings completed during year	27	5 I
Buildings enlarged or remodeled during year	27	10 I
One room buildings	633	21 D
Two room buildings	317	27 I
Three room buildings	61	8 D
Four room buildings	215	3 D
Five or more room buildings	914	39 I
VALUATION OF SCHOOL PROPERTY		
Total value of school property	\$116,324,463.22	\$13,472,065.68 I
Average value of New Jersey school buildings	54,357.22	5,519.43 I
GRADUATES OF STATE NORMAL SCHOOLS		
Trenton	210	45 I
Montclair	172	2 D
Newark	319	301 I

SOURCES OF INCOME

Moneys for the support of the public schools were derived from various sources, as follows:

1. Income of State School Fund,	\$300,000.00
Apportioned to counties on basis of days' attendance.	
2. Appropriation by Legislature for General Purposes,	717,894.19
3. Appropriation from State Railroad Tax,	4,888,606.00
Apportioned to counties on basis of ratables.	
4. State School Tax,	8,238,451.29
90 per cent. apportioned to counties on basis of ratables; 10 per cent. apportioned to counties arbitrarily by State Board.	
5. Interest on Surplus Revenue Fund,	28,024.00
Apportioned to districts by county superintendents on general plan.	
6. Local Appropriations,	36,537,940.09
Used for current expenses, buildings and repairing, etc.	
7. Other Sources,	1,487,221.74
Appropriated for special purposes.	

SCHOOL PROPERTIES

The reported valuation of school properties increased during the year from \$102,000,000 to \$116,000,000. Reported valuations for the past ten years are in round numbers, as follows:

1912,	\$53,000,000	1917,	\$74,000,000
1913,	53,000,000	1918,	79,000,000
1914,	58,000,000	1919,	83,000,000
1915,	64,000,000	1920,	102,000,000
1916,	69,000,000	1921,	116,000,000

It will be seen from these figures how great has been the increase in the valuations of school properties during the last ten years.

CHIEF DISBURSEMENTS FOR THE LAST FIVE YEARS

	1917	1918	1919	1920	1921	Increase or Decrease	
Salaries of teachers,	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	20,916,549.51	\$28,141,400.65	\$7,224,851.14	I
Operation of school plant, including janitors' services,	2,349,927.80	2,779,047.66	3,267,910.58	3,709,351.42	4,474,729.78	765,378.36	I
Maintenance of school plant, repairs, etc.,	830,955.10	957,625.02	1,137,692.30	1,478,169.94	1,874,910.82	396,740.88	I
Purchase of land and erection of buildings, ...	5,657,609.69	5,440,048.39	2,772,218.06	5,467,458.29	12,464,293.89	6,996,835.60	I
Transportation of pupils of other districts within district,	430,728.71	529,527.27	655,882.72	781,259.14	1,015,285.76	234,026.62	I
Medical inspection,	258,436.04	284,703.56	320,717.11	410,003.38	513,901.48	103,898.10	I
Manual Training,	661,213.04	741,146.64	*787,212.14	*975,542.59	1,104,659.68	129,117.09	I
Vocational Training,	211,274.49	276,226.01	*252,339.41	*331,395.97	419,119.66	87,723.69	I

* Salaries included in this figure also in the first item.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVER- ING A PERIOD OF FIVE YEARS

	1917	1918	1919	1920	1921	Increase or Decrease	
Total enrollment of pupils in all schools, day and evening,	579,243	595,413	596,994	623,284	640,765	17,481	I
This enrollment divided—							
Day schools,	544,281	561,825	571,434	591,798	612,277	20,479	I
Evening schools,	34,962	33,588	25,560	31,486	28,488	2,998	D
Boys in day schools,	274,701	282,789	287,909	299,815	10,940	11,125	I
Girls in day schools,	269,580	279,036	283,525	291,983	301,337	9,354	I
Boys in evening schools,	20,260	19,675	14,909	19,311	16,657	2,654	D
Girls in evening schools,	14,702	13,913	10,651	12,175	11,831	344	D
Average daily attendance in day schools,	427,874	423,750	435,209	453,946	486,850	32,904	I
Average absence of each pupil in days, Enrollment—	14	18	16	17	14	3 days	D
Kindergarten,	36,694	39,858	40,428	40,282	40,825	543	I
Primary schools,*	259,187	267,746	272,358	276,498	284,647	8,149	I
Grammar Schools,*	161,892	167,529	174,695	181,864	190,015	8,151	I
High schools,*	50,726	51,048	51,379	55,243	59,144	3,901	I
One-room rural schools,	21,494	20,015	18,577	18,995	17,735	1,260	D
Two-room rural schools,	15,207	13,962	14,231	15,434	14,774	660	D
Teachers, total number,	17,296	17,700	18,007	18,873	19,784	911	I
Men,	2,493	2,414	2,233	2,542	2,730	188	I
Women,	14,803	15,329	15,774	16,331	17,054	723	I
Teachers—							
One-room rural schools, total, ...	684	614	562	529	512	17	D
men,	78	49	55	62	74	12	I
Women,	606	565	507	467	438	29	D
Two-room rural schools, total, ...	460	419	425	421	432	11	I
Men,	60	48	33	49	55	6	I
Women,	400	371	392	372	377	5	I
Kindergarten, total,	661	693	703	718	714	4	D
Primary schools,* total,	5,938	6,079	6,222	6,420	6,630	210	I
Men,	11	6	5	4	9	5	I
Women,	5,927	6,073	6,217	6,416	6,621	205	I
Grammar schools,* total,	4,283	4,495	4,578	4,687	4,893	206	I
Men,	256	217	173	196	190	6	D
Women,	4,027	4,278	4,405	4,491	4,703	212	I

* Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include grades IX to XII.

STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES COVERING A PERIOD OF FIVE YEARS—Continued

	1917	1918	1919	1920	1921	Increase or Decrease
Teachers --						
High schools,* total,	1,928	2,009	2,047	2,132	2,285	153 I
Men,	733	714	674	735	764	29 I
Women,	1,195	1,295	1,373	1,397	1,521	124 I
Manual training, total,	412	460	473	516	509	7 D
Men,	190	194	209	242	257	15 I
Women,	222	266	264	274	252	22 D
Salaries of teachers, total,	\$14,449,414.81	\$15,785,310.12	\$18,487,036.04	\$20,916,549.51	\$28,141,400.65	\$7,224,851.14 I
Average salary per year, day schools,	895.69	948.29	1,083.27	1,177.29	1,504.41	327.21 I
One-room rural schools—						
Men,	552.02	614.01	679.95	787.54	993.37	205.83 I
Women,	497.72	544.22	643.09	769.00	984.66	215.66 I
Kindergarten, women,	779.57	813.49	903.02	1,023.17	1,383.08	359.91 I
Primary schools*—						
Men,	914.09	869.66	856.00	1,082.50	1,168.78	86.28 I
Women,	756.04	791.09	880.67	989.55	1,333.48	343.93 I
Grammar schools*—						
Men,	963.40	1,046.44	1,156.67	1,251.17	1,586.00	334.83 I
Women,	850.64	888.52	986.86	1,097.51	1,459.09	361.58 I
High schools*—						
Men,	1,605.63	1,724.07	1,906.45	2,015.12	2,348.32	333.20 I
Women,	1,053.43	1,109.00	1,213.97	1,362.36	1,702.43	349.07 I
Schools in session, days,	172	178	166	181	199	9 days I
School districts, number,	482	487	499	493	504	11 I
School buildings,	2,199	2,181	2,163	2,106	2,140	34 I
Valuation of school property,	\$74,144,551.94	\$79,999,965.93	\$83,580,432.95	\$102,852,397.54	\$116,324,463.22	\$13,472,065.68 I
Buildings completed during year,	45	42	19	21	27	6 I
One-room buildings,	803	760	709	654	633	21 D
Graduates of State Normal schools—						
Trenton,	285	292	295	165	219	45 I
Montclair,	238	258	211	174	172	2 D
Newark,	323	452	386	18	319	301 I
.. Total,	846	1,002	862	357	701	344 I

* Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include grades IX to XII. Junior high not included in these figures.

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

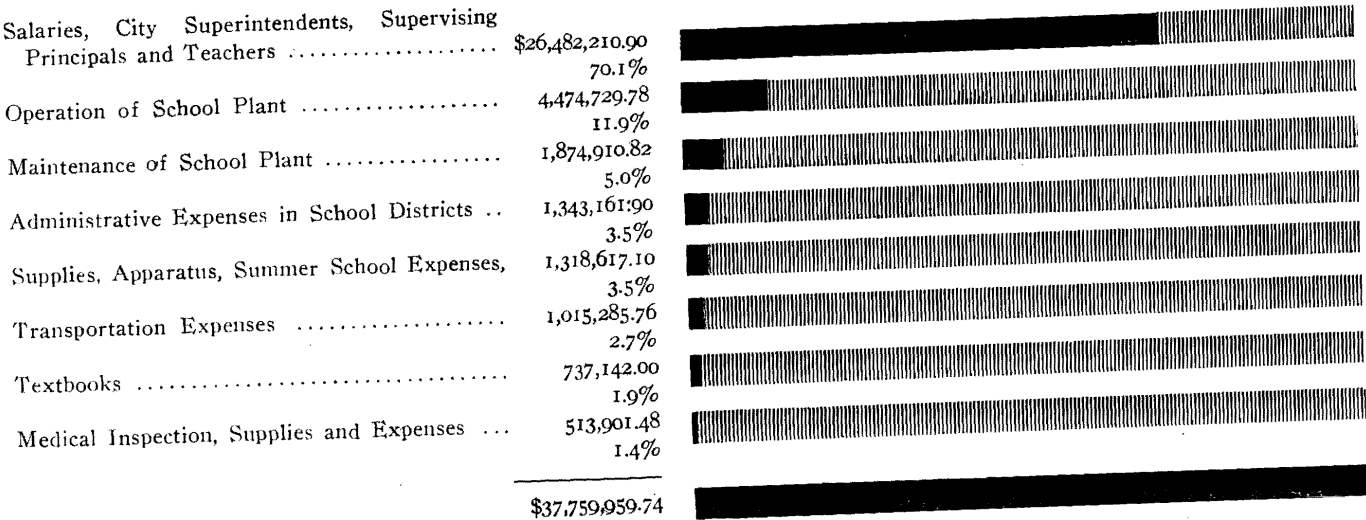
COUNTIES	NUMBER RECEIVING \$800 OR MORE.			TOTAL NUMBER OF TEACHERS IN THE COUNTY		
	1919	1920	1921	1919	1920	1921
Atlantic	374	487	562	530	548	570
Bergen	898	1384	1548	1389	1474	1555
Burlington	107	265	424	394	421	437
Camden	511	851	1019	934	996	1023
Cape May	68	101	167	176	174	175
Cumberland	94	223	372	367	376	380
Essex	3054	3471	3618	3437	3540	3618
Gloucester	64	200	298	283	308	322
Hudson	2536	2827	2916	2741	2854	2916
Hunterdon	55	128	196	195	195	205
Mercer	526	607	790	751	764	792
Middlesex	487	602	884	803	845	886
Monmouth	409	585	712	676	695	721
Morris	257	381	479	459	475	498
Ocean	52	80	154	170	171	169
Passaic	848	1295	1353	1293	1322	1353
Salem	47	121	203	227	231	228
Somerset	139	263	300	279	288	301
Sussex	42	96	165	173	176	172
Union	768	972	1122	1020	1074	1129
Warren	70	175	248	243	259	267
Totals	11406	15204	17530	16540	17186	17717

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS

TEACHERS RECEIVING	1919			1920			1921		
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
Less than \$300,	1	14	15	2	1	3	.....	4	4
\$300 to \$399,	2	7	9	.....	3	3	.....	1	1
400 to 499,	4	74	78	4	10	14	1	1	2
500 to 599,	13	402	415	4	12	16	5	2	7
600 to 699,	37	1827	1864	12	211	223	8	33	41
700 to 799,	33	2720	2753	43	1680	1723	8	124	132
800 to 899,	29	2347	2376	35	2374	2409	9	226	235
900 to 999,	37	2002	2039	47	2775	2822	35	365	400
1000 to 1099,	51	1599	1650	60	2234	2294	46	1341	1387
1100 to 1199,	44	1024	1068	43	1444	1487	29	1676	1705
1200 to 1299,	85	640	725	97	1260	1357	61	2357	2418
1300 to 1399,	72	865	937	66	776	842	35	1989	2024
1400 to 1499,	68	240	308	69	542	611	49	2142	2191
1500 to 1599,	122	713	885	95	967	1062	73	1430	1503
1600 to 1699,	74	150	224	107	397	504	59	792	851
1700 to 1799,	74	56	130	90	191	281	55	649	704
1800 to 1899,	115	140	255	129	262	391	136	554	690
1900 to 1999,	63	22	85	57	67	124	71	832	903
2000 to 2499,	262	113	375	316	205	521	426	1170	1596
2500 to 2999,	196	32	228	211	41	252	258	182	440
3000 and over,	161	10	171	239	8	247	443	40	483

GRAPH OF CURRENT EXPENSES FOR EDUCATION

July 1, 1920, to June 30, 1921



COMPARISON OF THE STATE ADMINISTRATION EXPENSES WITH THE CURRENT EXPENSES OF THE SCHOOLS OF THE STATE

July 1, 1920, to June 30, 1921

State Administration of the Schools	\$147,433.52
	1/3 of 1%
Current Expenses of the Schools	37,759,959.74
	99 2/3%



ANALYSIS OF STATE ADMINISTRATION EXPENSES

State Board of Education Expenses	\$3,683.12
Salaries	93,303.98
Operation	27,558.34
Miscellaneous	22,888.08
<hr/>	
Total	\$147,433.52

ANALYSIS OF CURRENT EXPENSES.

Salaries, Superintendents, Principals and Teachers	\$26,482,210.90
Operation of School Plant	4,474,729.78
Maintenance of School Plant	1,874,910.82
Administrative Expenses of School Districts...	1,343,161.90
Supplies, Apparatus, Summer School Expenses	1,318,617.10
Transportation Expense	1,015,285.76
Textbooks	737,142.00
Medical Inspection, Supplies and Expenses	513,901.48
<hr/>	
Total	\$37,759,959.74

PART III

SECTION A

FINANCIAL AND OTHER STATISTICS BY COUNTIES

For the year ending June 30, 1921

PART III

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DISTRICT TAXES ORDERED FOR SCHOOL YEAR BEGINNING JULY 1, 1921.

DISTRICTS.	Current Expenses.	Manual Training.	Evening Schools for Foreign-Born Residents.	Vocational Schools.	School Libraries.	Redemption of Bonds and Interest on Bonds.	Payment to Sinking Fund.
Atlantic	\$881,620.80	\$34,650.00		\$27,800.00	\$150.00	\$98,552.52	\$3,307.83
Bergen	2,825,549.70	87,682.00	\$4,150.00	300.00	3,950.00	408,092.97	\$1,974.79
Burlington	730,679.67	7,500.00			120.00	64,376.50	4,402.25
Camden	1,603,670.06	29,750.00	4,000.00		635.00	157,934.61	33,247.36
Cape May	193,612.10	6,892.52			300.00	36,400.87	7,764.09
Cumberland	500,305.56	12,487.50			100.00	24,582.52	12,197.28
Essex	7,333,517.33	197,830.49	500.00	159,087.00	17,230.00	837,681.16	221,275.11
Gloucester	425,780.00	10,835.00	400.00		175.00	35,784.11	2,056.68
Hudson	4,914,629.99	138,972.00	14,000.00	83,210.00	1,860.00	945,952.35	175,306.27
Hunterdon	264,102.87	3,400.00			60.00	13,365.00	
Mercer	1,327,556.22	46,562.50			1,330.00	168,521.24	45,528.49
Middlesex	1,478,257.71	50,600.00	5,250.00		2,530.00	153,696.25	13,217.96
Monmouth	1,046,754.58	31,850.00		2,300.00	1,320.00	85,871.74	7,072.05
Morris	786,949.00	22,950.00			100.00	122,930.62	8,186.51
Ocean	241,320.74	4,300.00			100.00	14,871.06	943.32
Passaic	2,154,342.23	82,730.00		35,000.00	10.00	84,126.00	11,110.66
Salem	245,984.86	10,475.00		2,900.00	50.00	24,205.20	
Somerset	490,008.60	14,175.00	300.00			35,006.94	8,918.86
Sussex	242,250.00	7,050.00		5,000.00		19,210.00	790.71
Union	1,869,049.36	61,482.88	300.00	15,000.00	450.00	139,578.46	33,455.35
Warren	373,295.00	7,000.00		2,200.00	80.00	27,470.00	
Total	\$29,929,236.38	\$869,174.80	\$28,900.00	\$332,797.00	\$30,610.00	\$3,498,210.12	\$670,755.57

COMMISSIONER OF EDUCATION.

TABLE I
DISTRICT TAXES ORDERED FOR SCHOOL, YEAR BEGINNING JULY 1, 1921—Continued.

DISTRICTS.	Redemption of and Interest on Authorized Notes.		Outhouses and Water Closets.		Leasing, Repairing and Furnishing School Buildings.		Purchase of Land, Erecting, Enlarging, Altering and Furnishing School Buildings.		Total Amount of Taxes Ordered Raised.		Net Valuation on Which County and State School Taxes are Apportioned.		Rate of Local District School Tax.
Atlantic	\$11,901.00				\$78,894.00	\$4,000.00	\$1,140,876.15	\$157,948,640.00	1.72				
Bergen	53,240.38		\$240.00		177,265.00	31,548.08	3,749,540.60	226,798,402.00	1.65				
Burlington	42,217.30				28,867.10	4,450.00	882,612.82	47,203,305.00	1.87				
Canden	16,898.00				73,268.00		1,921,403.03	181,479,145.00	1.05				
Cape May	7,650.00				9,410.00	1,000.00	273,985.03	40,520,883.00	.67				
Cumberland	31,592.00				33,325.00		616,450.86	33,455,154.00	1.84				
Essex	37,900.00				400,878.40	248,867.18	9,474,706.67	840,059,784.00	1.12				
Gloucester	35,575.32				30,350.00	1,700.00	530,248.11	42,101,399.00	1.30				
Hudson	11,400.00				284,708.00	40,078.72	6,610,177.33	787,292,408.00	.84				
Hunterdon	10,818.80				7,700.00		343,635.40	24,197,842.00	.70				
Mercer	23,341.13				81,150.00	6,000.00	1,639,989.58	138,563,522.00	1.07				
Middlesex	4,000.75		1,300.00		82,300.00	2,750.00	1,899,103.96	130,440,170.00	1.38				
Monmouth	29,816.66		4,000.00		48,183.40	15,800.00	1,272,177.12	131,333,568.00	.96				
Morris	54,666.70				55,230.00		1,081,012.83	65,335,390.62	1.65				
Ocean	16,491.00				16,000.00	500.00	1,294,526.12	26,271,592.96	1.12				
Passaic					68,295.00		2,404,236.32	290,290,603.00	.94				
Salem	2,000.00		1,500.00		18,550.00		304,603.48	33,306,817.00	.91				
Somerset	12,679.14		170.16		30,085.00	10,400.00	629,611.37	43,063,511.00	1.44				
Sussex	2,152.63				13,336.81		289,790.15	26,726,150.00	1.08				
Union	90,417.24		18,400.00		115,513.30	4,130.91	2,350,871.05	263,109,346.17	.89				
Warren	3,300.00		10,945.00		11,525.00		429,790.00	34,408,385.00	1.24				
Total	\$742,309.05	\$35,665.16	\$1,066,894.01	\$371,224.89	\$98,189,417.99	\$3,534,416,108.75			1.07				

TABLE 2
CURRENT EXPENSE FUNDS.

RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSE.

DISTRICTS.	\$300,000 State School Fund. Appropriation.	Appropriation to Reduce State School Tax.	90% State School Tax.	10% State School Tax Re- serve Fund.	Interest on Surplus Revenue.	Reapportioned Balances and County Taxes.	Total Receipts During the Year.	District Taxes and Author- ized Notes.	Railroad Tax.
Atlantic	\$7,778.19	\$4,155.97	\$308,147.87	\$24,235.15	\$534.18	\$1,703.59	\$346,554.95	\$734,346.19	\$135,648.41
Bergen	23,770.79	6,599.97	489,361.77	65,834.54	1,795.08	1,553.33	588,915.48	2,261,542.21	223,348.60
Burlington	6,690.14	1,283.23	95,146.50	21,170.07	4,363.96	1,165.00	129,818.90	624,752.25	44,805.76
Camden	15,596.44	4,353.34	322,783.25	46,950.73	1,529.71	1,532.32	392,745.79	1,365,750.63	150,495.14
Cape May	2,052.29	1,271.70	94,291.17	7,003.83	750.00	1,300.00	106,688.89	183,483.83	43,172.71
Cumberland	6,333.46	1,004.42	74,473.85	18,210.40	1,766.13	1,480.00	103,268.26	465,732.39	34,709.34
Essex	66,945.71	23,107.81	1,713,352.99	171,023.60	.....	2,500.00	1,976,630.11	6,097,568.86	791,191.51
Gloucester	4,535.43	1,256.48	93,162.69	14,776.08	1,811.50	1,364.71	116,906.89	414,999.84	42,533.12
Hudson	55,860.25	23,169.96	1,717,961.30	143,344.46	.....	1,700.00	1,942,035.97	4,323,558.51	763,242.54
Hunterdon	2,929.24	750.90	55,676.61	9,251.45	.....	3,000.91	71,069.11	245,528.50	25,635.77
Mercer	12,813.70	4,304.70	319,176.42	35,800.94	318.12	1,562.46	373,976.34	1,081,674.06	146,796.67
Middlesex	15,318.83	3,028.44	269,034.78	42,485.75	.....	2,240.00	332,737.80	1,259,810.82	125,403.77
Monmouth	10,824.62	3,995.05	296,217.55	32,643.24	2,192.95	1,367.50	347,240.91	911,699.37	135,121.28
Morris	7,787.13	2,011.21	149,122.96	22,131.69	3,600.00	1,383.33	186,036.32	729,570.88	67,625.62
Ocean	2,181.85	792.34	58,749.08	7,019.68	904.10	1,420.00	71,067.05	228,530.71	26,613.57
Passaic	25,706.61	7,142.59	529,595.23	66,692.56	1,168.38	1,380.95	631,686.32	1,880,402.48	240,877.41
Salem	3,686.06	1,252.08	92,837.15	12,149.26	2,099.46	1,300.00	113,327.01	229,596.61	42,042.62
Somerset	4,691.81	1,311.30	97,227.87	13,761.62	2,869.09	1,380.00	121,241.69	477,004.05	41,993.76
Sussex	2,533.59	825.15	61,181.60	7,936.62	2,321.34	1,520.00	76,318.30	213,034.73	27,310.42
Union	18,552.66	6,721.98	498,408.56	48,809.69	.....	1,500.00	573,992.89	1,552,991.22	2,206,644.63
Warren	4,278.20	1,061.38	78,696.96	12,013.77	.....	1,163.42	97,213.73	324,063.73	35,272.08
Total	\$300,000.00	\$100,000.00	\$7,414,606.16	\$823,845.13	\$28,024.00	\$33,577.52	\$8,700,052.81	\$25,606,241.89	\$3,364,684.73

* See page 1 for instructions.

COMMISSIONER OF EDUCATION.

TABLE 2
CURRENT EXPENSE FUNDS—Continued.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES FOR CURRENT EXPENSE.

DISTRICTS.	From Other Sources for Current Expenses.						Total Receipts During the Year from District Tax, Railroad Tax and Other Sources.
	A Interest on Deposits.	B Sale of Books.	C Defacement of Property.	D Tuition Fees.	E Return Premiums Fire Insurance.	Other Sources Not Covered by Columns A, B, C, D, E.	
Atlantic	\$7,471.57	\$171.30	\$41.87	\$20,422.25	\$15.94	\$3,203.89	\$901,521.42
Bergen	15,864.67	416.94	279.69	155,473.22	203.02	22,908.52	2,680,036.87
Burlington	2,364.43	97.46	19.99	62,664.90	939.25	11,760.53	747,404.57
Camden	3,712.48	7,069.60	13.00	63,153.94	97.61	6,961.84	1,597,254.26
Cape May	561.42	28.07	.....	13,071.74	.....	643.48	240,961.25
Cumberland	1,031.91	103.44	195.21	22,389.68	247.69	9,608.55	534,018.21
Essex	16,254.59	1,351.75	922.49	41,424.31	486.94	41,442.06	6,990,642.51
Gloucester	1,130.95	26.45	6.98	43,172.60	77.01	2,634.65	504,590.60
Hudson	15,231.65	588.10	743.60	44,082.95	427.25	11,288.36	5,156,162.96
Hunterdon	103.89	253.47	.....	42,023.13	115.83	2,032.53	315,693.12
Mercer	5,392.70	33.85	730.91	50,167.80	27.86	7,427.64	1,292,251.49
Middlesex	11,087.72	22.15	188.58	56,237.60	.....	20,193.43	1,472,944.07
Monmouth	6,140.78	46.70	78.23	69,798.83	35.27	8,861.11	1,131,781.57
Morris	6,867.83	99.65	129.93	55,143.79	23.14	3,741.36	863,202.20
Ocean	330.99	42.05	.....	19,936.42	16.60	163.96	276,634.30
Passaic	8,093.73	850.15	590.77	34,795.35	2,032.86	45,120.65	2,212,763.40
Salem	817.41	3.03	.....	22,803.07	1,749.12	1,704.80	298,718.66
Somerset	3,800.10	124.69	.....	16,753.69	.....	2,848.77	543,125.06
Sussex	1,855.28	22.25	.....	22,746.15	.....	1,782.85	266,751.68
Union	16,679.58	889.81	100.09	40,267.45	426.24	37,100.50	1,869,099.52
Warren	624.06	185.18	4.01	37,979.95	119.38	3,715.32	401,963.71
Total	\$125,426.74	\$12,426.09	\$4,045.35	\$634,508.82	\$7,041.01	\$242,144.80	\$30,299,519.43

TABLE 2
CURRENT EXPENSE FUNDS—Continued.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES—Continued.

DISTRICTS.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources.	Total Receipts During the Year and Balance on Hand Beginning of Year; District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During the Year and Balance on Hand Beginning of Year.	PAYMENTS FROM CURRENT EXPENSE FUNDS.			
				Salaries of Superintendent, Supervising Principals, Supervisors, Principals and Teachers.	Teachers' Pension and Annuity Fund.	Teachers' Bonuses.	Salaries of Janitors, Engineers and Firemen.
				1	1A	1B	2
Atlantic	\$15,881.71	\$917,403.13	\$1,263,958.08				
Bergen	124,150.16	2,804,187.03	3,393,102.51	\$834,562.64	\$24,802.69	\$2,578.86	\$68,955.98
Burlington	7,922.00	755,326.57	885,145.47	2,199,149.02	46,407.68	37,000.00	220,226.99
Camden	60,518.27	1,657,772.53	2,050,518.32	492,805.30	10,082.66	15,890.59	41,427.88
Cape May	5,363.92	246,325.17	352,994.16	1,343,889.06	39,553.78	33,334.00	156,484.31
Cumberland	7,765.49	541,783.70	645,051.96	208,080.16	4,562.44		21,582.32
Essex	200,199.90	7,190,842.41	9,167,472.52	417,445.55	10,753.11	1,170.00	25,130.37
Gloucester	25,615.79	530,206.39	647,113.28	6,379,638.51	179,007.79	81,289.43	516,923.81
Hudson	83,865.42	5,243,028.38	7,185,064.35	362,628.15	7,444.89	4,760.60	27,526.04
Hunterdon	13,726.33	329,419.45	401,088.56	5,121,548.28	155,663.12	39,715.00	487,549.42
Mercer	23,698.78	1,315,950.27	1,689,926.61	209,240.92	4,146.45	15,676.41	11,123.15
Middlesex	44,489.87	1,517,433.94	1,850,171.74	1,106,695.45	27,767.55	12,613.90	99,197.91
Monmouth	25,425.36	1,157,206.93	1,504,447.84	1,193,112.47	25,097.34	64,514.75	107,898.86
Morris	27,446.09	890,648.29	1,076,684.61	879,347.54	20,369.17	65,773.02	82,741.77
Ocean	14,513.99	290,148.29	361,215.34	623,237.50	14,262.77	14,710.00	59,322.49
Passaic	29,786.67	2,242,550.07	2,874,236.39	185,636.09	4,575.23	11,675.84	13,495.25
Salem	25,926.72	324,643.38	437,970.39	2,005,430.90	16,243.36	136,980.79	174,289.24
Somerset	4,642.01	538,483.05	659,724.74	238,441.25	3,310.21	16,342.04	20,013.46
Sussex	19,606.68	286,358.36	362,676.66	401,403.92	7,253.85	10,210.00	28,290.41
Union	30,361.42	1,899,460.94	2,473,453.83	177,669.20	3,662.37	3,445.00	10,408.54
Warren	22,587.54	424,551.25	521,764.98	1,608,787.00	44,297.10	79,399.00	159,712.15
				293,461.99	7,625.91	9,153.00	21,092.11
Total	\$804,210.10	\$31,103,729.53	\$39,803,782.34	\$26,482,210.90	\$656,889.47	\$656,232.23	\$2,353,392.46

COMMISSIONER OF EDUCATION.

TABLE 2
CURRENT EXPENSE FUNDS—Continued.
PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

DISTRICTS.	3 Fuel.	4 Transportation of Pup- ils to Other Dis- tricts.	4A Transportation of Pu- ils Within the Dis- trict.	5 Tuition Fees.	6 Expense of Superin- tendent, Supervising Principal, Super- visors, Principals and Teachers.	7 Text Books.	8 Supplies and Other Expenses of Instruc- tion.
Atlantic	\$55,518.90	\$21,750.72	\$21,922.53	\$18,120.25	\$18,218.61	\$31,261.92	\$33,634.11
Bergen	143,519.90	34,096.55	14,163.87	151,682.24	19,854.73	73,672.02	105,581.22
Burlington	34,200.19	34,268.00	59,042.49	61,149.02	1,017.27	21,209.21	29,318.88
Camden	79,309.34	19,838.06	14,112.03	64,065.38	11,900.15	62,805.87	81,335.23
Cape May	18,877.53	10,507.56	14,946.87	12,936.98	1,566.68	7,353.49	10,691.66
Cumberland	30,193.85	12,843.46	36,394.29	15,598.61	685.18	14,643.19	20,069.92
Essex	259,005.85	7,406.19	22,754.52	10,028.50	27,200.68	125,721.53	309,223.15
Gloucester	27,360.93	31,689.92	35,644.70	36,485.00	1,494.26	17,366.87	24,200.38
Hudson	262,786.09	5,300.06	8,085.09	37,365.41	42,885.90	104,131.55	154,747.57
Hunterdon	15,008.17	33,720.03	12,842.08	39,945.46	254.18	9,547.15	11,432.14
Mercer	64,673.20	15,236.06	42,837.36	41,962.50	7,582.93	34,054.73	40,123.13
Middlesex	78,042.57	31,848.69	33,809.02	75,174.17	16,863.37	30,189.53	46,260.56
Monmouth	59,806.13	43,348.21	37,298.21	68,213.72	4,725.81	33,344.93	46,286.45
Morris	43,622.71	40,114.78	32,034.23	63,515.75	2,840.70	28,851.63	37,358.46
Ocean	13,363.12	26,700.52	33,171.86	19,644.95	607.00	9,370.89	10,698.16
Passaic	81,442.03	14,238.02	12,605.04	34,780.25	5,885.25	40,068.76	64,781.48
Salem	20,059.09	20,375.62	21,211.88	30,435.14	364.04	12,519.71	14,340.72
Somerset	25,524.17	23,619.79	11,836.31	41,884.59	3,721.48	12,868.34	18,570.49
Sussex	14,414.19	50,158.95	11,868.33	23,514.90	1,468.56	8,226.59	13,079.31
Union	110,196.55	9,677.84	7,429.50	19,812.75	13,520.29	44,596.23	83,631.75
Warren	21,161.71	29,212.68	15,322.85	28,482.65	473.93	15,337.26	21,900.07
Total	\$1,461,680.22	\$515,952.70	\$499,333.06	\$894,798.22	\$188,191.00	\$737,142.00	\$1,177,324.84

TABLE 2
CURRENT EXPENSE FUNDS—*Continued.*
PAYMENTS FROM CURRENT EXPENSE FUNDS—*Continued.*

DISTRICTS.	Apparatus Purchased with Current Expense Funds.	Janitors' Supplies.	Light, Water and Power.	Medical Inspection Salaries, Supplies and Other Expenses.	Compulsory Attend- ance Salaries, Sup- plies and Other Ex- penses.	Salary of District Clerk or Secretary.	Salary of Custodian of School Monies.
	9	10	11	12	13	14	14A
Atlantic	\$4,407.43	\$7,484.55	\$10,554.98	\$16,789.13	\$8,534.20	\$8,387.07	\$1,753.32
Bergen	12,505.83	25,697.84	37,341.28	33,998.23	19,543.08	26,209.16	7,177.18
Burlington	2,947.36	4,150.85	5,265.07	9,517.26	3,083.85	6,867.45	2,579.31
Camden	4,811.30	8,001.74	13,259.61	21,843.07	12,487.11	9,998.19	1,963.37
Cape May	2,783.41	1,386.06	2,940.32	4,772.58	2,601.94	3,736.92	1,046.09
Cumberland	3,349.35	2,604.47	3,724.94	7,618.20	2,197.31	4,316.67	900.00
Essex	31,281.78	46,456.72	84,375.39	118,414.02	58,296.33	26,289.97	2,457.50
Gloucester	1,528.74	3,609.95	2,820.95	6,817.20	2,442.03	5,678.35	1,520.10
Hudson	20,104.19	51,202.51	63,143.40	119,315.53	82,441.93	27,004.16	5,473.65
Hunterdon	625.49	1,508.27	1,134.39	2,932.45	1,010.45	3,278.89	889.77
Mercer	4,618.04	7,141.45	6,714.62	30,563.03	14,520.80	7,275.00	2,470.00
Middlesex	3,265.74	8,309.01	10,626.74	18,175.17	8,248.38	11,449.32	4,445.10
Monmouth	8,466.01	7,556.50	12,494.58	15,016.67	9,630.61	12,700.06	3,216.11
Morris	2,721.56	4,328.58	8,016.97	14,393.73	5,334.55	8,225.41	3,352.22
Ocean	1,192.31	1,435.42	1,212.71	2,687.32	1,846.78	2,672.43	1,267.50
Passaic	5,954.25	14,956.27	21,131.79	35,900.36	19,811.19	11,031.83	3,475.00
Salem	720.55	1,382.07	1,269.96	3,227.68	1,158.60	3,149.57	645.00
Somerset	3,619.07	3,592.60	3,587.50	6,784.37	3,446.69	5,267.57	1,752.50
Sussex	1,828.69	1,046.51	730.05	4,545.89	1,429.48	3,231.00	1,161.95
Union	9,794.50	14,737.37	27,621.83	36,239.02	18,152.88	14,265.54	2,141.67
Warren	2,300.82	3,089.97	2,639.32	4,410.57	1,701.25	4,754.80	1,270.00
Total	\$128,826.42	\$219,658.71	\$320,606.20	\$513,901.48	\$277,919.44	\$205,799.36	\$50,757.34

TABLE 2
CURRENT EXPENSE FUNDS—Continued.

PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

DISTRICTS.	All Other Salaries, Other Supplies and Expenses of Board of Education and Business Offices.	Insurance Premiums.	Wages of Other Employees.	Lectures and Recreation.	For Evening Schools, Sec. 204, 1918 Edition.	
	14B	15	16	17	Salaries Supervisors, Principals, and Teachers.	All Other Salaries, Supplies and Expenses.
	14B	15	16	17	18	18A
Atlantic	\$5,127.79	\$14,368.64	\$16,210.65	\$3,970.03	\$2,586.00	
Bergen	28,731.45	33,214.85	4,296.26	5,005.16	4,821.69	\$280.55
Burlington	4,100.53	7,548.17	3,482.39	442.06		
Camden	16,838.61	10,323.28	1,679.79	850.84	4,216.00	455.13
Cape May	1,734.60	3,464.31	280.45	407.11	100.00	
Cumberland	3,381.44	3,343.80	2,854.54	30.40		
Essex	162,113.96	27,970.25	19,478.99	64,852.03	112,355.88	19,021.47
Gloucester	2,428.36	6,810.53	2,469.61	647.39		168.75
Hudson	59,020.69	49,642.96	29,090.92	19,747.11	51,062.62	9,043.47
Hunterdon	1,764.99	2,984.94	1,666.80	15.58		
Mercer	15,696.33	14,661.96	7,883.59	920.76	16,025.50	5,071.10
Middlesex	5,851.52	19,410.88	3,078.05	639.84	3,834.88	706.63
Monmouth	8,140.54	12,467.78	2,321.23	4,477.84		
Morris	5,123.99	8,849.52	3,043.92	889.43	2,576.00	157.30
Ocean	1,245.40	1,730.76	935.90	487.63		
Passaic	28,044.45	20,396.08	6,878.40	468.10	13,225.00	3,146.51
Salem	1,197.43	1,097.78	1,422.97	198.26		
Somerset	2,480.94	3,484.15	1,505.42	1,164.34		
Sussex	3,004.12	1,006.26	674.40	143.88	269.00	
Union	26,552.68	22,122.18	5,525.02	3,772.67	13,959.00	1,643.67
Warren	1,891.94	2,544.32	4,612.89	22.50		
Total	\$384,471.76	\$267,442.90	\$119,392.19	\$109,152.96	\$225,031.57	\$39,674.58

TABLE 2
CURRENT EXPENSE FUNDS—*Continued.*
PAYMENTS FROM CURRENT EXPENSE FUNDS—*Continued.*

DISTRICTS.	Special Summer Schools.		Interest on Temporary Loans.	Telephone Service.	Incidental Expenses.	Salary Helping Teacher.	Salary County Truant Officer.
	Salaries, Supervisors, Principals and Teachers.	All other Salaries, Supplies and Expenses.					
	19	19A	20	20A	20B		
Atlantic	\$210.00		\$922.86	\$523.68	\$4,337.51	\$2,350.00	
Bergen	3,145.00	\$10.85	284.54	7,474.83	11,228.77	8,725.00	
Burlington			2,201.17	897.98	3,769.80	7,050.00	\$1,080.00
Camden			7,307.68	2,045.59	1,101.79	1,895.60	
Cape May			863.40	126.80	989.04	2,450.00	
Cumberland	960.00		911.12	664.04	512.20	4,750.00	
Essex	73,775.01	10,374.56	1,389.63	9,257.94	7,107.03	2,025.00	
Gloucester			769.05	453.34	1,407.05	3,712.20	
Hudson	49,637.41	894.20	537.13	7,636.83	6,649.15		
Hunterdon	100.00		1,746.42	218.36	3,745.97	4,900.00	
Mercer	9,444.07	380.60	381.48	3,053.29	3,214.12	1,900.00	
Middlesex	3,747.94	225.55	1,170.17	1,375.47	11,348.17		
Monmouth			1,568.79	2,381.54	2,625.93	5,801.62	1,200.00
Morris			1,225.28	1,815.67	1,217.58	2,000.00	
Ocean			550.69	292.97	410.58	4,475.00	
Passaic	4,247.90	205.08	7,005.97	1,553.30	16,706.35	2,000.00	
Salem			155.52	388.79	300.24	2,450.00	
Somerset	1,148.00		49.09	943.73		4,000.00	
Sussex	1,084.58		295.26	175.25		2,450.00	
Union	7,935.75	375.00	4,500.56	4,951.40	6,103.85	2,000.00	
Warren			1,254.05	481.73	77.50	4,800.00	
Total	\$155,435.66	\$12,465.84	\$35,089.86	\$46,652.53	\$83,057.92	\$69,734.42	\$2,280.00

TABLE 2
CURRENT EXPENSE FUNDS—Continued.
PAYMENTS FROM CURRENT EXPENSE FUNDS—Continued.

DISTRICTS.	Supervisor of Child Study.	Expenses County Superintendent and Salary of County Superintendent's Secretary.	Expenses Helping Teacher, County Truant Officer and Supervisor of Child Study.	Total Expenditures During the Year.	Total Balance at Close of Year. (Enter Deficits in Red.)	Grand Total of Expenditures During the Year, and Balance on Hand at Close of Year.
Atlantic		\$1,703.59	\$500.00	\$1,242,048.64	\$21,900.44	\$1,263,958.08
Bergen		1,553.33	1,715.43	3,318,295.13	74,807.38	3,393,102.51
Burlington		1,460.00	2,129.47	868,983.80	16,161.67	885,145.47
Camden		1,532.32	500.00	2,027,738.23	22,780.09	2,050,518.32
Cape May		1,300.00	487.59	342,576.31	10,417.85	352,994.16
Cumberland		1,480.00	1,000.00	629,526.01	15,525.95	645,051.96
Essex		2,500.00	239.72	8,998,303.14	169,169.38	9,167,472.52
Gloucester		1,364.71	885.78	622,135.83	24,977.45	647,113.28
Hudson		1,700.00		7,073,125.35	111,930.00	7,185,064.35
Hunterdon		1,500.00	1,000.00	394,018.91	7,069.65	401,088.56
Mercer		1,562.46	359.82	1,646,543.64	43,382.97	1,689,926.61
Middlesex		2,240.00		1,821,359.39	28,812.35	1,850,171.74
Monmouth	\$2,000.00	1,367.50	2,481.24	1,457,163.41	47,284.43	1,504,447.84
Morris		1,383.33	500.00	1,035,026.06	41,658.55	1,076,684.61
Ocean		1,420.00	1,301.51	354,043.82	7,171.52	361,215.34
Passaic		1,380.95	500.00	2,807,743.90	66,492.49	2,874,236.39
Salem		1,300.00	500.00	418,087.58	19,932.81	437,970.39
Somerset		1,380.00	1,000.00	630,389.12	29,335.62	659,724.74
Sussex		1,520.00	500.00	343,158.15	19,518.51	362,676.66
Union		1,500.00	500.00	2,405,454.75	67,909.08	2,473,453.83
Warren		1,663.42	1,000.00	501,739.24	20,025.74	521,764.98
Total	\$2,000.00	\$32,811.61	\$17,100.56	\$38,937,410.41	\$866,371.93	\$39,803,782.34

TABLE 3
MANUAL AND INDUSTRIAL TRAINING.
RECEIPTS.

DISTRICTS.	State Appropriation.	District Tax.	Subscriptions, Entertainments, Etc.	Sale of Manual Training Materials.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$1,170.28	\$53,650.00	\$22.43	\$056.43	\$46,399.21	\$4,033.21	\$50,432.42
Bergen	46,119.38	78,302.17	1,129.36	3,122.81	128,675.32	30,007.70	158,683.02
Burlington	8,250.35	6,000.00	.....	153.86	14,419.59	3,920.42	17,760.01
Camden	13,240.47	12,823.16	.....	134.14	26,238.77	1,407.42	27,701.09
Cape May	3,234.16	6,386.06	.....	523.39	11,663.84	2,443.43	14,107.27
Camdenland	11,022.72	11,063.14	.....	33.92	22,386.45	2,888.11	25,144.36
Essex	140,919.13	140,467.01	.....	4,360.43	186,926.39	6,762.33	193,688.18
Gloucester	6,730.52	8,873.00	.....	3,382.37	18,987.69	4,013.34	23,011.03
Hudson	35,336.33	187,303.30	100.00	1,853.63	172,927.52	32,351.36	205,278.88
Hunterdon	4,073.26	3,350.00	.....	1,839.82	10,733.39	.....	10,733.39
Mercer	13,364.26	89,917.00	1,432.31	863.31	55,492.43	3,194.57	58,687.00
Middlesex	20,630.25	38,446.72	747.66	1,962.09	65,116.75	6,007.28	71,124.06
Monmouth	23,009.07	23,361.33	3,017.72	301.35	46,871.75	8,768.10	55,639.85
Morris	15,918.35	18,000.00	3,522.95	12.10	38,053.40	2,492.78	40,546.18
Ocean	2,783.57	3,300.00	.....	6,214.63	14,798.93	1,609.24	16,408.17
Passaic	15,641.79	8,732.73	1,179.20	2,622.48	88,176.20	3,228.69	91,678.42
Salem	7,489.76	7,097.00	2,102.34	142.17	14,728.90	3,502.22	17,957.62
Somerset	5,643.12	7,150.00	.....	.....	14,893.56	1,421.38	16,317.02
Sussex	5,728.73	5,700.00	877.76	228.90	11,657.62	4,246.88	15,904.51
Union	33,014.98	43,550.00	.....	3,498.00	80,940.74	7,663.79	88,604.53
Warren	7,666.35	6,300.00	.....	72.56	14,038.91	4,502.94	18,541.85
Total	\$335,270.07	\$701,358.62	\$14,152.53	\$24,968.21	\$1,075,744.43	\$135,229.29	\$1,210,973.72

TABLE 3
MANUAL TRAINING AND INDUSTRIAL FUNDS—Continued.
PAYMENTS.

DISTRICTS.	DAY SCHOOLS.							Total Expenditures—Day Schools.
	Salaries of Super- visors, Princi- pals and Teach- ers.	Teachers' Pension and Annuity Fund.	Teachers' Bonuses.	Material and Sup- plies.	Repairs and Re- placements.	New Equipment.	All Other Ex- pense.	
	1	1A	1B	2	3	3A	4	
Atlantic	\$31,393.82	\$934.84	.....	\$13,685.84	\$259.30	\$735.39	\$159.53	\$47,168.72
Bergen	102,696.81	1,745.28	8690.00	27,020.75	2,715.76	2,826.78	223.76	137,919.14
Burlington	8,156.30	204.70	.....	2,786.93	479.51	423.69	.....	12,051.13
Camden	12,668.73	281.68	.....	10,205.15	24.40	340.81	24.02	23,544.79
Cape May	8,814.36	.....	.....	3,364.57	338.04	.....	28.98	12,545.95
Cumberland	17,577.83	447.44	.....	4,784.02	81.42	840.93	467.37	24,202.01
Essex	126,752.47	3,105.24	1,438.00	49,817.02	1,555.73	2,817.69	284.59	185,770.74
Gloucester	13,740.99	295.71	.....	4,266.56	534.11	1,045.36	3,625.67	23,508.40
Hudson	120,271.78	4,011.85	.....	33,823.05	6,590.40	6,614.43	411.49	171,723.00
Hunterdon	5,083.89	116.29	100.00	2,188.88	.....	26.51	2,060.31	9,575.70
Mercer	37,950.59	1,230.65	570.00	12,780.77	1,193.09	945.10	1,404.49	56,074.69
Middlesex	47,243.85	1,199.23	2,310.00	11,416.98	593.30	1,577.54	1,817.65	66,158.55
Monmouth	35,916.79	1,060.91	1,544.96	8,323.61	919.16	593.18	293.04	48,681.65
Morris	24,214.12	408.41	.....	7,114.57	437.37	1,333.69	542.82	34,080.98
Ocean	4,377.70	22.39	250.00	1,328.89	135.81	136.02	98.79	6,349.51
Passaic	66,608.30	337.08	5,739.35	13,543.81	2,062.78	1,638.59	633.75	90,583.66
Salem	10,343.33	112.17	400.00	2,831.09	273.15	.....	181.86	14,141.60
Somerset	11,297.21	316.15	150.00	3,830.07	154.50	31.20	288.59	16,067.72
Sussex	9,978.52	224.78	.....	1,969.53	537.41	314.12	327.50	13,351.86
Union	55,336.77	1,218.92	1,085.00	21,319.79	632.59	2,104.88	451.76	82,149.71
Warren	14,943.12	72.12	.....	2,138.84	877.46	.....	2,568.69	20,590.23
Total	\$765,367.19	\$17,345.66	\$14,297.31	\$238,570.72	\$20,388.29	\$24,345.91	\$15,894.66	\$1,096,269.74

TABLE 3
MANUAL TRAINING AND INDUSTRIAL FUNDS—*Continued.*
PAYMENTS.

DISTRICTS.	EVENING SCHOOLS.						Total Expenditures—Day and Evening Schools.	Balance on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
	1 Salaries of Super- visors, Princi- pals and Teach- ers.	2 Materials and Supplies.	3 Repairs and Re- placements.	3A New Equipment.	4 All Other Ex- pense.	Total Expenditures— Evening Schools.			
Atlantic						\$47,168.72	\$3,263.70	\$50,432.42	
Bergen						137,919.14	20,763.88	158,683.02	
Burlington						12,051.13	5,088.88	17,140.01	
Camden						23,544.79	4,156.26	27,701.05	
Cape May						12,545.95	1,835.32	14,401.27	
Cumberland						24,202.01	1,272.55	25,474.56	
Essex		\$4,789.33				190,560.07	3,129.11	193,689.18	
Gloucester						23,508.40	495.37	23,013.03	
Hudson	\$2,755.00	905.61				175,383.61	29,895.27	205,278.88	
Hunterdon					3,660.61	9,575.70	1,159.69	10,735.39	
Mercer						56,074.69	2,612.31	58,687.00	
Middlesex						66,158.55	4,905.51	71,124.06	
Monmouth						48,081.05	6,958.20	55,039.25	
Morris						34,080.98	6,465.20	40,546.18	
Ocean						6,349.51	2,474.36	8,823.87	
Passaic						90,583.66	1,094.76	91,678.42	
Salem						14,141.60	3,816.02	17,957.62	
Somerset						16,067.72	249.30	16,317.02	
Sussex						13,351.86	2,552.65	15,904.51	
Union						82,149.71	6,454.82	88,604.53	
Warren						20,560.23	2,018.38	18,541.85	
Total	\$2,755.00	\$5,694.94				\$8,449.94	\$1,104,659.68	\$1,210,973.72	

TABLE 4
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.
RECEIPTS.

DISTRICTS.	State Appropriation, Sect. 206.	District Tax, Sect. 206.	All Other Sources, Sect. 206.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic						
Bergen	\$1,149.89	\$2,450.00	\$239.92	\$3,839.81	\$300.15	\$4,139.96
Burlington						
Camden	1,000.58	1,319.08		2,319.66		2,319.66
Cape May						
Cumberland						
Essex	337.66	510.51		848.17		848.17
Gloucester			198.00	198.00		198.00
Hudson	12,396.26	15,188.00		27,584.26	3,788.95	31,373.21
Hunterdon						
Mercer						
Middlesex	4,089.34	6,700.00	1,165.20	11,954.54	1,194.70	10,759.84
Monmouth	112.56		250.00	362.56	289.52	652.08
Morris					250.00	250.00
Ocean						
Passaic	1,987.59	3,750.00		5,737.59	612.11	6,349.70
Salem						
Somerset	186.27	1,800.00		1,486.27	15.93	1,502.20
Sussex						
Union	358.75	300.00		658.75	286.99	945.74
Warren						
Total	\$21,618.90	\$31,517.59	\$1,853.12	\$54,989.61	\$4,348.95	\$59,338.56

TABLE 4
 EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS—*Continued.*
 PAYMENTS.

DISTRICTS.	Salaries, Principals and Teachers. 1	Text Books and Supplies. 2	Janitors' Salaries. 3	Other Expenditures. 4	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand at Close of Year.
Atlantic	\$2,472.01	\$836.88	\$96.00	\$233.50	\$3,638.39	\$501.57	\$4,139.96
Bergen	1,759.00	212.66	348.00		2,319.66		2,319.66
Camden							
Cape May	600.00	8.17	240.00		848.17		848.17
Cumberland	198.00				198.00		198.00
Essex	21,455.75	669.95	1,745.50	1,354.04	25,225.24	6,147.97	31,373.21
Gloucester							
Hudson	8,223.50	577.60	906.71	1,977.39	11,685.20	925.36	10,759.84
Hunterdon	256.00				256.00	396.08	652.08
Mercer						250.00	250.00
Middlesex	2,177.00	10.43	418.00	550.00	3,155.43	3,194.27	6,349.70
Monmouth	361.50	21.49	35.00		417.99	1,084.21	1,502.20
Morris							
Ocean	616.00		276.25	11.00	903.25	42.49	945.74
Passaic							
Salem							
Somerset							
Sussex							
Union							
Warren							
Total	\$38,118.76	\$2,337.18	\$4,065.46	\$4,125.93	\$48,647.33	\$10,691.23	\$59,338.56

TABLE 5
 VOCATIONAL SCHOOL FUNDS.
 RECEIPTS.

DISTRICTS.	State Appropriation.	District Tax.	Federal Appropriation.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
Atlantic	\$14,879.01	\$23,700.00	\$4,181.57		\$42,760.58	\$2,612.74	\$45,373.32
Bergen	298.75	300.00			598.75	272.27	871.02
Burlington							
Camden							
Cape May							
Cumberland						71.14	71.14
Essex	63,295.12	84,599.57	5,658.75	\$39.87	153,593.31	2,583.90	156,177.21
Gloucester							
Hudson	41,083.26	88,071.79	7,641.32	588.58	137,384.95	31,666.45	169,051.40
Hunterdon	1,079.00	1,100.00	1,103.80		3,282.80		3,282.80
Mercer							
Middlesex						1,050.97	1,050.97
Monmouth	1,564.06	4,157.60	1,905.92	3,254.76	10,882.34	2,812.34	8,070.00
Morris						239.81	239.81
Ocean							
Passaic	40,686.50	37,900.00	5,173.52	884.02	84,644.04	6,499.09	91,143.13
Salem	1,100.00	1,100.00	903.14		3,103.14		3,103.14
Somerset							
Sussex	4,376.12	4,500.00	1,306.21	2,811.76	12,994.09	242.02	13,236.11
Union	8,438.05	9,500.00	966.61	85.00	18,989.66	1,593.25	17,396.41
Warren							
Total	\$176,799.87	\$254,928.96	\$28,840.84	\$7,663.99	\$468,233.66	\$40,832.80	\$509,066.46

TABLE 5
 VOCATIONAL SCHOOL FUNDS—Continued.

PAYMENTS.

DISTRICTS.	DAY SCHOOLS.							Total Expenditures— Day Schools.
	Salaries of Director, Supervisors, Principals and Teachers.	Teachers' Pension and Annuity Fund.	Teachers' Bonuses.	Material and Supplies.	Repairs and Replacements.	New Equipment, Extensions and New Department.	Rentals and All Other Expense.	
	1	1A	1B	2	3	3A	4	
Atlantic	\$29,034.36	\$830.64		\$5,573.00	\$162.68		\$2,344.91	\$37,945.59
Bergen								
Burlington								
Camden								
Cape May								
Cumberland								
Essex	70,746.03	1,098.76	\$1,940.00	8,385.55	1,526.65	\$906.97	9,175.73	93,779.69
Gloucester								
Hudson	73,813.73	2,875.87		12,627.72	2,493.94	1,521.13	7,064.41	102,396.80
Hunterdon	2,131.76	68.20		162.49			920.35	3,282.80
Mercer								
Middlesex								
Monmouth	4,883.32		411.66	306.39	187.16	73.51	1,885.02	7,747.06
Morris								
Ocean								
Passaic	27,570.19	164.44	200.00	4,259.08	2,190.15	8,710.20	1,375.00	44,469.06
Salem	1,800.00			473.02			348.67	2,621.69
Somerset								
Sussex	7,153.61	179.87		4,606.01	122.27		1,174.35	13,236.11
Union	10,725.72	363.85		3,334.44	1,569.92	4,018.39	88.00	20,100.32
Warren								
Total	\$220,858.72	\$5,581.63	\$2,551.66	\$39,727.70	\$8,252.77	\$15,230.20	\$24,376.44	\$325,579.12

TABLE 5
 VOCATIONAL SCHOOL FUNDS—*Continued.*
 PAYMENTS.

DISTRICTS.	EVENING SCHOOLS.						Total Expenditures—Day and Evening.	Balance on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balance on Hand Close of Year.
	Salaries of Director, Supervisors, Principals and Teachers.	Material and Supplies.	Repairs and Replacements.	New Equipment, Extensions and New Department.	Rentals and All Other Expense.	Total Expenditures—Evening Schools.			
	1	2	3	3A	4				
Atlantic							\$37,945.59	\$7,427.73	\$45,373.32
Bergen	\$492.00					\$492.00	492.00	379.02	871.02
Burlington									
Camden									
Cape May								71.14	71.14
Cumberland								8,121.53	156,177.21
Essex	44,852.75	\$2,620.74	\$854.57	\$386.98	\$5,560.93	54,275.97	148,055.66		
Gloucester									
Hudson	21,021.00	1,432.84	181.04		678.50	23,313.38	125,710.18	43,341.22	169,051.40
Hunterdon							3,282.80		3,282.80
Mercer								1,050.97	1,050.97
Middlesex								7,747.00	8,070.00
Monmouth								259.81	239.81
Morris									
Ocean									
Passaic	8,115.00	1,139.73	151.96		6,052.50	15,459.19	59,928.25	31,214.88	91,143.13
Salem							2,621.69	481.45	3,103.14
Somerset									
Sussex							13,236.11		13,236.11
Union							20,100.32	2,703.91	17,396.41
Warren									
Total	\$74,480.75	\$5,193.31	\$1,187.57	\$386.98	\$12,291.93	\$93,540.54	\$419,119.66	\$89,946.80	\$509,066.46

TABLE 6
 FUNDS—CONTINUATION SCHOOLS AND CLASSES.
 RECEIPTS.

DISTRICTS.	District Tax.	Subscriptions, Sales and Other Sources.	Total Receipts During the Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$5,006.31	.....	\$5,006.31	\$5,006.31
Bergen	13,292.22	\$341.86	13,634.08	13,634.08
Burlington .....	.....	.....	.....	.....
Camden	20,925.67	.....	20,925.67	20,925.67
Cape May .....	.....	.....	.....	.....
Cumberland	6,473.47	.....	6,473.47	6,473.47
Essex	42,108.93	67.00	42,175.93	42,175.93
Gloucester .....	.....	.....	.....	.....
Hudson	66,800.89	99.00	66,899.89	66,899.89
Hunterdon .....	.....	.....	.....	.....
Mercer	12,754.24	.....	12,754.24	12,754.24
Middlesex	14,250.00	1,509.62	15,759.62	15,759.62
Monmouth	1,550.00	.....	1,550.00	1,550.00
Morris	1,110.00	.....	1,110.00	1,110.00
Ocean .....	.....	.....	.....	.....
Passaic	27,879.36	21,143.13	49,022.49	49,022.49
Salem .....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....
Sussex	7,500.00	150.00	7,650.00	7,650.00
Union	2,000.00	.....	2,000.00	2,000.00
Warren .....	.....	.....	.....	.....
Total	\$221,651.09	\$23,310.61	\$244,961.70	\$244,961.70

TABLE 6
FUNDS FOR CONTINUATION SCHOOLS AND CLASSES—Continued.
PAYMENTS.

DISTRICTS.	1	1A	1B	2	3	4	Total Expenditures During the Year.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic	\$4,877.21	\$120.10		\$707.61	\$608.00	\$6.78	\$5,006.31	\$278.80	\$5,006.31
Bergen	11,633.85	339.04					13,335.28		13,634.08
Burlington	17,364.14	676.78		1,836.11	808.14	43.50	20,925.67		20,925.67
Camden	5,676.00					735.47	6,411.47	62.00	6,473.47
Cape May	31,127.06	344.02		3,370.56	2,075.84	3,895.80	40,813.28	1,362.65	42,175.93
Cumberland									
Essex	56,432.37	756.45		4,428.93	2,170.79	72.44	63,860.98	3,038.91	66,899.89
Glorcester									
Hudson									
Hunterdon	10,252.83	121.71		1,539.82	160.40	619.48	12,734.24		12,734.24
Mercer	9,913.82	1,124.40		378.45			13,244.91	2,514.71	15,759.62
Middlesex	1,550.00						1,550.00		1,550.00
Monmouth	1,110.00						1,110.00		1,110.00
Morris									
Ocean	33,494.04	441.66	3,501.71	3,421.00	253.29	1,282.05	44,395.75	4,636.74	49,022.49
Passaic									
Salem									
Somerset									
Sussex	5,754.15	148.73		1,642.62			7,609.28	72	7,630.00
Trenton	2,470.00						2,470.00	470.00	2,000.00
Warren									
Total	\$191,824.97	\$4,081.89	\$5,434.23	\$19,385.10	\$6,133.46	\$6,657.32	\$223,517.17	\$11,444.33	\$244,961.70

TABLE 7
SCHOOL LIBRARIES AND APPARATUS FUNDS.
RECEIPTS.

DISTRICTS.	State Appropriation.	District Taxes.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$150.00	\$150.00	\$98.19	\$398.19	\$482.28	\$880.47
Bergen	610.00	4,646.84	658.03	5,914.87	2,430.20	8,345.07
Burlington	460.00	604.13	438.14	1,502.27	174.08	1,676.35
Camden	280.00	613.87	100.25	994.12	610.84	1,604.96
Cape May	160.00	318.04	200.67	678.71	301.57	980.28
Cumberland	550.00	381.56	487.75	1,419.31	498.86	1,918.17
Essex	450.00	11,459.02	10.00	11,919.02	1,925.32	13,844.34
Gloucester	310.00	285.00	170.56	765.56	479.01	1,244.57
Hudson	190.00	2,410.00	544.03	3,144.03	1,183.86	4,327.89
Hunterdon	200.00	48.33	141.32	389.65	186.51	576.16
Mercer	270.00	1,290.00	599.78	2,159.78	391.82	2,551.60
Middlesex	130.00	1,310.00	335.59	1,775.59	419.72	2,195.31
Monmouth	500.00	2,067.00	477.82	3,044.82	1,188.05	4,232.87
Morris	330.00	250.00	244.19	824.19	544.14	1,368.33
Ocean	510.00	228.51	303.22	1,041.73	382.49	1,424.22
Passaic	150.00	891.30	89.57	1,130.89	526.47	1,657.34
Salem	402.25	50.00	200.68	652.93	362.29	1,015.22
Somerset	250.00	30.00	242.94	522.94	163.94	686.88
Sussex	90.00	.....	203.27	293.27	145.54	438.81
Union	240.00	375.64	790.25	1,405.89	749.16	2,155.05
Warren	190.00	80.00	178.51	448.51	845.85	1,294.36
Total	\$6,422.25	\$27,489.24	\$6,514.76	\$40,426.25	\$13,992.00	\$54,418.25

TABLE 7
SCHOOL LIBRARIES AND APPARATUS FUNDS—*Continued.*
PAYMENTS.

DISTRICTS.	1 Salary of Librarian.	2 Library Books.	3 Apparatus.	4 Educational Works of Art.	Total Expenditures.	Balance on Hand Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic		\$433.53	\$40.00	\$19.80	\$493.33	\$387.14	\$880.47
Bergen	\$1,886.00	2,722.66	799.60		5,408.26	2,936.81	8,345.07
Burlington	262.00	656.83	364.95	46.60	1,330.38	345.97	1,676.35
Camden		222.01	527.47	474.98	1,224.46	380.50	1,604.96
Cape May	54.00	161.34	160.00		375.34	604.94	980.28
Cumberland	29.25	694.81	396.65	184.95	1,305.66	612.51	1,918.17
Essex	7,382.25	4,994.29	718.59	78.61	13,173.74	670.60	13,844.34
Gloucester		532.71	108.50	8.00	649.21	595.36	1,244.57
Hudson	1,590.00	1,059.57	195.57	386.10	3,231.24	1,096.65	4,327.89
Hunterdon		382.74	10.00		392.74	183.42	576.16
Mercer	1,280.00	576.76	187.83	24.24	2,068.83	482.77	2,551.60
Middlesex		1,143.51	130.00		1,504.89	690.42	2,195.31
Monmouth	900.00	1,302.39	462.17	176.81	2,841.37	1,391.50	4,232.87
Morris		297.79	330.07	87.90	715.76	652.57	1,368.33
Ocean		645.39	248.05	49.76	943.20	481.02	1,424.22
Passaic		1,166.34	68.05		1,234.39	422.95	1,657.34
Salem		239.81	308.58		548.39	466.83	1,015.22
Somerset		245.48	89.75	37.70	372.93	313.95	686.88
Sussex		30.00	188.30		218.30	220.51	438.81
Union		625.98	228.90	255.50	1,110.38	1,044.67	2,155.05
Warren		206.30	190.28	301.87	698.45	595.91	1,294.36
Total	\$13,383.50	\$18,340.24	\$5,753.31	\$2,364.20	\$39,841.25	\$14,577.00	\$54,418.25

TABLE 8
FUNDS FOR REDEMPTION OF AND INTEREST ON BONDS.

RECEIPTS.

DISTRICTS.	District Taxes for Redemption of Bonds.	District Taxes for Interest on Bonds.	District Taxes for Sinking Fund.	Accrued Interest on Bond Issues, or Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$26,487.50	\$84,133.09	\$31,372.17	\$13.99	\$142,006.75	\$7,671.85	\$149,678.60
Bergen	120,340.00	251,994.98	80,201.87	10,044.15	462,581.00	35,149.91	497,730.91
Burlington	31,091.75	29,217.08	5,471.27	3,128.72	68,908.82	8,822.50	77,731.32
Camden	33,300.00	103,267.57	29,645.80	.....	166,213.37	9,294.52	175,507.89
Cape May	16,770.48	20,497.46	5,566.09	424.00	43,258.03	1,702.68	44,960.71
Cumberland	13,500.00	18,119.50	9,066.04	.....	40,685.54	6,376.94	47,062.48
Essex	291,275.01	713,644.99	220,138.03	362.50	1,225,420.53	2,239.16	1,227,659.69
Gloucester	24,615.97	24,878.33	2,681.37	908.02	53,083.69	9,363.89	62,447.58
Hudson	117,000.00	811,386.60	175,828.89	.....	1,104,215.49	25.00	1,104,240.49
Hunterdon	6,300.00	7,533.75	.....	.....	13,833.75	.....	13,833.75
Mercer	23,930.00	102,690.90	43,247.14	.....	169,868.04	15,359.21	185,227.25
Middlesex	69,439.33	146,714.25	34,131.62	2,593.70	252,878.90	11,412.16	264,291.06
Monmouth	46,602.25	70,079.01	14,165.21	277.00	131,123.47	25,396.98	156,520.45
Morris	40,034.13	52,785.24	6,231.28	410.50	99,461.15	16,452.50	115,913.65
Ocean	12,100.00	5,671.21	343.43	20.00	18,134.64	2,582.00	20,716.64
Passaic	79,390.00	216,087.53	71,780.42	2,742.16	370,000.11	41,012.72	411,012.83
Salem	15,890.00	13,124.80	.....	276.89	29,291.69	4,643.90	33,935.59
Somerset	21,782.78	12,108.25	8,740.19	2,404.75	45,035.97	323.34	45,359.31
Sussex	9,000.00	10,321.67	799.71	.....	20,112.38	170.50	20,282.88
Union	55,498.42	269,082.56	67,196.27	3,399.44	395,176.69	26,088.26	421,264.95
Warren	11,445.00	9,022.28	.....	112.50	20,579.78	1,213.58	21,793.36
Total	\$1,065,792.62	\$2,972,361.06	\$806,597.80	\$27,118.32	\$4,871,869.79	\$225,301.60	\$5,097,171.39

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TABLE 8
FUNDS FOR REDEMPTION OF AND INTEREST ON BONDS—*Continued.*

PAYM ENTS.

DISTRICTS.	Bonds Redeemed by District Taxes.	Payments to Sinking Fund.	Interest on Bonds.	Total Expenditures During the Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic	\$25,500.00	\$30,579.42	\$82,992.18	\$139,071.60	\$10,607.00	\$149,678.60
Bergen	158,340.00	82,265.42	254,867.24	475,472.66	22,258.25	497,730.91
Burlington	33,900.00	4,221.27	31,207.83	69,329.10	8,402.22	77,731.32
Camden	32,700.00	31,216.58	102,273.88	166,190.46	9,317.43	175,507.89
Cape May	17,100.00	5,566.09	21,684.35	44,350.44	610.27	44,960.71
Cumberland	13,500.00	9,066.04	17,958.35	40,524.39	6,538.09	47,062.48
Essex	291,275.00	220,138.03	708,479.43	1,219,892.46	7,767.23	1,227,659.69
Gloucester	27,436.66	4,181.37	25,171.21	56,789.24	5,658.34	62,447.58
Hudson	117,000.00	175,828.89	811,361.60	1,104,190.49	50.00	1,104,240.49
Hunterdon	6,300.00	.....	7,533.75	13,833.75	.....	13,833.75
Mercer	25,730.00	43,247.14	101,799.10	170,776.24	14,451.01	185,227.25
Middlesex	68,150.00	32,631.62	153,613.50	254,395.12	9,895.94	264,291.06
Monmouth	45,228.50	13,665.21	59,291.17	118,184.88	38,335.57	156,520.45
Morris	40,900.00	8,635.25	44,883.54	94,438.79	21,474.86	115,913.65
Ocean	11,250.00	343.43	5,992.07	17,585.50	3,131.14	20,716.64
Passaic	84,300.00	71,780.42	221,669.02	377,749.44	33,263.39	411,012.83
Salem	15,890.00	.....	13,295.99	29,185.99	4,749.60	33,935.59
Somerset	20,600.00	8,740.19	15,538.00	44,878.19	481.12	45,359.31
Sussex	9,000.00	790.71	10,417.17	20,207.88	75.00	20,282.88
Union	49,000.00	68,521.20	259,156.79	376,677.99	44,586.96	421,264.95
Warren	9,325.00	.....	11,118.13	20,443.13	1,350.23	21,793.36
Total	\$1,082,425.16	\$811,438.28	\$2,960,304.30	\$4,854,167.74	\$243,003.65	\$5,097,171.39

TABLE 9

FUNDS FOR PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

RECEIPTS.

DISTRICTS.	District Taxes for Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	District Taxes for Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic	\$5,543.75	\$3,714.77	\$9,258.52	\$11.43	\$9,269.95
Bergen	140,435.61	2,600.40	143,036.01	296.17	143,332.18
Burlington	12,287.82	2,410.17	14,697.99	962.50	15,660.49
Camden	27,350.00	150.64	27,500.64		27,500.64
Cape May					
Cumberland	31,125.00		31,125.00		31,125.00
Essex	71,059.16	537.97	71,597.13		71,597.13
Gloucester	24,700.00	1,148.64	25,848.64		25,848.64
Hudson	53,861.07	969.39	54,830.46		54,830.46
Hunterdon	10,969.16	130.09	11,099.16	1,100.00	12,199.16
Mercer	3,000.00		3,000.00		3,000.00
Middlesex	36,000.00	4,546.40	40,546.40		40,546.40
Monmouth	14,168.92	1,195.00	15,363.92	348.92	15,712.84
Morris	68,400.00	1,260.00	69,660.00	1,075.00	70,735.00
Ocean	10,350.00	24.00	10,374.00		10,374.00
Passaic	204,824.80	11,324.29	216,149.09		216,149.09
Salem					
Somerset	37,735.93	997.16	38,733.09	304.39	38,428.70
Sussex	3,950.00		3,950.00		3,950.00
Union	102,525.00	6,785.79	109,310.79	239.10	109,549.89
Warren	17,650.20	116.33	17,766.53		17,766.53
Total	\$875,936.42	\$37,910.95	\$913,847.37	\$3,030.89	\$916,878.26

TABLE 9

FUNDS FOR PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT OF OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS)—*Continued.*

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PAYMENTS.

DISTRICTS.	Payment of Notes, Authorized by a Vote of the District or Other Evidences of Indebtedness.	Interest on Notes, Authorized by a Vote of the District, or Other Evidences of Indebtedness.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expenditures During the Year and Balance on Hand Close of Year.
Atlantic	\$5,543.75	\$3,719.77	\$9,263.52	\$6.43	\$9,269.95
Bergen	140,878.94	1,947.84	142,826.78	505.40	143,332.18
Burlington	9,500.00	2,360.17	11,860.17	3,800.32	15,660.49
Camden	27,600.00	60.64	27,660.64	160.00	27,500.64
Cape May					
Cumberland	31,125.00		31,125.00		31,125.00
Essex	71,059.16	37.97	71,097.13	500.00	71,597.13
Gloucester	27,200.00	1,148.64	28,348.64	2,500.00	25,848.64
Hudson	53,861.07	969.39	54,830.46		54,830.46
Hunterdon	10,469.16	130.00	10,599.16	1,600.00	12,199.16
Mercer	3,000.00		3,000.00		3,000.00
Middlesex	39,500.00	1,046.40	40,546.40		40,546.40
Monmouth	13,820.00	981.48	14,801.48	213.52	15,015.00
Morris	69,400.00	665.00	70,065.00	670.00	70,735.00
Ocean	10,350.00	436.50	10,786.50	412.50	10,374.00
Passaic	18,489.42	11,324.29	29,813.71	186,335.38	216,149.09
Salem					
Somerset	33,510.64	3,453.82	36,964.46	1,464.24	38,428.70
Sussex	4,050.00		4,050.00	100.00	3,950.00
Union	102,433.33	6,885.95	109,319.28	230.61	109,549.89
Warren	17,629.18	125.85	17,755.03	11.50	17,766.53
Total	\$689,419.65	\$35,293.71	\$724,713.36	\$192,164.90	\$916,878.26

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TABLE 10
 OUTHOUSES AND WATER CLOSETS.

DISTRICTS.	Receipts.	Payments.		
	District Taxes and Other Sources, Including Balance on Hand Beginning of Year.	Outhouses and Water Closets.	Balance on Hand at Close of Year.	Total Expenditure During Year and Balance on Hand at Close of Year.
Atlantic	\$359.34	\$359.34		\$359.34
Bergen	2,849.83	2,806.38	\$6,043.45	8,849.83
Burlington				
Camden				
Cape May				
Cumberland				
Essex				
Gloucester	59.00	59.00		59.00
Hudson				
Hunterdon				
Mercer	2,846.43	2,563.11	283.32	2,846.43
Middlesex				
Monmouth	420.64	306.30	114.34	420.64
Morris	500.00	500.00		500.00
Ocean	574.76	61.25	513.51	574.76
Passaic	1,369.38	1,369.38		1,369.38
Salem				
Somerset	719.75	253.59	466.16	719.75
Sussex				
Union	1,700.00	86.51	1,613.49	1,700.00
Warren	391.40		391.40	391.40
Total	\$17,790.53	\$8,364.86	\$9,425.67	\$17,790.53

TABLE II
FUNDS FOR REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS.
RECEIPTS.

DISTRICTS.	District Taxes and Notes Authorized by the District.	Sale of Buildings.	Sale of Furniture and Equipment.	Sale of Land.	Fire Insurance.	All Other Sources.	Total Receipts During the Year.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balance on Hand at Beginning of Year.
Atlantic	\$77,474.73	\$150.00				\$12.50	\$77,917.23	\$3,127.23	\$81,045.01
Bergen	168,611.89	3,400.00	\$2,064.00		\$75.00	1,752.92	175,903.81	19,962.83	195,866.64
Burlington	32,381.45	1,000.04	5.75			90.81	33,478.05	1,668.95	35,147.00
Camden	93,507.04	210.00	438.00			461.94	94,619.98	4,210.98	98,830.96
Cape May	18,462.41					135.11	18,597.52	2,493.61	21,091.13
Cumberland	22,716.10	145.00	74.45		3,200.00	93.00	26,228.55	1,857.25	28,085.80
Essex	260,443.75	1,030.03	2,323.67	\$16.20	1,163.25	20,022.45	284,999.32	20,680.26	305,688.58
Gloucester	39,408.59	13.00	42.00	150.00		352.50	39,966.09	3,135.60	43,101.69
Hudson	326,133.59	2,374.78	71.00	20,000.00		11,552.25	360,131.62	7,798.28	367,929.90
Hunterdon	8,022.37					88.34	8,110.71	1,190.78	9,301.49
Mercer	80,236.27	858.64	170.50			5,429.77	86,695.18	3,784.71	90,479.89
Middlesex	69,596.66		40.00		881.69	45,776.13	116,293.88	10,205.94	126,499.82
Monmouth	57,831.14	1,450.00	68.00			3,071.48	62,420.62	12,038.33	74,458.95
Morris	51,200.00	625.00	525.10			7,312.31	59,662.41	4,258.28	63,920.69
Ocean	13,025.85	253.00	40.50			81.40	13,400.75	3,326.48	16,727.23
Passaic	84,108.74		20.00		222.57	968.79	85,320.10	6,320.59	91,640.69
Salem	15,550.00	813.00	100.00			1,964.16	18,427.16	2,890.35	21,317.51
Somerset	25,263.94	192.50	51.00		165.00	9,781.54	35,393.98	2,104.03	37,498.01
Sussex	8,006.00	350.50	110.00			209.72	8,676.00	6,676.00	15,346.22
Union	100,943.99	25.50			80.01	6,664.91	107,714.41	20,172.36	127,886.77
Warren	19,134.26				160.90	442.45	19,737.61	2,586.50	22,324.11
Total	\$1,571,992.77	\$13,170.96	\$6,143.97	\$20,166.20	\$5,947.82	\$116,267.48	\$1,733,689.20	\$132,076.93	\$1,865,766.13

TABLE 11
 FUNDS FOR REPAIRING, REFURNISHING AND LEASING SCHOOL BUILDINGS—*Con'd.*
 PAYMENTS.

DISTRICTS.	Ordinary Repairs.	Repairs and Replacements of Furniture and Equip- ment.	Leasing School Buildings.	Total Expenditure During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic	\$29,530.10	\$37,551.27	\$475.00	\$67,556.37	\$13,488.64	\$81,045.01
Bergen	129,159.98	31,555.09	5,021.98	165,737.05	30,129.59	195,866.64
Burlington	19,356.52	15,511.62	440.67	35,308.81	161.81	35,147.00
Camden	46,319.78	40,452.91	7,059.40	93,832.09	3,423.09	99,409.00
Cape May	12,868.38	1,056.54	.....	13,924.92	7,166.21	21,091.13
Cumberland	18,333.27	6,576.68	1,941.66	26,851.61	1,234.19	28,085.80
Essex	226,000.35	60,219.00	5,674.10	292,493.45	13,195.13	305,688.58
Gloucester	24,802.91	10,187.37	4,035.23	39,025.51	4,076.18	43,101.69
Hudson	256,110.40	74,845.73	2,690.00	333,646.13	34,283.77	367,929.90
Hunterdon	5,495.10	2,442.76	.....	7,937.86	1,363.63	9,301.49
Mercer	73,814.96	11,568.27	3,311.68	88,694.91	1,784.98	90,479.89
Middlesex	58,601.59	15,661.44	771.67	75,034.70	51,465.12	126,499.82
Monmouth	36,177.19	16,240.54	2,601.00	55,018.73	19,440.22	74,458.95
Morris	37,008.16	14,370.24	2,525.50	53,903.90	10,016.79	63,920.69
Ocean	7,914.02	3,750.47	1,780.44	13,444.93	3,282.30	16,727.23
Passaic	70,766.43	15,958.25	3,525.00	90,249.68	1,391.01	91,640.69
Salem	8,129.07	11,264.11	1,133.00	20,526.18	791.33	21,317.51
Somerset	22,881.14	12,836.73	160.00	35,877.87	1,620.14	37,498.01
Sussex	5,464.08	4,485.93	150.00	10,100.01	5,246.21	15,346.22
Union	59,639.58	47,542.55	7,029.66	114,211.79	13,674.98	127,886.77
Warren	9,460.78	6,591.77	.....	16,052.55	6,271.56	22,324.11
Total	\$1,158,433.79	\$440,669.27	\$50,325.99	\$1,649,429.05	\$216,337.08	\$1,865,766.13

TABLE 12

FUNDS FOR PURCHASE OF LAND AND ERECTING, ENLARGING, REMODELING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS.

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RECEIPTS.

DISTRICTS.	District Tax for Purchase of Land.	Sale of Bonds or Notes for Purchase of Lands.	District Tax to Erect, Enlarge, Remodel, Furnish and Equip School Buildings.	Sale of Bonds or Notes to Erect, Enlarge, Remodel, Furnish and Equip School Buildings.	All Other Sources.	Total Receipts During the Year.	Balance on Hand at Beginning of Year.	Total Receipts During the Year and Balance on Hand Beginning of Year.
Atlantic		\$23,682.40	\$200.00		\$1,617.70	\$25,500.10	\$17,796.89	\$43,296.99
Bergen	\$8,300.00	\$5,541.73	12,778.62	\$812,857.25	67,299.32	986,776.92	51,636.83	1,038,413.75
Burlington	3,600.00	22,400.00	17,601.47	123,115.00	578.37	167,294.84	39,119.36	206,414.20
Camden	1,375.00	31,580.00	2,300.00	507,260.12	4,529.50	547,044.62	36,832.59	583,877.21
Cape May			500.00		14.97	514.97	371.51	886.48
Cumberland					4,835.14	4,835.14	2,640.57	25,475.71
Essex	9,200.00	251,838.99	153,969.23	83,430.80	35,132.80	1,309,571.82	1,355,633.63	2,665,205.45
Gloucester	42,030.70	19,400.00		9,000.00	793.24	71,223.94	45,422.34	116,646.28
Hudson	1,564,067.09	19,000.00	27,207.62	3,347,445.27	132,222.71	5,089,942.69	1,120,942.17	6,210,884.86
Hunterdon			1,750.00			1,750.00	1,025.95	2,775.95
Mercer		46,700.00	16,681.63	311,900.00	1,540.77	376,822.40	152,812.50	529,634.90
Middlesex		303,200.00	132.32	1,005,459.53	11,623.48	1,320,415.33	488,926.51	1,809,341.84
Monmouth	1,871.75	31,400.00	18,759.78	7,400.00	156.47	59,588.00	4,802.50	54,785.50
Morris		18,000.00	7,000.00	322,500.00	10,155.92	357,655.92	11,019.93	368,675.85
Ocean			1,801.00	4,500.00	525.00	6,826.00	44.62	6,870.62
Passaic	207,218.63	91,812.84		100,730.00	832.25	400,593.72	1,025,520.57	1,426,114.29
Salem		2,000.00	2,000.00	35,000.00	3,820.81	42,820.81	4,023.65	46,844.46
Somerset		1,000.00		14,757.38		15,757.38	2,141.50	17,898.88
Sussex		17,000.00	6,808.27		185.24	23,793.51	7,283.09	31,076.60
Union	50,000.00	86,407.50	16,193.87	1,788,600.34	34,761.53	1,975,963.24	478,078.62	2,454,041.86
Warren	7,500.00	1,100.00	31,975.64	31,000.00	683.57	72,259.21	3,293.14	68,966.07
Total	\$1,895,163.17	\$1,052,063.46	\$317,459.45	\$9,280,955.69	\$311,308.79	\$12,856,950.56	\$4,851,177.19	\$17,708,127.75

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TABLE 12

FUNDS FOR PURCHASE OF LAND AND ERECTING, ENLARGING, ALTERING, REMODELING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS—Continued.

PAYMENTS.

DISTRICTS.	Purchase of Land.	For Erecting, Enlarging and Equipping School Buildings.	Extraordinary Repairs and Improving Buildings and Grounds.	New Furniture and Equipment.	Total Expenditure During the Year.	Balance on Hand at Close of Year.	Total Expenditure During the Year and Balance on Hand at Close of Year.
Atlantic	\$682.40	\$28,858.79	\$125.28	\$10,803.27	\$40,469.74	\$2,827.25	\$43,296.99
Bergen	73,955.17	413,752.41	47,438.88	26,278.36	561,424.82	476,988.93	1,038,413.75
Burlington	8,714.25	175,309.26	371.30	6,555.85	190,950.66	15,463.54	206,414.20
Camden	26,014.71	308,434.34	11,380.09	8,213.99	354,043.13	229,834.08	583,877.21
Cape May .....	.....	.....	.....	832.17	832.17	54.31	886.48
Cumberland	400.00	.....	.....	.....	400.00	25,075.71	25,475.71
Essex	223,207.46	1,911,942.86	109,828.40	55,028.93	2,300,007.65	365,197.80	2,665,205.45
Gloucester	17,505.20	95,898.20	1,334.04	4,647.66	119,385.10	2,738.82	116,646.28
Hudson	64,528.90	3,928,580.49	124,647.44	180,480.19	4,298,237.02	1,912,647.84	6,210,884.86
Hunterdon .....	.....	315.00	175.00	110.44	2,175.44	600.51	2,775.95
Mercer	51,852.49	186,036.26	7,764.25	36,601.81	282,254.81	247,380.09	529,634.90
Middlesex	50,271.72	1,141,606.46	20,762.63	36,929.88	1,219,570.69	559,771.15	1,809,341.84
Monmouth	31,448.57	11,157.41	9,133.18	3,439.41	55,178.57	393.07	54,785.50
Morris	19,490.65	310,700.37	5,889.15	7,780.30	342,860.45	25,815.40	368,675.85
Ocean .....	.....	.....	4,820.20	1,922.00	6,742.20	128.42	6,870.62
Passaic	362,974.99	938,732.67	28,573.32	5,857.75	1,336,138.73	89,975.56	1,426,114.29
Salem	2,000.00	41,523.65	3,000.00	136.84	46,660.49	183.97	46,844.46
Somerset	800.00	15,015.31	628.98	.....	16,444.29	1,454.59	17,898.88
Sussex .....	.....	23,837.41	60.00	1,734.86	25,632.27	5,444.33	31,076.60
Union	91,680.25	979,178.78	36,491.39	67,329.40	1,174,679.82	1,279,362.04	2,454,041.86
Warren	8,490.00	34,823.77	13,590.78	3,301.29	60,205.84	8,760.23	68,966.07
Total	\$1,033,016.76	\$10,545,703.44	\$427,589.29	\$457,984.40	\$12,464,293.89	\$5,243,833.86	\$17,708,127.75

TABLE 13
SUMMARY OF RECEIPTS AND EXPENDITURES.

DISTRICTS.	Grand Total of All Receipts During the Year and Balances on Hand Beginning of Year.	Grand Total of All Expenditures During the Year.	Grand Total of All Balances on Hand at Close of Year.	Grand Total of Expenditures During the Year and Balances on Hand Close of Year.
Atlantic	\$1,649,300.49	\$1,589,383.16	\$59,917.33	\$1,649,300.49
Bergen	5,462,968.97	4,827,375.89	635,593.08	5,462,968.97
Burlington	1,239,514.84	1,189,814.05	49,700.79	1,239,514.84
Camden	2,980,364.40	2,717,479.13	262,885.27	2,980,364.40
Cape May	435,314.03	414,605.13	20,708.90	435,314.03
Cumberland	810,738.29	760,346.15	50,392.14	810,738.29
Essex	13,844,358.20	13,275,244.75	569,113.45	13,844,358.20
Gloucester	919,672.07	890,098.93	29,573.14	919,672.07
Hudson	15,399,881.33	13,257,440.70	2,142,440.63	15,399,881.33
Hunterdon	453,793.26	441,816.36	11,976.90	453,793.26
Mercer	2,575,107.92	2,264,730.47	310,377.45	2,575,107.92
Middlesex	4,191,740.66	3,533,499.85	658,240.81	4,191,740.66
Monmouth	1,875,793.18	1,761,729.45	114,063.73	1,875,793.18
Morris	1,739,944.12	1,632,700.94	107,243.18	1,739,944.12
Ocean	426,726.68	409,956.91	16,769.77	426,726.68
Passaic	5,260,373.75	4,842,332.32	418,041.43	5,260,373.75
Salem	562,143.93	531,721.92	30,422.01	562,143.93
Somerset	818,135.49	781,666.16	36,469.33	818,135.49
Sussex	462,911.79	429,954.58	32,957.21	462,911.79
Union	5,704,649.03	4,292,343.08	1,412,305.95	5,704,649.03
Warren	674,842.66	639,924.47	34,918.19	674,842.66
Total	\$67,488,275.09	\$60,484,164.40	\$7,004,110.69	\$67,488,275.09

TABLE 14
COST OF EDUCATION.

STATEMENT—SHOWING COST OF EDUCATION PER PUPIL (DAY SCHOOLS ONLY).

COMMISSIONER OF EDUCATION.

1909

DISTRICTS.	For Administration.	For Instruction.	For Operation of School Plant.	For Maintenance of School Plant.	For Expenses of Auxiliary Agencies.	For Miscellaneous Expenses. (Tuition paid within the County for pupils sent to other districts not included.)	Grand Total Operating Expenses. (Tuition paid within the County for pupils sent to other districts not included.)	Total Number of Pupils Enrolled.	Average Daily Attendance of Pupils Attending School.	Cost of Education Per Pupil Based on	
										Total Enrollment.	Average Daily Attendance.
Atlantic	\$51,584.67	\$1,002,982.72	\$157,041.20	\$82,878.82	\$64,925.74	\$9,058.38	\$1,368,741.53	19,024	14,255	\$71.94	\$96.01
Bergen	93,125.74	2,614,347.00	431,082.27	196,785.50	92,672.07	24,321.96	3,452,334.54	50,003	40,387	69.04	85.48
Burlington	22,583.24	587,239.21	88,526.38	42,895.82	104,600.28	7,309.12	853,154.05	16,204	12,252	52.65	69.63
Camden	61,294.92	1,581,078.33	258,734.79	97,120.37	57,005.84	17,538.48	2,072,772.73	35,604	27,133	58.22	76.39
Cape May	17,949.51	238,288.99	45,123.75	17,872.05	30,978.39	4,348.42	354,563.11	5,091	3,636	69.13	96.79
Cumberland	20,198.49	485,403.17	64,508.17	28,338.17	58,192.01	4,496.39	661,136.40	13,474	10,539	49.07	62.73
Essex	323,797.66	7,495,558.98	926,240.76	317,871.98	226,690.50	32,889.02	9,322,958.90	125,446	101,821	74.31	91.56
Gloucester	13,433.55	440,796.39	63,787.48	42,334.92	75,448.42	10,290.34	646,091.10	11,336	8,305	56.84	77.80
Hudson	249,151.16	5,794,604.69	893,772.34	389,085.43	155,679.03	24,989.01	7,507,879.66	103,309	84,976	72.67	88.35
Hunterdon	11,492.11	263,069.57	30,440.78	10,922.80	49,902.88	8,691.41	374,510.55	6,771	4,853	55.31	77.14
Mercer	52,413.88	1,272,740.25	185,610.77	101,238.28	91,566.94	11,365.06	1,714,935.16	26,870	21,215	63.82	80.84
Middlesex	50,192.00	1,420,050.40	208,555.23	94,266.71	85,897.61	16,483.13	1,875,445.08	31,576	25,417	59.39	73.78
Monmouth	47,629.11	1,103,467.91	166,529.00	66,488.40	102,930.00	11,095.27	1,498,139.69	25,074	18,816	59.74	79.62
Morris	23,461.25	755,695.28	117,509.57	60,828.29	87,990.12	8,246.83	1,053,731.34	16,619	12,950	63.41	81.37
Ocean	8,399.61	234,318.61	30,351.39	13,602.32	63,975.93	3,186.47	353,834.33	5,446	3,955	64.97	89.46
Passaic	90,525.75	2,363,550.46	301,677.73	111,373.69	64,445.91	30,799.37	2,962,372.91	48,851	40,664	60.64	73.94
Salem	10,588.65	301,089.53	44,147.55	20,764.11	45,561.83	2,567.58	424,719.25	8,500	6,068	49.97	69.99
Somerset	14,327.70	474,621.51	62,499.90	39,610.11	43,777.74	1,441.41	636,278.37	10,094	7,518	63.60	84.63
Sussex	10,346.55	234,613.35	27,273.69	11,615.95	66,935.35	2,268.25	353,053.14	5,792	4,167	61.92	84.73
Union	92,508.63	1,940,220.00	317,792.92	132,011.57	85,229.41	23,125.23	2,563,887.76	38,199	31,385	67.12	81.69
Warren	15,941.08	366,246.57	52,596.00	19,434.33	49,667.05	4,381.97	508,267.00	9,144	7,136	55.58	71.22
Total	\$1,281,215.26	\$30,969,973.90	\$4,473,803.67	\$1,897,937.62	\$1,676,983.05	\$258,893.10	\$40,558,806.60	612,277	486,850	\$66.24	\$83.31

TABLE 15
STATEMENT OF INTEREST BEARING SCHOOL DEBT.

DISTRICTS.	Amount of Interest Paid.	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1st, 1920.	Issued During Year.	Redeemed During the Year from District Taxes.	Redeemed During the Year from Sinking Funds.	Outstanding at the Close of School Year.
		1	2	3	4	5
Atlantic	\$86,711.95	\$1,898,413.75	\$24,454.00	\$31,043.75	\$7,000.00	\$1,884,824.00
Bergen	256,815.08	5,719,177.00	808,500.00	150,440.00	9,500.00	6,367,237.00
Burlington	31,568.00	760,200.00	155,000.00	39,350.00	3,000.00	872,850.00
Camden	10,334.52	2,332,383.00	348,266.00	32,700.00	10,000.00	2,838,049.00
Cape May	21,684.35	453,000.00	.....	17,900.00	.....	435,100.00
Cumberland	17,958.35	407,475.00	.....	48,155.00	34,400.00	419,230.00
Essex	708,517.40	17,055,444.92	932,702.51	310,275.60	58,500.00	17,613,372.43
Gloucester	26,319.85	395,089.92	117,000.00	41,805.66	500.00	469,783.26
Hudson	\$12,330.99	15,804,495.61	3,432,000.00	143,000.00	36,000.00	19,057,495.61
Hunterdon	7,663.73	212,269.16	29,150.00	54,969.16	.....	186,450.00
Mercer	101,799.10	2,509,160.00	358,600.00	25,730.00	8,100.00	2,833,830.00
Middlesex	134,639.90	3,103,400.00	1,027,100.00	69,650.00	7,000.00	4,113,850.00
Monmouth	60,272.65	1,462,188.50	59,500.00	49,848.50	.....	1,471,840.00
Morris	45,548.54	1,045,528.00	429,455.80	129,300.00	.....	1,345,683.80
Ocean	6,428.57	120,550.00	26,430.00	12,350.00	.....	134,630.00
Passaic	232,993.31	5,643,450.00	115,000.00	69,800.00	2,400.00	5,688,250.00
Salem	13,205.99	275,720.00	37,000.00	15,890.00	.....	296,830.00
Somerset	18,991.82	405,867.64	7,500.00	36,917.64	.....	376,450.00
Sussex	10,417.17	196,000.00	.....	9,000.00	.....	187,000.00
Union	266,042.74	4,286,620.58	1,869,970.00	135,050.00	11,400.00	6,010,140.58
Warren	11,243.98	331,976.98	88,000.00	11,376.98	11,900.00	396,700.00
Total	\$2,995,598.01	\$64,681,410.06	\$9,913,783.31	\$1,427,297.60	\$167,300.00	\$73,000,595.68

TABLE 16

SCHOOL BUILDINGS OWNED AND RENTED.

DISTRICTS.	SINKING FUND.	VALUE OF PROPERTY.					BUILDINGS.										
		Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Remodeled During Current Year.	Number of One-Room Buildings.	Number of Two-Room Buildings.	Number of Three-Room Buildings.	Number of Four-Room Buildings.	Number of Five or More Room Buildings.	Total Number of School Buildings Owned.	Total Number of School Buildings Rented.	Total Number of Class Rooms.	Total Number of Pupils' Seats. (Double Desks Count Two.)	Is Flag Displayed Daily?
Atlantic	\$261,959.09	\$642,825.00	\$3,512,948.75	\$225,898.34	\$4,381,672.00	1	3	31	19	7	291	88	3	314	19,516	Yes	
Bergen	350,758.69	1,048,650.00	9,021,949.00	778,792.23	11,799,391.22	1	3	18	16	4	203	87	7	1,363	48,126	Yes	
Burlington	26,374.00	121,921.00	1,636,630.00	199,070.00	1,956,961.00	1	3	22	19	8	106	87	7	399	10,006	Yes	
Camden	313,474.88	442,220.00	4,075,187.00	281,448.92	4,878,863.92	2	2	33	28	2	38	141	12	923	24,628	Yes	
Camden May	74,434.23	60,520.00	4,077,573.00	77,253.00	4,878,863.92	1	1	13	21	3	29	78	1	188	6,673	Yes	
Cape May	79,444.77	97,430.00	889,300.00	117,673.00	1,105,523.00	1	1	26	17	3	6	78	6	335	14,708	Yes	
Cumberland	2,576,444.77	3,113,519.53	19,366,976.89	1,307,673.00	23,886,126.38	2	2	12	39	3	149	178	7	3,021	118,200	Yes	
Essex	1,006,301.23	1,006,301.23	1,183,309.66	1,112,900.00	3,386,701.23	1	1	28	30	13	113	117	10	303	11,781	Yes	
Hudson	1,463,880.33	2,226,411.50	20,310,365.34	1,697,167.28	23,886,126.38	3	3	1	1	1	1	1	2	2,419	91,179	Yes	
Hunterdon	447,087.95	23,873.00	4,487,080.00	43,430.00	5,177,220.00	1	1	26	9	6	9	82	3	163	6,728	Yes	
Merger	336,487.00	336,487.00	6,331,467.00	289,012.00	7,177,220.00	1	1	14	8	1	43	83	3	140	23,778	Yes	
Middlesex	121,758.70	833,000.00	3,207,100.00	404,885.00	3,806,153.00	4	6	28	10	4	14	104	3	744	29,539	Yes	
Monmouth	27,237.16	246,433.00	2,234,624.31	162,135.70	3,506,153.00	1	3	38	29	1	15	108	6	477	16,342	Yes	
Morris	1,207,985.24	81,092.00	6,852,943.29	99,250.00	8,506,536.37	2	2	32	15	3	8	59	2	173	6,341	Yes	
Ocean	78,250.00	1,141,204.08	4,854,400.00	572,448.00	6,566,536.37	1	1	11	4	4	3	70	10	1,141	43,825	Yes	
Passaic	21,484.11	117,310.00	1,173,000.00	54,380.00	1,405,860.00	1	1	41	7	3	9	14	62	234	8,339	Yes	
Salem	31,424.31	610,845.00	3,460,573.00	113,925.00	4,603,925.00	1	1	41	11	2	7	15	73	274	10,459	Yes	
Sussex	227,789.03	84,353.29	6,592,982.22	85,925.00	7,809,314.69	2	2	9	6	2	9	88	1	190	7,563	Yes	
Union	84,353.29	84,353.29	827,123.00	97,639.00	1,009,217.29	2	2	54	16	4	6	70	4	264	9,405	Yes	
Warren																	
Total	\$7,168,409.80	\$12,660,732.45	\$805,541,972.45	\$8,121,758.32	\$8,116,324,463.22	27	27	633	317	61	215	914	2049	91	15,405	381,675	Yes

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID.

DISTRICTS.	SUPERINTENDENTS			ASSISTANT SUPERINTENDENTS.											
	Annual Salary.	Men.	Women.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.	
				Average—Men.	Men.	Women.									Total.
Atlantic	\$5,800.00	2		\$4,400.00											
Bergen	5,000.00	1		5,000.00											
Burlington	2,400.00	1		2,400.00											
Camden	7,800.00	2		3,900.00											
Cape May	6,700.00	2		3,350.00											
Cumberland	6,600.00	2		3,300.00											
Essex	37,400.00	6		6,233.33	6	6	\$32,700.00		\$2,500.00		\$7,000.00		\$5,450.00		
Gloucester															
Hudson	41,823.00	7		5,974.71	1	1	2 5,400.00	\$2,700.00	5,400.00	\$2,700.00	5,400.00	\$2,700.00	5,400.00	\$2,700.00	
Hunterdon	3,000.00	1		3,000.00											
Mercer	7,000.00	1		7,000.00		1	1	2,400.00		2,400.00		2,400.00		2,400.00	
Middlesex	12,000.00	3		4,000.00											
Monmouth	8,500.00	2		4,275.00											
Morris															
Ocean															
Passaic	17,300.00	3		5,766.66	1	1	5,000.00		5,000.00		5,000.00		5,000.00		
Salem	3,000.00	1		3,000.00											
Somerset															
Sussex															
Union	20,500.00	4		5,125.00											
Warren	5,000.00	1		5,000.00											
Total	\$192,823.00	39		\$4,944.18	8	2	10	\$43,100.00	\$5,100.00	\$2,500.00	\$2,400.00	\$7,000.00	\$2,700.00	\$5,387.50	\$2,550.00

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	APPROVED SUPERVISING PRINCIPALS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	3		3	\$7,500.00		\$2,300.00		\$2,700.00		\$2,500.00	
Bergen	5	1	9	29,900.00	\$1,800.00	3,000.00	\$1,800.00	5,000.00	\$1,800.00	3,737.50	\$1,800.00
Burlington	4		4	13,400.00		2,650.00		4,000.00		3,350.00	
Camden	4		4	8,300.00		1,800.00		2,700.00		2,075.00	
Cape May	3		3	7,850.00		2,000.00		3,500.00		2,616.66	
Cumberland	1		1	3,000.00		3,000.00				3,000.00	
Essex	6		6	27,100.00		4,000.00		5,000.00		4,516.66	
Gloucester	2	1	3	5,500.00	2,500.00	2,000.00	2,500.00	3,500.00	2,500.00	2,750.00	2,500.00
Hudson											
Hunterdon											
Mercer	3		3	7,480.00		2,200.00		3,000.00		2,493.33	
Middlesex	2	1	9	21,500.00	3,610.00	1,800.00	3,610.00	4,000.00	3,610.00	2,687.50	3,610.00
Monmouth	6		6	14,720.00		1,800.00		3,000.00		2,453.33	
Morris	11		11	24,404.00		1,200.00		3,500.00		2,218.18	
Ocean	3		3	6,600.00		1,000.00		3,200.00		2,200.00	
Passaic	3		3	10,300.00		2,400.00		4,900.00		3,433.33	
Salem	1		1	2,600.00		2,600.00		2,600.00		2,600.00	
Somerset	2		2	7,500.00		2,500.00		5,000.00		3,750.00	
Sussex	2		2	3,067.10		*592.10		2,475.00		1,533.55	
Union											
Warren	1		1	2,400.00		2,400.00		2,400.00		2,400.00	
Total	71	3	74	\$203,121.10	\$7,910.00	\$1,000.00	\$1,800.00	\$5,000.00	\$3,610.00	\$2,860.86	\$2,636.67

* Part time in Sussex County.

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	2		2	\$6,200.00		\$2,200.00		\$4,000.00		\$3,100.00	
Bergen	15		15	44,280.00		2,000.00		4,000.00		2,952.00	
Burlington											
Camden	4	1	5	12,200.00	\$2,000.00	2,300.00	\$2,000.00	4,000.00	\$2,000.00	3,050.00	\$2,000.00
Cape May											
Cumberland											
Essex	2		2	7,000.00		3,400.00		3,600.00		3,500.00	
Gloucester	3		3	8,600.00		2,300.00		3,500.00		2,866.66	
Hudson	6		6	19,300.00		2,500.00		4,200.00		3,216.67	
Hunterdon	1		1	3,000.00		3,000.00		3,000.00		3,000.00	
Mercer	1	2	3	700.00	5,000.00	*700.00	2,250.00	700.00	2,750.00	700.00	2,500.00
Middlesex	4		4	11,000.00		2,400.00		3,000.00		2,750.00	
Monmouth	4		4	12,000.00		2,500.00		3,500.00		3,000.00	
Morris	5		5	16,725.00		2,300.00		4,500.00		3,345.00	
Ocean	3		3	6,000.00		2,000.00		2,000.00		2,000.00	
Passaic											
Salem	2		2	5,300.00		2,500.00		2,800.00		2,650.00	
Somerset	3		3	10,100.00		3,000.00		4,000.00		3,366.66	
Sussex	1		1	3,300.00		3,300.00		3,300.00		3,300.00	
Union	10	1	11	29,700.00	2,700.00	2,000.00	2,700.00	4,100.00	2,700.00	2,970.00	2,700.00
Warren	3		3	6,450.00		1,500.00		2,650.00		2,150.00	
Total	69	4	73	\$201,855.00	\$9,700.00	\$1,500.00	\$2,000.00	\$4,500.00	\$2,750.00	\$2,925.43	\$2,425.00

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	NON-TEACHING PRINCIPALS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	4	8	12	\$14,100.00	\$19,000.00	\$3,000.00	\$2,200.00	\$4,500.00	\$2,400.00	\$3,525.00	\$2,375.00
Bergen	27	22	49	69,600.00	44,385.00	1,800.00	1,675.00	3,800.00	3,500.00	2,577.77	2,017.50
Burlington											
Camden	11	19	30	23,800.00	37,550.00	1,800.00	1,750.00	2,700.00	2,700.00	2,163.63	1,976.34
Cape May											
Cumberland	2	2	4	4,000.00	3,400.00	1,700.00	1,600.00	2,300.00	1,800.00	2,000.00	1,700.00
Essex	83	30	113	294,212.50	64,404.00	1,735.00	1,500.00	5,200.00	3,200.00	3,544.73	2,146.80
Gloucester											
Hudson	71	34	105	254,515.35	93,613.30	2,400.00	1,850.00	7,000.00	3,800.00	3,584.72	2,753.33
Hunterdon	1		1	2,500.00		2,500.00		2,500.00		2,500.00	
Mercer	4	21	25	12,550.00	47,600.00	2,250.00	1,750.00	4,600.00	2,500.00	3,137.50	2,266.67
Middlesex	10	7	17	25,120.00	15,100.00	2,000.00	1,800.00	3,525.00	3,150.00	2,512.00	2,157.14
Monmouth	12	3	15	28,546.00	5,600.00	1,800.00	1,600.00	2,000.00	2,000.00	2,378.83	1,866.66
Morris	2	4	6	5,600.00	7,975.00	2,600.00	1,525.00	3,000.00	2,650.00	2,800.00	1,993.75
Ocean											
Passaic	34	20	54	100,450.00	32,800.00	2,000.00	1,650.00	4,500.00	2,600.00	2,954.41	1,640.00
Salem											
Somerset		1	1		1,800.00		1,800.00		1,800.00		1,800.00
Sussex	1	1	2	3,000.00	1,300.00	3,000.00	1,300.00	3,000.00	1,300.00	3,000.00	1,300.00
Union	21	20	41	55,415.00	43,155.00	1,400.00	1,850.00	3,650.00	2,600.00	2,638.80	2,157.75
Warren											
Total	283	192	475	\$893,408.85	\$417,682.30	\$1,400.00	\$1,300.00	\$7,000.00	\$3,800.00	\$3,156.92	\$2,175.43

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	SUPERVISORS.										
	NUMBER EMPLOYED.			(Those who direct and as ist teachers in matters pertaining to instruction other than supervising and non-teaching principals.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	1	5	6	\$3,400.00	\$1,300.00	\$3,400.00	\$2,500.00	\$3,400.00	\$2,500.00	\$3,400.00	\$2,260.00
Bergen			1		1,400.00		1,400.00		1,400.00		1,400.00
Burlington	3	4	7	6,500.00	7,200.00	1,700.00	1,500.00	2,400.00	2,200.00	2,166.66	1,800.00
Camden	1	1	2	2,700.00	2,700.00	2,700.00	2,700.00	2,700.00	2,700.00	2,700.00	2,700.00
Cape May											
Cumberland			1		2,900.00		1,400.00		1,500.00		1,450.00
Essex			1		7,095.00		1,800.00		3,200.00		2,365.00
Gloucester			1		1,200.00		1,200.00		1,200.00		1,200.00
Hudson		36	36		80,535.42		1,201.00		3,900.00		2,237.09
Hunterdon	1		1	2,200.00		2,200.00		2,200.00		2,200.00	
Mercer	1	1	2	4,500.00	2,250.00	4,500.00	2,250.00	4,500.00	2,250.00	4,500.00	2,250.00
Middlesex	3	4	7	4,950.00	7,800.00	600.00	1,850.00	2,400.00	2,150.00	1,650.00	1,950.00
Monmouth											
Morris											
Ocean											
Passaic	1	6	7	2,000.00	11,925.00	2,000.00	1,500.00	2,000.00	2,800.00	2,000.00	1,987.50
Salem											
Somerset											
Sussex											
Union		2	2		3,450.00		1,450.00		2,000.00		1,725.00
Warren											
Total	11	66	77	\$26,250.00	\$139,755.42	\$600.00	\$1,200.00	\$4,500.00	\$3,900.00	\$2,386.36	\$2,117.50

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	SPECIAL SUPERVISORS.										
	NUMBER EMPLOYED.			(Those who assist teachers in matters pertaining to instruction in special subjects, drawing, penmanship, etc.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	33	21	24	\$2,875.00	\$28,200.00	\$8175.00	\$60.00	\$1,500.00	\$2,000.00	\$958.33	\$1,342.85
Bergen	12	13	15	4,400.00	21,200.00	2,200.00	750.00	2,200.00	2,500.00	2,200.00	1,630.76
Burlington			10	3,800.00	11,416.67	1,800.00	1,200.00	2,000.00	1,600.00	1,900.00	1,427.08
Camden	12	9	11	4,700.00	14,700.00	2,300.00	1,200.00	2,400.00	2,300.00	2,350.00	1,633.33
Cape May											
Cumberland	1	2	9	1,500.00	10,040.00	1,500.00	1,050.00	1,500.00	1,400.00	1,500.00	1,255.00
Essex	212	45	69	48,445.00	95,030.00	1,000.00	1,250.00	4,500.00	3,200.00	2,262.04	2,021.92
Gloucester		12	15	3,300.00	12,240.00	500.00	600.00	1,600.00	1,400.00	1,100.00	1,020.00
Hudson	15	31	42	47,407.06	61,446.65	1,600.00	1,200.00	4,100.00	3,100.00	2,788.60	1,982.15
Hunterdon				5,430.00			250.00				775.71
Mercer				10,600.00			1,850.00		2,350.00		2,120.00
Middlesex		9	9	13,000.00			1,200.00		1,800.00		1,444.44
Monmouth	51	12	22	8,400.00	33,235.00	1,500.00	1,200.00	2,000.00	2,000.00	1,680.00	1,445.00
Morris		12	12	2,850.00			1,350.00		1,500.00		1,425.00
Ocean		2	2	3,000.00			1,500.00		1,500.00		1,500.00
Passaic		3	11	7,100.00	13,900.00	1,800.00	1,400.00	3,000.00	1,900.00	2,366.66	1,737.50
Salem		6	6	2,000.00	4,360.00	1,000.00	900.00	1,000.00	1,300.00	1,000.00	1,090.00
Somerset		15	15	14,950.00	11,850.00	1,400.00	800.00	3,000.00	2,000.00	2,135.71	1,481.25
Sussex	1	6	6	1,600.00	6,400.00	1,600.00	1,200.00	1,600.00	1,500.00	1,600.00	1,280.00
Union	12	30	42	27,720.00	44,915.00	1,950.00	1,100.00	2,970.00	2,350.00	2,310.00	1,497.00
Warren	2	6	2	2,800.00	8,200.00	1,100.00	900.00	1,700.00	1,900.00	1,400.00	1,366.66
Total	84	258	342	\$180,997.06	\$412,013.32	\$500.00	\$600.00	\$4,500.00	\$3,200.00	\$2,154.73	\$1,596.95

* Part time.

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	TEACHERS, RURAL SCHOOLS—ONE ROOM.										
	NUMBER EMPLOYED.			(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	4	21	25	\$3,900.00	\$19,752.50	\$900.00	\$720.00	\$1,000.00	\$1,200.00	\$975.00	\$940.59
Bergen		12	12		14,900.00		960.00		1,450.00		1,241.66
Burlington	2	20	22	2,200.00	18,273.50	1,000.00	675.00	1,200.00	1,200.00	1,100.00	913.67
Camden	1	19	20	850.00	18,050.00	850.00	850.00	850.00	1,100.00	850.00	950.00
Cape May	5	9	14	4,800.00	8,230.00	900.00	810.00	1,100.00	1,100.00	960.00	914.44
Cumberland	2	20	22	1,791.10	19,000.00	810.00	860.00	981.10	1,225.00	895.55	950.00
Essex		2	2		2,800.00				1,500.00		1,400.00
Gloucester	2	18	20	2,350.00	16,000.00	1,150.00	720.00	1,150.00	1,300.00	1,150.00	888.88
Hudson											
Hunterdon	10	51	61	10,035.00	50,997.50	800.00	700.00	1,135.00	1,300.00	1,003.50	999.95
Mercer	2	9	11	2,550.00	10,450.00	1,200.00	1,000.00	1,350.00	1,400.00	1,275.00	1,161.11
Middlesex	2	23	25	2,700.00	25,150.00	1,200.00	750.00	1,500.00	1,375.00	1,350.00	1,093.44
Monmouth	6	41	46	6,215.00	41,475.00	765.00	700.00	1,600.00	1,500.00	1,035.83	1,036.88
Morris	4	29	33	3,300.00	27,532.00	700.00	700.00	1,000.00	1,260.00	825.00	949.38
Ocean	7	23	30	6,088.33	20,335.00	630.00	630.00	1,350.00	1,200.00	869.78	884.13
Passaic	2	11	13	2,200.00	13,775.00	1,000.00	1,150.00	1,200.00	1,475.00	1,100.00	1,252.27
Salem	6	19	25	5,870.00	17,000.00	900.00	630.00	1,125.00	1,125.00	978.33	894.73
Somerset	6	32	38	6,900.00	36,870.00	1,000.00	1,000.00	1,250.00	1,275.00	1,150.00	1,152.18
Sussex	9	41	50	8,110.00	36,240.00	800.00	700.00	1,060.00	1,100.00	901.11	883.90
Union		1	1		1,000.00		1,000.00		1,000.00		1,000.00
Warren	4	38	42	3,650.00	33,450.00	700.00	700.00	1,150.00	1,250.00	912.50	880.26
Total	74	438	512	\$73,509.43	\$431,280.50	\$630.00	\$630.00	\$1,600.00	\$1,500.00	\$993.37	\$984.66

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	NUMBER EMPLOYED.		Aggregate Salary—		Aggregate Salary—		Average Salary—		Minimum—		Maximum—		Maximum—		Average—	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Atlantic	26	26	\$2,370.00	\$25,855.00	\$1,000.00	\$57,100.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00
Bergen	4	16	5,350.00	20,225.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Burlington	1	25	810.00	28,183.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00	810.00
Camden	22	22	22,105.00	22,105.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Cape May	5	21	5,500.00	21,110.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00	900.00
Cumberland	1	24	4,071.10	20,159.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10	981.10
Essex	4	4	3,300.00	3,300.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00
Gloucester	1	47	3,300.00	28,115.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00	850.00
Hudson	1	16	4,520.00	16,905.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00
Hunterdon	1	16	4,520.00	16,905.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00	1,050.00
Mercer	1	8	1,250.00	19,550.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Middlesex	1	37	1,250.00	38,853.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Monmouth	1	31	1,250.00	43,150.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Morris	1	43	1,350.00	46,207.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Ocean	1	13	1,350.00	14,175.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Ocean	1	10	2,900.00	10,700.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
Passaic	6	6	1,800.00	5,112.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00	915.00
Salem	2	26	3,350.00	25,810.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Somersct	1	21	2,200.00	7,900.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Sussex	1	31	1,650.00	2,900.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00	1,650.00
Union	1	3	1,650.00	17,450.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Warren	3	19	2,950.00	17,450.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Total	55	377	\$62,931.10	\$363,346.10	\$810.00	\$900.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,700.00	\$1,141.21	\$1,013.35

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

TEACHERS, KINDERGARTEN—DAY SCHOOLS.

DISTRICTS.	NUMBER EMPLOYED.		Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.									
Atlantic	29	29	58	\$10,405.00	363,477.50	1,000.00	563.00	\$1,900.00	\$1,900.00	1,540.16	\$1,333.27
Bergen	70	70	140	90,025.00	3,250.00	1,000.00	1,000.00	1,875.00	1,875.00	1,286.07	1,286.07
Burlington	5	5	10	5,625.00	195.00	1,450.00	1,450.00	1,450.00	1,450.00	1,125.00	1,125.00
Calden	18	18	36	22,270.00	780.00	1,000.00	1,000.00	1,500.00	1,500.00	1,287.22	1,287.22
Cape May	3	3	6	3,100.00	100.00	1,000.00	1,000.00	1,100.00	1,100.00	1,033.33	1,033.33
Cumberland	236	236	472	363,477.50	12,600.00	1,000.00	563.00	1,900.00	1,900.00	1,540.16	1,333.27
Essex	3	3	6	2,250.00	75.00	1,000.00	1,000.00	1,200.00	1,200.00	1,083.33	1,083.33
Glooucester	78	78	156	123,916.57	4,300.00	1,100.00	1,100.00	2,050.00	2,050.00	1,588.67	1,588.67
Hudson	2	2	4	2,300.00	75.00	1,100.00	1,100.00	1,200.00	1,200.00	1,150.00	1,150.00
Hunterdon	57	57	114	69,650.00	2,400.00	1,100.00	1,100.00	1,500.00	1,500.00	1,221.93	1,221.93
Mercer	35	35	70	41,285.00	1,400.00	1,000.00	1,000.00	1,300.00	1,300.00	1,179.57	1,179.57
Middlesex	17	17	34	19,400.00	650.00	1,000.00	1,000.00	1,300.00	1,300.00	1,214.29	1,214.29
Monmouth	7	7	14	8,500.00	280.00	1,000.00	1,000.00	1,200.00	1,200.00	1,127.00	1,127.00
Morris	5	5	10	5,625.00	195.00	1,075.00	1,075.00	1,200.00	1,200.00	1,347.53	1,347.53
Ocean	71	71	142	95,675.00	3,375.00	1,000.00	1,000.00	1,750.00	1,750.00	1,063.69	1,063.69
Passaic	5	5	10	5,315.00	180.00	1,400.00	1,400.00	1,500.00	1,500.00	1,118.75	1,118.75
Salmon	12	12	24	13,425.00	450.00	1,300.00	1,300.00	1,500.00	1,500.00	1,125.00	1,125.00
Somerset	6	6	12	7,750.00	258.00	1,000.00	1,000.00	1,200.00	1,200.00	985.33	985.33
Sussex	6	6	12	8,525.00	284.00	1,000.00	1,000.00	1,200.00	1,200.00	1,265.90	1,265.90
Union	55	55	110	88,525.00	3,090.00	1,000.00	1,000.00	1,800.00	1,800.00	1,265.90	1,265.90
Warren	714	714	1,428	\$387,519.07	13,300.00	1,000.00	563.00	\$2,080.00	\$2,080.00	\$1,383.08	\$1,383.08
Total	714	714	1,428	\$387,519.07	13,300.00	1,000.00	563.00	\$2,080.00	\$2,080.00	\$1,383.08	\$1,383.08

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Not including one and two-room rural school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	183	183		\$245,245.00		\$1,000.00		\$1,900.00		\$1,340.13	
Bergen	618	618		786,990.00		860.00		1,800.00		1,273.44	
Burlington	1 176	177	\$1,200.00	180,663.90	\$1,200.00	990.00	\$1,200.00	1,500.00	\$1,200.00	1,026.50	
Camden	1 446	447	800.00	553,275.00	800.00	765.00	800.00	1,700.00	800.00	1,195.68	
Cape May	1 46	47	1,000.00	45,627.75	1,000.00	675.00	1,000.00	1,300.00	1,000.00	991.90	
Cumberland	2 128	130	1,719.00	127,822.00	819.00	760.00	900.00	1,200.00	859.50	998.60	
Essex	1,304	1,304		2,023,570.50		950.00		2,200.00		1,551.81	
Gloucester	115	115		123,110.00		750.00		1,400.00		1,070.52	
Hudson	1,183	1,183		1,829,033.53		1,100.00		2,340.00		1,546.09	
Hunterdon	42	42		42,670.00		700.00		1,250.00		1,015.91	
Mercer	302	302		377,435.00		900.00		1,750.00		1,249.78	
Middlesex	1 385	386	1,700.00	476,610.00	1,700.00	950.00	1,700.00	1,890.00	1,700.00	1,237.94	
Monmouth	232	232		232,428.00		700.00		1,800.00		1,038.05	
Morris	1 155	156	1,000.00	174,809.50	1,000.00	700.00	1,000.00	1,650.00	1,000.00	1,127.80	
Ocean	1 37	38	1,100.00	38,434.00	1,100.00	630.00	1,100.00	1,300.00	1,100.00	1,038.75	
Passaic	541	541		707,250.00		1,000.00		2,100.00		1,307.36	
Salem	83	83		80,880.00		675.00		1,350.00		974.46	
Somerset	92	92		107,750.00		1,000.00		1,500.00		1,171.19	
Sussex	41	41		40,959.00		750.00		1,100.00		998.78	
Union	1 422	423	2,000.00	537,825.00	2,000.00	900.00	2,000.00	1,800.00	2,000.00	1,274.46	
Warren	90	90		96,570.00		600.00		1,600.00		1,073.00	
Total	96,621	6,630		\$10,519.00	\$8,828,949.18	\$800.00	\$600.00	\$2,000.00	\$2,340.00	\$1,168.78	\$1,333.48

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	NUMBER EMPLOYED.		(Not including one and two-room rural school teachers.)									
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.	
Atlantic	9	145	154	\$13,465.66	\$269,915.00	\$1,200.00	\$693.00	\$1,900.00	\$1,900.00	\$1,496.11	\$1,447.68	
Bergen	20	451	471	55,900.00	615,750.00	1,500.00	804.00	2,700.00	2,700.00	1,795.00	1,565.29	
Burlington	4	120	124	5,310.00	337,696.00	810.00	700.00	1,500.00	1,500.00	1,327.50	1,147.47	
Camden	9	304	313	11,204.00	456,065.00	1,000.00	960.00	1,750.00	1,750.00	1,214.44	1,500.21	
Cape May	5	33	38	7,250.00	37,811.01	1,100.00	960.00	2,000.00	2,000.00	1,450.00	1,145.78	
Cumberland	8	96	104	11,200.00	103,103.10	900.00	819.00	1,800.00	1,800.00	1,400.00	1,073.90	
Essex	22	308	330	36,167.50	1,505,355.50	1,250.00	950.00	2,400.00	2,400.00	1,643.98	1,657.88	
Gloucester	7	70	77	4,204.00	81,275.00	1,200.00	1,000.00	1,800.00	1,800.00	1,400.00	1,161.07	
Hudson	7	915	922	12,395.00	1,559,260.15	1,200.00	850.00	2,000.00	2,000.00	1,770.71	1,704.10	
Rutherford	3	27	30	4,200.00	29,800.00	1,200.00	1,000.00	1,700.00	1,700.00	1,300.00	1,108.70	
Mercer	3	189	192	3,975.00	245,175.00	1,200.00	975.00	1,800.00	1,800.00	1,325.00	1,318.14	
Middlesex	17	236	253	26,577.50	303,888.00	1,000.00	750.00	2,500.00	2,500.00	1,563.38	1,321.63	
Monmouth	23	184	207	36,500.00	188,956.00	1,000.00	730.00	2,000.00	2,000.00	1,586.95	1,373.63	
Morris	16	107	123	25,900.00	130,245.00	1,000.00	730.00	2,000.00	2,000.00	1,618.75	1,217.24	
Ocean	6	35	41	8,925.00	38,860.60	1,000.00	730.00	2,000.00	2,000.00	1,487.50	1,110.28	
Passaic	12	414	426	20,850.00	580,500.00	1,200.00	950.00	2,500.00	2,500.00	1,757.50	1,402.17	
Salem	4	62	66	5,000.00	67,000.00	1,000.00	800.00	1,500.00	1,500.00	1,250.00	1,080.65	
Somerset	5	54	59	10,600.00	67,625.00	1,800.00	1,000.00	2,000.00	2,000.00	2,120.00	1,252.31	
Sussex	2	25	27	3,600.00	27,600.00	1,000.00	900.00	2,000.00	2,000.00	1,800.00	1,104.00	
Union	6	307	313	9,325.00	418,362.00	1,200.00	1,000.00	2,000.00	1,900.00	1,554.17	1,362.74	
Warren	9	53	59	8,800.00	57,920.00	1,000.00	730.00	1,700.00	1,700.00	1,406.66	1,092.83	
Total	190	4,703	4,893	\$301,340.00	\$6,862,111.76	\$810.00	\$69.00	\$2,700.00	\$2,653.00	\$1,586.00	\$1,459.60	

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS, JUNIOR HIGH SCHOOL, GRADES 7 TO 9, INCLUSIVE— DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	4	15	19	\$6,625.00	\$22,000.00	\$1,400.00	\$1,200.00	\$1,800.00	\$1,550.00	\$1,656.25	\$1,467.00
Bergen		4	4		5,500.00		1,500.00		1,400.00		1,375.00
Burlington											
Camden											
Cape May											
Cumberland											
Essex	13	76	89	28,300.00	159,400.00	1,700.00	1,400.00	2,550.00	2,600.00	2,176.92	2,098.15
Gloucester		1	1		7,750.00		1,650.00		1,150.00		1,107.14
Hudson		7	7		12,879.95		1,381.65		2,190.00		1,839.99
Hunterdon											
Mercer	19	65	84	36,400.00	105,000.00	1,400.00	1,150.00	2,480.00	2,250.00	1,915.79	1,615.38
Middlesex	1	4	5	2,000.00	5,750.00	2,000.00	1,325.00	2,090.00	1,550.00	2,000.00	1,437.50
Monmouth		13	13		18,100.00		1,590.00		1,500.00		1,392.30
Morris											
Ocean											
Passaic											
Salem											
Somerset		9	9		12,375.00		1,200.00		1,500.00		1,375.00
Sussex											
Union											
Warren											
Total	37	200	237	\$73,325.00	\$348,814.95	\$1,400.00	\$1,650.00	\$2,550.00	\$2,600.00	\$1,981.76	\$1,744.07

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	30	56	86	\$72,700.00	\$102,100.00	\$1,400.00	\$1,200.00	\$3,400.00	\$2,600.00	\$2,423.33	\$1,823.21
Bergen	47	151	198	93,175.00	245,300.00	1,450.00	1,150.00	2,600.00	2,400.00	1,982.44	1,624.50
Burlington	9	39	48	15,200.00	55,900.00	1,200.00	1,100.00	2,000.00	2,000.00	1,688.88	1,433.33
Camden	29	77	106	50,300.00	115,525.00	1,300.00	1,100.00	2,400.00	2,300.00	1,734.48	1,500.32
Cape May	13	19	32	25,360.00	25,618.25	1,500.00	1,155.00	2,500.00	1,625.00	1,950.00	1,348.22
Cumberland	15	51	66	26,525.00	64,987.50	1,200.00	1,100.00	2,400.00	1,700.00	1,768.33	1,274.26
Essex	22	273	501	622,481.00	554,482.50	1,365.00	1,200.00	3,800.00	3,200.00	2,730.18	2,031.07
Gloucester	6	34	40	9,500.00	43,550.00	1,200.00	1,500.00	1,600.00	2,000.00	1,583.33	1,230.88
Hudson	141	210	360	378,934.70	454,144.22	1,800.00	1,200.00	4,800.00	3,400.00	2,687.48	2,073.72
Hunterdon	7	30	37	12,050.00	39,599.98	1,200.00	1,050.00	2,500.00	2,150.00	1,721.43	1,320.00
Mercer	25	35	60	55,025.00	58,215.00	1,300.00	1,200.00	2,950.00	1,200.00	2,201.00	1,663.28
Middlesex	24	63	87	51,730.00	98,760.00	1,200.00	1,100.00	3,300.00	2,420.00	2,155.41	1,567.61
Monmouth	24	86	110	43,650.00	122,075.00	1,400.00	1,000.00	2,100.00	2,100.00	1,818.75	1,419.47
Morris	23	55	78	40,675.00	79,160.00	1,600.00	1,065.00	2,400.00	1,700.00	1,768.47	1,439.27
Ocean	6	22	28	10,850.00	30,000.00	1,500.00	1,100.00	2,100.00	1,600.00	1,808.33	1,111.11
Passaic	55	101	156	118,430.00	178,905.00	1,400.00	1,400.00	2,800.00	2,200.00	2,153.27	1,771.33
Salem	4	23	27	7,350.00	30,015.00	1,600.00	1,000.00	2,000.00	1,815.00	1,837.50	1,305.00
Somerset	13	25	38	26,400.00	38,175.00	1,350.00	1,200.00	3,000.00	2,200.00	2,030.76	1,527.00
Sussex	4	19	23	6,500.00	24,300.00	1,200.00	1,000.00	2,000.00	1,500.00	1,625.00	1,278.04
Union	48	118	166	104,780.00	194,130.00	1,560.00	1,200.00	3,100.00	2,200.00	2,182.92	1,645.16
Warren	13	25	38	22,500.00	34,450.00	1,400.00	1,100.00	2,400.00	1,900.00	1,730.77	1,378.00
Total	764	1,521	2,285	\$1,794,115.70	\$2,580,390.45	\$1,000.00	\$1,000.00	\$4,800.00	\$3,400.00	\$2,348.32	\$1,702.43

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID--*Continued.*

DISTRICTS.	SHORT TERM TEACHERS--DAY SCHOOLS.										
	NUMBER EMPLOYED.			(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a "substitute teacher.")							
	Men.	Women.	Total.	Aggregate Salary--Men.	Aggregate Salary--Women.	Minimum--Men.	Minimum--Women.	Maximum--Men.	Maximum--Women.	Average--Men.	Average--Women.
Atlantic		2	2		\$2,220.00		\$1,100.00		\$1,120.00		\$1,110.00
Bergen		4	4		10,525.00		600.00		1,800.00		1,315.62
Burlington		4	4		1,890.00		450.00		500.00		472.50
Camden											
Cape May											
Cumberland		3	3		3,100.00		1,000.00		1,100.00		1,033.33
Essex	1	5	6	\$650.00	4,859.79	\$650.00	750.00	\$650.00	1,500.00	\$650.00	971.96
Gloucester		2	2		680.00		280.00		400.00		340.00
Hudson	2	11	13	577.50	7,817.52	200.00	402.50	377.50	1,400.00	288.75	710.68
Hunterdon											
Mercer		1	1		1,300.00		1,300.00		1,300.00		1,300.00
Middlesex		2	2		1,287.50		550.00		737.50		643.75
Monmouth	1		1	400.00		400.00		400.00		400.00	
Morris											
Ocean		1	1		1,100.00		1,100.00		1,100.00		1,100.00
Passaic											
Salem	2		2	1,700.00		700.00		1,000.00		850.00	
Somerset	1	1	2	1,035.00	400.00	1,035.00	400.00	1,035.00	400.00	1,035.00	400.00
Sussex											
Union											
Warren		4	4		2,500.00		550.00		720.00		625.00
Total	7	44	51	\$4,362.50	\$37,679.51	\$200.00	\$280.00	\$1,035.00	\$1,800.00	\$623.21	\$856.36

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID (Continued.)

DISTRICTS.	NUMBER EMPLOYED.		(Not assigned to a regular class, or teaching a class for less than four months.)								
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic											
Bergen	2		2	\$2,725.00	\$1,300.00	\$1,300.00		\$1,425.00			\$1,362.50
Burlington											
Camden	20		20	\$23,150.00	1,550.00	1,550.00		1,250.00			1,157.50
Cape May											
Cumberland	1		1	1,050.00	1,050.00	1,050.00		1,050.00			1,050.00
Essex	5		5	8,475.00	1,300.00	1,300.00		2,000.00			1,665.00
Fauquier											
Hudson	1		1	5,119.00	67.00	67.00		1,565.00			731.27
Hunterdon											
Mercer	1		1	1,500.00	1,500.00	1,500.00		1,500.00			1,500.00
Middlesex	1		1	210.00	210.00	210.00		230.00			235.00
Monmouth	1		1	1,471.00	271.00	271.00		1,200.00			1,235.50
Morris	1		1	1,150.00	1,150.00	1,150.00		1,150.00			1,155.00
Ocean											
Passaic	1		1	1,585.00	285.00	285.00		1,300.00			732.50
Salem	1		1	1,200.00	1,200.00	1,200.00		1,200.00			1,200.00
Somerset	1		1	\$345.00	\$345.00	\$345.00				\$345.00	
Sussex											
Union											
Warren											
Total	41	45	86	\$17,495.00	\$345.00	\$345.00	\$67.00	\$2,000.00	\$345.00	\$345.00	\$1,000.80

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	NUMBER EMPLOYED.		Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.								
Atlantic	2	1		\$2,560.00	\$1,100.00	\$1,400.00	\$1,400.00	\$1,400.00		\$1,280.00
Bergen	1	1		1,425.00	1,125.00	1,425.00	1,425.00	1,425.00		1,425.00
Burlington										
Camden	3			4,350.00	1,450.00	1,450.00	1,450.00	1,450.00		1,447.66
Cape May										
Cumberland	5	10	\$9,000.00	10,400.00	1,800.00	1,800.00	\$2,000.00	2,400.00	\$1,800.00	2,080.00
Essex										
Gloucester	1	3	1,800.00	16,862.00	1,800.00	500.00	1,800.00	2,600.00	1,800.00	1,873.56
Hudson										
Hunterdon				4,950.00	1,000.00	1,000.00	1,500.00	1,500.00		1,237.50
Mercer	4									
Middlesex										
Monmouth				1,400.00	1,400.00	1,400.00	1,400.00	1,400.00		1,400.00
Morris	1									
Ocean										
Passaic										
Salem										
Somerset										
Sussex										
Union	1		1,900.00		1,900.00	1,900.00	1,900.00	1,900.00		1,900.00
Warren										
Total	7	25	\$12,700.00	\$41,947.00	\$1,900.00	\$900.00	\$2,000.00	\$2,600.00	\$1,814.28	\$1,677.88

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Regularly certificated teacher used as temporary substitute and general assistant to the principal.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic		1	1		\$1,400.00		\$1,400.00		\$1,100.00		\$1,400.00
Bergen		13	13		18,250.00		1,130.00		1,700.00		1,403.84
Burlington		5	5		5,327.90				827.90		1,065.58
Camden		5	5		5,750.00		1,000.00		1,250.00		1,150.00
Cape May											
Cumberland		2	2		2,100.00		1,000.00		1,100.00		1,050.00
Essex		93	93		139,717.00		950.00		2,000.00		1,502.33
Gloucester											
Hudson	2	57	59	\$4,390.00	93,152.61	\$1,890.00	1,100.00	\$2,500.00	2,580.00	\$2,195.00	1,634.26
Hunterdon											
Mercer		4	4		5,100.00		800.00		1,750.00		1,275.00
Middlesex		11	11		12,952.00		1,000.00		1,700.00		1,177.45
Monmouth		8	8		8,450.00		750.00		1,500.00		1,056.25
Morris		2	2		2,530.00		1,000.00		1,530.00		1,265.00
Ocean		1	1		1,125.00				1,125.00		1,125.00
Passaic		9	9		12,500.00		1,250.00		1,550.00		1,388.88
Salem											
Somerset		1	1		1,520.00		1,520.00		1,520.00		1,520.00
Sussex											
Union		26	26		30,150.00		1,000.00		1,535.00		1,159.61
Warren											
Total	2	238	240	\$4,390.00	\$340,024.54	\$1,890.00	\$750.00	\$2,500.00	\$2,580.00	\$2,195.00	\$1,428.67

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	SPECIAL TEACHERS, SUB-NORMAL CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	1	6	7	\$1,500.00	\$9,000.00	\$1,500.00	\$1,200.00	\$1,500.00	\$2,000.00	\$1,500.00	\$1,500.00
Bergen		7	7		11,150.00		1,450.00		1,700.00		1,592.85
Burlington											
Camden		13	13		18,010.00		1,250.00		1,750.00		1,385.46
Cape May											
Cumberland		5	5		6,100.00		1,050.00		1,400.00		1,220.00
Essex	2	54	56	3,400.00	98,035.00	1,600.00	1,200.00	1,800.00	2,300.00	1,700.00	1,815.46
Gloucester											
Hudson		31	31		60,687.72		1,250.00		2,300.00		1,957.67
Hunterdon											
Mercer		17	17		27,200.00		1,500.00		2,200.00		1,600.00
Middlesex		6	6		8,430.00		1,180.00		1,525.00		1,405.00
Monmouth		11	11		14,500.00		1,150.00		1,500.00		1,318.18
Morris		3	3		4,350.00		1,400.00		1,500.00		1,450.00
Ocean											
Passaic		13	13		20,600.00		1,300.00		1,850.00		1,584.61
Salem											
Somerset		3	3		4,150.00		1,350.00		1,400.00		1,383.33
Sussex		2	2		2,700.00		1,200.00		1,500.00		1,350.00
Union	2	11	13	3,150.00	16,495.00	1,500.00	1,150.00	1,650.00	2,050.00	1,575.00	1,499.54
Warren		1	1		1,400.00		1,400.00		1,400.00		1,400.00
Total	5	183	188	\$8,050.00	\$302,807.72	\$1,500.00	\$1,050.00	\$1,800.00	\$2,300.00	\$1,610.00	\$1,654.68

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		13	13	\$23,940.00			\$1,600.00		\$2,100.00		\$1,841.53
Gloucester											
Hudson		3	3	5,516.00			1,460.00		2,100.00		1,838.66
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		16	16	\$29,456.00			\$1,460.00		\$2,100.00		\$1,841.00

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		3	3	\$6,000.00		\$1,500.00		\$2,300.00			\$2,000.00
Gloucester		1	1	1,460.00		1,460.00		1,460.00			1,460.00
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total		4	4	\$7,460.00		\$1,460.00		\$2,300.00			\$1,865.00

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	SPECIAL TEACHERS—UNCLASSIFIED—DAY SCHOOL.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic		4	4		\$5,400.00		\$1,200.00		\$1,700.00		\$1,350.00
Bergen	4	28	32	\$5,400.00	41,975.00	\$750.00	1,100.00	\$2,150.00	1,800.00	\$1,350.00	1,499.10
Burlington		1	1		1,055.00		1,055.00		1,055.00		1,055.00
Camden	2	19	21	3,200.00	23,203.00	1,200.00	1,150.00	2,000.00	1,600.00	1,600.00	1,221.21
Cape May	2	7	9	3,340.00	9,125.00	1,300.00	1,200.00	2,040.00	1,450.00	1,670.00	1,303.57
Cumberland		3	3		4,000.00		1,200.00		1,500.00		1,333.33
Essex	56	104	160	122,432.00	181,040.00	1,600.00	1,200.00	2,400.00	2,300.00	2,186.28	1,740.76
Gloucester											
Hudson	8	50	58	14,823.00	87,401.25	900.00	1,250.00	2,325.00	2,060.00	1,852.88	1,748.02
Hunterdon											
Mercer	2	13	15	2,750.00	16,900.00	550.00	1,000.00	2,200.00	1,600.00	1,375.00	1,300.00
Middlesex	2	15	17	3,950.00	21,000.00	1,750.00	1,100.00	2,200.00	1,700.00	1,975.00	1,400.00
Monmouth		1	1		500.00		500.00		500.00		500.00
Morris	1	15	16	2,000.00	20,500.00	2,000.00	1,000.00	2,000.00	1,800.00	2,000.00	1,366.66
Ocean											
Passaic	6	28	34	11,500.00	39,950.00	1,700.00	1,200.00	2,200.00	1,700.00	1,916.67	1,426.78
Salem		3	3		4,000.00		1,300.00		1,400.00		1,333.33
Somerset											
Sussex		1	1		1,200.00		1,200.00		1,200.00		1,200.00
Union	3	23	26	5,285.00	30,835.00	1,465.00	700.00	2,100.00	2,000.00	1,761.66	1,340.65
Warren											
Total	86	315	401	\$174,680.00	\$488,034.25	\$550.00	\$500.00	\$2,400.00	\$2,300.00	\$2,031.16	\$1,549.47

TABLE 17
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	MANUAL TRAINING TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Includes only supervisors and teachers devoting full time to the work.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	9	12	21	\$16,005.00	\$17,609.00	\$155.00	\$1,103.00	\$2,500.00	\$1,800.00	\$1,778.33	\$1,466.66
Bergen	31	30	61	55,850.00	45,625.00	700.00	1,200.00	2,800.00	2,000.00	1,801.61	1,520.83
Burlington	4	2	6	4,820.00	2,700.00	1,000.00	1,200.00	2,000.00	1,500.00	1,205.00	1,350.00
Camden	10	21	17	19,000.00	9,150.00	1,500.00	1,300.00	2,400.00	1,700.00	1,900.00	1,307.14
Cape May	3	3	6	5,600.00	3,950.00	1,800.00	1,250.00	2,000.00	1,400.00	1,866.66	1,316.66
Cumberland	6	6	12	10,650.00	7,780.00	1,000.00	1,200.00	2,200.00	1,400.00	1,775.00	1,298.33
Essex	49	41	90	97,914.50	71,933.50	625.00	800.00	3,000.00	2,600.00	1,998.26	1,754.48
Gloucester	3	8	11	4,250.00	9,800.00	800.00	600.00	1,800.00	1,400.00	1,416.66	1,225.00
Hudson	41	39	80	83,872.35	67,297.49	1,500.00	1,200.00	3,200.00	2,400.00	2,045.66	1,725.58
Hunterdon	1		1	1,700.00		1,700.00		1,700.00		1,700.00	
Mercer	11	13	24	21,750.00	19,445.00	1,700.00	1,100.00	2,900.00	2,250.00	1,977.27	1,495.76
Middlesex	14	17	31	24,125.00	23,460.00	600.00	480.00	2,250.00	1,800.00	1,723.21	1,380.00
Monmouth	7	17	24	11,400.00	23,150.00	1,000.00	1,100.00	1,900.00	2,500.00	1,628.57	1,362.94
Morris	7	8	15	11,855.00	12,720.00	1,550.00	1,200.00	2,000.00	1,800.00	1,693.57	1,590.00
Ocean	1	2	3	1,700.00	2,900.00	1,700.00	1,350.00	1,700.00	1,550.00	1,700.00	1,450.00
Passaic	23	16	39	42,070.00	25,680.00	625.00	450.00	3,400.00	2,200.00	1,829.13	1,605.00
Salem	3	2	5	4,100.00	2,450.00	1,200.00	1,100.00	1,900.00	1,350.00	1,366.66	1,225.00
Somerset	3	4	7	6,550.00	6,050.00	2,100.00	1,100.00	2,500.00	2,000.00	2,183.33	1,512.50
Sussex	3	4	7	5,750.00	4,950.00	1,700.00	1,200.00	2,000.00	1,300.00	1,900.00	1,287.50
Union	22	18	40	36,400.00	24,140.00	700.00	750.00	3,200.00	2,000.00	1,654.54	1,341.11
Warren	6	3	9	10,800.00	4,200.00	1,400.00	1,300.00	2,000.00	1,500.00	1,800.00	1,400.00
Total	257	252	509	\$476,111.85	\$384,960.99	\$455.00	\$480.00	\$3,400.00	\$2,600.00	\$1,852.58	\$1,527.74

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	MANUAL TRAINING TEACHERS—EVENING SCHOOLS.										
	NUMBER EMPLOYED.		(Includes only supervisors and teachers devoting full time to the work.)								Average Per Night
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic											
Bergen											
Burlington											
Camden	12		12	\$451.50		\$3.20		\$3.50		\$3.50	
Cape May											
Cumberland											
Essex											
Gloucester	6		6	2,705.00		4.90		4.90		4.90	
Hudson											
Hunterdon	7		7	2,374.00		4.00		4.00		4.00	
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex	1	1	2	192.00	\$192.00	3.00	\$3.00	3.00	\$3.00	3.00	\$3.00
Union											
Warren											
Total	19	1	20	\$5,722.50	\$192.00	\$3.00	\$2.00	\$4.90	\$3.00	\$3.85	\$3.00

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	VOCATIONAL TEACHERS—DAY SCHOOLS.										
	NUMBER EMPLOYED.			(Teachers employed both day and evening are classed as holding two teaching positions.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
Atlantic	2	2	16	\$16,400.00	\$13,400.00	\$1,600.00	\$1,400.00	\$2,500.00	\$1,800.00	\$2,050.00	\$1,675.00
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex	16	23	39	33,960.00	40,000.00	1,300.00	1,300.00	2,700.00	3,200.00	2,122.50	1,739.13
Gloucester	1		1	1,950.00		1,950.00		1,950.00		1,950.00	
Hudson	17	18	35	39,265.00	37,096.00	1,700.00	1,700.00	2,600.00	2,456.00	2,309.71	2,060.89
Hunterdon											
Mercer											
Middlesex											
Monmouth	2		2	4,600.00		2,200.00		2,400.00		2,300.00	
Morris											
Ocean											
Passaic	10	3	13	22,800.00	5,000.00	1,900.00	1,550.00	3,000.00	1,800.00	2,280.00	1,666.66
Salem	2		2	4,200.00		2,100.00		2,100.00		2,100.00	
Somerset	2	3	5	3,600.00	3,500.00	1,750.00	1,150.00	1,850.00	1,300.00	1,800.00	1,166.66
Sussex	5		5	9,560.00		1,800.00		2,100.00		1,912.00	
Union											
Warren											
Total	43	55	118	\$136,335.00	\$98,996.00	\$1,300.00	\$1,150.00	\$3,000.00	\$3,200.00	\$2,164.04	\$1,799.93

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	NUMBER EMPLOYED.			VOCATIONAL TEACHERS—EVENING SCHOOLS. (Teachers employed both day and evening are classed as holding two teaching positions.)									
	Men.	Women.	Total.	Aggregate Salary—		Minimum Per Night		Maximum Per Night		Average Per Night			
				Men.	Women.	—Men.	—Women.	—Men.	—Women.	—Men.	—Women.		
Atlantic	1	2	3	\$264.00	\$160.00	\$4.12	\$2.50	\$4.12	\$2.50	\$4.12	\$2.50	\$4.12	\$2.50
Bergen													
Burlington													
Camden													
Cape May													
Cumberland	56	41	97	26,742.50	17,304.00	4.00	3.50	5.00	5.00	4.99	4.99	4.99	4.99
Essex													
Glooucester	36	11	47	14,095.00	3,563.00	3.50	3.00	7.80	5.40	5.47	4.77		
Hudson													
Hampton													
Mercer													
Middlesex													
Monmouth													
Morris													
Ocean	16	28	44	2,335.00	5,735.00	3.00	3.00	4.00	4.00	3.87	3.21		
Passaic													
Salem													
Somerset													
Sussex	5		5	1,280.00		4.00		6.00		4.00			
Union													
Warren													
Total	114	82	196	\$44,737.50	\$26,786.00	\$3.66	\$2.50	\$7.80	\$5.40	\$4.50	\$2.85		

TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	EVENING SCHOOL TEACHERS.										
	NUMBER EMPLOYED.			(Teachers classed in the day school tables and teaching in the evening schools are also included in this table. This table does not include foreign-born evening school teachers.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic	4	3	7	\$1,088.00	\$576.00	\$4.00	\$3.00	\$3.00	\$5.00	\$4.00	\$3.00
Bergen	8	11	19	2,103.00	2,785.34	3.00	3.72	5.00	4.00	4.17	3.90
Burlington											
Camden	11	2	13	2,558.50	441.00	2.63	2.63	3.50	3.50	3.50	3.50
Cape May		1	1		100.00			1.61		1.61	1.61
Cumberland											
Essex	146	153	299	60,806.50	51,593.50	3.50	3.00	6.00	6.00	4.41	4.43
Gloucester	1	1	2	128.00	356.00	2.00	4.00	2.00	4.00	2.00	4.00
Hudson	76	96	172	24,355.70	26,999.00	3.50	3.00	9.50	8.00	4.86	4.36
Hunterdon											
Mercer	9	15	24	2,647.75	4,761.00	3.50	3.50	4.50	4.00	4.28	3.71
Middlesex	8	15	23	1,874.13	2,799.25	3.50	3.00	6.25	3.50	4.13	3.12
Monmouth											
Morris	2	9	11	620.00	1,956.00	4.50	2.50	5.50	5.00	5.00	3.44
Ocean											
Passaic	35	25	60	8,554.00	5,759.00	2.95	2.95	5.41	4.92	3.76	3.54
Salem											
Somerset											
Sussex	2		2	272.00		1.25		3.00		2.12	
Union	14	10	24	3,648.00	2,092.00	3.00	3.00	6.00	3.50	3.70	3.25
Warren											
Total	316	341	657	\$108,655.58	\$100,218.09	\$1.25	\$1.61	\$9.50	\$8.00	\$3.86	\$3.49

TEACHERS IN JUNIOR COLLEGE.											
Essex,	8	3	11	\$24,200.00	\$8,600.00	\$2,500.00	\$2,400.00	\$3,300.00	\$3,200.00	\$3,025.00	\$2,866.00
	8	3	11	\$24,200.00	\$8,600.00	\$2,500.00	\$2,400.00	\$3,300.00	\$3,200.00	\$3,025.00	\$2,866.00

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.										
	NUMBER EMPLOYED.			(RECEIVING STATE AID.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic											
Bergen	2	9	11	\$334.50	\$1,713.51	\$3.50	\$2.62	\$4.00	\$5.00	\$3.75	\$3.40
Burlington											
Camden	3	5	8	717.50	1,169.00	3.50	3.50	3.50	3.50	3.50	3.50
Cape May											
Cumberland											
Essex											
Gloucester											
Hudson	11	57	68	4,488.00	17,377.50	4.00	3.00	5.50	5.00	4.68	3.64
Hunterdon											
Mercer											
Middlesex	7	14	21	2,288.79	4,788.83	3.50	3.00	6.25	3.50	4.50	3.43
Monmouth		1	1	256.00			4.00		4.00		4.00
Morris											
Ocean											
Passaic	1	7	8	368.00	1,809.00	4.00	3.00	4.00	3.00	4.00	3.00
Salem											
Somerset		3	3		359.00		2.50		2.50		2.50
Sussex											
Union	4	14	18	904.00	3,218.50	3.50	3.50	4.00	5.00	3.75	3.90
Warren											
Total	28	110	138	\$9,100.79	\$30,691.34	\$3.50	\$2.50	\$6.25	\$5.00	\$4.03	\$3.42

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—*Continued.*

DISTRICTS.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.										
	NUMBER EMPLOYED.			(NOT RECEIVING STATE AID.)							
	Men.	Women.	Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Per Night—Men.	Minimum Per Night—Women.	Maximum Per Night—Men.	Maximum Per Night—Women.	Average Per Night—Men.	Average Per Night—Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		6	6		\$1,867.00			\$3.00		\$5.00	\$3.50
Gloucester											
Hudson											
Hunterdon											
Mercer	3	9	12	\$952.00	2,938.75	\$3.50	3.50	\$3.50	4.00	\$3.50	3.61
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	3	15	18	\$952.00	\$4,805.75	\$3.50	\$3.00	\$3.50	\$5.00	\$3.50	\$3.55

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	CONTINUATION SCHOOL TEACHERS, FULL TIME—Day School.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	1	1	2	\$2,200.00	\$1,800.00	\$2,200.00	\$1,800.00	\$2,200.00	\$1,800.00	\$2,200.00	\$1,800.00
Bergen	2	6	8	3,200.00	9,550.00	1,500.00	1,500.00	1,700.00	1,900.00	1,600.00	1,591.66
Burlington	5	6	11	9,000.00	8,300.00	1,300.00	1,300.00	2,600.00	1,500.00	1,920.00	1,383.33
Camden	1	2	3	2,000.00	2,700.00	2,000.00	1,200.00	2,000.00	1,500.00	2,000.00	1,350.00
Cape May	7	2	15	12,700.00	13,000.00	1,600.00	1,350.00	2,200.00	2,100.00	1,814.28	1,625.00
Cumberland	2	13	15	3,600.00	22,471.80	1,600.00	500.00	2,000.00	2,250.00	1,800.00	1,728.60
Essex	1	5	6	1,800.00	6,100.00	1,800.00	1,100.00	1,800.00	1,400.00	1,800.00	1,220.00
Gloucester	2	4	6	3,980.00	5,880.00	1,480.00	1,200.00	2,500.00	1,600.00	1,900.00	1,445.00
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic	3	8	11	5,600.00	12,460.00	1,800.00	1,200.00	2,000.00	1,800.00	1,866.67	1,565.00
Salem											
Somerset											
Sussex											
Union	3	4	7	5,550.00	6,100.00	1,750.00	1,200.00	2,000.00	1,800.00	1,850.00	1,525.00
Warren		1	1	1,500.00	1,500.00		1,500.00		1,500.00		1,500.00
Total	27	58	85	\$50,230.00	\$89,861.80	\$1,300.00	\$500.00	\$2,600.00	\$2,250.00	\$1,860.37	\$1,549.34

TABLE 17.
TEACHERS EMPLOYED AND SALARIES PAID—Continued.

DISTRICTS.	CONTINUATION SCHOOL TEACHERS, PART TIME—DAY SCHOOL.										
	NUMBER EMPLOYED.			Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum—Men.	Minimum—Women.	Maximum—Men.	Maximum—Women.	Average—Men.	Average—Women.
	Men.	Women.	Total.								
Atlantic	1	1	2	\$1,200.00	\$560.00	\$1,200.00	\$560.00	\$1,200.00	\$560.00	\$1,200.00	\$560.00
Bergen		1	1		114.00		114.00		114.00		114.00
Burlington											
Camden											
Cape May											
Cumberland		1	1		1,250.00		1,250.00		1,250.00		1,250.00
Essex	14	9	23	3,292.00	3,127.00	331.39	331.39	416.50	396.27	235.14	347.44
Gloucester											
Hudson	45	79	124	16,659.60	18,169.64	219.00	224.00	\$4,100.00	\$2,900.00	370.21	229.99
Hunterdon											
Mercer	5	5	10	1,289.00	2,182.00	96.00	99.00	800.00	1,425.00	257.80	433.46
Middlesex											
Monmouth	2	6	8	315.00	1,235.00	115.00	112.00	200.00	300.00	157.00	205.83
Morris	1	7	8	140.00	955.00	140.00	135.00	140.00	140.00	140.00	136.00
Ocean											
Passaic	24	28	52	9,063.73	7,868.00	140.00	103.00	300.00	300.00	377.65	281.00
Salem											
Somerset											
Sussex											
Union	1		1	768.00		768.00		768.00		768.00	
Warren											
Total	93	137	230	\$32,727.33	\$35,460.73	\$96.00	\$99.00	\$1,200.00	\$1,425.00	\$351.91	\$258.81

* Full-time teachers, part time classes.

TABLE 18.
SUMMARY OF TEACHERS EMPLOYED.

DISTRICTS.	Number of Day School Teachers Employed, Excluding Superintendents, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational, Evening School, and Continuation School Teachers.			Grand Total of All Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
Atlantic	47	475	522	85	535	620
Bergen	79	1,392	1,471	176	1,492	1,668
Burlington	17	399	416	31	416	447
Camden	42	946	988	97	997	1,094
Cape May	31	138	169	39	143	182
Cumberland	31	333	364	44	356	400
Essex	335	3,088	3,423	748	3,450	4,198
Gloucester	14	286	300	27	311	338
Hudson	161	2,571	2,732	500	2,986	3,486
Hunterdon	24	168	192	29	177	206
Mercer	51	702	753	97	780	877
Middlesex	47	793	840	106	865	971
Monmouth	58	608	666	98	661	759
Morris	56	418	474	84	449	533
Ocean	23	137	160	30	143	173
Passaic	77	1,199	1,276	234	1,348	1,582
Salem	18	202	220	29	209	238
Somerset	29	252	281	44	270	314
Sussex	17	143	160	29	157	186
Union	62	966	1,028	164	1,067	1,231
Warren	26	230	256	39	242	281
Total	1,245	15,446	16,691	2,730	17,054	19,784

TABLE 19.

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 (day and evening), foreign-born evening school and continuation school teachers.)

DISTRICTS.	AMOUNT OF ANNUAL CONTRACT SALARY. EXCLUSIVE OF BONUS.																				
	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.	\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.	\$1,100 to \$1,199—Men.	\$1,100 to \$1,199—Women.	
Atlantic																					
Bergen		2																			
Burlington				1																	
Camden																					
Cape May																					
Cumberland																					
Essex																					
Gloucester																					
Hudson		2																			
Hunterdon						1															
Mercer							1														
Middlesex								1													
Mounmouth																					
Morris											2										
Ocean					1																
Passaic																					
Salem																					
Somerset																					
Sussex							1														
Union																					
Warren																					
Total	4		1	1	1	5	2	2	33	7	121	9	226	35	365	46	1,341	29	1,676		

TABLE 19.
 NUMBER OF FULL TERM TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL CONTRACT SALARIES AS GIVEN BELOW—Continued.

DISTRICTS.	AMOUNT OF ANNUAL CONTRACT SALARY, EXCLUSIVE OF BONUS.																						
	\$1,200 to \$1,299—Men.	\$1,200 to \$1,299—Women.	\$1,300 to \$1,399—Men.	\$1,300 to \$1,399—Women.	\$1,400 to \$1,499—Men.	\$1,400 to \$1,499—Women.	\$1,500 to \$1,599—Men.	\$1,500 to \$1,599—Women.	\$1,600 to \$1,699—Men.	\$1,600 to \$1,699—Women.	\$1,700 to \$1,799—Men.	\$1,700 to \$1,799—Women.	\$1,800 to \$1,899—Men.	\$1,800 to \$1,899—Women.	\$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 and Over—Men.	\$3,000 and Over—Women.	
Atlantic	4	102	1	35	3	50	5	27	2	43	6	26	2	56	2	13	13	41	11	2	13	570	
Bergen	294	61	4	274	2	236	5	184	7	109	6	37	2	76	6	13	45	29	19	1	25	1,555	
Burlington	2	61	1	45	1	13	3	13	1	13	2	1	1	1	1	1	1	7	1	1	3	437	
Candler	2	273	3	119	4	160	5	68	4	20	2	18	6	3	3	8	22	15	5	2	3	1,022	
Cape May	2	13	1	14	2	9	6	8	1	1	2	1	3	1	1	1	6	2	1	2	2	175	
Cumberland	1	158	6	488	5	392	8	249	7	226	11	201	23	188	16	518	96	510	78	2	3	380	
Essex	4	63	1	17	5	15	1	5	4	7	2	2	1	1	4	1	6	2	1	1	1	322	
Glocester	1	192	1	182	1	531	1	306	2	175	2	210	5	137	11	253	57	438	50	93	124	205	
Hudson	3	31	10	88	2	5	2	3	3	1	2	2	1	1	1	1	6	20	22	7	5	792	
Hunterdon	2	88	3	88	3	150	4	62	5	35	3	34	9	15	7	6	20	22	7	7	9	890	
Meriden	2	204	2	109	2	73	7	84	2	25	3	24	9	14	5	29	14	15	4	9	2	721	
Middlesex	8	78	5	84	9	56	5	23	6	10	6	10	7	6	4	3	12	5	9	1	7	890	
Monmouth	4	21	2	10	10	48	4	23	2	9	2	3	9	2	4	3	12	2	3	1	6	488	
Morris	5	16	2	10	3	9	6	3	1	1	1	1	1	1	1	1	7	7	1	1	1	169	
Ocean	5	350	2	162	9	197	5	299	3	92	7	52	25	40	1	13	32	33	22	9	24	1,353	
Passaic	2	2	1	12	1	3	1	8	1	1	1	1	1	1	1	1	1	1	1	1	2	228	
Salmon	4	60	2	33	2	17	1	18	4	4	2	2	2	2	4	4	3	6	8	1	6	301	
Somerset	4	22	4	4	3	3	3	3	2	65	4	24	11	32	4	16	42	29	18	2	2	172	
Sussex	1	107	1	153	3	149	4	6	3	5	4	5	3	3	3	3	3	3	1	1	1	1,129	
Union	1	13	1	40	3	7	4	6	2	5	4	5	11	32	4	16	42	29	18	1	1	207	
Warren	1	13	1	40	3	7	4	6	2	5	4	5	11	32	4	16	42	29	18	1	1	207	
Total	612,357	351,089	492,142	731,430	50,792	35,640	136,354	71,832	426,170	258,182	443,401	17,717											

TABLE 20.
PROFESSIONAL TRAINING OF TEACHERS.
DOES NOT INCLUDE EVENING SCHOOL TEACHERS.

DISTRICTS.	NORMAL GRADUATES.					Number of College Graduates.	Not Graduates of Higher Institutions.	Total.
	Trenton.	Montclair.	Newark.	City Training Schools.	Other Normal Schools.			
Atlantic	107	22	3	7	235	104	135	613
Bergen	235	251	154	43	542	288	122	1,635
Burlington	137	3	1	6	47	64	189	447
Camden	217	5	2	183	214	167	283	1,071
Cape May	22			4	29	42	84	181
Cumberland	120		1	14	24	61	180	400
Essex	*282	351	657	637	944	677	225	3,773
Gloucester	57	2		4	51	54	168	336
Hudson	233	238	358	1,096	422	449	394	3,190
Hunterdon	50	3	3	3	11	38	98	206
Mercer	*371	5	1	180	64	105	99	825
Middlesex	278	36	131	18	141	131	192	927
Monmouth	*207	36	31	7	132	133	204	750
Morris	88	61	43	16	76	86	152	522
Ocean	29	3	1	8	20	34	78	173
Passaic	99	141	66	635	219	224	86	1,470
Salem	36	2			38	41	121	238
Somerset	70	13	12	3	60	63	90	311
Sussex	28	8	8	4	28	27	81	184
Union	132	61	159	196	306	219	109	1,182
Warren	51	4	3		18	39	166	281
Total	2,849	1,245	1,634	3,064	3,621	3,046	3,256	18,715

* Trenton has 9 part-time teachers in continuation school who also teach in regular day school. Monmouth County has 8 part-time continuation school teachers who also teach in regular day school. Essex County school not kept open full time—23 teachers not included, teach in day school.

TABLE 21.
ENROLLMENT IN DAY SCHOOLS.

DISTRICTS.	Number of Pupils Enrolled in One-Room Rural Schools.			Number of Pupils Enrolled in Two-Room Rural Schools.			Number of Pupils Enrolled in Kindergartens.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	386	392	778	542	451	993	613	610	1,223
Bergen	247	189	436	460	435	895	1,763	1,653	3,416
Burlington	442	403	845	511	475	986	145	161	306
Camden	499	427	926	428	433	861	448	459	907
Cape May	177	187	364	314	285	599	54	69	123
Cumberland	399	354	753	467	427	894			
Essex	35	22	57	28	36	64	7,567	7,251	14,818
Gloucester	373	322	695	694	690	1,384	82	71	153
Hudson							2,556	2,399	4,955
Hunterdon	1,128	1,052	2,180	333	296	629	100	115	215
Mercer	258	226	484	154	128	282	1,118	1,111	2,229
Middlesex	550	514	1,064	311	246	557	1,051	1,039	2,090
Monmouth	914	804	1,718	799	706	1,505	460	459	919
Morris	502	482	984	945	913	1,858	201	182	383
Ocean	507	466	973	214	202	416	67	68	135
Passaic	230	222	452	209	188	397	2,652	2,483	5,135
Salem	545	423	968	136	101	237	121	131	252
Somerset	701	563	1,264	456	408	864	300	275	575
Sussex	763	691	1,454	170	172	342	143	185	328
Union	10	12	22	100	106	206	1,303	1,360	2,663
Warren	668	650	1,318	413	392	805			
Total	9,334	8,401	17,735	7,684	7,090	14,774	20,744	20,081	40,825

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TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS.	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	1,264	1,083	2,347	1,067	1,008	2,075	953	940	1,893
Bergen	4,068	3,791	7,859	2,865	2,729	5,594	2,779	2,556	5,335
Burlington	1,552	1,325	2,877	989	850	1,839	808	813	1,621
Camden	3,255	2,974	6,229	2,351	2,091	4,442	2,109	2,079	4,248
Cape May	372	325	697	263	206	469	210	226	436
Cumberland	1,270	1,227	2,497	642	624	1,266	600	510	1,110
Essex	9,144	8,354	17,498	7,076	6,781	13,857	6,435	6,240	12,675
Gloucester	966	918	1,884	558	534	1,092	538	465	1,003
Hudson	9,170	8,541	17,711	6,460	6,024	12,484	6,057	5,625	11,682
Hunterdon	229	228	457	266	227	493	227	223	450
Mercer	2,385	2,229	4,614	1,542	1,485	3,027	1,370	1,355	2,725
Middlesex	3,263	3,129	6,392	1,913	1,780	3,693	1,830	1,543	3,373
Monmouth	1,789	1,668	3,457	1,204	1,087	2,291	1,080	1,109	2,189
Morris	1,291	1,214	2,505	730	691	1,421	745	668	1,413
Ocean	329	258	587	194	190	384	222	181	403
Passaic	3,544	3,298	6,842	2,728	2,536	5,264	2,640	2,465	5,105
Salem	625	536	1,161	513	458	971	432	407	839
Somerset	644	601	1,245	496	435	931	414	435	849
Sussex	364	322	686	227	191	418	178	183	361
Union	3,128	2,890	6,018	2,348	2,144	4,492	2,029	1,916	3,945
Warren	717	742	1,459	476	427	903	396	378	774
Total	49,369	45,653	95,022	34,908	32,498	67,406	32,112	30,317	62,429

TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS.	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	876	928	1,804	916	921	1,837	799	784	1,583
Bergen	2,753	2,443	5,196	2,545	2,463	5,008	2,324	2,458	4,782
Burlington	734	732	1,466	836	714	1,550	642	639	1,281
Camden	2,007	1,902	3,909	1,865	1,927	3,792	1,580	1,653	3,234
Cape May	197	199	396	177	161	338	178	153	331
Cumberland	613	573	1,186	583	527	1,110	508	506	1,014
Essex	6,185	6,692	12,877	6,164	6,147	12,311	5,395	5,517	10,912
Glooucester	349	466	815	313	367	680	439	411	850
Hudson	5,362	5,136	10,498	5,821	5,343	11,164	4,845	4,902	9,747
Hunterdon	180	188	368	167	171	338	162	186	348
Mercer	1,295	1,267	2,562	1,372	1,247	2,619	1,177	1,171	2,348
Middlesex	1,701	1,639	3,340	1,557	1,557	3,114	1,351	1,319	2,670
Monmouth	1,427	1,083	2,510	1,071	1,019	2,090	1,085	1,060	2,145
Morris	672	673	1,345	708	641	1,349	611	626	1,237
Ocean	200	166	366	212	186	398	182	194	376
Fassaic	2,564	2,572	5,136	2,422	2,421	4,843	2,345	2,365	4,710
Salem	383	386	769	376	312	688	379	409	788
Somerset	383	429	812	431	407	838	365	318	683
Sussex	168	180	348	191	165	356	157	129	286
Union	2,654	1,875	4,529	1,978	2,042	4,020	1,659	1,576	3,235
Warren	353	367	720	328	331	659	278	314	592
Total	30,417	29,373	59,790	30,251	29,338	59,589	26,413	26,704	53,207

TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS.	Number of Pupils Enrolled in Grade VII.		Number of Pupils Enrolled in Grade VIII.		Junior College.		Number of Pupils Enrolled in Grade IX.		Number of Pupils Enrolled in Grade X.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.
Atlantic	686	681	484	508	.....	.....	414	428	271	263
Bergen	1,929	2,026	1,352	1,372	2,724	.....	926	936	629	633
Burlington	553	551	361	418	779	.....	280	340	135	234
Camden	1,143	1,229	823	891	1,724	.....	721	718	296	351
Cape May	163	200	129	147	276	.....	124	128	77	97
Cumberland	414	467	311	440	751	.....	333	362	218	213
Essex	4,595	4,657	3,542	3,814	7,356	.....	2,479	2,572	1,874	1,789
Gloicester	340	338	259	257	516	121	232	288	134	184
Hudson	3,892	4,077	3,142	3,196	6,338	.....	2,106	2,121	1,204	1,178
Hunterdon	127	140	113	100	213	.....	87	110	48	149
Mercer	904	964	686	700	1,385	.....	485	505	323	367
Middlesex	892	942	633	671	1,304	.....	541	590	257	304
Monmouth	859	918	601	727	1,418	.....	559	660	432	495
Morris	511	509	434	421	855	.....	446	454	285	308
Ocean	159	182	139	173	312	.....	103	160	58	115
Passaic	1,783	1,790	1,512	1,499	3,041	.....	846	736	510	481
Salem	392	333	226	227	453	.....	126	165	87	128
Somerset	254	221	275	286	561	.....	182	182	122	151
Sussex	141	131	110	127	237	.....	94	116	54	110
Union	1,479	1,412	1,009	1,053	2,152	.....	925	911	617	598
Warren	243	280	176	199	375	.....	152	174	91	134
Total	21,369	22,048	16,567	17,253	33,802	121	11,440	12,446	7,828	8,268
								24,386		16,096

TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS	Number of Pupils Enrolled in Grade XI.			Number of Pupils Enrolled in Grade XII.			Number of Pupils Enrolled in Sub-Normal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	173	203	376	107	146	253	76	14	90
Bergen	361	403	764	351	382	733	74	43	117
Burlington	91	152	243	65	110	175	.....	.....	.....
Camden	174	201	375	134	132	266	106	40	146
Cape May	47	92	139	44	65	109	.....	.....	.....
Cumberland	151	204	355	111	165	276	60	13	73
Essex	1,092	1,126	2,218	917	865	1,782	536	300	836
Gloucester	70	79	149	53	81	134	.....	.....	.....
Hudson	752	705	1,457	537	568	1,105	271	131	402
Hunterdon	76	118	194	76	99	175	.....	.....	.....
Mercer	186	244	430	144	161	305	183	74	257
Middlesex	214	214	428	151	180	331	37	35	72
Moamouth	296	332	628	215	293	508	67	30	97
Morris	178	209	387	125	181	306	35	10	45
Ocean	70	89	159	52	68	120	.....	.....	.....
Passaic	342	309	651	354	277	631	117	77	194
Salem	52	95	147	26	66	92	.....	.....	.....
Somerset	57	97	154	52	73	125	36	11	47
Sussex	39	76	115	26	75	101	25	3	28
Union	356	373	729	246	318	564	134	71	205
Warren	89	142	231	93	155	248
Total	4,860	5,463	10,323	3,879	4,460	8,339	1,757	852	2,609

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TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS.	Training Classes.			Anemic Pupils.			Backward and Incur- rigible Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic				12	7	19			
Bergen									
Burlington							15	10	25
Camden					26	26	22		22
Cape May									
Cumberland									
Essex				159	220	379	128		128
Gloucester									
Hudson		67	67	51	66	117	172	59	231
Hunterdon									
Mercer							35	37	72
Middlesex									
Monmouth									
Morris							13	2	15
Ocean									
Passaic		64	64	26	36	62	29	11	40
Salem									
Somerset									
Sussex									
Union				32	20	52	11		11
Warren									
Total		131	131	280	375	655	425	119	544

TABLE 21.
ENROLLMENT IN DAY SCHOOLS—Continued.

DISTRICTS.	Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf 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							16	2	18	9,655	9,369	19,024
Bergen							45	38	83	25,473	24,530	50,003
Burlington										8,218	7,986	16,204
Camden							25	24	49	18,065	17,539	35,604
Cape May										2,526	2,565	5,091
Cumberland										6,772	6,702	13,474
Essex	18	8	21	49	41	90	72	58	130	63,573	61,873	125,446
Gloucester							8		8	5,808	5,558	11,366
Hudson	4	3	7	14	17	31	303	139	442	52,722	50,587	103,309
Hunterdon										3,369	3,402	6,771
Mercer							15	18	33	13,572	13,298	26,870
Middlesex										16,074	15,502	31,576
Monmouth										12,648	12,426	25,074
Morris										8,435	8,184	16,619
Ocean										2,748	2,698	5,446
Passaic							135		135	25,018	23,833	48,851
Salem										4,323	4,177	8,500
Somerset										5,118	4,886	10,004
Sussex										2,846	2,856	5,702
Union							16	14	30	19,518	18,681	38,199
Warren										4,459	4,685	9,144
Total	17	11	28	63	58	121	635	293	928	310,940	301,337	612,277

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TABLE 22.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.											
	Four Years of Age—Boys.	Four Years of Age—Girls.	Five Years of Age—Boys.	Five Years of Age—Girls.	Six Years of Age—Boys.	Six Years of Age—Girls.	Seven Years of Age—Boys.	Seven Years of Age—Girls.	Eight Years of Age—Boys.	Eight Years of Age—Girls.	Nine Years of Age—Boys.	Nine Years of Age—Girls.
Atlantic	150	175	751	732	916	847	917	880	900	907	826	874
Bergen	397	582	2,275	2,222	2,491	2,442	2,585	2,477	2,516	2,392	2,485	2,322
Burlington	24	36	673	660	791	790	882	794	832	793	776	721
Camden	163	182	833	880	1,778	1,779	1,968	1,854	1,924	1,919	1,801	1,760
Cape May	14	28	209	201	283	290	270	230	210	219	227	246
Cumberland	2,791	2,703	5,619	5,423	5,925	6,006	6,173	5,952	5,814	5,953	5,679	5,708
Essex	21	32	493	495	614	597	566	546	534	561	582	550
Glooucester	742	749	4,249	4,007	5,240	5,196	5,315	5,092	5,180	5,122	5,052	4,886
Hudson	30	43	255	270	323	322	322	302	313	340	344	342
Hunterdon	472	502	1,513	1,511	1,424	1,418	1,280	1,306	1,238	1,290	1,240	1,180
Mercer	328	372	1,327	1,478	1,743	1,764	1,949	1,713	1,693	1,555	1,626	1,537
Middlesex	190	193	569	581	1,168	1,143	1,135	1,163	1,224	1,179	1,149	1,111
Monmouth	38	34	737	734	813	813	802	779	787	784	770	778
Morris	40	31	119	138	261	277	253	230	250	269	241	220
Passaic	638	697	2,680	2,463	2,461	2,375	2,353	2,276	2,343	2,348	2,333	2,320
Salem	65	75	340	363	427	418	420	390	430	374	422	380
Somerset	109	97	401	405	514	473	515	563	493	436	487	481
Sussex	74	86	226	276	289	258	289	262	279	297	253	230
Union	325	424	1,364	1,469	2,092	1,868	1,933	1,850	1,916	1,820	1,907	1,815
Warren	9	6	299	288	456	485	488	486	487	480	412	462
Total	6,913	7,019	25,842	25,340	30,858	30,022	30,766	29,685	30,069	29,737	29,319	28,535

TABLE 22.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—*Continued.*
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.											
	Ten Years of Age—Boys.	Ten Years of Age—Girls.	Eleven Years of Age—Boys.	Eleven Years of Age—Girls.	Twelve Years of Age—Boys.	Twelve Years of Age—Girls.	Thirteen Years of Age—Boys.	Thirteen Years of Age—Girls.	Fourteen Years of Age—Boys.	Fourteen Years of Age—Girls.	Fifteen Years of Age—Boys.	Fifteen Years of Age—Girls.
Atlantic	900	870	854	886	877	915	871	761	691	583	440	443
Bergen	2,382	2,363	2,276	2,320	2,344	2,192	2,143	2,144	1,584	1,395	924	794
Burlington	781	734	791	744	750	745	683	637	584	541	331	371
Camden	1,734	1,777	1,674	1,661	1,797	1,792	1,689	1,599	1,249	1,107	794	672
Cape May	238	208	201	224	222	203	190	204	175	174	128	121
Cumberland	681	697	668	619	605	657	642	609	465	410	314	355
Essex	5,878	5,690	5,372	5,379	5,505	5,522	5,227	5,175	4,160	4,390	2,697	1,835
Gloucester	559	497	524	440	569	523	476	464	376	359	251	234
Hudson	5,020	5,051	4,915	4,979	5,279	5,091	4,902	4,691	3,602	3,034	1,883	1,541
Hunterdon	336	318	313	303	315	300	302	296	236	218	133	142
Mercer	1,264	1,229	1,161	1,190	1,219	1,228	1,239	1,073	764	681	465	486
Middlesex	1,549	1,529	1,374	1,417	1,513	1,411	1,341	1,230	891	731	439	417
Monmouth	1,163	1,137	1,186	1,105	1,106	1,043	1,033	999	921	895	639	661
Morris	790	763	713	739	743	672	734	687	653	586	436	407
Ocean	269	242	245	233	247	249	251	235	198	192	142	160
Passaic	2,243	2,224	2,323	2,266	2,360	2,312	2,166	2,020	1,515	1,260	915	639
Salem	405	360	383	385	381	377	351	360	345	267	193	194
Somerset	491	456	448	424	470	434	439	407	348	297	207	188
Sussex	274	273	255	243	235	221	259	226	196	184	114	142
Union	1,854	1,828	1,668	1,674	1,759	1,733	1,752	1,472	1,280	1,153	849	784
Warren	437	470	415	416	413	464	421	389	300	332	160	192
Total	29,248	28,716	27,750	27,647	28,709	28,084	27,111	25,678	20,533	18,798	12,454	10,728

TABLE 22.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS—Continued.
DOES NOT INCLUDE EVENING SCHOOL ENROLLMENT.

DISTRICTS.	NUMBER OF PUPILS.												TOTAL.				GRAND TOTAL.
	Sixteen Years of Age—Boys.	Sixteen Years of Age—Girls.	Seventeen Years of Age—Boys.	Seventeen Years of Age—Girls.	Eighteen Years of Age—Boys.	Eighteen Years of Age—Girls.	Nineteen Years of Age—Boys.	Nineteen Years of Age—Girls.	Twenty Years of Age (and Over)—Boys.	Twenty Years of Age (and Over)—Girls.	Four to Twenty Years (and Over)—Boys.	Four to Twenty Years (and Over)—Girls.					
Atlantic	290	271	134	150	60	57	30	18	..	..	..	..	9,655	9,360	10,024
Bergen	518	439	234	267	80	99	21	16	9	4	..	..	23,473	24,530	50,603
Burlington	182	205	80	143	31	51	9	14	5	4	..	..	8,218	7,986	16,204
Camden	280	313	168	174	73	47	18	18	5	5	..	..	18,063	17,539	35,604
Cape May	74	98	46	75	31	50	8	13	2	1	..	..	2,526	2,563	5,091
Cumberland	175	180	103	125	40	43	13	14	5	3	..	..	6,772	6,702	13,474
Essex	1,092	1,078	765	693	304	263	145	67	97	42	..	..	63,573	61,873	125,446
Gloucester	137	160	71	78	18	23	6	9	..	..	..	..	5,808	5,598	11,366
Hudson	782	702	364	336	142	122	41	33	12	15	..	..	52,722	50,387	103,809
Hunterdon	89	114	39	61	14	17	3	4	..	..	..	..	3,569	3,402	6,771
Mercer	276	295	140	126	50	38	26	11	2	1	..	..	13,572	13,298	26,870
Middlesex	239	208	98	91	31	53	18	15	..	..	..	..	16,074	15,502	31,576
Mounmouth	414	414	220	262	88	101	36	24	7	7	..	..	12,648	12,426	25,074
Morris	225	251	124	147	53	42	10	7	6	4	..	..	8,435	8,184	16,619
Ocean	90	95	50	59	19	30	11	16	2	2	..	..	2,748	2,698	5,446
Passaic	423	329	206	195	105	86	35	30	17	14	..	..	25,018	23,893	48,851
Paterson	98	115	37	73	19	28	6	8	1	1	..	..	4,323	4,177	8,500
Somerset	106	106	58	64	23	27	8	6	1	2	..	..	5,118	4,886	10,004
Sussex	64	78	15	56	13	20	5	4	1	..	..	..	2,846	2,856	5,702
Union	459	473	239	259	96	87	40	19	3	3	..	..	19,518	18,081	38,199
Warren	101	139	47	53	10	25	3	7	1	1	..	..	4,459	4,685	9,144
Total	6,123	6,123	3,250	3,487	1,312	1,275	501	353	173	110	310,940	301,337	612,277				

TABLE 23.
REGULAR DAY SCHOOL ATTENDANCE.

DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	Actual Number of Days the Schools Were Kept Open.	Number of Legal Holidays Schools Were Not In Session.	Number of Days Closed on Account of Institute.	POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	175	6	2	1,434,017 ½	1,411,637 ½	2,845,655	1,294,654	1,272,261 ½	2,566,915 ½
Bergen	186	6	.....	4,235,680	4,067,568	8,303,248	3,896,263	3,715,867	7,612,130
Burlington	182	6	2	1,280,312 ½	1,258,368 ½	2,538,681	1,123,171 ½	1,105,927	2,228,198 ½
Camden	182	6	1	2,956,269 ½	2,894,181 ½	5,850,451	2,571,044 ½	2,512,965 ½	5,087,010
Cape May	178	5 ½	2 ½	359,093	368,106 ½	727,199 ½	320,740	325,096 ½	645,845 ½
Cumberland	185	5	2	1,104,267	1,098,862	2,203,129	978,256 ½	973,640	1,951,896 ½
Essex	188	6	1	10,924,036 ½	10,633,499 ½	21,557,536	10,024,798 ½	9,706,157	19,730,955 ½
Gloucester	184	6	2	903,246 ½	861,828	1,765,074 ½	780,781	744,346 ½	1,525,127 ½
Hudson	195	6	.....	9,132,696	8,779,470 ½	17,912,166 ½	8,462,532	8,681,715 ½	16,547,247 ½
Hunterdon	186	7	2	515,406 ½	533,160 ½	1,048,567	443,312	459,675	902,987
Mercer	187	5	1	2,221,220	2,179,196 ½	4,400,416 ½	2,013,312	1,955,410 ½	3,968,722 ½
Middlesex	186	6	.....	2,660,758	2,564,949	5,225,707	2,437,192 ½	2,333,412	4,770,604 ½
Monmouth	186	6	2	1,936,763 ½	1,924,716	3,861,479 ½	1,758,449 ½	1,740,403 ½	3,498,853
Morris	186	7	.....	1,365,706	1,312,498 ½	2,678,204 ½	1,235,948 ½	1,178,164 ½	2,414,113
Ocean	182	6	2	407,847 ½	404,065	811,912 ½	361,412 ½	358,847	720,259 ½
Passaic	191	6	.....	4,232,434	4,028,682 ½	8,261,116 ½	3,953,390 ½	3,737,484	7,690,874 ½
Salem	184	5	2	627,421	624,283 ½	1,251,704 ½	557,791 ½	557,797 ½	1,115,589
Somerset	188	6	2	804,878 ½	784,903	1,589,781 ½	716,855 ½	695,464	1,412,319 ½
Sussex	190	6	2	439,919 ½	447,866 ½	887,786	392,936	398,765	791,701
Union	190	6	.....	3,297,621 ½	3,159,152 ½	6,456,774	3,059,343 ½	2,912,855 ½	5,972,199
Warren	184	7	2	707,189 ½	748,419 ½	1,455,609	639,019 ½	676,054	1,315,073 ½
Total	190	6	2	51,546,784	50,085,435	101,632,219	47,024,213 ½	45,444,409	92,468,622 ½

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TABLE 23.
REGULAR DAY SCHOOL ATTENDANCE—Continued.
DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	DAYS ABSENT.			TIMES TARDY.	The Sum of Number of Teaching Sessions as Reported in all Registers.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils Not Absent or Tardy During Year.	Number of Sessions Truant.	Number of Cases of Suspension or Expulsion During the Year.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During the Present School Year.
	Boys.	Girls.	Total.	Total.				Total	Total	Total	
Atlantic	139,363½	139,396	278,759½	42,315	169,377	.9020	14,255	438	927½	87	588
Bergen	339,417	351,701	691,118	64,174	472,331½	.9167	40,387	2,030	1,952	149	1,856
Burlington	157,141	153,341½	310,482½	24,553	141,326	.8777	12,252	512	1,059	110	717
Camden	382,225	381,216	763,441	43,097	321,517	.8692	27,153	649	6,105	155	944
Cape May	38,344	43,010	81,354	11,408	49,301	.8881	3,636	116	113	45	147
Cumberland	126,010½	125,222	251,232½	13,644	119,415	.8859	10,539	365	862½	68	575
Essex	899,238	927,342½	1,826,580½	135,868	1,093,926½	.9152	101,821	4,270	23,529½	170	2,850
Gloucester	122,465½	117,481½	239,947	22,316½	96,011	.8640	8,305	344	198	55	427
Hudson	670,164	694,755	1,364,919	85,894	926,043½	.9238	84,976	3,302	15,257½	31	2,374
Hunterdon	72,094½	73,485½	145,580	14,277	9,260	.8611	4,855	141	77	54	561
Mercer	207,908	223,786	431,694	39,717	225,468	.9019	21,215	673	2,190½	80	788
Middlesex	223,565½	231,537	455,102½	38,687	275,651	.9129	25,417	1,423	3,779	125	1,072
Moamouth	178,314	184,312½	362,626½	41,062	235,873	.9061	18,816	827	426	88	1,583
Morris	129,757½	134,334	264,091½	15,811	150,638	.9013	12,950	719	569	58	1,078
Ocean	46,435	45,218	91,653	9,736	48,559	.8871	3,955	167	85	40	318
Passaic	279,043½	291,198½	570,242	44,680½	466,081	.9309	40,064	2,351	810	39	1,257
Salem	69,629½	66,486	136,115½	13,954	77,716½	.8912	6,068	372	178	58	470
Somerset	88,023	89,439	177,462	22,486	90,403½	.8883	7,518	184	386	81	668
Sussex	46,983½	49,101½	96,085	10,716	60,789	.8917	4,167	227	55	26	406
Union	238,278	246,297	484,575	49,831	320,648	.9251	31,385	1,611	1,588	210	1,319
Warren	68,170	72,365½	140,535½	6,510	88,383½	.9034	7,136	522	566½	42	557
Total	4,522,570½	4,641,026	9,163,596½	750,737	5,438,717	.90983	486,850	21,243	60,714	1,771	20,355

TABLE 23.
REGULAR DAY SCHOOL ATTENDANCE—*Continued.*
DOES NOT INCLUDE EVENING OR CONTINUATION SCHOOL ATTENDANCE.

DISTRICTS.	Total Number of Days Transported.	No. of High School Pupils Transported Within the District for Whom Transportation is Paid by the District.	No. of Pupils Below High School Transported Within the District for Whom Transportation is Paid by the District.	No. of High School Pupils Transported from Other Districts for Whom Transportation is Paid by Other Districts.	Number of Pupils Below High School Transported from Other Districts for Whom Transportation is Paid by Other Districts.	Total Number Pupils Transported.
Atlantic	103,693½	25	483	364	120	992
Bergen	775,733	175	613	1,408	1	2,197
Burlington	356,904½	721	2,240	668	271	3,906
Camden	181,207	1	410	561	218	1,189
Cape May	67,118½	107	121	142	73	443
Cumberland	212,087½	107	921	332	27	1,477
Essex	139,585	158	935	120	14	1,227
Gloucester	184,380	5	618	709	49	1,381
Hudson	53,379	176	391	222	.....	789
Hunterdon	86,473½	.....	176	344	85	605
Mercer	211,861½	70	1,128	448	62	1,708
Middlesex	189,076	170	1,334	89	194	1,787
Monmouth	277,170½	156	1,037	753	375	2,321
Morris	202,173	47	723	570	70	1,410
Ocean	131,527	203	459	257	152	1,071
Passaic	55,312½	.....	386	437	.....	823
Salem	136,052½	21	678	316	3	1,018
Somerset	105,676	43	140	291	39	513
Sussex	113,178	.....	209	338	252	799
Union	66,355	66	314	502	5	887
Warren	111,607½	18	296	347	90	751
Total	3,761,151	2,358	13,612	9,218	2,106	27,294

TABLE 24.
PUPILS FOR WHOM TUITION IS PAID.

DISTRICTS.	PUPILS SENT AND TUITION PAID.			TRANSPORTATION TO OTHER DISTRICTS.			
	Number of Pupils Attending Approved or Registered High Schools in Other Districts for Whom the Tuition is Paid by Your District.	Total Amount of Tuition Paid or to Be Paid for High School Pupils.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District.	Total Amount of Tuition Paid or to Be Paid for Pupils Below High School.	Amount Paid for Transporting All High School Pupils to Other Districts.	Amount Paid for Transporting All Pupils Below High School to Other Districts.	Total Amount Paid for Transportation to Other Districts.
Atlantic	335	\$15,705.25	140	\$2,335.00	\$18,686.15	\$3,064.39	\$21,750.72
Bergen	1,534	145,054.54	256	8,129.70	34,096.55	4,725.39	34,096.55
Burlington	676	49,540.93	460	12,319.13	29,542.76	1,784.92	31,268.09
Canden	779	50,549.25	429	12,061.87	19,662.14	2,506.05	19,838.06
Cape May	216	10,012.46	100	3,541.44	7,911.51	1,428.47	10,507.56
Cumberland	225	12,948.58	143	2,695.16	11,414.99	891.72	12,843.46
Essex	113	5,977.25	66	3,203.00	6,511.47	4,499.75	7,406.19
Gloucester	576	33,590.00	470	16,744.50	27,190.17	29.54	31,689.92
Hudson	819	38,260.41	3	156.00	5,270.72	3,208.92	5,300.06
Hunterdon	431	27,321.17	619	12,771.94	39,421.81	4,513.27	33,238.03
Mercer	427	27,000.00	167	4,962.50	10,693.69	6,499.57	17,236.96
Middlesex	791	48,128.69	766	27,933.48	25,349.12	4,394.83	31,848.69
Monmouth	941	47,028.72	525	16,050.00	38,073.88	2,392.42	43,348.21
Morris	725	48,908.06	333	14,272.25	37,792.36	7,882.97	40,114.78
Passaic	2611	11,831.71	210	6,202.50	14,221.12	16.90	14,238.02
Ocean	446	32,583.88	22	710.00	29,274.12	101.50	26,760.52
Passaic	430	23,832.16	292	5,203.07	18,146.51	4,391.04	20,375.62
Somerset	369	23,738.08	360	18,146.51	19,318.75	8,126.25	23,619.70
Sussex	428	23,931.00	392	8,571.00	12,032.70	64.60	20,158.97
Union	398	21,438.75	76	2,375.50	9,613.24	61.60	9,677.84
Warren	349	21,203.00	396	9,116.30	22,377.33	6,835.15	29,212.68
Total	11,519	\$733,605.48	6,504	\$186,837.45	\$448,976.25	\$96,976.45	\$515,952.70

TABLE 24.
PUPILS FOR WHOM TUITION IS PAID—Continued.

DISTRICTS.	TRANSPORTATION WITHIN THE DISTRICT.				PUPILS AND TUITION RECEIVED.			
	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.	Number of Pupils Attending Approved or Registered High Schools in Your District for Whom the Tuition is Paid by Other Districts.	Total Tuition Received or to Be Received in High School.	Number of Pupils Attending Schools in Your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Total Tuition Received or to Be Received Below High School.	Total Amount Received or to Be Received for Tuition.
Atlantic	\$42.65	\$21,279.88	\$21,922.53	3551	\$15,912.00	263	\$4,880.00	\$20,292.00
Bergen	550.00	13,813.87	14,163.87	1,804	143,441.00	268	11,618.90	135,059.90
Burlington	1,930.13	57,112.34	59,042.49	682	30,028.63	530	16,487.44	66,516.07
Camden .....	.....	14,112.03	14,112.03	741	63,043.99	400	13,523.82	66,567.81
Cape May	8,121.70	6,823.17	14,946.87	180	10,768.74	80	3,115.50	13,884.24
Cumberland	7,238.01	29,139.28	36,394.29	345	19,599.20	114	2,216.96	21,816.16
Essex	6,600.00	16,154.52	22,754.52	209	17,189.95	73	8,181.15	25,371.10
Gloucester .....	.....	35,644.70	35,644.70	720	30,712.00	455	15,093.60	54,715.60
Hudson .....	.....	8,085.09	8,085.09	575	31,252.91	57	735.50	51,988.41
Hunterdon .....	.....	12,842.08	12,842.08	523	27,561.08	681	16,224.25	43,785.33
Mercer	1,699.06	40,968.30	42,857.36	374	30,838.00	532	20,133.53	50,991.53
Middlesex	1,640.00	32,169.02	33,809.02	546	33,480.33	752	34,090.83	69,571.16
Monmouth	8,190.93	29,107.28	37,298.21	1,090	51,006.50	658	19,416.05	70,422.55
Morris	3,695.00	28,393.23	32,098.23	774	50,118.50	481	14,367.50	64,486.00
Ocean	5,760.27	27,411.59	33,171.86	302	11,903.14	238	6,898.61	18,701.75
Passaic .....	.....	12,605.04	12,605.04	457	31,675.00	117	3,150.35	34,795.35
Salem	630.00	20,561.88	21,211.88	324	17,858.86	231	5,456.25	23,315.11
Somerset .....	.....	6,836.31	11,836.31	317	19,048.03	427	9,074.00	28,102.03
Sussex .....	.....	11,868.33	11,868.33	330	20,450.00	431	10,989.00	31,439.00
Union	1,800.00	5,629.50	7,429.50	708	45,978.10	148	4,878.75	50,856.85
Warren	2,000.00	13,322.85	15,322.85	415	27,725.95	420	11,236.50	38,962.45
Total	\$55,807.77	\$443,825.29	\$499,333.06	12,161	\$770,612.21	7,140	\$231,128.49	\$1,001,740.70

TABLE 25.

MISCELLANEOUS.

CLASS ROOMS, DAY SCHOOLS ONLY.

DOES NOT INCLUDE ROOMS USED FOR MANUAL TRAINING.

DISTRICTS.	Number of Class Rooms Used for Kindergarten.	Number of Class Rooms Used for Elementary Grades.	Number of Class Rooms Used for High School Grades.	Number of Class Rooms Used for Vocational Classes.	Grand Total Number of Class Rooms Used.
Atlantic	27	381	65	11	484
Bergen	60	1,070	187	.....	1,317
Burlington	5	343	51	.....	399
Camden	17	773	84	.....	874
Cape May	3	188	41	.....	182
Cumberland .....	.....	282	61	.....	343
Essex	211	2,267	440	.....	2,918
Gloucester	3	258	34	1	296
Hudson	53	1,941	336	.....	2,332
Hunterdon	2	152	56	3	193
Mercer	32	508	90	.....	630
Middlesex	25	650	75	.....	750
Monmouth	14	482	127	.....	623
Morris	7	552	98	.....	457
Ocean	3	129	34	.....	166
Passaic	71	956	114	.....	1,141
Salem	5	188	27	.....	220
Somerset	9	211	44	.....	264
Sussex	4	130	31	4	169
Union	42	694	161	.....	897
Warren .....	.....	212	37	.....	249
Total	595	12,117	2,173	19	14,904

TABLE 26.
EVENING SCHOOLS.

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR
CONTINUATION.

DISTRICTS.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.	Number of Weeks Schools were Maintained.	Number of Male Pupils Between Fourteen and Twenty Years of Age.	Number of Male Pupils Over Twenty Years of Age.	Total Number of Male Pupils.	Number of Female Pupils Between Fourteen and Twenty Years of Age.	Number of Female Pupils Over Twenty Years of Age.	Total Number of Female Pupils.	Total Number of Pupils Between Fourteen and Twenty Years of Age.	Total Number of Pupils Over Twenty Years of Age.	Total Number of Pupils Enrolled.	Total Evenings Attendance.
Atlantic	64	16	12	106	118	11	83	94	23	189	212	6,185
Bergen	59	21	176	116	292	132	90	222	308	206	514	6,710½
Burlington	67	23	199	67	266	64	32	96	263	99	362	9,669
Camden *	62	16	2	4	6	5	4	9	7	8	15	129
Cape May	76	14	6,061	3,488	9,549	3,994	2,669	6,663	10,053	6,157	16,212	244,004½
Cumberland	76	19	30	.....	30	18	4	22	48	4	52	545
Essex **	89	19	1,744	1,063	2,807	1,455	785	2,240	3,199	1,848	5,047	87,030
Gloucester	88	25	736	520	1,256	437	58	495	1,173	578	1,751	27,509½
Hudson	69	17	224	306	530	122	162	284	346	468	814	9,425
Hunterdon	65	17	63	62	125	44	29	73	107	91	198	4,732
Mercer	65	16	582	565	1,147	608	529	1,131	1,190	1,088	2,278	42,394
Middlesex	64	16	1	21	22	.....	.....	.....	1	21	22	513
Monmouth	65	36	345	164	509	276	226	502	621	390	1,011	37,646
Morris .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	70	255	10,175	6,482	16,657	7,166	4,665	11,831	17,341	11,147	28,488	496,492½

* Includes manual training evening school teachers.
** Includes vocational evening school teachers.

TABLE 26.
EVENING SCHOOLS—Continued.

DOES NOT INCLUDE EVENING SCHOOLS FOR MANUAL TRAINING, VOCATIONAL, FOREIGN-BORN OR CONTINUATION.

DISTRICTS.	Average Evenings Attended.	Number of Men Teachers.	Number of Women Teachers.	Total Number of Teachers Employed.	Contractual Amount of Salary Men Teachers.	Contractual Amount of Salary Women Teachers.	Total Contractual Amount of Salary for Teachers.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic	97	4	3	7	\$1,088.00	\$576.00	\$1,664.00	\$4.00	\$3.00	.....
Bergen	184	8	11	19	2,103.00	2,785.34	4,888.34	4.17	3.90	\$155.50
Burlington .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Camden	144	13	2	15	3,045.00	441.00	3,486.00	3.50	3.50	451.50
Cape May	2	.....	1	1	.....	100.00	100.00	.....	1.61	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	6,260	205	203	408	87,208.37	69,309.50	156,517.87	4.41	4.35	7,333.60
Gloucester	17	1	1	2	128.00	356.00	484.00	2.00	4.00	.....
Hudson	2,039	76	96	172	24,355.70	26,999.00	51,354.70	4.86	4.36	7,913.25
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	705	9	15	24	2,647.75	4,833.00	7,480.75	4.28	3.71	1,276.90
Middlesex	372	8	15	23	1,874.13	2,799.25	4,673.38	4.13	3.12	773.00
Monmouth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morris	744	2	9	11	620.00	1,076.00	2,576.00	5.00	3.44	157.30
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	662	35	25	60	8,554.00	5,759.00	14,313.00	3.76	3.54	304.00
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex	8	2	.....	2	272.00	.....	272.00	3.00	.....	.....
Union	99	14	10	24	3,648.00	2,092.00	5,740.00	3.70	3.25	1,274.50
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	11,333	377	391	768	\$135,543.95	\$118,006.09	\$253,550.04	\$3.90	\$3.48	\$19,639.55

TABLE 27.
 REPORT OF SPECIAL EVENING SCHOOLS BY DISTRICTS.

DISTRICTS.	MANUAL TRAINING.				VOCATIONAL.				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												
Bergen						32	78	110	64	86	28	118
Burlington									61	222	68	290
Camden									75	291	43	334
Cape May												
Cumberland												
Essex						83	72	155		276	39	292
Gloucester												
Hudson	64	243	32	275	100	1,046	432	1,478	84	1,793	431	2,224
Hunterdon												
Mercer	88	179	69	248					112	506	106	618
Middlesex									142	635	184	819
Monmouth												
Morris												
Ocean												
Passaic						167		310	92	329	134	463
Salten												
Somerset												
Sussex												
Union						35	1	152	114	249	19	268
Warren												
Total	76	422	101	523	102	1,601	583	2,184	833	4,483	1,072	5,555

TABLE 28.
REPORT OF DAY VOCATIONAL AND CONTINUATION SCHOOLS AND CLASSES.

DISTRICTS.	Americanization Classes Home and Factory.			DAY VOCATIONAL.					CONTINUATION.				
				Number of Days Schools Kept Open.	Number of Boys En- rolled.	Number of Girls En- rolled.	Total Enrollment.	Average Attendance.	Number of Days Schools Kept Open.	Number of Boys En- rolled.	Number of Girls En- rolled.	Total Enrollment.	Average Attendance.
Atlantic				185	99	54	144	101	332½	217	203	420	76
Bergen									639	321	767	1,088	121.6
Burlington													
Camden									167½	474	461	935	132
Cape May													
Cumberland													
Essex				202	337	278	615	530	486	221	257	478	50
Gloucester									119	2,630	2,798	5,428	468.02
Hudson	228	525	753	194	461	100	561	503	127	1,878	2,643	4,521	1,954
Hunterdon													
Mercer									263½	412	430	842	129
Middlesex									481	331	534	865	91.69
Mummouth				189	33	4	39	32	251	73	67	140	78
Morris									122	64	80	144	83.5
Ocean													
Passaic				404	135		135	110	438½	1,409	1,880	3,289	2,268
Salem													
Somerset													
Sussex				189	33	18	51	38					
Union				192	85		85	85.6	335	347	582	729	47.5
Warren									144	58	104	162	142
Total	228	525	753	195	1,176	454	1,630	1,399.6	3,905½	8,435	10,606	19,041	5,643.29

TABLE 29.
SPECIAL REPORT ON SUMMER SCHOOLS.

DISTRICTS.	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		\$125.00		8	29			10	261	26
Bergen	51	16	900.00	\$2,220.00	199	183	26	31	30	6,797	352
Burlington											
Camden											
Cape May	1	6	200.00	750.00	85	110	39	51	53	6,884	219
Cumberland	96	339	14,322.41	59,077.00	7,403	7,332	6391	190	27	230,219.5	12,312.5
Essex											
Glooucester	25	307	6,073.16	41,772.86	7,925	4,443	252	188	31	214,106	8,006
Hunterdon											
Mercer	7	69	1,224.00	8,290.07	1,069	197	110	114	34	36,473	1,073
Middlesex	35		3,747.34		105	405			29	19,390	667.5
Monmouth											
Morris											
Ocean	7	28	1,449.40	3,658.50	466	488	58	63	59	19,562	901
Passaic											
Salmon											
Somerset	1	9	241.67	810.00	93	79	79		29	4,210	145
Sussex	18	63	2,629.00	5,727.25	1,986	1,013	431	159	81	11,371.3	2,105.8
Warren											
Total	196	1,037	\$31,512.58	\$122,245.62	15,828	15,072	1,295	1,096	38,579.183	25,837	

TABLE 30.
SPECIAL REPORT ON COLORED PUPILS IN DAY SCHOOLS.

DISTRICTS.	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.	Number of Colored Pupils Enrolled in Colored Schools—Boys.		Number of Colored Pupils Enrolled in Colored Schools—Girls.		Number of Colored Pupils Enrolled in All Other Schools—Total.	Number of Colored Pupils Enrolled in All Other Schools—Total.
					School—Boys.	School—Girls.	Schools—Boys.	Schools—Girls.		
Atlantic	1	2	40	\$ 1,419.47	476	505	1,041	488	488	956
Bergen	1	1	18	1,447.67	397	365	762	450	468	918
Burlington	7	1	18	1,261.65	1,634	1,115	2,749	29	59	85
Camden	13	6	51	1,013.61	1,388	1,521	2,909	137	154	291
Cape May	5	1	10	942.75	74	60	134	15	17	32
Cumberland	1	1	4	1,600.00	270	251	521	240	281	520
Essex	1	1	13	1,031.59	270	251	521	2,703	2,905	5,608
Gloucester	6	1	5	1,736.40	453	454	907	639	753	1,412
Hudson	1	1	19	1,250.00	453	454	907	254	268	522
Hunterdon	5	2	19	1,244.42	145	182	327	120	118	238
Mercer	6	3	16	1,325.00	17	21	38	206	216	422
Middlesex	1	1	1	1,200.00	339	301	640	137	163	300
Monmouth	6	13	13	336.88	19	15	34	27	29	56
Morris	1	1	1	1,699.00	19	15	34	486	525	1,011
Ocean	1	1	1	.....	.....	.....	.....	.....	.....	.....
Passaic	1	1	1	.....	.....	.....	.....	.....	.....	.....
Salem	6	12	1	.....	.....	.....	.....	.....	.....	.....
Somerset	1	1	1	.....	.....	.....	.....	.....	.....	.....
Sussex	1	1	1	.....	.....	.....	.....	.....	.....	.....
Union	1	1	1	.....	.....	.....	.....	.....	.....	.....
Warren	1	1	1	.....	.....	.....	.....	.....	.....	.....
Total	51	17	197	\$1,215.17	5,332	3,484	8,816	6,448	6,492	13,380

TABLE 31.
FINANCIAL AND STATISTICAL REPORT.
RECEIPTS FOR COUNTY VOCATIONAL SCHOOLS.

	TEACHERS.		PUPILS.		State Appropriation.	County Tax.	Federal Appropriation.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
	Men.	Women.	Boys.	Girls.							
Atlantic					\$5,369.17	\$4,202.94	\$5,540.68	\$434.17	\$15,546.96	\$8,611.66	\$24,158.62
Number teachers	4	1									
Aggregate salary	\$6,921.76	\$1,750.00									
Minimum salary	1,680.00	1,800.00									
Maximum salary	2,100.00	1,800.00									
Average salary	1,730.44	1,800.00									
Enrollment			232	100							
Cape May					\$3,250.00	\$3,250.00	\$2,266.20	\$167.77	\$8,933.97	\$4,119.96	\$13,053.93
Number teachers	2	1									
Aggregate salary	\$4,133.35	\$1,775.00									
Minimum salary	2,066.67	1,775.00									
Maximum salary	2,066.67	1,775.00									
Average salary	2,066.67	1,775.00									
Enrollment			81	167							
Essex					\$10,000.00	\$69,400.00	\$6,687.07	\$4,471.25	\$90,558.32	\$10,226.58	\$100,784.90
Number teachers	8	4									
Aggregate salary	\$18,900.00	\$6,200.00									
Minimum salary	1,600.00	1,200.00									
Maximum salary	5,000.00	2,000.00									
Average salary	2,362.50	1,550.00									
Enrollment			167	23							

TABLE 31.
FINANCIAL AND STATISTICAL REPORT—Continued.

RECEIPTS FOR COUNTY VOCATIONAL SCHOOLS.

	TEACHERS.		PUPILS.		State Appropriation.	County Tax.	Federal Appropriation.	All Other Sources.	Total Receipts During the Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During the Year and Balances on Hand Beginning of Year.
	Men.	Women.	Boys.	Girls.							
Middlesex					\$10,000.00	\$56,895.00	\$4,252.78	\$391.63	\$71,539.41	\$4,996.44	\$76,535.85
Number teachers	11	4									
Aggregate salary	\$22,500.00	\$7,000.00									
Minimum salary	1,700.00	1,700.00									
Maximum salary	2,500.00	1,900.00									
Average salary	2,045.00	1,750.00									
Enrollment			262	58							
Total number teachers	25	10									
Aggregate salary	\$32,455.11	\$16,725.00									
Minimum salary	1,600.00	1,200.00									
Maximum salary	2,500.00	2,000.00									
Average salary	2,098.20	1,672.50									
Total enrollment			742	348							
Total					\$28,619.17	\$133,747.94	\$18,746.73	\$5,464.82	\$186,578.66	\$27,954.64	\$214,533.30

TABLE 32.
 COUNTY VOCATIONAL SCHOOL FUNDS.
 PAYMENTS FROM COUNTY VOCATIONAL SCHOOL FUNDS.

DISTRICTS.	DAY AND EVENING SCHOOLS.							Total Expended During Year and Balance on Hand at Close of Year.
	1 Salaries of Supervisors, Principals and Teachers, and Amount Paid to State 'Treasurer for Teachers' Pension and Annuity Fund.	2 Materials and Supplies.	3 Repairs and Replacements.	3A New Equipment.	4 All Other Expense.	Total Expenditures During the Year for County.	Balance on Hand at Close of Year.	
Atlantic	\$11,480.12	\$179.01	\$1.20	\$484.21	\$6,913.14	\$19,007.68	\$5,150.34	\$24,158.62
Cape May	5,908.35	293.82			2,687.02	8,889.19	4,164.74	13,053.93
Essex	41,871.07	10,398.03	14,112.31	6,715.03	13,925.96	87,022.40	13,762.50	*100,784.90
Middlesex	37,075.07	8,142.30	616.24	9,248.66	17,700.39	72,842.66	3,693.19	76,535.85
Total	\$96,334.61	\$19,013.16	\$14,729.75	\$16,397.90	\$41,286.51	\$187,761.93	\$26,771.37	\$214,533.30

* Includes Evening and Part-time.

TABLE 33.
REPORT OF GENERAL STATISTICS FOR ALL DISTRICTS.
ADMINISTRATION.

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SCHOOL REPORT.

DISTRICTS.	ADMINISTRATION.				KINDERGARTEN.		
	Expenses Board of Education and Business Offices.	Salaries of Superintendents.	Expenses and Supplies of Superintendents.	Salaries and Expenses Attendance Officers.	Salaries of Supervisors and Supervising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.
Atlantic	\$15,235.22	\$8,800.00	\$19,285.25	\$8,534.20	\$1,334.53		\$40,325.50
Bergen	62,117.79	5,000.00	6,464.87	19,543.08	7,570.00		93,840.00
Burlington	13,547.29	2,400.00	1,772.10	4,863.85			5,625.00
Camden	28,800.17	8,349.68	11,657.96	12,487.11			22,269.84
Cape May	5,966.80	6,700.00	2,806.77	2,475.94			3,100.00
Cumberland	8,598.11	6,577.50	2,825.57	2,197.31			
Essex	190,871.43	59,895.30	14,734.60	58,296.33	29,477.82		352,329.45
Gloucester	9,626.81		1,364.71	2,442.03	125.00		3,250.00
Hudson	91,498.50	49,426.19	25,784.54	82,441.93	11,498.00		124,366.19
Hunterdon	5,960.65	3,000.00	1,548.01	983.45			2,200.00
Mercer	25,441.33	5,990.38	6,461.37	14,520.80	1,000.00		67,594.00
Middlesex	21,545.94	12,239.98	8,157.70	8,248.38	1,292.00		37,182.09
Monmouth	27,324.21	8,500.00	2,174.29	9,630.61	892.00	\$412.00	20,960.16
Morris	16,743.37		1,383.33	5,334.55	1,200.00		8,700.00
Ocean	5,132.83		1,420.00	1,846.78	275.00		5,525.00
Passaic	40,951.28	21,583.30	6,579.98	21,411.19	10,235.00		100,295.00
Salem	6,292.00	3,000.00	138.05	1,158.60	200.00		5,970.00
Somerset	9,501.01		1,380.00	3,446.69			13,425.00
Sussex	7,397.07		1,520.00	1,429.48			5,750.00
Union	42,959.89	20,500.00	10,895.86	18,152.88	6,616.67		63,490.85
Warren	7,916.74	4,548.26	1,774.83	1,701.25			
Total	\$643,428.44	\$226,510.59	\$130,129.79	\$281,146.44	\$71,716.02	\$412.00	\$976,198.08

TABLE 33.
REPORT OF GENERAL STATISTICS FOR ALL DISTRICTS—(Continued).

DISTRICTS.	INSTRUCTION.					
	ELEMENTARY GRADES I TO VIII, INCLUSIVE.			HIGH SCHOOL GRADES IX TO XII, INCLUSIVE.		
	Salaries of Super- visors and Super- vising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.	Salaries of Super- visors and Super- vising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.
Atlantic	\$75,835.56	\$34,302.51	\$558,042.22	\$3,126.16	\$73,267.50	\$100,158.87
Bergen	135,877.80	89,163.71	1,649,232.27	41,505.00	105,360.00	257,140.00
Burlington	30,784.47	11,520.00	404,847.55	4,795.00	19,747.00	55,900.00
Camden	131,424.55	14,499.94	1,071,018.42	4,900.00	55,925.18	123,235.24
Cape May	8,287.59	24,164.37	118,465.23	2,500.00	22,440.00	31,666.25
Cumberland	15,783.86	25,624.89	294,608.66	.....	33,318.62	71,480.40
Essex	433,284.55	289,064.28	4,263,868.45	83,447.28	739,614.51	722,514.52
Gloucester	18,775.00	14,320.00	287,462.54	7,725.00	13,250.00	47,675.00
Hudson	402,149.34	85,969.50	3,772,984.06	53,114.70	399,095.97	486,447.82
Hunterdon	11,730.00	17,120.00	150,192.63	5,700.00	9,483.25	36,441.86
Mercer	25,299.50	58,395.37	839,929.94	599.00	80,160.76	100,218.01
Middlesex	74,387.47	52,850.67	979,065.87	18,505.15	57,275.66	100,678.75
Monmouth	63,364.61	76,635.66	629,407.96	25,089.68	50,613.83	135,494.73
Morris	48,019.94	47,223.42	410,210.58	19,237.90	46,050.59	58,170.66
Ocean	13,770.00	21,240.14	120,910.34	6,300.00	10,899.35	22,092.33
Passaic	155,085.00	86,860.00	1,536,786.11	23,395.00	118,430.00	178,995.00
Somerset	6,450.00	13,918.27	187,760.73	7,100.00	12,750.00	36,050.00
Salem	17,100.00	21,200.00	279,603.65	4,500.00	39,807.21	58,995.27
Sussex	11,817.10	15,853.50	131,442.75	.....	8,500.00	24,300.00
Union	109,726.26	44,485.00	1,152,973.74	49,498.30	138,875.19	205,957.78
Warren	9,203.50	15,213.75	207,026.30	13,346.76	33,825.49	46,892.08
Total	\$1,808,156.10	\$1,059,644.98	\$19,045,839.80	\$379,215.93	\$2,074,690.02	\$2,950,414.57

COMMISSIONER OF EDUCATION.

TABLE 33.
REPORT OF GENERAL STATISTICS FOR ALL DISTRICTS—(Continued).

DISTRICTS.	INSTRUCTION.						OPERATION.	
	VOCATIONAL.						Wages of Janitors, Engineers, etc.	Fuel, Light, Water, Power, and Janitors' Supplies.
	Salaries of Super- visors and Super- vising Principals.	Salaries of Men Teachers.	Salaries of Women Teachers.	Expenses of Super- visors and Super- vising Principals.	Text Books.	Other Expenses of Instruction.		
Atlantic	\$4,300.00	\$13,900.00	\$11,595.00	\$636.95	\$1,261.92	\$52,896.00	\$89,482.77	\$73,558.43
Bergen				25,983.62	73,672.62	132,601.98	224,523.25	206,559.02
Burlington				705.17	21,209.21	32,105.81	44,910.27	43,616.11
Camden				2,274.51	62,805.87	92,724.78	158,164.10	100,570.69
Cape May				185.82	7,353.49	14,126.24	21,821.84	29,303.91
Cumberland				5,089.61	14,643.19	24,853.91	27,984.91	36,523.26
Essex	5,320.00	35,445.50	33,010.29	18,982.45	125,721.53	363,469.35	536,402.80	389,837.96
Gloucester				2,380.04	17,366.87	28,466.94	29,995.65	33,791.83
Hudson	15,630.07	54,613.85	64,603.94	18,801.36	104,131.55	201,198.34	516,640.34	377,132.90
Hunterdon		2,196.00	3,500.00	1,106.17	9,547.15	13,843.51	13,485.62	16,955.16
Mercer				2,684.02	34,054.73	52,903.90	107,081.50	78,529.27
Middlesex				10,945.67	30,189.53	37,677.54	110,976.91	97,378.32
Monmouth		2,400.00	6,650.00	2,551.52	33,344.93	55,639.83	86,263.00	80,266.00
Morris				3,340.70	28,851.63	44,670.15	61,541.31	55,968.26
Ocean				1,908.51	9,370.89	12,027.65	14,347.29	16,004.10
Passaic	2,010.00	22,800.00	5,000.00	1,186.22	40,068.76	82,584.37	181,167.64	129,510.09
Salem				725.99	12,519.71	17,644.83	21,436.43	22,711.12
Somerset				4,721.48	12,868.34	22,400.56	39,795.83	32,704.07
Sussex		3,600.00	3,500.00	1,968.56	8,226.59	19,654.85	11,082.94	16,190.75
Union	2,970.00	8,119.57		4,624.43	44,596.23	108,285.98	165,237.17	152,555.75
Warren				1,362.52	15,337.26	24,038.91	25,705.00	26,891.00
Total	\$30,230.07	\$143,074.92	\$127,868.23	\$111,565.32	\$737,142.00	\$1,453,805.86	\$2,472,046.57	\$2,001,757.10

TABLE 33.
REPORT OF GENERAL STATISTICS FOR ALL DISTRICTS—(Continued).

DISTRICTS.	MAINTENANCE.		AUXILIARY AGENCIES.			
	Repairs and Replacements to Buildings (Current (keep).	Insurance.	Libraries.	Salaries and Expenses of Medical Inspectors.	Transportation.	Other Agencies.
Atlantic	\$68,510.48	\$14,368.04	\$43,333	\$16,780.13	\$43,073.25	\$3,970.03
Bergen	163,370.05	33,214.85	5,108.26	33,998.23	48,260.42	3,005.16
Burlington	35,347.65	7,548.17	1,330.38	9,517.26	93,310.38	442.06
Camden	86,797.09	10,323.28	361.84	21,843.07	33,950.00	850.84
Cape May	14,410.24	3,461.81	344.27	4,772.88	23,454.43	407.11
Cumberland	24,994.37	3,343.80	1,305.66	7,618.20	40,237.75	30.40
Essex	280,901.73	27,070.25	13,173.74	118,414.02	30,160.71	61,852.03
Gloucester	35,524.39	6,810.53	649.21	6,817.20	67,334.02	647.39
Hudson	339,927.84	49,755.59	3,231.24	119,315.53	13,383.15	19,747.11
Hunterdon	7,937.86	2,984.04	392.74	2,932.45	46,502.11	13.58
Mercer	86,376.32	14,661.96	2,068.83	30,503.03	58,074.32	920.76
Middlesex	74,856.33	19,410.38	1,424.89	18,175.17	65,657.71	639.84
Monmouth	53,925.02	12,562.78	2,780.47	15,016.27	80,646.42	4,477.84
Morris	51,978.77	8,849.52	537.95	14,393.73	73,149.01	889.43
Ocean	11,871.66	1,730.76	925.20	2,687.32	59,877.78	487.63
Passaic	90,977.61	20,396.08	1,409.39	35,900.36	26,843.06	293.10
Salem	19,666.33	1,097.78	548.39	3,227.68	41,587.30	198.26
Somerset	36,125.96	3,484.15	372.93	6,784.37	33,456.10	1,164.34
Sussex	109,609.69	1,006.26	248.30	4,547.89	62,027.28	1,43.88
Union	109,889.59	22,122.18	1,110.38	36,230.02	17,197.54	3,772.67
Warren	16,800.01	2,544.92	638.45	4,410.37	44,533.53	22.50
Total	\$1,630,289.59	\$267,648.03	\$38,812.85	\$513,901.08	\$1,015,291.16	\$108,977.96

TABLE 33.

REPORT OF GENERAL STATISTICS FOR ALL DISTRICTS—(Continued).

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SCHOOL REPORT.

DISTRICTS.	MISCELLANEOUS.		TUITION.			
	Leasing of School Rooms.	Other Expenses.	Kindergarten.	Elementary Grades I to VIII.	High School Grades IX to XII.	Grand Totals.
Atlantic	\$475.00	\$8,583.38		\$2,365.00	\$15,755.25	\$1,386,861.78
Bergen	5,021.98	19,290.98		6,750.20	144,932.04	3,604,016.78
Burlington	440.67	6,868.45		11,458.39	49,690.63	914,303.07
Camden	7,059.40	10,479.08		11,456.08	52,609.20	2,126,838.11
Cape May	90.00	4,258.42		3,318.94	9,618.04	367,560.09
Cumberland	1,941.66	2,554.73		2,695.16	12,903.43	676,735.01
Essex	5,674.10	27,214.92		3,664.25	6,364.25	9,332,987.40
Gloucester	4,035.23	6,235.11		4,178.00	32,507.00	682,376.10
Hudson	2,690.00	22,239.01		509.00	37,065.41	7,545,245.07
Hunterdon		8,691.41		12,624.29	27,321.17	414,456.01
Mercer	3,311.68	8,053.98		4,962.50	37,000.00	1,756,897.66
Middlesex	771.67	15,711.46		26,525.48	48,648.69	1,050,619.25
Monmouth	2,601.00	8,494.27	\$53.38	11,235.75	56,924.59	1,566,353.41
Morris	2,525.50	5,721.53		14,286.75	49,229.00	1,117,247.09
Ocean	1,780.44	1,406.03		6,180.05	13,464.90	373,479.28
Passaic	3,525.00	27,274.57		785.00	33,995.25	2,997,153.16
Salem	1,133.00	1,434.58		7,376.62	23,058.52	455,154.39
Somerset	160.00	1,281.41		13,209.36	28,675.23	678,162.96
Sussex	150.00	2,118.25		3,719.44	19,795.46	376,568.04
Union	7,029.66	16,995.57		1,171.00	18,641.75	2,583,796.51
Warren		4,381.97		8,326.40	20,156.25	536,749.65
Total	\$50,415.99	\$208,477.11	\$53.38	\$156,588.66	\$738,156.18	\$11,453,604.82

TABLE 34.
 APPORTIONMENT OF RESERVE FUND FOR THE YEAR 1920-21.

COUNTIES.	Number of Teachers.	Enrollment.	Total Days' Attendance.	Amount Apportioned from \$300,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	Amount Allotted from Railroad Tax.	Amount Apportioned Ninety Per Cent. State School Tax.	Amount Apportioned Out of Ten Per Cent. Reserve Fund by State Board of Education.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Amount Per Teacher.
Atlantic	530	16,810	2,213,915	\$7,778.19	\$4,155.97	\$136,061.80	\$308,147.87	\$24,235.15	\$480,378.98	\$10,003.50		\$906.37
Bergen	1,400	45,664	6,765,911	23,770.79	6,599.97	216,076.27	489,361.77	65,834.54	801,613.34		\$11,461.01	572.60
Burlington	396	14,684	1,904,223	6,690.14	1,283.23	42,011.66	95,146.50	21,170.07	166,301.60		10,598.24	419.95
Camden	946	32,566	4,439,234	15,596.44	4,353.34	142,524.00	322,783.25	46,950.73	532,207.76		11,085.93	562.58
Cape May	179	4,858	584,147	2,052.29	1,271.70	41,634.00	94,291.17	7,003.83	146,252.99	3,472.97		817.05
Cumberland	369	12,631	1,802,702	6,333.46	1,004.42	32,883.71	74,473.85	18,210.40	132,905.84		9,935.53	360.17
Essex	3,728	119,041	18,798,677	66,045.71	23,107.81	756,526.04	1,713,352.99	171,623.60	2,730,656.15	18,748.96		732.47
Gloucester	285	10,249	1,290,924	4,535.43	1,256.48	41,135.72	93,162.69	14,776.08	154,866.40		4,424.67	543.38
Hudson	2,851	99,426	15,899,578	55,860.25	23,169.96	758,560.83	1,717,961.30	143,344.46	2,698,896.80	47,540.13		946.64
Hunterdon	195	6,417	833,753	2,929.24	750.90	24,583.85	55,676.61	9,251.45	93,192.05		3,065.16	477.90
Mercer	790	24,832	3,647,181	12,813.70	4,304.70	140,931.43	319,176.42	35,800.94	513,027.19		336.89	649.40
Middlesex	807	29,469	4,368,757	15,348.83	3,628.44	118,791.53	269,034.78	42,485.75	449,289.33		12,593.00	556.74
Monmouth	679	22,642	3,081,025	10,824.62	3,995.05	130,794.00	296,217.55	32,643.24	474,474.46	269.82		698.78
Morris	471	15,351	2,216,461	7,787.13	2,011.21	65,844.81	149,122.96	22,131.69	246,897.80		5,562.47	524.19
Ocean	170	4,869	621,022	2,181.85	792.34	25,940.48	58,749.08	7,019.68	94,683.43		492.01	556.96
Passaic	1,329	46,259	7,316,906	25,706.61	7,152.59	233,841.23	529,595.23	66,692.56	862,978.22		7,848.65	649.34
Salem	227	8,427	1,050,023	3,689.06	1,252.08	40,991.97	92,837.15	12,149.26	150,919.52		1,834.62	664.84
Somerset	279	9,545	1,335,437	4,691.81	1,311.80	42,930.68	97,227.87	13,761.62	159,923.28		2,958.52	573.20
Sussex	173	5,505	721,140	2,533.59	825.15	27,014.56	61,181.69	7,936.62	90,491.52		1,138.66	575.09
Union	1,070	33,856	5,280,669	18,532.66	6,721.98	220,070.87	498,408.56	48,800.69	792,763.74	6,569.04		740.71
Warren	243	8,333	1,217,711	4,278.20	1,061.38	34,748.42	78,696.96	12,013.77	130,798.73		3,269.66	538.26
Total	17,117	571,434	85,389,396	\$300,000.00	\$100,000.00	*\$3,273,897.84	\$7,414,606.16	\$823,845.13	\$11,912,349.13	\$86,604.42	\$86,604.42	.....

* Subject, prior to distribution, to any further deductions required.

TABLE 35.
 APPORTIONMENT OF SCHOOL MONEYS FOR THE SCHOOL YEAR BEGINNING
 JULY 1, 1920.

Amount of State School Tax	\$8,238,451.29
Amount of State Appropriation	100,000.00
Amount of State School Fund Appropriation	300,000.00
Amount of Railroad Tax	\$3,273,897.84

COUNTIES	Enrollment, 1918-19.	Total Days' Attendance.	Amount Apportioned from \$300,000.00 State School Fund Appropriation.	Amount Apportioned from \$100,000.00 State Fund Appropriation.	Amount Allotted from Railroad Tax.	Amount Apportioned, Ninety Per Cent. State School Tax.	Amount Apportioned Out of Ten Per Cent. Reserve Fund by State Board of Education.	Total Amount Apportioned by State.
Atlantic	16,810	2,213,915	\$7,778.19	\$4,155.97	\$136,061.80	\$308,147.87	\$24,235.15	\$480,378.98
Bergen	45,664	6,765,911	23,770.79	6,599.97	216,076.27	489,361.77	65,834.54	801,643.34
Burlington	14,684	1,904,223	6,690.14	1,283.23	42,011.66	95,146.50	21,170.07	166,301.60
Camden	32,566	4,439,234	15,596.44	4,353.34	142,524.00	322,783.25	46,950.73	532,207.76
Cape May	4,858	584,147	2,052.29	1,271.70	41,634.00	94,291.17	7,603.83	146,252.99
Cumberland	12,631	1,802,702	6,333.46	1,004.42	32,883.71	74,473.85	18,210.40	132,905.84
Essex	119,041	18,798,677	66,045.71	23,107.81	756,526.04	1,713,252.99	171,623.60	2,730,656.15
Gloucester	10,249	1,290,924	4,535.43	1,256.48	41,135.72	93,162.69	14,776.08	154,866.40
Hudson	99,426	15,899,578	55,860.25	23,169.96	758,560.83	1,717,961.30	143,344.46	2,698,896.80
Hunterdon	6,417	833,753	2,929.24	750.90	24,582.85	55,676.61	9,251.45	93,192.05
Mercer	24,832	3,647,181	12,813.70	4,304.70	140,931.43	319,176.42	35,800.94	513,027.19
Middlesex	29,469	4,368,757	15,348.83	3,628.44	118,791.53	269,034.78	42,485.75	449,289.33
Monmouth	22,642	3,081,025	10,824.62	3,995.05	130,794.00	296,217.55	32,643.24	474,474.46
Morris	15,351	2,216,461	7,787.13	2,011.21	65,844.81	149,122.96	22,131.69	246,897.80
Ocean	4,869	621,022	2,181.85	792.34	25,940.48	58,749.08	7,019.68	94,683.43
Passaic	46,259	7,316,906	25,706.61	7,142.59	233,841.25	529,595.23	66,692.56	862,978.22
Salem	8,427	1,050,023	3,689.06	1,252.08	40,991.97	92,837.15	12,149.26	159,919.52
Somerset	9,545	1,355,437	4,691.81	1,311.30	42,930.68	97,227.87	13,761.62	159,923.28
Sussex	5,505	721,140	2,533.59	825.15	27,014.56	61,181.00	7,936.62	99,491.52
Union	33,856	5,280,669	18,552.66	6,721.98	220,070.85	498,408.56	48,809.69	792,563.74
Warren	8,333	1,217,711	4,278.20	1,061.38	34,748.42	78,696.96	12,013.77	130,798.73
Total	571,434	85,389,396	\$300,000.00	\$100,000.00	*\$3,273,897.84	\$7,414,606.16	\$823,845.13	\$11,912,349.13

* Subject, prior to distribution, to any further deductions required.

SECTION B

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1921

COUNTIES	Total Enrolment	Total Attendance	Loss	Gain
Atlantic	19,024	2,634,571	.....	270,389
Bergen	50,003	7,679,309	.....	582,093
Burlington	16,204	2,233,937	.....	244,646
Camden	35,604	5,141,242	.....	535,161
Cape May	5,091	652,280	.....	45,678
Cumberland	13,474	1,977,368	.....	156,462
Essex	125,446	20,340,588	.....	1,195,302
Gloucester	11,366	1,532,556	.....	167,818
Hudson	103,309	17,124,363	.....	878,951
Hunterdon	6,771	915,486	.....	74,358
Mercer	26,870	4,073,231	.....	279,837
Middlesex	31,576	4,833,026	.....	335,590
Monmouth	25,074	3,508,313	.....	299,692
Morris	16,610	2,461,027	.....	215,601
Ocean	5,446	721,760	.....	72,860
Passaic	48,851	7,884,132	.....	460,234
Salem	8,500	1,115,656	.....	58,606
Somerset	10,004	1,422,882	.....	67,183
Sussex	5,702	797,738	.....	53,130
Union	38,190	6,088,665	.....	506,190
Warren	9,144	1,335,668	.....	71,541
Total	612,277	94,473,798	.....	6,571,412

ATLANTIC COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Absecon	229	29,918½	.....	5,486½
Atlantic City	10,240	1,449,479	.....	128,980
*Brigantine .....	.....	.....	.....	.....
Buena Vista	1,225	180,708	.....	13,401

* No attendance.

ATLANTIC COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Egg Harbor City	637	92,035½		13,044
Egg Harbor Township.....	402	46,218		6,251½
*E. Atlantic City				
Folsom	53	6,685½	479½	
Galloway	359	43,895		750½
Hamilton	577	81,050½		12,509½
Hammonton	1,960	270,994½		36,764
Linwood	129	17,060½		2,193½
*Longport				
Margate City	65	7,362		893½
Mullica Township	211	24,858		1,768
Northfield	197	23,519		3,796
Pleasantville	1,720	237,349½		25,657
Port Republic	70	8,589½		859½
Somers Point	158	20,221½		1,398½
Ventnor	576	68,578		12,004½
Weymouth	216	26,048½		5,111
Total	19,024	2,634,571	479½	270,868½

BERGEN COUNTY

Allendale	184	27,963		1,008½
Alpine	54	8,419		1,394
Bergenfield	926	145,198½		17,561
Bogota	857	126,564		11,659½
Carlstadt	849	139,046	474½	
Cliffside Park	1,660	250,516½		16,127½
Closter	468	60,804		1,991
Cresskill	206	28,889		2,216
Delford	226	33,427½		807½
Demarest	129	19,972		3,844
Dumont	789	120,984½		13,293
East Paterson	547	84,453		11,381
East Rutherford	1,382	228,814		26,993
Edgewater	694	102,930½		2,231
Emerson	196	31,794		2,997½
Englewood City	2,642	412,542		38,847½
Englewood Cliffs	76	10,906		1,814
Fairview	1,422	223,480		9,508
Fort Lee	1,150	168,352		8,563
Franklin	263	37,491	674½	
Garfield	5,228	855,052½		84,855
Glen Rock	411	64,820½		6,259½
Harrington Park	120	18,714½		1,624
*Harrington Township				
Hasbrouck Heights	751	115,845½		4,093
Haworth	122	17,376½	870	

* No attendance.

BERGEN COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Hillsdale	407	57,970	.....	4,520
Hohokus Borough	134	17,055½	227	.....
Hohokus Township	419	59,851½	.....	9,326½
Leonia	943	138,238	.....	13,732½
Little Ferry	655	106,409	1,000	.....
Lodi Borough	2,265	362,421	.....	16,425
Lodi Township	231	31,223	.....	4,619
Lyndhurst	2,580	400,369	.....	39,561½
Maywood	306	45,705½	.....	969½
Midland Park	545	83,345½	.....	7,490
Midland Township	363	48,436½	.....	3,568
Montvale	134	18,788½	.....	432½
Moonachie	317	41,442	.....	5,619½
New Barbadoes	4,399	695,423	.....	62,077½
North Arlington	439	62,853	.....	14,014
Northvale	213	31,121	.....	7,341
Norwood	221	31,132	.....	1,078½
Oakland	112	15,643½	935½	.....
Old Tappan	86	10,197½	.....	462
*Orvil Township .....	.....	.....	.....	.....
Overpeck Township	1,837	287,780½	.....	13,980½
Palisades Park	731	104,826	.....	5,853½
Palisades Township	383	59,283½	.....	3,174½
Park Ridge	536	78,960½	.....	5,811½
Ramsey	566	86,430½	.....	4,786½
Ridgefield	336	47,329½	.....	2,017
Ridgewood	2,172	337,028	.....	29,208½
Riverside	222	32,468	.....	4,430
Rivervale Township	83	10,763½	.....	380½
Rutherford	1,936	290,842	.....	13,946½
Saddle River Borough	73	9,824½	2,142	.....
Saddle River Township	505	74,875	.....	9,990½
Teaneck	1,035	151,573½	.....	19,522½
Tenafly	568	83,975½	.....	9,338
*Teterboro .....	.....	.....	.....	.....
*Union Township .....	.....	.....	.....	.....
Upper Saddle River	64	6,125½	.....	227
Waldwick	245	37,125	2,590	.....
Wallington	1,334	201,712½	.....	4,651
Washington	33	3,200	632½	.....
Westwood	601	92,540	.....	92
Woodcliff Lake	117	15,187½	.....	1,259
Wood Ridge	505	75,477	.....	2,664½
Total	50,003	7,679,309	9,546	591,639

* No attendance.

BURLINGTON COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Bass River	142	17,357		2,066½
Beverly City	486	70,592½		10,672½
Beverly Township	483	67,465½		7,278½
Bordentown City	799	115,735½		20,373½
*Bordentown Township				
Burlington City	1,870	273,618½		18,116½
Burlington Township	326	42,129		4,591
Chester	1,765	259,345		33,355
Chesterfield	260	30,911		4,276
Cinnaminson	331	43,241		4,142
Delran	352	45,404		6,623½
Easthampton	84	8,977½		419½
Evesham	314	41,588½		4,910½
Fieldsboro	124	16,934		434½
Florence	1,601	212,046		26,370
Lumberton	337	44,021		10,972
Mansfield	303	37,723		4,613½
Medford	353	49,828½		7,086½
Mount Laurel	422	53,493		5,818
New Hanover	219	25,400		6,803½
Northampton	1,412	198,873		7,378½
North Hanover	88	9,473½		1,577
Palmyra	1,073	162,112		19,397½
Pemberton Borough	389	52,316½		4,341
Pemberton Township	183	20,361½	657½	
Riverside	1,026	147,575		10,890½
Riverton Borough	355	54,822½		4,744
Shamong	90	8,855		1,704½
Southampton	279	34,332		1,458
Springfield	244	30,803		6,648½
Tabernacle	80	8,901		2,795
Washington	126	14,768½		2,281
*Westhampton				
Willingboro	152	19,618		1,549½
Woodland	127	15,315		1,615½
Total	16,204	2,233,937	657½	245,303½

CAMDEN COUNTY

Audubon Borough	857	130,483		11,015
Barrington	297	40,301½		2,620
Berlin Township	572	73,613½		9,983
Camden City	19,995	2,990,014½		321,244½
Centre Township	1,117	129,317		31,908
Chesilhurst	50	5,668	168	
Clementon	849	110,729		20,429½
Collingswood	2,025	311,162½		9,643½

* No attendance.

CAMDEN COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Delaware	465	51,278½		7,764
Gloucester City	1,754	252,243		27,816½
Gloucester Township	618	75,627		8,171½
Haddon Township	444	63,240		7,400
Haddonfield	1,284	194,374½		14,981½
Haddon Heights	749	115,989½		7,465½
Laurel Springs	166	23,484½		3,629
Magnolia	333	42,780		4,522
Merchantville	475	74,008½		6,687
Oaklyn	218	32,042		4,382½
Pensauken	1,416	190,386½		11,710½
Voorhees	204	39,615		2,785
Waterford	451	51,354		3,154
Winslow	904	104,284½		14,372
Woodlyne	271	39,245½		3,644½
Total	35,604	5,141,242	168	535,320

CAPE MAY COUNTY

Avalon	43	4,236		868½
Cape May City	581	77,276	765½	
Cape May Point	26	3,412½	490½	
Dennis	358	44,366½		2,705½
Lower Township	150	16,708		316½
Middle Township	688	93,912½		8,137½
North Wildwood	273	36,782½		8,894
Ocean City	772	93,929		816
Sea Isle City	180	22,998		2,266
Stone Harbor	46	4,955		456
*South Cape May				
Upper Township	280	35,988½		4,015½
West Cape May	199	25,910½	632	
Wildwood City	994	125,275½		15,266
*Wildwood Crest				
Woodbine	492	67,429½		3,884½
Total	5,091	652,280	1,888	47,566

CUMBERLAND COUNTY

Bridgeton	3,047	463,863		24,421
Commercial	486	66,860½		2,230½
Deerfield	1,001	109,411½		17,434
Downe	298	38,414½		3,663½
Fairfield	312	38,280½		1,095

* No attendance.

CUMBERLAND COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Greenwich	230	30,548½		2,589
Hopewell	498	68,114		4,728
Landis	3,740	593,033		64,776½
Lawrence	330	40,788	2,298	
Maurice River	366	46,575½		1,154
Millville	3,031	466,924½		38,955½
Stow Creek	135	14,554½	3,097	
Total	13,474	1,977,368	5,395	161,857

ESSEX COUNTY

Belleville	3,695	616,288½		54,695½
Bloomfield	4,301	662,028½		38,771½
Caldwell	1,109	166,888		15,504
Caldwell Twp.	176	23,242½		2,789
Cedar Grove	274	40,661		4,246½
East Orange	8,901	1,399,313½		60,008
Essex Fells	134	17,588½		3,596½
Glen Ridge	992	143,389		6,049½
Irvington	4,802	759,651½		24,863½
Livingston	219	32,721½		664½
Millburn	910	130,330		2,912½
Montclair	5,760	919,406½		68,602
Newark	78,790	13,030,672½		763,291½
North Caldwell	64	7,138	970½	
Nutley	2,718	425,002½		49,101
Orange	6,059	968,328		31,993½
Roseland	189	26,574½		4,536½
South Orange	2,588	394,120½		19,247
Verona	601	86,950½		6,194½
West Orange	3,155	490,892½		38,215½
Total	125,446	20,340,588	970½	1,196,272½

GLOUCESTER COUNTY

Clayton	463	67,498		5,541
Deptford	385	45,846½		8,011½
East Greenwich	266	33,022½	615	
Elk	135	13,230		1,079½
Franklin	887	108,446		23,320½
Glassboro	1,161	169,767½		27,203½
Greenwich	401	52,567½		2,525½
Harrison	355	47,872½		3,222½
Logan	314	36,100½		1,308

GLoucester County—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Mantua	464	60,470½		8,169½
Monroe	792	101,004½		7,458½
National Park	251	32,707½		6,439½
Paulsboro	1,094	155,412		17,678
Pitman	621	88,590		6,057½
South Harrison	121	13,767		2,508½
Swedesboro	658	87,170		7,396½
Washington	315	33,425½		3,600½
Wenonah	191	28,652	133½	
West Deptford	364	45,019		13,031½
Westville	479	68,113		6,430½
Woodbury	1,547	230,819		19,106½
Woodbury Heights	102	13,055	1,612½	
Total	11,366	1,532,556	2,361	170,179

HUDSON COUNTY

Bayonne	13,962	2,378,184½		74,066
East Newark	449	75,535		13,055½
Guttenberg	1,362	222,751		10,201½
Harrison	2,057	323,302		7,640½
Hoboken	11,113	1,790,849½		125,350½
Jersey City	44,192	7,461,366		352,181½
Kearny	4,933	788,268		50,475
North Bergen	5,091	816,944		75,876
Secaucus	830	134,223		8,225
Town of Union	4,364	697,599		39,838½
Weehawken	1,946	298,700		8,015½
West Hoboken	6,867	1,139,091½		40,752½
West New York	6,143	997,549½		73,273
Total	103,309	17,124,363		878,951

HUNTERDON COUNTY

Alexandria	107	13,925½		779½
Bethlehem	68	7,218		3,657
Bloomsbury	185	24,900½	547	
Califon	96	9,411	3,080	
Clinton, Town of	212	33,123		2,715
Clinton Twp.	324	40,897½		2,619
Delaware	273	35,545		478
East Amwell	172	21,501½		2,358½
Flemington	802	128,128		15,070
Franklin	192	21,941½		5,615

HUNTERDON COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Frenchtown Boro.	215	29,544½	267	.....
Glen Gardner	112	14,833	.....	790
Hampton	293	43,375	1,497½	.....
High Bridge Boro	490	75,650½	505	.....
Holland	208	24,874½	.....	1,740
Kingwood	234	23,301	.....	7,459
Lambertville City	951	146,911½	.....	18,889½
Lebanon	213	27,256	3,760	.....
Milford	163	23,885	.....	3,729
Raritan	364	43,006½	.....	7,638½
Readington	526	62,349	.....	7,680½
Stockton Boro.	121	15,789½	.....	1,280
Tewksbury	174	20,132½	.....	1,444½
Union	208	21,345	1,245	.....
*Union Graded .....	.....	.....	.....	.....
West Amwell	68	6,641	.....	1,316½
Total	6,771	915,486	10,901½	85,259½

MERCER COUNTY

East Windsor	759	112,888	.....	2,899½
Ewing	628	84,954	.....	9,562
Hamilton	3,291	479,755	.....	66,875½
Hopewell	1,290	184,982	.....	16,470
Lawrence	857	114,899	.....	7,908½
Princeton	991	147,454½	.....	15,688½
Princeton Township	223	30,243	.....	4,134
Trenton	18,280	2,846,436½	.....	148,000
Washington	236	29,707½	.....	4,821½
West Windsor	315	41,911½	.....	3,477½
Total	26,870	4,073,231	.....	279,837

MIDDLESEX COUNTY

Cranbury	240	33,415	.....	4,207
Dunellen	774	118,787	.....	14,951½
East Brunswick	550	75,622½	.....	5,579
Helmetta	176	28,837	.....	2,707½
Highland Park	1,002	147,056	.....	20,825½
Jamesburg	721	107,346½	.....	6,049
Madison	348	44,203	112	.....
Metuchen	838	125,186½	.....	12,733½
Middlesex	514	76,327	.....	3,318½
Milltown	602	92,115	.....	7,029½

*No attendance.

MIDDLESEX COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Monroe	328	42,469½		4,793½
New Brunswick	5,755	886,522		50,827½
North Brunswick	212	31,495		11,788
Perth Amboy	7,954	1,288,818	3,521½	
Plainsboro	138	19,169		1,611½
Piscataway	1,248	170,766		32,984½
Raritan	1,226	168,033½		22,271
Roosevelt	2,127	336,590		32,535
Sayreville	563	91,355½		17,083
South Amboy	825	131,992½		14,453½
South Brunswick	606	82,478		3,803½
South River	1,391	221,033		26,250
Spotswood	177	21,503	1,754	
Woodbridge	3,261	491,835½		45,175½
Total	31,576	4,833,026	5,387½	340,977½

MONMOUTH COUNTY

*Allenhurst				
Asbury Park	3,339	452,648		42,353½
Atlantic	181	23,545		544
Atlantic Highlands	466	66,957½		2,065
Avon	199	23,617½		5,182½
Belmar	508	63,451		6,601
Bradley Beach	550	71,127½		11,771½
Brielle	87	11,303½		2,329
*Deal				
Eatontown	318	44,829½	4,258	
Fair Haven	247	35,123½		3,749½
Farmingdale	134	20,418½		1,906
Freehold Town	1,304	201,534½		32,784
Freehold Township	282	30,186	5,780½	
Highlands	376	48,495½		2,968
Holmdel	259	31,630½		1,668
Howell	530	66,578½		8,880
Keyport	921	138,427½		2,539
Keansburg	382	41,463		7,206
Long Branch	3,417	516,770		23,228
Manalapan	409	56,512	282	
Manasquan	591	85,852		5,890½
Marlboro	353	45,013		1,422½
Matawan	861	127,814½		19,961½
Middletown	1,410	197,558½		23,343½
Millstone	325	37,894½		6,776½
Monmouth Beach	83	11,923		738½
Neptune City	146	17,705		368½
Neptune Township	1,872	255,288		29,949
Ocean Twp.	257	32,336		376½
Ocean Port	91	11,777		11,777

MONMOUTH COUNTY—Continued

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Raritan	435	56,554½		9,486
Red Bank	2,088	323,710		26,498
Rumson	411	56,460		262½
Sea Bright	154	22,750	2,604½	
*Sea Girt				
Shrewsbury	366	51,076		673½
Spring Lake	216	30,648½		1,397
Upper Freehold	518	70,902		6,528½
Wall	784	102,996½		10,074
West Long Branch	204	25,435		1,288½
Total	25,074	3,508,313	12,925	312,617

MORRIS COUNTY

Boonton Town	1,089	163,723		18,492½
Boonton Township	74	10,781		309
Butler	643	103,368		7,696½
Chatham Borough	535	81,965½		4,854
Chatham Township	175	25,532½		3,777
Chester	207	27,302½		1,034
Denville	212	29,045½		3,846
Dover Town	2,223	355,531½		26,388½
Florham Park Borough	77	11,750		2,381
Hanover Township	1,170	155,538½		25,035
Jefferson	253	33,713	1,424	
Madison	964	150,471		2,547½
Mendham Borough	231	31,586½	843	
Mendham Township	115	15,210		650½
Montville	435	56,938		6,855½
Morris	484	65,715		3,914½
Morristown	2,082	326,535½		22,783½
Mt. Arlington Borough	60	7,769½	208½	
Mt. Olive	180	25,932½		1,503½
Netcong	578	92,692½		10,416
Passaic	468	63,602		8,419½
Pequanock	468	63,779		10,232½
Randolph	530	75,608		10,907½
Rockaway Borough	762	115,455½		10,764
Rockaway Township	719	104,494		2,597
Roxbury	923	129,385½		17,944½
Washington	364	46,855		2,788½
Wharton	598	90,746½		11,068½
Total	16,619	2,461,027	2,475½	218,166½

*No attendance.

COMMISSIONER OF EDUCATION.

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OCEAN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Barnegat City	17	1,273½	57	
Bay Head	67	9,041		1,498
Beach Haven	110	12,432		1,073
*Beachwood				
Berkeley	72	9,427½	599	
Brick	217	26,755	23,724	
Dover	714	103,512		13,817½
Eagleswood	63	7,695½		909½
*Harvey Cedars				
Island Heights	63	6,833½		940
Jackson	281	32,534½		2,312
Lacey	82	11,506	289½	
Lakewood	1,602	208,824		17,869½
Lavalette	34	3,995½	676½	
Little Egg Harbor	91	10,192	1,854	
Long Beach			717	
Manchester	231	30,317½		4,492½
*Mantoloking				
Ocean	52	6,466		1,056
Ocean Gate	28	2,043		2,043
Plumstead	266	33,676		4,351
Point Pleasant	245	33,718	18,985	
Point Pleasant Beach	245	55,858½		55,858½
Seaside Heights	34	4,317	273	
Seaside Park	44	5,870		109½
Stafford	167	22,576		1,072½
*Surf City				
Tuckerton	337	52,184		8,348½
Union	208	30,712		4,284
Total	5,446	721,760	47,175	120,035

PASSAIC COUNTY

Bloomington	464	65,638		2,179
Clifton City	5,969	933,322½		58,274½
Haledon	606	93,223½		3,924½
Hawthorne	1,002	149,447½		14,349
Little Falls	742	119,306½		10,118½
North Haledon	188	27,927½		1,022
Passaic	12,031	1,899,133		18,336
Paterson	23,802	3,997,654½		279,141½
*Pompton				
Pompton Lakes	504	72,824½		13,921
Prospect Park	650	104,814		4,564
Ringwood	229	35,410½		463½
Totowa	354	57,113½		5,449½
Wanaque	905	134,046½		17,137½
Wayne	608	83,479½		18,478
West Paterson	300	61,411		8,305½
West Milford	407	49,379½		4,570
Total	48,851	7,884,132		460,234

SCHOOL REPORT.

SALEM COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Alloway	367	45,347		2,408½
Elmer	259	38,449½		4,146
Elsinboro	95	8,702	128	
Lower Alloways Creek	209	26,725		11½
Lower Penn's Neck	442	50,613½		1,917
Mannington	333	32,443½		2,153½
Oldmans	311	38,849½		1,072½
Penn's Grove	1,321	169,157		6,910
Pilesgrove	759	112,394½		6,895½
Pittsgrove	455	52,816½		7,138½
Quinton	188	22,294½		1,306½
Salem	1,784	280,517		20,907
Upper Penn's Neck	1,552	191,189½	1,434	
Upper Pittsgrove	425	46,157		5,301½
Total	8,500	1,115,656	1,562	60,168

SOMERSET COUNTY

Bedminster	264	33,684		1,770
Bernards	993	144,382		7,517
Bound Brook	1,289	206,110½	48,676	
Branchburg	227	29,536½		6,194½
Bridgewater	994	141,261½	8,070½	
East Millstone	90	11,283		248
Franklin	359	44,074		8,978
Hillsborough	1,276	172,846		43,386½
Millstone	41	5,282		1,000
Montgomery	214	24,439		1,556½
North Plainfield Boro	1,571	230,083		29,070
North Plainfield Twp.	189	23,307½		487
Peapack-Gladstone	285	42,158½		3,137
Rocky Hill	109	13,214		2,326½
Somerville	1,493	218,516½		9,966
South Bound Brook	366	51,668		5,997
Warren	244	30,736		2,295½
Total	10,004	1,422,882	56,746½	123,929½

SUSSEX COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Andover Borough	130	18,998		2,904
Andover Township	58	6,759		297½
Branchville	133	19,134½		629½
Byram	47	4,642½	90½	
Frankford	152	17,453½		1,409½
Franklin	961	139,956		18,236½
Fredon	33	4,677		525½
Green	89	12,604		4,035
Hamburg Boro.	430	64,000		64,000
Hampton	100	11,916½	344½	
Hardyston	100	14,614	59,913½	
Hopatcong	42	4,841½		532
Lafayette	119	15,510½		1,095½
Montague	86	10,269	345½	
Newton	1,135	175,355		2,707½
Ogdensburg	277	37,682		3,421½
Sandyston	164	20,443		2,646½
Sparta	197	25,549½		3,596½
Stanhope	267	39,580½		2,263½
Stillwater	131	16,436	212½	
Sussex	451	66,171		9,903
Vernon	307	36,316		451½
Wallpack	67	6,648		317½
Wantage	226	28,181	4,936	
Total	5,702	797,738	65,842½	118,972½

UNION COUNTY

Clark	201	30,929½		1,829½
Cranford	1,452	222,877		19,798½
Elizabeth	13,970	2,367,644½		172,009
Garwood	498	80,065		6,708
Hillside	1,257	184,349½		14,771
Kenilworth	439	65,065½		13,349
Linden	2,680	423,957		62,200½
Mountainside	94	13,875½		1,795
New Providence Borough	310	43,726	1,622½	
New Providence Township	328	40,307		2,825½
Plainfield	5,758	898,263		87,843
Rahway	2,140	348,151½		26,291
Roselle	1,596	230,663½		25,783½
Roselle Park	1,328	210,720½		13,860
Scotch Plains	730	110,778½		15,355
Springfield	381	54,532		911
Summit	1,914	281,306½		13,501½
Union	1,026	156,708		6,216½
Westfield	2,097	324,745		21,865
Total	38,199	6,088,665	1,622½	507,812½

WARREN COUNTY

DISTRICT	Total Enrolment	Total Attendance	Loss	Gain
Allamuchy	146	12,383		31
Alpha	624	82,854		3,527
Belvidere	414	64,107½		3,26½
Blairstown	254	37,598	40	
Franklin	306	38,978½		6,447½
Frelinghuysen	138	17,479½		1,362½
Greenwich	170	21,927½	1,854½	
Hackettstown	804	123,663½		5,998
Hardwick	58	6,503		1,115
Harmony	336	44,794		2,728
Hope	174	17,493½		784
Independence	225	23,920½		4,250
Knowlton	192	25,545	1,092	
Lopatcong	245	33,409		8,689
Mansfield	192	28,300		4,712
Oxford	497	71,637½		6,326
Pahaquarry	21	1,596	838	
Phillipsburg	2,944	475,591		14,339
Pohatcong	286	42,008		1,237
Washington Borough	755	118,973		6,047
Washington Township	150	19,897		2,866½
White	213	27,009		4,579½
Total	9,144	1,335,668	3,824½	75,365½

PART IV.

REPORTS OF ASSISTANT COMMISSIONERS AND
PHYSICAL TRAINING DIRECTOR

For year ending June 30, 1921



REPORT ON
ELEMENTARY EDUCATION

PREPARED BY

*ROY L. SHAFFER,

Assistant Commissioner in Charge of Elementary Education

A great part of the supervision of the assistant commissioner in charge of elementary education has to do with the schools of the rural communities. This fact causes me to introduce my report with the thoughts that follow. Life to-day is more complex, more intricate, more difficult, than that of the past. This is as true of the people who live in the rural districts and villages as of the people who live in the urban districts and cities. People everywhere are demanding good common schools. What the people of the rural districts most desire, and what they have a right to expect, is a thoroughly good common school. From this objective the elementary education of the rural community cannot be diverted. The people need to be told the truth about their schools.

The rural schools are not in some ways as efficient as the city schools. One remedy lies in the adoption of a more general tax for rural school support. Another remedy lies in the improvement of the teaching force. We are told that the teaching life of the rural teacher is four years, and that many of them are not adequately trained for their work. If this is true, then we need to develop a better system of training for rural teachers, and the adoption of a system that will prolong their teaching lives. Still another remedy lies in a betterment of the surroundings, better school buildings and better grounds.

The most representative thing about our State is its public schools. If we expect to have better schools we must tell the people about the shortcomings of the school system, as well as the good things. One cannot recall any gain in education that did not emanate from the people. Public opinion is a prerequisite of every educational advance. Hence, to make further advancement, forces must be organized to arouse public opinion.

The supervision of the schools has been made more effective through the agencies of visitation, conferences, teachers' meetings, examinations and reports.

Teachers' institutes have been held in a large majority of the twenty-one counties. In the less thickly populated counties all teachers were included. In Hudson and Essex Counties the large cities were not included because there was no auditorium large enough to accommodate all the teachers. In

* Edgar S. Pitkin, who was assistant commissioner in charge of elementary education, died April 21, 1921. Therefore this report was prepared by Roy L. Shaffer, who was appointed August 1, 1921, as Mr. Pitkin's successor in office.

arranging the programs the institute was divided into a general session, in which an inspirational address was given, and into sectional meetings, in which the technique of teaching was presented and discussed. These sections were generally grouped as meetings of high school teachers, meetings of grammar school teachers and meetings of primary school teachers. In a few of the counties rural school teachers were grouped for instruction.

MUSIC MONOGRAPH

During the present school year a monograph on the teaching of music was prepared for the elementary schools. This monograph was chiefly the work of Miss Mabel E. Bray, of the Trenton State Normal School. Miss Bray was assisted by Miss Catherine M. Zisgen, Supervisor of Music, Trenton public schools. Others who helped in the writing of this course of study are:

Miss Louise Westwood, Supervisor of Music, Newark.

Miss Bertha B. Clement, Supervisor of Music, East Orange.

Miss Elizabeth Van Fleet Vosseller, Supervisor of Music, Flemington.

Mr. Thomas Wilson, Supervising Principal, Elizabeth.

The monograph contains, among other things, general discussions of results of music study in schools, general aims of music teaching, and supervision of music; a course of study by grades and in music work for the high school; suggestions for community music; and lists of books, phonograph records, etc., that may be used in the schools.

It is hoped that this publication will increase interest in music in the schools of the State. Music is an essential of education. It is an inspiration to pupils and teachers alike. School should open daily with exercises in which music has a prominent part.

MANUAL FOR KINDERGARTEN TEACHERS

Because of the growing importance of the kindergarten in the educational system of the State, a monograph for the use of kindergarten teachers has been prepared. Miss Bertha M. Barwis, supervisor of kindergarten and primary grades, Trenton, prepared this manual. Miss Barwis has had the assistance of a number of normal school instructors and several other educators of the State, including Assistant Commissioner Pitkin. Miss Patty S. Hill, Assistant Professor of Education, Teachers College, who is one of the best-known kindergarten training teachers in the United States, has read this manual and approved it.

The aim of the monograph is to suggest a tentative plan of unifying activities and methods of the primary grades with those of the kindergarten, "so that the kindergarten may come to be considered the first grade of a school—the first step in one common educative process."

CONFERENCES

Two conferences of helping teachers and county superintendents were held at the State Normal School, Trenton, under dates of November 22 and 23, 1920, and April 28 and 29, 1921.

All the county superintendents and helping teachers of the State attend these conferences. Most of the subjects given are presented by county

superintendents and helping teachers. Following these presentations there is a discussion of the subject by designated persons or a general discussion in which any county superintendent or helping teacher may take part. In this way a great many ideas are given on a certain topic, in a concise and interesting manner.

There were also three supervisory conferences held during the year. For the purpose of making these conferences as efficacious as possible, the State was divided into three sections of seven counties each. A list of the meetings, showing the method of grouping the different counties, follows:

Southern Division, Atlantic City, December 9 and 19, 1920. Counties represented: Atlantic, Cape May, Camden, Cumberland, Burlington, Gloucester and Salem.

Northern Division, Newark, January 13 and 14, 1921. Counties represented: Warren, Bergen, Essex, Morris, Sussex, Passaic and Hudson.

Middle Division, New Brunswick, January 20 and 21, 1921. Counties represented: Mercer, Hunterdon, Somerset, Union, Middlesex, Monmouth and Ocean.

Each of these conferences was attended by the county superintendents, city superintendents, supervising principals and helping teachers.

EFFICIENCY TESTS

The eighth grade efficiency tests were compiled by the assistant commissioner in charge of elementary education with the help of a committee composed of the following county superintendents: Mr. J. J. Unger, Cumberland County; Mr. Oliver J. Morelock, Essex County; Mr. Charles A. Morris, Ocean County; Mr. Robert G. Sanford, Warren County. The aid of these men was invaluable.

Examinations were given as required by law in arithmetic, English, history, geography, spelling and penmanship. Because text-books vary in content and in the emphasis placed on portions of the content, it was thought wise to ask fifteen questions, and require the answers to ten of them, thus giving considerable choice to the pupil in each subject. The examinations were given in January and May. A summary of the ratings for the State follows.

SUMMARY OF STATE EXAMINATION FOR PUPILS IN THE HIGHEST ELEMENTARY GRADE, JANUARY, 1921

<i>State</i>	<i>Arithmetic</i>	<i>Writing</i>	<i>Spelling</i>	<i>English</i>	<i>U. S. History</i>	<i>Geography</i>
Total number of pupils taking examinations.	7,409	6,875	8,435	7,290	8,775	9,178
Percentage of pupils receiving 90 points or more . . . . .	.208	.215	.325	.082	.153	.111
Percentage of pupils receiving 69 or less . . . . .	.258	.079	.051	.239	.271	.290

SUMMARY OF STATE EXAMINATION FOR PUPILS IN THE HIGHEST ELEMENTARY
GRADE, MAY, 1921

<i>State</i>	<i>Arithmetic</i>	<i>Writing</i>	<i>Spelling</i>	<i>English</i>	<i>U. S. History</i>	<i>Geography</i>
Total number of pupils taking examinations.	23,310	22,524	22,229	23,098	22,145	21,298
Percentage of pupils receiving 90 points or more . . . . .	.390	.228	.230	.108	.176	.135
Percentage of pupils receiving 69 or less . . . . .	.214	.077	.153	.259	.230	.250

STANDARD TESTS

The work of pupil achievement has been tested in many parts of the State by means of standard measures. In some counties all of the children have been measured, the results tabulated, and an accurate analysis made of the progress of the children. The growth of this movement has been rapid both within and without our State. Intelligence testing, too, has gained a foothold in educational procedure. The object of these tests is to find the general level of intelligence of pupils.

I am firmly of the opinion that the State authorities should take a more active interest in a movement which is growing so rapidly in the educational world.

COURSE IN SUPERVISION AT OCEAN CITY

At the State Summer School, Ocean City, a course, two weeks in length, in supervision, is conducted, a part of which comes during the time of Schoolmen's week (July 12-17). In order to make the course effective for our State supervisors a circular was sent to many of the supervisors and supervising principals, asking them to name several topics in which they were interested. These topics were given careful consideration, and were used as subject matter for discussions.

The course in supervision has been established for several years and is largely attended by superintendents, supervising principals, helping teachers and others who are about to enter the field as supervisors.

As an illustration of the work the following suggestions for "Improvement of English" are listed as problems which were discussed during the course:

1. Make every lesson an English lesson. More attention to the language of the recitation.
2. Use better and more interesting material. How to test material as to its interest.
3. Much greater emphasis on oral English. Four-minute speeches.
4. More blackboard work.
5. Short, written compositions and paragraphs rather than long compositions and essays.
6. Motivated letter writing.
7. Self criticism.
8. Class criticism.
9. More attention to the speech of children. Cultivate a respect and love for good English.

10. Eliminate a certain definite group of typical language errors each year.
11. Cultivate the dictionary habit.
12. Lessons intended specifically to increase the pupils' vocabulary.
13. Use language games.
14. Well planned dictation lessons.

EVENING SCHOOLS FOR FOREIGN-BORN

According to the law a board of education in any school district may establish and maintain one or more evening schools for the instruction of foreign-born residents.

Evening schools have been organized in a large number of the cities of the State. Instruction is given in the English language and the form of government and laws of this State and of the United States. Reading, arithmetic and other subjects are also taught. The course of study in each school is submitted to the State Board of Education for approval.

Provision is made that, if it is the judgment of the State Board of Education that a sufficient amount has been raised to properly maintain a school or schools in a certain district, an amount will be paid by the State to the custodian of the school moneys up to \$5,000 for use in such school.

Evening schools for the foreign-born are visited each year by the assistant commissioner in charge of elementary education for the purpose of inspection.

The evening schools are of great importance in the Americanization of the foreign-born. Their establishment is encouraged by the State Department, and it is hoped that wherever such classes are needed they will be formed and maintained. It is part of the duty of American citizens to teach American law and American standards to the people who come here from other countries, and the evening school affords an excellent opportunity to do this.

OVERCROWDING OF BUILDINGS

During the war and since its close the high cost of labor and material has halted construction of buildings. The result has been overcrowding in many of our school districts. This has induced half-day classes. These classes are unsatisfactory, and usually fall upon the grades that can least afford to lose the time. We hope that conditions in the near future will be such that every child can go to school for a full day.

REPORT ON
SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

LAMBERT L. JACKSON,

Assistant Commissioner in Charge of Secondary Education

June 30, 1921.

The Commissioner of Education, Department of Public Instruction, State House, Trenton, New Jersey:

DEAR SIR—In compliance with your request, I respectfully submit the following report for the year ending June 30, 1921. The data contained herein are compiled from the reports from all approved public secondary schools of the State, and these reports are on file in this department.

The statistical matter conforms to previous practice in reporting data, so that comparisons from year to year may be possible.

TABLE I.

		COMPARATIVE STATISTICS OF TOTALS						
		1917	1918	1919	1920	1921	Inc.	Dec.
Approved	four-year high schools	136	137	138	137	137	0	0
Registered	three-year high schools	10	11	11	10	8	0	0
Registered	two-year high schools	9	9	8	8	7	0	1
Registered	one-year high schools	2	2	1	1	0	0	1
Total registration in high schools		50,726	51,048	51,379	55,243	62,457	7,214	0
Pupils attending schools in adjoining districts		9,200	9,020	9,270	10,339	12,549	2,210	0
Total enrollment of State..		544,281	561,825	571,434	591,798	612,277	20,470	0
High school teachers—								
Men		733	714	698	736	706	0	30
Women		1,195	1,295	1,379	1,289	1,528	239	0
Total		1,928	2,009	2,077	2,025	2,234	239	30

The table shows that the number of approved high schools is 137, that the number of three-year high schools is 8, that the number of two-year high schools is 7, and that there are no one-year high schools.

During the past year the two-year high school at Merchantville has been approved as doing three years of high school work.

The high school at Springfield, which recently had been transferred to the list of four-year high schools was discontinued, and the pupils were sent to the Union High School. Other schools temporarily closed were the three-year high school at Cedarville, Cumberland County; the two-year high school at Livingston, Essex County, and the one-year high school at Minotola, Atlantic County. The pupils formerly attending these high schools have been transported to other nearby high schools. The one-year high school at Garfield, Bergen County, has been added to the two-year group.

Beginning September, 1921, a two-year high school will be maintained at Hillside, Union County, and a one-year high school will be conducted at Mountain Lakes, Morris County.

The increase of 7,214 in the total registration represents an addition of 13 per cent to the enrollment of the previous year and is twice the gain between 1919 and 1920. This increase of 22 per cent in two years is a natural result of past war conditions. The attendance had remained practically constant from 1916 to 1919, although it had doubled between 1910 and 1916. The high schools of the State are crowded to the doors, and less than three millions of dollars were expended in 1920-1921 for additional high school facilities. It is obvious that every encouragement possible must be resorted to in order to overcome this shortage. Unless new construction takes great strides there will be a serious crisis in 1923.

The increase in the number of pupils attending schools outside of their home districts was 2,210, or twice the increase of tuition pupils between 1919 and 1920. This group has increased 33 per cent in two years, which indicates the growing popularity of secondary education among the rural population of the State. This growth is likely to assume greater proportions owing to several factors, chief among which are: A better understanding by the people of the value of education; a better type of grammar school in the rural districts; a better system of classification and promotion of grade pupils, and the increased capacity of the rural population to pay for a high school education for their children.

The number of teachers has increased 9 per cent, while the number of pupils has increased 13 per cent. The average salary for men teachers in the high schools of the State in 1921 was \$2,525; for women teachers in the high schools of the State in 1921, \$1,737. The corresponding salaries in 1920 were \$2,015.12 and \$1,363.36.

TABLE II

TOTAL ENROLLMENT BY CLASSES OF SCHOOLS

	GRADE IX				
	1917	1918	1919	1920	1921
Four-year schools	22,255	21,171	22,034	24,297	26,868
Three-year schools	196	184	216	363	201
Two-year schools	193	159	276	137	295
One-year schools	57	156	30	106	0
Total	22,701	21,764	22,556	24,903	27,364

SCHOOL REPORT.

GRADE X

	1917	1918	1919	1920	1921
Four-year schools	12,731	13,263	12,827	14,223	16,142
Three-year schools	118	120	135	175	85
Two-year schools	97	14	156	134	109
One-year schools	0	0	0	0	0
Total	12,946	13,497	13,118	14,532	16,336

GRADE XI

	1917	1918	1919	1920	1921
Four-year schools	8,476	8,787	8,648	9,469	10,354
Three-year schools	91	78	93	106	58
Two-year schools	10	0	0	0	0
One-year schools	0	0	0	0	0
Total	8,577	8,865	8,739	9,575	10,412

GRADE XII

	1917	1918	1919	1920	1921
Four-year schools	6,409	6,922	6,956	7,150	8,189
Three-year schools	P. G. 93	0	0	0	0
Two-year schools	0	0	0	0	0
One-year schools	0	0	0	0	0
Total	6,502	6,922	6,956	7,150	8,189
Four-year schools .....	.....	.....	Post Graduates	83	156
	6,502	6,922	6,956	7,233	8,345
Grand total	50,726	51,048	51,379	55,243	62,457

This distribution of pupils by grades for five years in all schools shows that the four-year schools are increasing in all grades while the shorter schools are on the wane. Two-year schools should be encouraged in those sparsely-settled communities where there are prospects for growth.

TABLE III

PERSISTENCE OF CLASSES OF 1920 AND 1921 COMPARED

	Enrollment	Per cent (1921)	Per cent (1920)
1918, Grade IX	21,764	100	100
1919, Grade X	13,118	60.3	56.5
1920, Grade XI	9,575	44.0	38.7
1921, Grade XII	8,189	37.6	30.1

This table is the chief index of mortality in high school attendance, and, as such, it contains a significant ray of hope. The 1920 schedule showed only a small improvement over 1919, and the latter represented the traditional proportion of pupils who from year to year actually reached the several grades. In 1921 we observe a substantial increase from the tenth grade through the twelfth.

TABLE IV

PERCENTAGE OF ENROLLMENT BY GRADES

	1917	1918	1919	1920	1921
Grade IX	44.7	42.6	43.87	45.08	43.81
Grade X	25.5	26.4	25.57	26.32	26.14
Grade XI	17.0	17.3	17.01	17.33	16.67
Grade XII	12.8	12.8	13.54	13.09	13.36

Table IV shows the distribution by grades of the pupils in each of the last five years. The persistence of this scale is remarkable. Furthermore, the holding power of the high school cannot materially increase until this deadlock is broken.

TABLE V

ENROLLMENT BY COUNTIES OF HIGH SCHOOL BOYS

	1921	1920	<i>Incr.</i>	<i>Decr.</i>
Atlantic	930	868	62	0
Bergen	2,333	2,117	216	0
Burlington	571	455	116	0
Camden	1,315	1,117	198	0
Cape May	292	273	19	0
Cumberland	847	719	128	0
Essex	6,881	6,032	849	0
Gloucester	492	428	64	0
Hudson	4,994	4,656	338	0
Hunterdon	316	326	0	10
Mercer	1,142	991	151	0
Middlesex	989	929	60	0
Monmouth	1,505	1,383	122	0
Morris	1,004	891	113	0
Ocean	322	310	12	0
Passaic	2,436	2,065	371	0
Salem	291	255	36	0
Somerset	424	420	4	0
Sussex	214	193	21	0
Union	2,235	1,871	364	0
Warren	411	410	1	0
	<hr/> 29,944	<hr/> 26,709	<hr/> 3,245	<hr/> 10

Table V. was prepared to indicate the vocational tendencies of boys in secondary schools; but there is no material difference between the increase in attendance in the industrial sections and that in the agricultural sections. The increase follows practically that of the increase in total enrollment.

TABLE VI

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS					
Colleges	1,144	1,080	1,399	1,485	1,761
Technical Schools	222	202	544	284	332
Normal Schools	1,231	1,028	768	820	887
Law Schools	64	67	43	64	46
Medical Schools	37	37	51	51	66
Dental Schools	75	75	48	74	38
Other Higher Institutions	257	253	279	848	423
Total	3,028	2,742	3,132	3,626	3,553
Total Graduates	5,520	6,633	5,685	6,119	6,879
Percentage of graduates proposing to go on for additional study	54.8	43.3	55.	59.2	51.7

Table VI. bears out the general impression that approximately 50 per cent of our high school graduates pursue further study in higher institutions. The apparent increase in this group shown in 1920 did not persist in 1921.

SPECIAL STUDIES

Preceding 1916 it was customary for the department to record each year the number of pupils taking each subject of study. But in that year the policy was adopted of reporting only one group of studies each year; so that each group would be studied once in five years. By this plan it is possible to compare the popularity of every study group for each period of five years. The whole range was covered in 1920. Accordingly, in 1921 the language group was studied, and the results are here compared with those obtained in 1917.

TABLE VII

NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES BY SEXES AND BY GRADES FOR 1917

Grade School	LATIN										Total	
	IX		X		XI		XII		Total			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	
Four-Year	3,758	4,005	2,225	2,458	1,182	1,465	600	906	7,765	8,834	16,599	
Three-Year	4	16	5	10	2	7	0	0	11	33	44	
Two-Year	26	45	7	29	0	0	0	0	33	74	107	
One-Year	5	6	0	0	0	0	0	0	5	6	11	
Total	3,793	4,072	2,237	2,497	1,090	1,472	600	906	7,814	8,947	16,761	
Grand Total	7,865		4,734		2,562		1,506		16,761			
Per cent. of pupils in grade—all schools,	34.6		36.5		30		23.1		33.3		32.8	33

LATIN COMPOSITION

The figures are practically those of the tenth, eleventh and twelfth grades respectively of the above table.

GERMAN

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	1,789	1,990	3,162	3,628	1,722	2,260	858	1,190	7,531	9,068	16,599
Three-Year	14	8	40	62	24	40	0	0	78	110	188
Two-Year	26	37	32	53	0	0	0	0	58	90	148
One-Year	3	1	0	0	0	0	0	0	3	1	4
Total	1,832	2,036	3,234	3,783	1,746	2,300	858	1,190	7,670	9,269	16,939

Grand Total 3,868 7,017 4,046 2,048 16,939

Per cent. of pupils in grade—all schools, 17.4 54.2 47.1 31.5 32.7 33.8 33.3

FRENCH

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	565	752	926	1,359	533	817	222	418	2,246	3,346	5,592
Three-Year	0	0	0	0	0	0	0	0	0	0	0
Two-Year	0	0	0	0	1	6	0	0	1	6	7
One-Year	0	0	0	0	0	0	0	0	0	0	0
Total	565	752	926	1,359	534	817	222	418	2,247	3,352	5,599

Grand Total 1,317 2,285 1,357 640 5,599

Per cent. of pupils in grade—all schools, 5.9 17.9 16.0 10.0 11.2

SPANISH

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	787	773	510	414	193	153	44	41	1,534	1,381	2,915
Three-Year	0	0	0	0	0	0	0	0	0	0	0
Two-Year	0	0	0	0	0	0	0	0	0	0	0
One-Year	0	0	0	0	0	0	0	0	0	0	0
Total	787	773	510	414	193	153	44	41	1,534	1,381	2,915

Grand Total 1,560 924 348 85 2,915

Per cent. of pupils in grade—all schools, 7 7.2 4.1 1.3 5.9

GREEK

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	5	1	25	7	19	9	15	7	64	24	88
Grand Total	6		32		28		22		88		

Per cent. of pupils in grade—four-year schools 19.

TABLE VIII

NUMBER OF PUPILS STUDYING FOREIGN LANGUAGES BY SEXES AND BY GRADES IN 1921

LATIN

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	2,695	3,470	2,031	2,120	838	1,117	394	737	6,958	7,444	14,402
Three-Year	24	30	11	15	2	3	0	0	37	48	85
Two-Year	44	61	23	36	0	0	0	0	67	97	164
One-Year	0	0	0	0	0	0	0	0	0	0	0
Total	3,763	3,561	2,065	2,171	840	1,120	394	737	7,062	7,589	14,651

Grand Total 7,324 4,236 1,960 1,131 14,651

Total Boys 23.32
Total Girls 23.57

Per cent. of pupils in grade—all schools, 26.49 25.93 28.92 11.46 23.15

LATIN COMPOSITION

The figures are practically those of the tenth, eleventh and twelfth grades respectively.

FRENCH

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	1,598	1,867	2,954	3,608	1,744	2,340	1,290	1,320	7,586	9,135	16,721
Three-Year	0	0	21	22	14	24	0	0	35	46	81
Two-Year	0	0	23	25	7	3	0	0	30	28	58
One-Year	0	0	0	0	0	0	0	0	0	0	0
Total	1,598	1,867	2,998	3,655	1,765	2,367	1,290	1,320	7,651	9,209	16,860
Grand Total	3,465		6,653		4,132		2,610		16,860		

Total Boys 25.27
Total Girls 28.61

Per cent. of pupils in
grade—all grades, 12.53 40.72 39.68 31.27 26.99

SPANISH

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	1,480	1,528	2,340	2,069	1,103	1,126	411	470	5,334	5,193	10,527
Three-Year	0	0	4	14	2	4	0	0	6	18	24
Two-Year	0	0	0	0	0	0	0	0	0	0	0
One-Year	0	0	0	0	0	0	0	0	0	0	0
Total	1,480	1,528	2,344	2,083	1,105	1,130	411	470	5,340	5,211	10,551
Grand Total	3,008		4,427		2,235		881		10,551		

Total Boys 17.64
Total Girls 16.18

Per cent. of pupils in
grade—all grades, 10.88 27.09 21.46 10.55 16.89

GERMAN

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	0	0	59	37	29	20	9	10	97	67	164
Grand Total	0		96		49		19		164		

Total Boys0324
Total Girls0281

Per cent. of pupils in
grade—all schools, 0 .587 .581 .227 .262

ITALIAN

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	22	13	1	8	2	2	1	0	26	23	49
Grand Total	35		9		4		1		49		

Total Boys085
Total Girls071

Per cent. of pupils in
grade—all schools, .0127 .055 .0384 .0119 .0784

GREEK

Grade School	IX		X		XI		XII		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Four-Year	0	0	10	3	3	1	2	1	15	5	20
Grand Total	0		13		4		3		20		

Total Boys049
Total Girls015

Per cent. of pupils in
grade—all schools, 0 .079 .038 .035 .032

By comparing the attendance upon language courses in 1921 with that of 1917, it appears that these subjects occupy a less popular place than they did five years ago. While the number of pupils taking Latin is only 2,110 less than in 1917, the total school attendance has increased some 12,000, so that the study of Latin has fallen 10 per cent. in five years. There are now only 20 pupils enrolled in Greek as against 90 in 1917. Italian has been introduced since 1917 with a present enrollment of 49. The study of German, owing to the reaction during the World War, has dropped from 16,939 to 164. The study of French and Spanish have greatly increased, but not in the same proportion. In 1917, French and Spanish were studied by 17 per cent of the high school enrollment, while in 1921 they were studied by 43.8 per cent. But in 1917, approximately 50 per cent of the high school enrollment, including duplications, were studying some language other than English, while in 1921 only 44 per cent, including duplications, are studying a foreign language.

In 1917 the ratio of boys studying foreign languages to the total enrollment of boys in the high schools was about the same as the corresponding ratio for girls, namely, 33.3 and 32.8. In 1921 the same condition prevails, the corresponding percentages being 23.32 and 23.57. In French, however, in 1917 the girls outnumbered the boys by 50 per cent, while in 1921 the girls and the boys were studying French in the same proportion.

These figures, as a whole, emphasize the conditions discovered by a comparison of the figures of 1917 with those of 1913. For this discussion the reader is referred to the report of the Commissioner of Education for the year 1917.

THIRD HIGH SCHOOL CONFERENCE

The Third High School Conference for the State of New Jersey was held at Rutgers College and the State University of New Jersey in New Brunswick, on Friday and Saturday, October 29 and 30. The expressions of enthusiasm indicated that the high school teachers of the State feel that this conference is filling a very important place in the secondary school work of New Jersey. Every section of the State was represented on the program, and papers of high rank were delivered by New Jersey schoolmen. A number of noted educators from other States were present and delivered addresses.

Rutgers College and the State University acted as host and everything possible was done to make the delegates comfortable. The sessions on Saturday were attended by about one thousand people.

The general session of the conference opened on Friday at 3:30, and was presided over by Mr. Charles S. Huff, President of the State High School Teachers' Association. The program for the afternoon dealt with "Democracy and the Schools." A forceful address upon "American Democracy and the School" was delivered by Colonel Arthur Woods, Chairman of the National Americanism Commission of the American Legion. Colonel Woods' long experience as Police Commissioner of New York and in various important posts during the World War has given him an exceptional vision in this field. He was followed by Captain Hugh S. Martin, who presented the topic "Bolshevism in Russia and Its Lessons for Education."

Rarely has the opportunity been presented to New Jersey schoolmen to hear the kind of address which was given by Captain Martin. Captain

Martin was for a period Attache to the American Embassy at Petrograd, and later was Captain in the Intelligence Service of the United States Army. He speaks the Russian language, and has witnessed the terrible effects of the upheaval in Russia. He delivered a message that is strongly needed in American reconstruction.

The annual business meeting was held at the close of the afternoon session.

The annual conference dinner was held in the Ballantine Gymnasium at 7 o'clock. This was attended by 305 delegates. Mr. John R. Wilson, Superintendent of Schools at Paterson, was toastmaster. The speeches at the dinner dealt with the topic "The Schools of To-morrow." President W. H. S. Demarest delivered an address of welcome and followed it with a concise statement of what he conceived the "College of To-morrow" to be.

President Demarest's address indicated with clarity the very close relations which exist between the State University of New Jersey and the State school system. He was very definite in his statement that it is the will of the University to be of the most extended service possible to the schools of the State. He was followed by Dr. Stephan P. Duggan, Director of the Institute of International Education, who spoke on "The High School of To-morrow." Those present agree that Dr. Duggan's presentation of the "High School of To-morrow" was one of the most scholarly and valuable contributions made at the conference. Dr. John L. Tildsley, Assistant Superintendent of Schools, New York City, followed with a clear and comprehensive discussion of "The Content of the Curriculum in the Social Sciences." He made many references to New Jersey's program in the social sciences and commended warmly the efforts which are being made to improve the work.

At 9 o'clock Saturday morning the various sections of the conference convened. These sections in most instances are organized by the various special associations of high school teachers. In such instances the section meeting replaces the regular fall meeting of the association. These sections so organized are supplemented by other sections, which are organized by specially constituted groups. Two new high school associations were represented this year, namely, the New Jersey Social Science Teachers' Association and the Agricultural Teachers' Association of New Jersey.

There are phases of high school work, such as athletics and physical training, which will have representation next year. The section devoted to high school administration attracted a great deal of attention and was largely attended.

Many significant papers were presented by visiting teachers and by members of the profession of New Jersey. Among the prominent speakers, not teachers in New Jersey, were Dean Herbert E. Hawks, Professors John Erskine, William H. Kilpatrick and F. F. Good, of Columbia University; Professor James H. Tufts, of the University of Chicago; Mr. Arthur W. Dunn, of the U. S. Bureau of Education; Dr. William P. Vlyment, of the Eastern District High School, Brooklyn; Professor Helen I. Haight, of Hunter College; Mr. Avery W. Skinner, of the State Department of Education, New York; Dr. B. G. Young, of the U. S. Marine Hospital, New York; Mr. H. W. Collingwood, of the "Rural New Yorker," and Mr. W. J. Spillman, Associate Editor of the "Farm Journal." The entire conference was entertained at a buffet luncheon by the University on Saturday.

During the autumn plans for the 1921 conference will be made as usual by the officers of the various associations who contribute to the organization of the conference. The conference has come to be regarded as the most important meeting of the year for the teachers and administrative officers of secondary schools.

INTERSCHOLASTIC DEBATING CONTESTS

Rutgers Interscholastic Debating Committee formally opened the season's work on January 16, when a conference was held at Rutgers College, with 325 delegates present representing 120 high schools, of which about 100 were in New Jersey.

Soon after the conference bibliographies were prepared by the committee and sent to the schools, and other aid was rendered as opportunity presented itself.

The semi-final debates were held on March 18, and the final debates on April 16, 1921. In these debates 118 schools participated, of which 102 were in New Jersey. As there were 142 four-year high schools in New Jersey, about 73 per cent of the New Jersey schools were represented.

Seventy-seven debates were held, of which forty-four were reported in detail by sixty-one schools. The forty-four debates were attended approximately by 10,000 students and 6,760 adults. The total registration of the sixty-one schools which reported was 21,867 pupils, of whom 2,508 were active in debating work. Of these, 821 were seniors, 812 were juniors, 500 were sophomores, and 375 were freshmen. The average number of pupils participating in a school was forty-one. The total number of intra-school debates was 252, the average per school being about four.

As these figures are based on reports from 61 of the 120 schools participating, the approximate figures for the year may be found by doubling the figures given above.

The work was conducted by a committee of Rutgers College students, who were supervised by Mr. Ralph W. Voorhees of Rutgers and the New Jersey Advisory Committee of High School Principals.

SCHOLARSHIPS

The scholarship for 1921 given by the Colorado School of Mines was awarded to Mr. Charles Oscar Kohl of the Ridgewood High School, on the basis of highest scholarship among five applicants. A scholarship is offered each year, and the following persons have previously qualified:

- Mr. Bryant Rogers of the Montclair High School, in 1917
- Mr. Justin Shearn of the Roselle Park High School, in 1918
- Mr. Halliday McKay of the Plainfield High School, in 1919
- Mr. Lewis Height of the Ocean Grove High School, in 1920.

MONOGRAPHS AND BULLETINS

Foreign Languages—A monograph on the teaching of Latin is ready for publication, but is being held for the completion of a syllabus on Modern Language Teaching. These might be issued together to advantage.

Mathematics—A monograph on mathematics is being held, pending the issue of the report of the National Committee.

Music—The State monograph on the Teaching of Music has been distributed. A survey of the credit allowance in the high school curricula has been made. The following schedule of credits has been recommended by the department:

CREDITS FOR APPROVED COURSES IN MUSIC

I. At present no courses in music are required by statute in the high schools of New Jersey. This fact does not signify that the study of music is not important. It merely leaves to the judgment and capacity of each community the question of how much training in music is to be offered.

II. The following courses are recommended for those high school pupils who may elect them:

1. Assembly Singing
2. Chorus Singing
3. Vocal Classes
4. Appreciation
5. Orchestra
6. Technical Instruction—(Theory)

For those schools which may adopt curricula requiring a certain number of points in music for graduation courses 1, 2, and 4 are recommended as more suitable than courses 3, 5, and 6.

These courses should not merely serve instruction purposes, but should secure a desirable degree of uniformity of aim and attainment, besides stimulating interest in music.

III. A study of the place of music in the curricula of the several States has recently been made by the Department of Public Instruction, in co-operation with the following committee:

- Miss Catherine M. Zisgen, Trenton,
 Miss Louise Westwood, Newark,
 Miss Bertha K. Clement, East Orange,
 Miss Mabel Bray, Trenton Normal School,
 Mr. R. A. L. Smith, Newark.

As a result of this study this department makes the following recommendation in the belief that it is in harmony with the best thought and practice in the country:

A. That provision should be made in the high school for as many of the following courses as possible:

1. *Voice Training*—The time to be *equivalent to two periods per week through each of the four years, or a total of *eight* points.

In comparison with other courses, Voice Training should probably be classed as an elective.

2. *Chorus Singing*—The time to be equivalent to one period per week for each of the four years, or a total of *four* points.

*By equivalent is meant the same total number of periods when distributed differently by weeks or years. The above distribution would probably have many objections.

In comparison with other courses, Chorus Singing should probably be classed as a required subject.

3. *Theory of Music*—The time to be equivalent to two periods per week for each of the four years, or a total of *eight* points.

In comparison with other courses, Theory of Music should probably be classed as an elective.

4. *Appreciation*—The time to be equivalent to one period per week for each of the four years, or a total of *four* points.

In comparison with other courses, Appreciation should probably be classed as a required subject.

5. *Orchestral Music*—The time to be equivalent to one period per week for each of the four years, or a total of *four* points.

In comparison with other courses, Orchestral Music should probably be classed as an elective.

B. That credits should be given for the study of music on the same basis for which other credits in the curricula are given, *i. e.*, full credit for prepared recitations and half credit for unprepared recitations.

C. That all pupils be encouraged to elect at least *four* points of music during the four years. Music Appreciation and Choral Practice should be available for this purpose on the same basis as the other courses.

If there is not sufficient time or facilities, the teaching of Music Appreciation and of Choral Singing may be combined in one period per week of prepared work, or each subject may be taken once each week without preparation for a total credit of *one* point.

Choral practice, or chorus singing, as outlined in the State Monograph, is systematic instruction within the meaning of note 2, page 7, of A Manual for High Schools, and accordingly, is worthy of credit.

Choral Practice does not include Assembly Singing, commonly known as "Opening Exercises."

All pupils preparing to enter the Normal Schools of the State should elect the equivalent of *four points*, or *one unit*, in the Theory of Music.

D. That, until a curriculum in music or in fine arts is approved by the State Board of Education, the maximum number of credits that may be earned in music toward the minimum requirement for a high school diploma from the approved high schools of the State be fixed at *twenty* points, with the understanding that only those pupils who intend to specialize in music, or who select purely cultural curricula, shall elect the maximum amount of credit in music. Furthermore, pupils in electing the maximum amount of music must limit their other electives so as not to omit any of the minimum essentials of the approved standard curricula.

BULLETINS

Monthly bulletins have been continued throughout the year. These serve not only to carry current instructions, but to convey results of studies and other information of permanent value. Among the subjects covered this year are:

- Administering the High School Curricula
- Annual High School Conference

Validation of High School Credentials

Introduction of Community Civics and Problems in American Democracy

The Teaching of Science in the High School

Professional Reading for Teachers—Standard Lists

Plays Suitable for High School Theatricals

Rating and Marking Pupils' Achievements

Selection of Materials for Problems in American Democracy

This being my first year in the position of High School Inspector, it seemed best to visit as many secondary schools as possible for the purpose of taking a general inventory of schools and conditions. Accordingly, I have made 182 visits to public and private high schools. Only three high schools were not in session at the time of my visits. I saw the work in all other public high schools of the State. This cursory survey was usually made by counties in consultation and co-operation with the county superintendents. Immediate action has been taken or recommended wherever it appeared advisable. As a result of this canvass, I have planned a more intensive program for the coming year.

The institute program of the department has made a considerable demand upon my time. During the year I have delivered forty-four educational talks before institutes, clubs, associations, and boards of education.

Owing to the introduction of the civic studies required by law, most of the curricula have had to be reorganized, more or less. Accordingly, I have examined, revised, and recommended the curricula of 117 high schools. It may not be out of place to mention that the revision of many courses of study, together with the examination of thousands of secondary school credentials, is a serious burden upon an officer whose chief business is the inspection of high schools.

GREATEST NEEDS

The two greatest needs at present are additional high school facilities and a greater proportion of competent teachers.

High school buildings are overcrowded practically everywhere. It will take at least five years to overcome the deficiency. No small part of my time this year has been given to assisting districts in their efforts to promote or provide for better facilities. The situation is rather discouraging, but not hopeless. A canvass of all the districts furnishing secondary school instruction shows:

Five high school buildings under construction at a total approximate cost of \$1,500,000.

Fifteen other districts are planning new high school buildings.

This lack of facilities has made it necessary in many places to readjust the registration of tuition pupils. Studies and plans of redistribution have been made this year by counties in Bergen, Burlington, Camden, Gloucester, Morris, and Cumberland. The difficulties encountered in these adjustments suggest the desirability of providing some way for political units, districts, townships, and boroughs to unite under one appropriation and management for the purpose of building, equipping, and conducting high schools. This kind of consolidation would materially assist the rural counties to secure high school advantages.

The most serious handicap to high school instruction is the lack of trained teachers. This will not soon be relieved by selection from an over-supply of teachers. For some years to come it will be necessary to make the best of the available supply. Some system of teacher-training for teachers in secondary schools should be devised whereby those without experience or training may secure some professional help. The beginners naturally take up teaching in the lower-paid positions, which, as a rule, are the ones that receive the weakest supervision. The charge that secondary education is more wooden than elementary education is probably true, and the condition is partly due to the fact that many secondary school teachers know only subjects. They do not understand the nature of children. Until such time as practice and professional work can be offered and required in State summer schools, I would suggest the adoption of a series of demonstration lessons for the schools of each county, through which observation, instruction, and practice could be given to new and untrained high school teachers.

THE JUNIOR HIGH SCHOOL AND RURAL COMMUNITIES

One new junior high school at Princeton has been approved this year, and preliminary steps have been taken in several districts looking toward the organization of standard junior high schools. This type of school should receive more encouragement in the State of New Jersey. Many communities at the present time are ready to organize such schools, but they are deterred by the restriction that no district may provide a junior high school that does not within itself maintain a senior high school through the twelfth year of work. I recommend that provision be made by statute, if necessary, for the establishment of standard junior high schools in communities which will meet the requirements that may be set by the State Board of Education; provided, that the local Board of Education will designate an approved senior high school to which pupils, who have completed the local junior high school, may be transported at the expense of the district, both in the matter of tuition and transportation.

In most rural school sections where consolidation has been attained there are centers where enough seventh and eighth grade pupils are gathered to make a junior high school possible and desirable. The organization of junior schools in these centers would tend to improve the rural schools as a whole and be a great improvement over the one- and two-year high schools now in operation. In my opinion, facilities for secondary education should not be confined to the large centers of population, nor should junior high schools be limited to districts maintaining senior high schools. A revision of the present policy is necessary to give the children of the State a better and broader educational opportunity and to bring New Jersey up to the standard of other progressive States.

ADMINISTRATION AND PRIVATE SCHOOLS

I believe that there is a sufficient amount of uniformity of curricula through the schools, but there may not be sufficient uniformity in the administration of them. I know this to be the case between certain schools. Special studies

will be begun next September along this line. The private schools will be given special attention next year, in order to bring these approved schools more nearly in line with the public high schools.

SCHOOL LIBRARIES AND RECORDS

The annual reports from the individual schools indicate that the weakest spot in the equipment of schools is in the matter of reference books. Schools usually provide reading matter directly in conformation with the town library, but many high schools have no adequate working list of reference books. A campaign has been started this year. This department has already prepared a minimum list of such books, and a plan of urging schools to meet this standard is in the making.

A canvass of all approved high schools of the State reveals that only 56 out of 152 schools are keeping adequate records of pupils who leave school before graduating. I suggest that model forms for recording these withdrawals, the reasons for withdrawing, and the efforts employed to hold the pupils in school be prepared and samples distributed among the high schools.

Similarly, there should be in every school a record, as far as ascertainable, of the graduates of the school, relating to their further education, their vocations, and their progress. This is now done in 45 schools out of our 152.

SURVEY WORK

Several districts have asked the department to survey their school conditions; notably, Bridgeton, Merchantville, Hillside, Shiloh, Cranford, Mountain Lakes, Tenafly, and Lakewood. This department has conducted such investigations as time and machinery permitted, and has been able to meet the needs to a considerable extent. Much more could be done to the advantage of the State school system if our department were better equipped for research. In the case of the Lakewood Township, the department was unable to undertake the exhaustive survey asked for, but gave several days to testing instruction in the high school, as well as to studying the existing physical conditions and the administrative system. The results of this study are made in a separate report to the Commissioner and will be published by the Lakewood Board of Education, if permitted to do so. This statistical material and the methods employed, aside from their bearing on the future action of the Lakewood school board, should be of value to many other districts of the State having similar problems.

In closing my first year as high school inspector I wish to express my appreciation of the cordial reception extended to me by all of the schoolmen of the State. These progressive officers not only have given me their support, but have shown their willingness to co-operate in any practical way for improving the high schools of the State.

Respectfully submitted,

L. L. JACKSON,
Assistant Commissioner of Education.

REPORT
ON
INDUSTRIAL AND AGRICULTURAL EDUCATION

BY
WESLEY A. O'LEARY

*Assistant Commissioner in charge of Vocational Education,
Manual Training, and Continuation Schools*

(PRINTED AS A SEPARATE DOCUMENT)

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King & Vogt for Appellant.

III.

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Edward T. Ingram et al. *vs.* Board of Education of Hamilton Township,

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Alvin W. Sykes for Appellant.

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Kate B. Sitgreaves and Bertha Hammell *vs.* Jonathan H. Kelsey, Theodore H. Budd and William H. Heisler (declared elected to membership on Pemberton Board of Education).

James Mercer Davis for Appellants.

VII.

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Jay B. Tomlinson for Respondents.

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Almond D. Fisk *vs.* Board of Education of Borough of Rutherford.

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XI.

Legality of Annual School Election.

John T. Kanane *vs.* John Enz, Joseph Gow, Mrs. E. W. Dollar and Joseph Converso (declared elected members of board of education of Kenilworth).

Schuyler M. Cady for Appellant.

Vail & McLean for Respondents.

DECISIONS

PREPARED BY

JOHN ENRIGHT,

Assistant Commissioner in charge of Controversies and Disputes

I.

DUTY OF CITY COUNCIL, TO RAISE MONEY REQUIRED BY
BOARD OF EDUCATION

IN THE MATTER OF THE APPLICATION
OF MARGARET T. HETFIELD, INDIVIDU-
ALLY AND AS SOLE QUALIFYING
EXECUTRIX, ETC.

Petitioner

vs.

THE CITY COUNCIL OF THE CITY OF
ELIZABETH

Respondent

ON PETITION, ETC.
DECISION OF THE
COMMISSIONER OF EDUCATION

On October 14, 1920, petition was filed with the Commissioner of Education by Margaret T. Hetfield, individually and as sole qualifying executrix of the last will and testament of Robert Morris Hetfield, deceased, appealing from the action of the City Council of the City of Elizabeth in refusing to appropriate for the use of the board of education \$48,000, the amount approximately for which the said board of education contracted to purchase certain lands from the petitioner, for use by the board of education as a recreation field.

On November 6 the attorney for the City of Elizabeth filed with this office answer to said petition, in which he denied the jurisdiction of the Commissioner of Education to try matters of dispute arising between the board of education of a school district and the governing body of the municipality on a petition filed by an individual, and claimed that the Commissioner can try a dispute arising between a school district and the governing body of a municipality only upon the application of one of the parties in interest.

It is the opinion of the Commissioner that the contention of the respondent is well founded. No contract relation whatever exists between the petitioner and the City Council of the City of Elizabeth.

Petitioner's complaint lies solely against the Elizabeth board of education, with whom she contracted for the purchase of her property, and not against the City Council, by whom the funds for such purchase must be appropriated.

The Commissioner wholly agrees with the respondent's contention that no jurisdiction can be assumed by the Commissioner over a dispute between a board of education and the governing body of a municipality except upon the application of one or the other of such corporate bodies.

The appeal is, accordingly, hereby dismissed.

Dated November 16, 1920.

II.

DUTY OF BOARD OF EDUCATION TO FURNISH PROPER SCHOOL FACILITIES

WILLIAM A. SEARLES <i>vs.</i> BOARD OF EDUCATION OF WASHINGTON TOWNSHIP, MORRIS COUNTY, N. J.	} <i>Appellant</i> <i>Respondent</i>	} DECISION OF THE COMMISSIONER OF EDUCATION
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On November 26, 1920, a petition of appeal was filed with this office by William A. Searles setting forth the fact that he is a resident of the township of Washington, Morris County, N. J.; that his daughter, Mabel E. Searles, attends the public school at Long Valley, in said township, and that he and his daughter reside a short distance less than two and one-half miles from the school said Mabel E. Searles attends.

Petitioner further states that upon application by him to the local board of education and appeal to the Commissioner of Education allowance of \$120 for the transportation of his daughter was made by the Washington Township board for the year 1918-1919; but that his application for a similar allowance for the years 1919-1920 and 1920-1921 has been denied by the said board of education.

Upon December 6 answer was filed by the respondent, in which it admits the distance at which the petitioner resides from the Long Valley School, and in which it admits the payment of \$120 to petitioner as transportation allowance for the year 1918-1919. The respondent, however, contends in said answer that inasmuch as no apportionment has been allowed by the county superintendent of three-fourths of the amount allowed petitioner for the year 1918-1919, the board of education is holding in abeyance the payment of the transportation allowance for the years 1919-1920 and 1920-1921 until the matter of apportionment by the county superintendent for the year 1918-1919 is settled.

On May 20, 1920, decision was rendered by the Commissioner of Education to the effect that inasmuch as the Washington Township board of education has officially admitted that Mabel E. Searles lived remote from the schoolhouse at Long Valley, and had on August 5, 1918, passed the following resolution: "Moved, that Louis Roberts, Harvey Ort and William Searles each be given \$120 for the transportation of their children to school for the year 1918," the Commissioner was of the opinion that it was the duty of the board to carry out its resolution and pay to William A. Searles the sum of \$120 transportation allowance for his daughter for the year 1918-1919. The Commissioner was further of the opinion that the matter of apportionment by the county superintendent was entirely separate and apart from the question of the board's furnishing proper school facilities, and that such facilities

should be furnished by the board regardless of the action taken by the county superintendent in the matter.

The same principles are involved in the present appeal. The respondent admits the remoteness of petitioner's residence from the school; it admits the necessity of transportation, and it admits the payment of \$120 transportation allowance to William A. Searles for the year 1918-1919; but it again refuses to make allowance for the years 1919-1920 and 1920-1921 until it is ascertained whether apportionment will be made by the county superintendent for the year 1918-1919.

The Commissioner of Education feels that his decision in May, 1920, is applicable to the present situation, and that inasmuch as the Washington Township board of education admits the necessity for transportation in this case, it is the duty of the board to furnish it, and this regardless of the county superintendent's refusal to apportion three-fourths of the cost thereof. It is, therefore, hereby ordered that the Washington Township board of education provide appellant with transportation for his daughter for each of the years 1919-1920 and 1920-1921.

The appeal is, accordingly, hereby sustained.

III.

DISMISSAL OF TEACHER UNDER TENURE

NELLIE M. GAMMON

Appellant

vs.

BOARD OF EDUCATION OF LEONIA, BERGEN COUNTY, N. J.

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

Mrs. Nellie M. Gammon was a teacher in the schools of Leonia, Bergen County, New Jersey, for a period of seven years and more up to the time of her dismissal on December 10, 1920. Having taught for more than three consecutive years in the same school district, it is admitted on both sides that appellant was protected by the provisions of the Tenure of Service Law. It is also admitted that appellant was a regularly certificated teacher, and qualified under her certificate to teach commercial subjects in the high schools of New Jersey.

During the year preceding her dismissal the appellant had taught the subjects of stenography, bookkeeping, economics and commercial law in the Leonia High School, and on May 28, 1920, she signed a contract to teach in the Leonia schools at a salary of \$1,600, an increase of \$400 over her salary of the previous year.

On August 27, 1920, the following letter was sent to Mrs. Gammon by the supervising principal:

COMMISSIONER OF EDUCATION.

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August 27, 1920.

Mrs. Nellie M. Gammon, Saratoga Springs, N. Y.:

MY DEAR MRS. GAMMON: The school bank work has grown to such volume that it is necessary more time be given to its management this next year, and also the office is in need of a trained executive, that everything may run smoothly.

With this in mind, and knowing that you are qualified both by experience and training to handle these matters efficiently, I have decided to use you in these capacities this next year, and also to give such assistance as may be necessary in the commercial department.

Kindly report to me at the high school on Wednesday, September 1, 1920, and oblige

Very truly yours,
(Signed) ALBERT EARLEY,
Supervising Principal.

The above letter plainly indicated that Mrs. Gammon was to have a new assignment of work in September, 1920, when the schools opened. Upon the opening of school Mrs. Gammon protested against the assignment to clerical work in the office, claiming that her profession was that of a teacher in the high school, and that as such she had been employed during the previous year. She, however, assisted in the office for the first week, doing the work of distributing books and attending to telephone calls, together with the various other clerical duties in the principal's office.

This situation led to complications and finally to charges being made against appellant for "inefficiency, incompetency, neglect of her duties and insubordination." A hearing was held in the Leonia High School on December 1, 1920, at which Mrs. Gammon appeared with counsel. Appellant's counsel protested at this hearing because particulars were not given to support the charges. The hearing, however, went on, and the principal witnesses against Mrs. Gammon were the supervising principal, Mr. Earley, and Mr. Gismond, the president of the board of education. At the conclusion of the hearing the board of education, all members being present, unanimously ordered that Mrs. Gammon be dismissed.

Appeal was taken from this action of the Leonia Board of Education to the Commissioner of Education, and the appellant requested a hearing, which was held on February 2, and continued on February 16, at the Chancery Chambers, Prudential Building, Newark.

From the result of the hearings there are two questions to be determined: First, was appellant insubordinate? Second, was she incompetent and inefficient in her work?

The insubordination charge is supported mainly by appellant's refusal to act in the capacity of clerk to the principal. There is no question about the fact that appellant did refuse to act as such clerk, but she justified her action in this respect upon the ground that she was employed as a high school teacher, and was in that capacity under tenure, and could not therefore legally have her salary reduced or be demoted. Aside from this, there was no outright refusal on the part of appellant to comply with the rules and regulations of the board of education and further to comply with the request of the principal in carrying out the desires of the board of education.

The charge of incompetency was mainly in connection with a savings bank, which had been instituted in the school some two or three years before. Appellant had charge of this bank and taught practical bookkeeping in connection therewith. It was brought out at the hearing that the savings bank had over 400 depositors, and that Mrs. Gammon was responsible for the running of the bank. The bookkeeping of the bank was done entirely by the pupils, but it was in the running of the bank and the keeping of the accounts that Mrs. Gammon was charged with incompetency.

It was in connection with the making of monthly reports as to the condition of the bank that appellant was also charged with insubordination; the alleged insubordination consisting of not making her reports at the first of the month as required by the board of education. It was not shown at the hearing that appellant refused to make the reports, and her excuse for not making them promptly was that the books were not written up by the pupils, and appellant was not allowed sufficient time to make the reports.

An expert accountant was called to testify as to the methods of bookkeeping. His testimony was to the effect that while the methods used in connection with the savings bank were not in strict conformity with accountancy standards, his examination of the accounts revealed only slight errors in calculation, and also revealed that the moneys deposited by the pupils had been honestly accounted for.

The principal witness, introduced at the hearing in Newark to show incompetency and inefficiency on the part of the appellant, was the supervising principal, Albert Earley. His testimony was emphatic and positive, and was in fact so exaggerated, that it lost much of its weight by reason thereof. That there was considerable feeling on the part of the supervising principal is shown by the following quotation from his testimony:

“And later I put Miss Barry in charge of the commercial law department, and, according to my judgment, the children learned more from Miss Barry in one day than they would get from Mrs. Gammon’s commercial law in probably two months, or probably the whole term. I regarded the whole thing as a farce. Then in regard to the office practice class, I should say that the whole thing there was a joke.”

Counsel for the appellant introduced testimony to show that Mr. Earley when engaged in the schools of North Plainfield had had trouble with the teachers and had also been given to making exaggerated charges against members of the board of education and the teachers in the schools.

There was no testimony introduced at the hearing, which tended to show neglect of her duties on the part of the appellant.

There appeared at the hearing a score or more of witnesses, pupils and teachers who came to testify to the excellent character of the appellant’s teaching.

After carefully weighing all the testimony and giving due weight to its character, and with the knowledge that the appellant was a regularly-certificated teacher, qualified to teach commercial subjects, I can reach but one conclusion, namely: that the facts in the case do not show the appellant, Mrs. Nellie M. Gammon, to have been an incompetent or inefficient teacher. The fact that the board of education engaged her for the present school

year at an increase of \$400 in salary indicates confidence in the appellant at the time of so engaging her. There was furthermore nothing in the evidence produced to indicate that after the opening of school in September up to the time of her dismissal, the appellant had suddenly become incompetent or inefficient.

I find, therefore, first, that there was no insubordination on the part of appellant in refusing to perform clerical duties in the office of the supervising principal, since this would have been a demotion from her position as teacher in the commercial department in the high school; second, that appellant was not shown by the testimony in the case to have been incompetent or inefficient, and I, therefore, hereby order that the appellant, Nellie M. Gammon, be reinstated in her position as teacher of commercial subjects in the Leonia High School, and that her salary as such teacher be paid her from the time of her dismissal, namely, December 10, 1920.

This order is to take effect immediately.

Dated March 10, 1921.

IV

RIGHT OF A BOARD OF EDUCATION TO DETERMINE GRADING
OF PUPILS AND NECESSITY FOR TRANSPORTATION

JUDSON DEBOW

vs.

BOARD OF EDUCATION OF PEQUANNOCK
TOWNSHIP, MORRIS COUNTY, N. J.

Appellant

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

The appellant, Judson DeBow, who is a resident of Pompton Plains, Pequannock Township, Morris County, N. J., alleges in his petition of appeal that his son, Judson DeBow, Jr., aged seven years, should have transportation furnished by the respondent to the Mechanics' Hall School in said township. It is stated in the petition that the school at Mechanics' Hall was opened for the first time in September, 1920, and consisted of the first, second and third grades; that appellant's son had the previous year been attending the school at Pompton Plains and had been in the second grade. Appellant further claims that his son is improperly graded, and should be placed in the fourth grade. Appellant alleges further that the road leading from his home to the Mechanics' Hall School is a lonely one, there being only two houses fronting said road for a distance of about a mile, and that the total distance from his home to the schoolhouse is about one and three-fifths miles.

The respondent in its answer contends that the road condition is that of the usual country road; that it is open country and not considered dangerous in any way; and further that ordinarily children would cross the fields and thus lessen the distance by about one quarter of a mile. The respondent's

answer regarding the grading of appellant's son is to the effect that the boy had not in the previous year completed the second grade work, because he had only attended school ninety-two and one-half days; but that because he was bright and had shown ability he was advanced to the third grade for the present year, and that it would be very unwise to place the child in the fourth grade, thus missing the whole of the third grade work. The respondent also contends that the matters alleged in appellant's petition have been carefully considered by the board of education at its meetings, and that it has voted several times unanimously that transportation in its opinion was unnecessary, and that there was no hardship involved in the refusal to provide such transportation.

The facts in the case are, therefore, clearly presented in the petition of appeal and answer, and appear to the Commissioner of Education to be sufficient upon which to reach a conclusion without further investigation.

The Commissioner is of the opinion that the board of education of Pequannock Township acted without prejudice in the matter at issue: that the question of grading pupils is one that belongs wholly to the board of education acting through the principal or teachers of the schools. The Commissioner is also of the opinion that there appear from the pleadings no road conditions sufficiently unusual to warrant transportation being furnished to appellant's son.

There appears, therefore, to the Commissioner of Education no reason why the judgment of the respondent, arrived at with full knowledge of all the conditions, should be interfered with. The appeal is, accordingly, hereby dismissed.

Dated February 14, 1921.

V

FURNISHING OF ADEQUATE SCHOOL FACILITIES BY BOARD
OF EDUCATION

EDWARD T. INGRAM ET AL.

Appellants

vs.

BOARD OF EDUCATION OF HAMILTON
TOWNSHIP, MERCER COUNTY, N. J.

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

On January 12, 1921, a petition was filed with this department by Edward T. Ingram and others, residents of Hamilton Township, Mercer County, N. J., appealing from the action of the Hamilton Township Board of Education in closing the Washington School and transporting their children to a school at Mercerville. No criticism is made by appellants of the method by which the children are transported, but it is contended that such transportation necessitates the children leaving their homes at 8 o'clock A. M.; that

they arrive at Mercerville at 8:20 or 8:30 A. M., and are allowed to run about the highway for some time before the opening of school; and that in the afternoon the transportation vehicle leaves the school at 4 o'clock P. M., and the children do not reach their homes until 4:20 P. M., and sometimes later. Appellants ask that either the Washington School be reopened or that satisfactory transportation be furnished their children.

On January 20, 1921, answer was filed by the respondent, the Hamilton Township Board of Education, to the above petition of appeal. Respondent in its answer contends that at the beginning of the year 1919 it could not secure a teacher for the Washington School, and that in September of that year the Commissioner of Education recommended that, because of the poor facilities provided at the Washington School, such school be closed and the children transported to Mercerville, with which recommendation the board of education complied. Respondent does not deny the alleged time of departure and arrival of the transportation vehicle, but contends that shortly after October 6, 1920, arrangement was made with one of the teachers in the Mercerville School to be present and open the school building not later than 8:30 A. M., and to remain and keep the school open until the children depart in the afternoon, so that they are not compelled to run about the highway.

The Commissioner of Education deems the facts as set forth in the pleadings sufficient upon which to render a decision without the necessity of further investigation.

The law requires that a board of education provide proper school facilities, including a schoolhouse convenient of access for all the children residing within the district and desiring to attend the public schools. It has been held by this department, however, that in lieu of a schoolhouse convenient of access a board of education may furnish its pupils with transportation to school, and it has been held, furthermore, that a board of education has the right to designate the schools its pupils shall attend, providing the law requiring the furnishing of proper school facilities be complied with.

The Hamilton Township Board of Education was, therefore, acting entirely within its rights in closing the Washington School and transporting the children to the school at Mercerville. There is no contention on the part of the appellants that proper school facilities are not being furnished by the respondent, but merely that transportation necessitates their children leaving home early and returning late, and that they are compelled to run about the highway until the opening of school.

Upon careful consideration of the case, the Commissioner of Education can find no evidence to justify the conclusion that the Hamilton Township Board of Education is not furnishing proper school facilities for the children of the district. The board of education provides an adequate and proper schoolhouse, and in lieu of convenience of access it provides the children with transportation to and from the school. It has made arrangement with a teacher of the Mercerville School to be present to open the school upon the children's arrival and to keep it open until they depart. The mere fact that the children must leave their homes at 8 A. M. and return at 4:20 P. M. does not in any way alter the Commissioner's opinion that adequate school facilities are being provided.

The action of the Hamilton Township Board of Education will accordingly not be interfered with, and the appeal is, therefore, hereby dismissed.

Dated February 26, 1921.

VI

LEGALITY OF BALLOTS CAST AT ANNUAL ELECTION

KATE B. SITGREAVES AND BERTHA B. HAMMELL	} <i>Appellants</i>	DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>		
JOHNATHAN H. KELSEY, THEODORE H. BUDD AND WILLIAM H. HEISLER	} <i>Respondents</i>	

On March 2, 1921, a petition was filed with this department by Kate B. Sitgreaves and Bertha B. Hammell, citizens and residents of the borough of Pemberton, Burlington County, N. J., appealing from the result of the annual election for members of the board of education held February 8, 1921, in the borough of Pemberton, at which election Johnathan H. Kelsey, Theodore H. Budd and William H. Heisler were declared elected.

The petition alleges that appellants, together with William H. Heisler, Theodore H. Budd, Johnathan H. Kelsey and Cora Morgan were candidates at such election for membership in the Pemberton Board of Education. The petition further alleges that, according to the ballots actually counted at such election, Johnathan H. Kelsey received 80 votes, Theodore H. Budd 82 votes, William H. Heisler 85 votes, Kate B. Sitgreaves 71 votes and Bertha B. Hammell 70 votes. Appellants claim, however, that there were thirteen ballots cast for Kate B. Sitgreaves and thirteen cast for Bertha B. Hammell, which, because of their being cast in the box designated to receive ballots for school appropriations, the tellers refused to count. Appellants further claim that had such ballots, which they claim were legally cast, been counted, the appellants would have been elected members of the Pemberton Board of Education instead of Johnathan H. Kelsey and Theodore H. Budd.

In view of the fact that no proof of service of a copy of the petition upon the respondents has ever been furnished, in spite of repeated requests from this department that such be furnished, and in view of the fact also that the question at issue is solely one of law and not of fact, the Commissioner of Education has decided to render an opinion upon the case as it is presented in the petition of appeal.

Section III, Article VII, of the 1918 edition of the School Law, reads as follows:

"At any annual election when the question of raising a tax, the issuing of bonds, or the establishing of a union graded school is to be voted on, two ballot-boxes shall be provided for each polling place and two tellers shall be appointed for each box. One of said boxes shall

be used to receive the ballots for members of the board of education and the other to receive the ballots for the other objects enumerated in this section."

The above quoted law contains no qualifications or exceptions, and it is very apparent that the requirement for separate ballot boxes to receive ballots for members of the board of education and for the other enumerated objects is mandatory. It is, therefore, the opinion of the Commissioner of Education that in the case at hand there can be no justification for the claim that ballots cast in the appropriation ballot-box should be counted for members of the board of education. The Commissioner, therefore, approves as entirely legal the rejection by the tellers of the thirteen ballots cast for Kate B. Sitgreaves and Bertha B. Hammell and deposited in the ballot-box designated for appropriations, and affirms the election of Johnathan H. Kelsey, Theodore H. Budd and William H. Heisler as members of the board of education of the borough of Pemberton.

The appeal is, accordingly, hereby dismissed.

Dated September 12, 1921.

VII

LEGALITY OF PROCEDURE OF ANNUAL SCHOOL ELECTION

IN THE MATTER OF THE ELECTION FOR MEMBERS OF THE SCHOOL BOARD OF THE SCHOOL DISTRICT OF NORTH HANOVER TOWNSHIP	}	DECISION OF THE COMMISSIONER OF EDUCATION
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On March 15, 1921, a petition was filed in this office by T. E. Stewart, John S. Britton and Rachel E. Britton, residents and legal voters of the school district of North Hanover Township, Burlington County, N. J., protesting against the election held on February 8, 1921, in such district for the election of members of the board of education. In such petition appear the following allegations:

"That legal notice was not given of the holding of said pretended election; that proper tellers were not appointed to conduct said election and to count the ballots; that the polls of said election were never closed; that no proper officer presided at said meeting; that the poles were not kept open at said pretended election during the time required by law; that said pretended election was illegal in other respects."

A hearing in the case was held by the Commissioner of Education at Pemberton on Wednesday, June 1, 1921, at which testimony was taken.

In the pleading appears a declaration under oath by Joseph Lamb, the district clerk of the North Hanover Township Board of Education, stating that on January 29, 1921, he personally put up in four different places in the township notices of the school election to be held in the Jacobstown

schoolhouse on February 8, 1921. On the same date he states that he sent two of such notices to Josiah Lamb with instructions to post the same in two public places in said township upon that date; that on January 31, he did personally place one such notice upon the Arneytown schoolhouse, and on the same date did send one such notice to Ellisdale, which he later saw posted there.

While at the hearing there was no positive testimony to contradict the statement of the district clerk as to the putting up or ordering to be put up of the legal number of notices in the township, the district clerk, however, admitted in his statement that one of the eight notices was posted at Ellisdale, just across the line in Monmouth County, and that two of the notices, posted on January 31, were not put up ten days before the election on February 8. It is, therefore, plain that while the legal number of notices, namely seven, were posted within the district, one of the seven was not put up ten days before the election, as required by statute.

It appears that upon the organization of the meeting on February 8 a chairman was elected and two tellers appointed, one for the appropriation ballot box and one for the box for members of the board of education. This was irregular, as the law requires that there shall be two tellers for each box.

At the hearing it was shown that the polls were regularly closed and that there was a declaration of the election of the persons receiving the highest number of votes. It did appear at the hearing that the chairman did not always remain in his chair during the election, but that he walked about the building and was sometimes out in the school yard while the election was in progress. There was, however, no evidence at the hearing to support the allegation that the polls were not kept open the required length of time.

Another irregularity brought out was that one of the tellers appointed had to leave before the count was completed, and that an appointment to fill his place was made by the chairman. The substitute teller, together with the remaining teller originally appointed, completed the count.

The testimony at the hearing showed that at the election in question an unusually large number of voters was present, and according to the report of the secretary of the meeting, over one hundred and thirty votes were cast.

The statute requires that there shall be an election for members of boards of education in borough, town and township school districts on the second Tuesday in February. The law further provides that the district clerk shall post notices stating the hour and place at which such election will be held. In the case at hand there is no question but that the notices stated correctly the hour and place of the election, nor is there any doubt that the legal number of such notices was posted. The only irregularity concerning them appears to be that the seventh notice was not put up within the ten days required by law. The large number of voters at the meeting, however, would indicate that the election was pretty well known to the voters and the object of the publicity thus accomplished.

There was no evidence given at the hearing to the effect that anyone was prevented from casting his ballot because there were not the required number of tellers appointed for each box, and further, there is no testimony to show

that there was any fraud or suspicion of fraud resulting from the making of the count by the substitute teller appointed after all the ballots were cast.

In viewing all the evidence in the case, it is plain that there were irregularities at the school election in North Hanover Township on February 8, 1921. There should have been two tellers appointed for each ballot box, but this was not, as the testimony shows, a vital matter in this particular election. Full opportunity was given every voter to cast his ballot, and there is nothing to show that any other than an honest count was made by the tellers. There was a shortage in the time required by law in the matter of the posting of the seventh notice, but that the notices were not inadequate is proved by the large number of voters who attended the election.

There was some attempt to prove that there were actually more than three vacancies on the board of education to be filled at the election in question; that one member of the board had offered his resignation to the board prior to the election, but that it had not been accepted. The fact thus remains that since such resignation was not accepted, there were but three vacancies on the North Hanover Township Board of Education to be filled at the election on February 8.

Taking the whole case into consideration as presented, the Commissioner of Education is of the opinion that, even with the irregularities in the election admitted, such irregularities are not of sufficient gravity to justify setting aside the will of the people expressed at such election so clearly and by such a majority, and thus placing in the hands of the county superintendent of schools the filling of vacancies which the people by law are directed to fill.

The appeal is, accordingly, hereby dismissed, and the election held on February 8, 1921, in the school district of North Hanover Township is affirmed.

Dated June 21, 1921.

VIII

QUALIFICATIONS OF MEMBER OF BOARD OF EDUCATION

JOHN F. BOYLAN <i>Appellant</i> <i>vs.</i> JOHN J. O'BRIEN <i>Respondent</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
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The appellant, John F. Boylan, of No. 121 Jefferson Street, in the Town of Union, N. J., complains that the respondent, John J. O'Brien, who took office as a member of the board of education of the Town of Union on February 1, 1920, was not qualified for membership in such board of education, because he had not been, for three years immediately preceding his appointment, a citizen and resident of the territory contained in such district.

Petitioner charges that the respondent resided on November 6, 1917, at No. 324 Thirty-third Street, in the Township of North Bergen, Hudson County, N. J., and that on November 6, 1917, respondent voted at a general election held in said Township of North Bergen, claiming at that time to be a legal voter and resident of such township. It is stated in the petition of appeal that the respondent qualified as a member of the board of education of the Town of Union on February 1, 1920, and according to the statements of the petition it would thus appear that the respondent was not for three years immediately preceding his appointment a citizen and resident of the territory contained in the school district of the Town of Union.

The petition of appeal was sworn to by the appellant and proof of service of a copy of such petition upon the respondent was filed in this office. The respondent was notified by the Commissioner of Education to give answer within ten days, upon which he replied through his counsel questioning the jurisdiction of the Commissioner to hear the case, but stating that should he find there was jurisdiction, and it did not conflict with the inherent powers of the Supreme Court, he would file an answer. Counsel was then informed by this office of the law giving power to the Commissioner of Education to hear disputes and controversies arising under the school law, and an extension of five days was granted respondent in which to file the answer originally demanded.

The time thus allowed for entering a defense having expired and no answer from the respondent received, it must be assumed that the respondent has no defense, but admits the allegations of the petition to be true, namely, that the respondent had not been, for three years immediately preceding his appointment as a member of the Town of Union Board of Education, a citizen and resident of the territory contained in said district.

It is, therefore, the conclusion of the Commissioner of Education that the respondent, John J. O'Brien, could not in February, 1920, legally qualify as a member of the board of education of the Town of Union because of lack of the qualifications for such office prescribed by statute. The appointment of the respondent was, therefore, void from the beginning, and his office is hereby declared vacant.

Dated April 22, 1921.

IX

REFUSAL OF BOARD OF EDUCATION TO CALL SPECIAL ELECTION ON PETITION OF VOTERS

ALMOND D. FISK

Appellant

vs.

BOARD OF EDUCATION OF THE BOROUGH OF RUTHERFORD, BERGEN COUNTY, N. J.

Respondent

DECISION OF THE COMMISSIONER OF EDUCATION

This appeal is taken from the action of the board of education of the borough of Rutherford in denying, on February 14, 1921, a petition of fifty legal voters of the borough requesting the board of education to call a special meeting of the legal voters of the district for the purpose of rescinding action taken by the voters at a meeting held on January 11, 1921.

At said meeting of the voters on January 11, 1921, the board of education was authorized to raise \$250,000 by issuing bonds in the corporate name of the district, for the purpose of erecting a high school building upon a lot now owned by the School District of Rutherford. The vote upon the proposition was 562-502 in favor of erecting the high school upon the above-mentioned plot of land. There is no question raised as to the regularity of the proceedings at such election, and the bonding proceedings have been submitted to the attorney general and approved by him.

The purpose of the petitioners in requesting the calling of a special meeting of the voters of the district is to rescind the action of the board of education at its meeting on January 12, 1921, in approving the erection of a high school building to be located at the corner of Park and West Passaic Avenues, and owned by the district, as stated above. Evidently the petitioners intended to have the action of the voters rescinded, and not the action of the board of education, which the voters would have no legal right to pass upon. Assuming that it was the intention of the petitioners to have the board of education call a meeting for the rescission of the action taken by the voters at their meeting on January 11, 1921, the case will be considered from this viewpoint.

The chief point of contention, as brought out in the argument before the Commissioner of Education, was the location of the new high school building. The petitioners desire that the building be erected upon a lot other than the one which the voters decided upon and which is owned by the school district. The main contention of the petitioners in asking for a new election is that a circular was issued by the board of education jointly with a committee of citizens setting forth the reasons for the submission of the lot already owned by the district as the one on which the school was to be erected. It is claimed that in this circular the voters were deceived as to the true state of facts, and

that, being deceived, they voted in a different way than that in which they would have voted had the circular not been issued. This contention may be disposed of by saying that there is no evidence before the Commissioner showing that any voter was deceived or influenced by the circular issued. The circular, which is submitted as a part of the petition of appeal, seems to the Commissioner to contain but the judgment of the board of education and the committee as to the best line of procedure to follow in providing school facilities.

Aside from anything contained in the circular above referred to, the question involved is whether a petition of fifty voters asking that the board of education call a special meeting of the voters to rescind action taken at a previous meeting is mandatory upon the board. The law pertaining to this subject is as follows:

"The board of education shall have power * * * to call a special meeting of the legal voters of the district at any time when in its judgment the interests of the school require it, or whenever fifty of such legal voters shall request it by petition so to do. In the notices of any special meeting, called upon petition as aforesaid, shall be inserted the purposes named in said petition so far as the same are not in conflict with the provisions of this act."

From the above provision of law it is apparent that the question that lies within the discretion of the board of education is whether the things asked for in the petition are in conflict with the provisions of the School Law. The School Law provides that "Each school district shall provide suitable school facilities and accommodations for all children residing in the district and desiring to attend the public schools therein. Such facilities and accommodations shall include proper school buildings, together with furniture and equipment, etc."

Not to provide proper school facilities would be in conflict with the provisions of this act. The board of education has a right to decide upon the plot upon which a school building is to be erected, and the voters pass upon such location when submitted to them from the notices calling the election. There is no question as to the regularity of the election; no charge that there was illegal voting. A majority of the voters cast their ballots in favor of erecting the new building upon the site submitted in the notices.

When a petition, signed by fifty or more voters, is presented to a board of education requesting that a special meeting of the voters be called for the purpose of rescinding action taken at a previous election, the board is acting within its rights in determining whether the purposes of the petition are in conflict with the School Law.

This point the State Board of Education has passed upon in the case of *Richard W. Wills vs. The Board of Education of Upper Freehold Township*, reported on page 404 of the 1918 edition of the School Law. The decision reads in part as follows:

"The board of education had authority given it * * * to build a new schoolhouse and equip it; it had also 'the previous authority of a vote of the legal voters of the district.' Any new meeting called for the specific purposes of undoing or nullifying the authority thus given

would be 'in conflict with the provisions of this act.' If permitted or allowed it would render nugatory or ineffective any action that the board might take. For, if the fifty petitioners were defeated on their first petition, they could immediately get up a second or third or tenth petition, and thus go on indefinitely to the defeat of the law and to the rendering void of the purposes of the school system."

It is, therefore, the opinion of the Commissioner of Education that, inasmuch as adequate and proper school facilities were provided by the voters of the school district of the borough of Rutherford at a meeting on January 11, 1921, the petition of fifty or more voters presented to the board of education requesting the calling of a special meeting of the voters for the purpose of rescinding even in part the action of January 11, was in conflict with the School Law, which requires the providing of adequate and proper school facilities.

The Commissioner is, therefore, of the opinion that the board of education of the borough of Rutherford, in denying on February 14, 1921, such petition of fifty or more voters requesting the calling of such special meeting, was acting entirely within its authority.

The appeal is, accordingly, hereby dismissed.

Dated April 9, 1921.

X

PUNISHMENT OF PUPILS ON THE GROUND OF ACTIVITY IN SCHOOL FRATERNITIES

WALTER W. CRATE AND DOUGLAS W. CRATE, BENJAMIN LEVINSON AND VICTOR LEVINSON, JOHN H. DANFORD AND WALTER DANFORD, CHARLES D. VENNEL AND CHARLES REED VENNEL, FRANK M. KENNEDY AND FRANK L. KENNEDY, WALTER W. CRATE AND JOHN A. CRATE

Appellants

vs.

BOARD OF EDUCATION OF THE CITY OF CAMDEN

Respondent

DECISION OF THE COMMISSIONER OF EDUCATION

A petition of appeal has been filed by the above-named appellants, in which it is alleged that Douglas W. Crate, Victor Levinson, Walter Danford, Charles Reed Vennel, Frank L. Kennedy and John A. Crate, all pupils in the Camden High School, were deprived in April, 1921, of their right to participate in some of the privileges accorded to other pupils in the high school, because of their refusal to subscribe to the following pledge:

"That I will discontinue all activity in the Camden High School and among its students in connection with the fraternity while I am a pupil in the Camden High School.

"In order that the genuineness of my purpose and intention in this matter may not be subject to question, I will not wear the pin or insignia of the said fraternity in the school building while a pupil in said school.

"That I will not join any other society of such nature while a pupil in the school, and further, at no time will I attempt to organize, or encourage the organization, of any such secret society in the Camden High School."

At the request of the petitioners a hearing was granted by the Commissioner of Education at Camden on July 7, 1921, at which testimony was taken and the fact established that the appellants above named were deprived of certain privileges accorded other pupils in the high school because of their refusal to sign the above pledge.

The fact was also established at the hearing that there was an attempt made by the first three of the above-named appellants to organize a chapter of a school fraternity in the district of Camden, but that the attempt to organize such a chapter was discontinued, however, when it was found by appellants that the board of education had already ruled that there should be no school fraternities organized in the Camden school district.

It was further established that the three remaining appellants were members of the Sigma Delta Fraternity, and had held meetings of such fraternity at their homes in the city of Camden, but that this was a Philadelphia society and not connected with the Camden High School.

It will be noted that the pledge, which the appellants refused to sign, was a promise not to organize school fraternities in the Camden High School and not to influence pupils to become members of such fraternities. It does not appear that this formal pledge was prescribed in the first instance by the board of education, but that it was prepared by the principal of the high school and afterward ratified by the board of education.

Such general rules and the requiring of such promises are within the power and authority of the principal of the school in the interest of maintaining discipline; and this may be said in answer to the argument presented that in the absence of a rule enacted by the board of education a principal would have no right to require pupils to do certain things in the interest of discipline and good order.

Frequently teachers ask pupils not to do certain things that are in contravention of the discipline of the school, and there is nothing wrong in asking for such a promise. The question at issue, however, is not whether the principal erred in requesting the pledge; the error lies in the attaching of a punishment or penalty in case the promise was not made. Such a pledge, in order to be legitimate and effective, should be voluntarily given by the pupil, and when a principal undertakes to prescribe or inflict a penalty in the event of such a promise or pledge not being made, then the principal and the board of education in ratifying such action overstep their authority and their legal rights.

The question of whether or not school fraternities should exist is not involved in this controversy. That is a matter which rests entirely with the school districts themselves. The only question involved in this case is whether there can legally be a punishment or penalty attached to a mere refusal to subscribe to a pledge. This question has fortunately been decided

in the case of Newton Spence and John Spence *vs.* The Board of Education of the City of Atlantic City, in which the Commissioner of Education rendered the following opinion:

"I do not believe that a board of education has the power to punish a pupil for refusing to promise that sometime in the future he will not commit some act prohibited by the board. In this case it is admitted that the petitioner, John Spence, does not belong to any fraternity or other organization prohibited by the defendant. His sole offence is that he refused to promise that he would not in the future join any society deemed by the principal and teachers injurious to the best interests of the high school. A pupil should not be denied school privileges except for the most serious offences."

The above is the law upon this subject, and its application to the case at hand is obvious. Therefore, in the light of the law as interpreted by the Commissioner of Education, it is my conclusion that the principal of the school and the board of education were without authority in attaching and inflicting a penalty upon the refusal to sign the aforesaid pledge.

I find that upon the part of the appellants there was no willful disobedience or open defiance of the authority of the principal or board of education, and that there should not, therefore, be any punishment in the way of withholding of privileges that were granted to the other pupils of the high school.

It is, therefore, hereby ordered that the appellants, Douglas W. Crate, Victor Levinson, Walter Danford, Charles Reed Vennel, Frank L. Kennedy and John A. Crate be reinstated in their former standing as pupils of the Camden High School, and that they be restored to all the privileges of which they have been deprived and which are accorded to the other pupils of the school.

Dated July 31, 1921.

XI

LEGALITY OF ANNUAL SCHOOL ELECTION

JOHN T. KANANE

Appellant

vs.

JOHN ENZ, JOSEPH GOW, MRS. E. W.

DELLER AND JOSEPH CONVERSO

Respondents

DECISION OF THE COMMISSIONER
OF EDUCATION

On May 6, 1921, a petition of appeal was filed with this department by John T. Kanane, a resident of the Borough of Kenilworth, Union County, N. J., protesting against the election on February 8, 1921, of John Enz, Joseph Gow, Mrs. E. W. Deller and Joseph Converso as members of the Kenilworth Board of Education. Appellant alleged in his petition that at said school election there were four vacancies to be filled on the Kenilworth

Board of Education; three members to be elected each for a term of three years and one member to be elected for a two-year term to fill out the unexpired term of Charles Knudson, a former member of the board. The petition prayed that the election of the above named respondents be declared null and void on the ground that none of the ballots cast, with the exception of one, contained thereon a designation of the terms which the members to be elected were to serve.

Upon the implied admission of the respondents of the allegations contained in the petition of appeal, decision was rendered by the Commissioner of Education on June 20, 1921, declaring the election null and void and directing that the vacancies on such board of education be filled by the County Superintendent. Subsequent to such decision, however, a petition was filed with this office by ninety-three citizens of the Borough of Kenilworth asking for a recount of the ballots cast at the election of February 8, 1921, on the ground that sufficient ballots were cast, on which appeared a proper designation of the terms, to elect the above-named respondents members of the Kenilworth Board of Education. The request in the petition was granted and a recount of the ballots conducted by the Commissioner of Education on July 18, 1921, at the office of the county superintendent of Union County in Elizabeth.

The recount revealed that there were 41 ballots cast with no designation thereon as to the term of years the members voted for were to serve. Section 109, Article VII, of the 1918 Edition of the New Jersey School Law, provides upon this subject as follows:

"In case a member of a board of education is to be elected for a full term and a member is to be elected to fill an unexpired term, the ballots shall designate which of the persons voted for is to be elected for the full term, and which for the unexpired term."

Since the 41 ballots above mentioned containing no designation of the terms for which the members were to be elected were in direct contravention of the above-quoted statute, they were rejected at the recount.

It was also found that there were 9 ballots cast upon which was designated a person to be elected for the unexpired term of two years, but no designation of the term the other three candidates voted for upon such ballots were to serve. Since all four candidates were voted for and the unexpired term designated for one, it was clearly the intention of the voter as shown on the ballots to elect the three candidates named thereon for the three-year term and one for the unexpired term of two years. Hence these 9 ballots were counted as legal votes.

The result of the recount, therefore, showed the following totals received by the various candidates for membership in the Kenilworth Board of Education.

THREE-YEAR TERM

Mrs. A. Halliday	17 votes
John Enz	16 votes
Mrs. E. W. Deller	14 votes
D. Stein	12 votes
Joseph Gow	12 votes
D. J. O'Brien	9 votes

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TWO-YEAR TERM

Joseph Converso 13 votes
William Margott 11 votes

From the above result it will thus be seen that there were elected for the three-year term Mrs. A. Halliday, Mrs. E. W. Deller and John Enz; and for the two-year term Joseph Converso was elected.

The above-named candidates having received a plurality of all the legal votes cast at the annual election, I hereby declare Mrs. M. Halliday, Mrs. E. W. Deller and John Enz to have been elected members of the Kenilworth Board of Education for the full term of three years, and Joseph Converso to have been elected for the unexpired term of two years.

Dated August 4, 1921.

REPORT ON
PHYSICAL TRAINING

PREPARED BY

FREDERICK W. MARONEY,

Director of Physical Training

The following report for the year ending June thirtieth, nineteen twenty-one, is respectfully submitted. I wish to thank the members of the department, the school officials, and the teachers who have done so much to make our physical training effective.

The importance of all school health activities has been accentuated by the Pierson Physical Training Law. It is positive health teaching in the sense that boys and girls, who learn to play games, lose themselves in athletics, and respond to the commands issued by leaders, in turn become better pupils and better citizens. The Latin proverb, "A sound mind in a sound body," is known to all of us. The physical training work affords opportunities for leadership in the schools, and through the response which is necessary to the spirit as well as the letter of rules governing athletics, this must necessarily make for a better civic consciousness in lessons of loyalty and devotion.

During the first two years the Pierson Law was in operation, Miss Marianna Packer and Mr. Lester Palmer, instructors in physical training, and I, tried to popularize physical training by conducting county institutes for the special teachers and the classroom teachers alike. We tried to emphasize the optimistic viewpoint of health through physical activities. We appealed to the play instinct which every child possesses. We tried to make physical training popular by not overdoing the formal or drill part of the lesson. We impressed upon the teachers that drill work and response to command has a positive application in the duties and responsibility of citizenship. But primarily, our objective was the joy of the work, with the inculcation of athletic and play habits which would follow on after school life. During the past year, our program has been primarily "follow-up" work. We observed the physical training work in all the city systems, and through the county superintendents, made positive appeals for a normal growth of skill, ease, and co-ordinative movements of the boy and girl in rural districts.

School boards, parent-teacher associations and civic bodies have generously included apparatus and exercise rooms in their budgets for use in the physical training program. We believe that the best type of exercise is that done in the open air, and still we realize that there are physical and mental values which can only be brought out in the gymnasium with the use of apparatus—apparatus which tests the courage, strength, and skill of the body mechanism.

COUNTY INSTITUTES

The Commissioner of Education, with his associates, arranged for physical training groups in all of the county institutes. Health education projects were explained, and conferences were held with the teachers. Whenever possible, demonstration lessons were conducted, in that we felt that demonstrating the physical training activities was far more effective and helpful to the teachers than a theoretical treatise upon the importance of the work. The teachers of the State are, as a body, sympathetic with the physical training program. What they need is, not reasons for the exercise period, but rather ways and means for conducting the same in keeping with the high standard of education in our State.

NORMAL SCHOOLS

The normal schools are doing more and more in aiding to solve the problems which fall to the classroom teachers in physical training activities. The work of the normal school is outlined:

First, for the physical well-being of the girl, so that she may carry the program of studies more confidently.

Second, to develop her body through game, play, and gymnasium activities, so that she may become a more positive factor in the health-teaching campaign. The teacher is a leader primarily through example, and the child subconsciously emulates her posture, attitude, and enthusiasm. Therefore, during the teacher's normal school training, it is essential to stress this part of the physical training work.

Third, to give her opportunities for practice teaching under gymnasium, playground, and school conditions, so that no matter where she takes up her work in the school organization, she may confidently apply her material.

NORMAL SCHOOL FOR PHYSICAL EDUCATION

The State Normal School at Trenton is doing a splendid piece of work in preparing teachers for physical training work, and we have a right to be proud of the progress which has been made. The enrollment has been limited to young men and women who seem fitted for teaching physical training. The standards are high and we have every reason to believe that this school will furnish thoroughly-trained teachers.

SUMMER SCHOOLS

The State Summer Schools offer physical training courses. The work is organized by the State Department so that the same type of exercise activity is given in each school. The teachers are selected from the best systems in the State, and the results which the classes attain, have been uniformly satisfactory. I visited the State summer schools as a part of my supervisory work, and in addition to conducting classes, talked to the conference groups upon the necessity of correlating this work with the other school activities for the best interest of both pupils and teachers alike.

STATE SUMMER SCHOOL FOR PHYSICAL TRAINING

The State department has approved of the State Summer School at Rutgers for the further development of physical training teachers.

The program is planned on a college basis, and includes both theory and practice courses in health education. The State outline in physical training is followed implicitly, and to this is added the athletic and play program which must be emphasized if we are to achieve our ends in physical training.

COUNTY AND CITY FIELD DAYS

Thousands of parents and children attended the field days which were held in the cities and counties of the State. The programs consisted of parades, pageants, folk dancing, games, and demonstrations. The members of the State department attended many of these festivals, and were amazed with the progress which has been made. The May Day is not the objective in our year's program, but it does offer opportunities for the children to demonstrate their physical prowess to the spectators. The programs appealed to young and old alike, and the credit for their success was due in no small measure to the teachers and supervisory officials under the direction of the boards of education.

THE NEW JERSEY PHYSICAL EDUCATION ASSOCIATION

During the month of December the second annual convention of the New Jersey Physical Education Association was held in Atlantic City. There were representatives from every county in the State. The theme of the program, as arranged by the executive committee, was practice rather than theory. The addresses were given by men who are in the field of supervision and class leadership. The conferences were helpful and offered opportunities for teachers in the smaller school districts to obtain material for their individual needs. Demonstrations of class-room work, playground work, leadership and gymnasium activities, were included in the program. The custom, which was established at the Newark convention in 1920, to have the physical training teachers themselves take part in class work, was adhered to, and it is to the credit of our teaching body and its interest in the practical phases of the work that some two hundred availed themselves of this privilege.

THE NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION

The purpose of the New Jersey State Interscholastic Athletic Association was outlined in my report of 1921. The objects still hold good—that is, to foster athletic competition, to hold high the ideals of sportsmanship, and to regulate, by rules, the conduct of players and spectators for the good of the game.

Athletics appeal to every normal boy and girl. They are a power for good in the schools when properly supervised. They should be organized:

First, for the physical well-being and general health development of the student.

Second, to make for better school spirit through the playing of school games, thereby representing the student body.

Third, for the entertainment of the alumni and followers of school-boy athletics. Athletics are fraught with much danger, and a note of warning should be sounded in order that they may not be overemphasized, thereby giving the students a false appreciation of their value.

The president of the State Council of Education appointed a committee to outline a policy of athletic supervision. It was my privilege to serve as chairman of this committee. After several meetings it was voted to submit the following recommendations:

I. Organization. Faculty supervision should be a part of all athletic organization.

(a) A faculty representative, in addition to the coach, should accompany the team on all trips, to act as the school representative.

(b) All correspondence should be approved by the faculty supervisor.

(c) All business pertaining to finances should be under the control of the faculty supervisor.

(d) Contracts governing time, place, guarantee, rules, and officials should be approved by the manager and faculty supervisor.

(e) Whenever possible, school contests should be held during daylight hours, or after school. Whenever evening games are necessary, they should precede school holidays. Dancing should not be tolerated as a bait for patronage at the games.

(f) High standards of scholarship should be insisted upon.

(g) The school authorities should take a firm stand against proselyting, which is now being conducted almost openly by some private schools and colleges in inducing school boys who have athletic ability to enroll in their institutions.

II. Schedules.

(a) There should not be more than ten football games, fifteen basketball games, two indoor and three outdoor track meets, four swimming meets, or fifteen baseball games in the athletic program.

It was unanimously recommended that the school officials impress upon the growing boy the question of relative values in athletics, and to encourage him to play for the sake of the game; to throw himself, heart and soul, into the winning of each contest; but at all times to hold high the ideals of sportsmanship and the great privilege that is his in representing the school.

MEDICAL INSPECTION

Medical inspection means more than its name implies. Medical inspection is, in reality, health supervision of the schools. Its purpose is to safeguard the health of school children and teachers, to prevent disease, and to teach the practice of health habits. It is the one department of our schools which does not have expert leadership in the State department. The medical inspectors throughout the State are, as a rule, men possessing high ethical standards. Medical inspection, as such, is not taught in any medical school in the country.

The medical inspectors need direction and supervision. The program implies co-operation of the school teacher, dentist, oculist, nurse, and physical

training expert. The medical inspectors should not be held responsible for the detail work in filling out cards, or the weighing and measuring of children which can be done just as effectively by one whose training is not so technical.

The records of name, height, weight and the dates of the communicable diseases can be filled in by the classroom teacher.

The items of posture, chest, feet, physical development, should be covered by the physical training teacher. The nurses should act as the physician's assistant, and, if he thinks it feasible, he should assign her to do eye, ear and nose examination in addition to the "follow-up" work without which the medical inspection has but little value.

Wherever there is a dentist employed by the board of education, he should examine the teeth of all children rather than just do dentistry for those who are assigned to him, if we really believe in the adage, "An ounce of prevention is worth a pound of cure." If there is not a dentist employed, the physician or nurse should examine the teeth as a part of the routine work, and make such recommendations as seem necessary for the physical well-being of the child.

The medical inspection cards should be kept in the classroom, so that the teacher may have ready access to them, and in turn be held responsible for following out the suggestions made by the medical inspector.

The entire community becomes very much interested in health protection at the time of a general epidemic. Signs and placards urging us to follow the simple rules of hygiene arrest our eyes at every angle.

It is necessary for us to educate the children in health habits through the leadership of medical inspectors and other health instructors so that the lessons of health may become a positive factor in the child's life. The children are not interested in the causation of disease, its signs, symptoms and treatment. Their birth-right is to be well, and those of us in authority must accept the responsibility of keeping them on a high plane of physical efficiency.

We should judge the success of our health inspection and physical training work by what we are doing for the weakest child in our systems, rather than by the success of the athletic teams. There should be no money expended for high school athletics unless we are assured that the school administration is doing all that it can for the individual boy and girl.

GENERAL REMARKS

The physical training teacher is a power for either great good or harm. He must be well trained in the problems of nutrition, corrective gymnastics, athletics and supervision. He must formulate a program which will be attractive, and at the same time, have a definite objective for the good of the boy and girl as well as for the community at large. He must put the game above the prize, and by example, teach the children to accept either victory or defeat in the spirit of good sportsmanship.

The future of physical training in New Jersey rests with the physical training teachers themselves.

No legislative act can compel children to take part in the various phases of physical training unless there is a dignified leadership on the part of the teachers. The child is impressed by the doing of exercises and athletic stunts, rather than by a description of the same.

The districts in the State where the work is most satisfactory are those in which the teachers are still young enough to take part in the class activities with the children.

Supervision of physical training means more than inspecting classes and observing teachers' work. The real purpose of supervision is to help the teachers with their problems and to outline ways and means for making the work more beneficial.

The question which has been worked through all ages, "Quo Vadis," or "Whither goest thou?" is pertinent to our physical training to-day. Educational leaders and the physical training teachers should answer this question, as to whether they are going to be satisfied with a mere compliance with the physical training law, as outlined by the State department, or whether they are going to make physical training a part of the school work which will make for better teaching, better discipline and better co-operation in the home.

PART V

REPORTS ON
EDUCATIONAL INSTITUTIONS

FOR THE YEAR ENDING JUNE 30, 1921

REPORT ON
STATE NORMAL SCHOOL AT TRENTON

J. J. SAVITZ, *Principal*

November 1, 1921.

To the State Board of Education:

GENTLEMEN—I take pleasure in submitting the 67th annual report of the New Jersey State Normal School at Trenton, New Jersey.

ENROLLMENT

One of the largest junior classes in the history of the school, numbering 285 students, enrolled in September, 1920, bringing the total enrollment to 553 students. The new students were distributed in the various courses as follows:

General Course	174
Kindergarten-Primary Course	47
Special Courses	69

Judging from the number of applications for the year beginning September, 1921 (a total of 407), the enrollment for the year 1921-22 will greatly exceed that of any former class. Since so large a number of students cannot be accommodated in our boarding halls, the State House Commission has generously set aside a sum of money to rent a house for the young men and to provide additional facilities for ten or fifteen young women outside of the dormitories. They have also provided funds to repair and remodel the dormitory formerly used for the boys so that fifty young women may be accommodated in this building. The Doctor Carr house at the foot of Model Avenue has been rented and equipped to provide a home for our young men. This house is so conveniently located that the students can avail themselves of our boarding hall and other school facilities.

It will not, however, be possible to accommodate all the students who have applied even with these increased facilities.

INCREASE IN MALE STUDENTS

The war reduced the number of our male students to three. We have application from young men for 1921-22 which will bring the total number of men students to thirty, and such interest is aroused among young men by the special courses offered and the opportunity for the graduates of the regular course to secure good positions that we confidently expect the number of young men students will reach fifty in the near future.

The call for young men normal graduates to fill principalships at good salaries in schools employing from two to eight teachers offers an oppor-

tunity for entering upon a teaching career under the most favorable conditions. With additional work at nearby colleges afternoons, evenings, and Saturdays, these young men may, by taking a year off, complete a college course in education and thus adequately prepare themselves for supervisory positions. Many of our foremost school men have been trained in this way, and with increased salaries and a better appreciation of the value of men teachers on the part of the patrons, young men will be induced to take up the work of teaching.

EXTENSION WORK

The failure to provide adequate funds to carry on extension work compelled us to do without the services of a teacher who had devoted most of her time to extension work during the last three years. Fortunately a public spirited citizen of a neighboring State who fully appreciates the value of the work has offered to pay the salary and expenses of such a teacher, and Mrs. Ralph F. Bates, the first helping teacher in New Jersey, has been secured for this purpose. Her long experience in all kinds of school work, especially as demonstration teacher at the Horace Mann School, Teachers' College, and as head of the rural department at Alfred University, adequately fits her for this task. She will devote most of her time to visiting and assisting the graduates of our rural course and those graduates of the general course who teach in districts without a supervisory official. Similar work is carried on by some of the progressive normal schools in the country with excellent results.

Until the students entering normal schools are more carefully selected as to personality, native teaching capacity and scholarship, and until our teacher training courses are extended and improved so that they more nearly approximate the training for the other professions, the work of teacher training must be carried on after teachers have entered upon service. Partially to train young women who have not reached the age of maturity for teaching and to employ them as teachers without assisting them at least in getting adjusted to their work is a wasteful procedure. When the State has spent \$500 or more in partially training a teacher why should it not spend the additional \$100 which would double the efficiency of the teacher almost immediately and develop a capacity for increasing usefulness for years to come?

During the year the principal and certain members of the faculty—Dr. Leavitt, Mr. Clarkson, Miss Dynes, Miss Thompson and Miss Herckner—assisted Superintendent J. J. Unger, of Cumberland County, in conducting an extension course for the teachers of the county. Four Saturdays were devoted to these conferences with a maximum attendance of over two hundred teachers. Similar work, with less formality and covering a smaller period of time, was done in other sections of the State. In order adequately to meet the desires of teachers and superintendents two full-time teachers, requested four years ago, should be immediately employed.

RURAL DEMONSTRATION CENTERS

To meet the needs of students preparing to teach in rural schools, additional opportunities for demonstrating approved methods of teaching were deemed necessary. Accordingly, at the regular meeting of the State Board of Education in May, the principal was authorized to arrange for two centers in addition to the one established at Hart's Corner two years ago.

Through the interest and co-operation of County Superintendent Arnold and Supervising Principal Wagner, of Hopewell Township, Mercer County, a center has been established at Harbourton. The school at this place consists of two divisions housed in a comparatively new and up-to-date schoolhouse of two rooms. The conditions and surroundings are such as are found in a typical rural community which has more children than can be accommodated in one room. The teachers in this school are both Trenton graduates, one with special training for rural work not only in Normal School, but also since graduation. Both have an understanding of problems peculiar to rural schools and a sympathetic attitude.

We were equally fortunate in finding a splendid opportunity to establish a rural demonstration center in the four-room school located at Plainsboro, Middlesex County. This district has recently dedicated a new four-room building suited to the educational needs of the community. The school is easy of access by rail or motor, and County Superintendent Willis and Supervising Principal Evans, through whose good offices the center was established, are in full sympathy with the project. The employment in the school of four Trenton Normal School graduates, three from the class of 1920, and one with a number of years' experience, insures hearty co-operation.

The centers afford good opportunity for observing approved methods of teaching in rural schools, and also for the practice preliminary to the responsible practice teaching in various school systems of the State. They also give opportunity for studying the most common forms of rural school organization and management, and for seeking the solution, under wise guidance, of rural school problems.

PREPARATION OF ENTERING STUDENTS

Every thoughtful instructor connected with the training of teachers must be impressed with the inadequate preparation of students entering upon the course of teacher training. At the present time entering students do not have adequate preparation to derive a full measure of benefit from the instruction which the normal school can give in the brief course of two years. Because of their immaturity, students complete the so-called common branches, with the possible exception of history, which is required in the last year of high school, in a manner which fails to develop an appreciation of the meaning and significance of these subjects.

The resolution passed by the State Board of Education requiring a review of geography and arithmetic and special instruction in drawing and music during the senior year of the high school course, but soon after rescinded, should be reinstated.

But while this required high school review will do something to improve the preparation it is by no means adequate. In addition to this a careful study should be made to ascertain what preparation is necessary to enable students to derive the greatest benefit from normal training. Such preparation would, of course, be somewhat dependent on the ability of the districts to provide the necessary instruction.

Nothing but a very careful and painstaking study will reveal a satisfactory mode of procedure. Either the normal course must be lengthened, a different form of preparation for entrance must be required, or the work in the normal school must be followed by a supplementary course to train teachers in service.

THE TRAINING SCHOOL

The action of the State Board of Education, five years ago, abolishing the Model School and organizing a Training School composed entirely of elementary school pupils, increased the training facilities threefold and made possible the organization of the work in the normal school with the training school as a center.

The courses in methods consist of co-operative lesson-planning under the guidance of the methods teacher, and with the needs of a particular class in mind. These lessons are taught by the methods teachers in the Training School as demonstration lessons before the normal students. This work is accompanied by assigned reading and followed by criticism and discussion by the students.

Moreover, the supervisors of practice in the Training School, usually called critics, all teach in the normal school, extending the work begun by the teachers of special methods and directing the students in the preliminary practice. This mode of procedure has resulted in a splendid co-operation among the departments of psychology and methods and the Training School that is unsurpassed in any other school.

A training school should have an enrollment large enough to provide opportunity for demonstration of approved methods of teaching, for practice teaching and for experimentation. The four hundred pupils enrolled in the training school provide opportunity for demonstration and practice only. To meet adequately the needs for all purposes the number of pupils in the school should be doubled. Such an enrollment would require additional space and equipment. Undoubtedly the number of students could readily be secured if adequate buildings could be provided.

SCHOLARSHIPS

At the present time, four scholarships, each of which pays the necessary expenses of one student, have been established by the following organizations: Burlington County Mothers' Congress, Cumberland County Mothers' Congress, Haddonfield Parent-Teacher Association, and Woodbury Parent-Teacher Association. Three others are in process of being established by the South Jersey Alumni Association, the Hunterdon County Parent-Teacher Association, and the Elizabeth A. Allen Memorial Association.

The scholarships now in effect have been awarded to capable and deserving students, after a most careful examination of applicants by the president of

the association establishing the scholarship, the county superintendent, and the principal of the Normal School. These scholarships serve to emphasize the importance of teaching as a career and magnify the work of the teacher.

PHYSICAL TRAINING COURSE

The course to prepare teachers and supervisors of physical training, organized at the beginning of the school year 1920-21, has offered an opportunity to the young men and women of the State to prepare themselves for putting into effect the provisions of the Pierson Physical Training Law. A large number of young men and women applied for admission in September, 1920. Since the qualifications of a teacher for this work are rather exacting, only twenty-two of those applying were admitted. A much larger number applied for admission to the class entering September, 1921, and twenty-seven were accepted.

The young men and women entered upon the work of this course with enthusiasm and the results exceeded our expectations. After three months the students gave an exhibition at the meeting of the State Physical Training Teachers' Association, held in Atlantic City last December, which evoked much favorable criticism on the part of the teachers attending. The students, in a manner which proves conclusively that their training is thorough and practical, also assisted the various districts in Mercer County in preparing for their spring exhibits. Many of the students secured positions to assist in directing the work on the playgrounds in various districts in the State.

This preparation is under the direction of instructors who understand, and are in sympathy with, the provisions of the Pierson Law and the State monographs outlining the mode of procedure to meet the requirements of that law, and is in co-operation with the State Supervisor of Physical Training. It should therefore provide a body of adequately trained teachers.

POST-GRADUATE COURSES FOR NURSES

The faculty of the school co-operated with the division of the Child Hygiene Department of the State Board of Health, under the direction of Dr. Julius Levy, in giving a course of instruction to the nurses employed by the department in various sections of the State. This work was, of course, wholly independent of the work of the Normal School, but it afforded an opportunity to our students to learn what was being done by experts employed by the State and others in improving physical and social conditions in the State.

The following courses were offered by persons who are experts in their special lines of work:

Prenatal Care, Dr. Thomas B. Lee; Housing, Dr. Miles W. Beemer; Home Economics, Dr. Florence Powdermaker; Mental Hygiene, Dr. Thomas W. Salmon; Venereal Disease, Dr. Arthur J. Casselman; Laboratory, Dr. R. B. FitzRandolph; Keep Baby Well Station, Miss Charlotte Ehrlicher; Child-Caring Institutions, Mr. Burdette G. Lewis; Sanitation, Mr. D. C. Bowen; School Hygiene, Dr. J. O. McDonald; Records, Miss Margaret Anderson; Oral Hygiene, Dr. William H. Bentley; Vital Statistics, Mr. David S. South; Tuberculosis, Dr. Samuel B. English, Dr. M. J. Fine; Social Work, Mr.

Arthur W. MacDougal; Women in Industry, Col. Lewis T. Bryant; Child Hygiene, Dr. Julius Levy.

In addition, Miss Gambrell gave a course in psychology, and Dr. Leavitt and Miss Cochrane gave one in the teaching of hygiene in schools.

The Department of Child Hygiene maintained a baby clinic in the normal school, in charge of a nurse specially trained for this purpose. The department also provided a nurse for our training school, who devoted her entire time to the children of the school, under the direction of our medical inspector. Our students were in such close touch with all this welfare work, and the work correlated so well with their work as "big sisters," that our graduates were thoroughly imbued with the duties and responsibilities of teachers to care for the physical welfare of their pupils. No better training could possibly be given to impress the importance of establishing good health practices.

LITERARY SOCIETIES

In accordance with the plan adopted three years ago, which provides that each literary society shall give a public performance once in two years, five societies gave public entertainments as follows:

January 14, Gamma Sigma Society, "The Persian Princess"

January 21, Theta Phi Society, "The Romancers"

February 25, The Adolphian Society, "The Golden Doom"

March 4, Normal Dramatic Club, "The Worst Man"

May 20, Philomathean Club, "Pipes o' the Hills" (given in Cadwalader Park)

The Commercial Department also gave, on April 14, a dramatic performance entitled "Just Like a Play."

These public performances are particularly valuable, not only because they give opportunity for putting into practice the teaching of the reading and speaking department, but also because they serve as a means of keeping former graduates in touch with the school. The mingling of the graduates, who return in large numbers to attend these exercises, with the present students affects most favorable the life and spirit of the school.

MEMORIAL SERVICES FOR DR. GREEN

Dr. James Monroe Green, principal of the State Normal and Model Schools at Trenton from 1889 to 1917, died October 31, 1920.

A memorial service was held in honor of Dr. Green by his friends and former students on June 11, 1921. The following resolutions were adopted by the alumni at that meeting:

"We, the alumni of the Trenton State Normal and Model Schools, meeting at Trenton on June eleventh, 1921, wish to express the high regard and deep affection in which we hold the memory of our late leader, Dr. James M. Green.

"Dr. Green was indeed a true friend. He led us with a firm but kind hand. He set a fine example of high ideals of scholarship and devotion to duty, and showed that these are not incompatible with joy and play. He, and the faculty of his selection, demonstrated the wide possibilities of the teaching

profession and inspired in many of us an abiding interest in teaching. Many a tiny spark of devotion was fanned by Dr. Green into a full and lasting flame of service. His influence for good has spread far in the State of New Jersey and beyond its borders.

"Dr. Green showed always a keen interest in educational advancement, keeping in close touch with the educational movements of the day. He brought to his own task the wide vision that comes from contact with all that makes for progress. He mingled a fine and sane conservatism with an earnest reaching forward for the best in the new.

"We wish to express our conviction that the services of Dr. Green to the State schools, to the State of New Jersey, and to the Nation, have been of a very high order. We know that his spirit will live and do good in all the years to come.

"Be it resolved, That a copy of these resolutions be placed on record at the Trenton Normal School and that a copy be sent to the family of Dr. Green."

The principal speaker on this occasion was ex-Governor Edward Casper Stokes. An extract from his address follows:

"He was a central peak in the educational work of his State and his Nation; and honors and recognition came to him all along the pathway of his academic activity. His was a simple but active life. To-day, as we drop these words of respect, we have faith to believe that somewhere, afar in another world, his active mind is still engaged in a course of higher training and culture. . . .

"If I were asked to write his epitaph I should write it in the simple words of the poet:

"Not stirring words nor gallant deeds alone;
Plain, patient work fulfilled that length of life.
Duty, not glory—service, not a throne—
Inspired his effort."

COMMENCEMENTS

Informal commencement exercises of the February class of 1921 were held on January 28. Honorable Melvin A. Rice, president of the State Board of Education, presented diplomas to eighteen young women.

The graduating class of June, 1921, held commencement exercises in the auditorium Thursday morning, June 23, at 10:30 o'clock. Diplomas were presented to one hundred ninety-two students, classified as follows: General Course, 135; Kindergarten-Primary, 34; Special, 23. The address was delivered by Dr. David B. Corson, superintendent of Newark schools. Honorable Melvin A. Rice, president of the State Board of Education, presented the diplomas.

In connection with the closing exercises a field meet was held on the campus, in which every member of the Normal and Training Schools participated. The boys and girls of the Training School engaged in games, folk dances, and rhythmic plays. The students of the Normal School gave exhibitions of folk dancing, various kinds of exercises, and also a maypole dance and a mass drill.

ALUMNI REUNIONS

The general Alumni Association held its annual meeting on Friday and Saturday, June 10 and 11. A luncheon was served on Saturday, followed by the usual roll call. Officers were then elected for the ensuing year as follows:

President—Dr. Horace D. Bellis, 437 East State Street, Trenton.

Normal Vice-President—Mrs. J. R. Summerfeldt, 815 Berkeley Avenue, Trenton.

Model Vice-President—Miss Charlotte Thropp, Normal and Model, R. D. 1, Morrisville, Pennsylvania.

Recording Secretary—Mrs. Albert T. Stretch, Normal and Model, 207 Academy Street, Trenton.

Alumni Secretary—Miss Lucile Green, Model, 64 Lafayette Avenue, Passaic.

Corresponding Secretary—Miss Lulu B. Clough, Normal, P. O. Box 296, Trenton.

Treasurer—Miss Mollie C. Pierrepont, Normal, R. F. D. 3, Trenton.

The North Jersey Alumni Association held its annual meeting at the Hotel McAlpin, New York City, on May 7. Officers were elected as follows:

President—Judge John B. Zabriskie, 14 Washington Place, Hackensack.

Vice-President—Mrs. Grace Richard Boll, Dover.

Secretary-Treasurer—Miss Allene Magowan, Speedway School, Newark.

It is gratifying to report that the graduates of the school living in the lower section of the State have organized an association to be known as the South Jersey Alumni Association. The first meeting was held in Philadelphia, on November 27, and the following officers were elected:

President—Miss Katherine Hirst, 586 Federal Street, Camden

Secretary—Miss Marion Little, R. D. 1, Vineland.

Corresponding Secretary—Miss Helen Welsh, 270 East Main Street, Moorestown.

Treasurer—Miss Anna Cunningham, R. D. 1, Moorestown.

Respectfully,

J. J. SAVITZ,
Principal.

REPORT ON
STATE NORMAL SCHOOL AT MONTCLAIR

CHARLES S. CHAPIN, *Principal*

ATTENDANCE

Since 1916 the attendance at the three State normal schools in New Jersey as well as in most normal schools of the United States has been steadily and rapidly falling. Our total registration in September, 1916, was 658, which had declined in September, 1919, to 413. The number of new students who entered in September, 1916, was 276, and this number had declined in September, 1919, to 163. The registration of September, 1920, however, showed a slight turn in the tide. In 1919 registration of 413 had risen to 444, and the registration of new students February 1, 1921, was 47, making a total of 491 students enrolled for the present school year. The number of new registrants in September, 1920, was 204, a gain of 41 over the previous year.

The general business depression and the considerable increase in teachers' salaries in New Jersey are having their effect on the normal schools in the promise of a greatly increased registration for the school year beginning September, 1921. The number of new students admitted for September, 1921, is 265, which will raise our total registration for the fall term from 444 to 557, to which must later be added 60 or 70 new registrants in February, 1922, many of whom have already filed applications.

This school will have as large a membership in September, 1921, as can be taught by the present faculty in the present classrooms. If the number of applicants for admission to the school continues to increase another year as it is now increasing, several more teachers must be added to the faculty and several rooms must be prepared with suitable furniture.

NEED OF A NEW DORMITORY

If we had suitable dormitory accommodations the number to be admitted next fall would be considerably in excess of the 265 already accepted, and would be the largest in the history of our school, but Montclair is seriously handicapped by lack of dormitory accommodations. Russ Hall, the gift of the late Edward Russ, of Hoboken, has been maintained most successfully for six years, and is self-supporting, but it accommodates only 97 students. The waiting list for rooms ranges always from 100 to 150. I estimate that not fewer than 100 applications have been withdrawn because we cannot guarantee dormitory accommodations. We have transferred 87 applicants from the September, 1921, term to the February, 1922, term, and have 20 new applications for February, 1922, making a total of 107 who wish to board at Russ Hall for next year. Not one of them can be accommodated as the number of applicants for dormitory rooms who are now members of the school will exceed all possible vacancies in September,

1921, and February, 1922. We have already registered applicants for the dormitory for September, 1923, September, 1924, and September, 1925.

Housing conditions in Montclair are such that not more than 80 of our students can secure rooms with or without board, although we run an advertisement in the local papers for several weeks each year and make a personal canvass of the Upper Montclair section of the town. The only way in which we can secure outside rooms for these students is to provide table board at the dormitory for a part of them, though this arrangement is unsatisfactory since it crowds the dormitory students and table boarders, creates trouble among the help and complicates problems of discipline. As a temporary arrangement it can be tolerated, but must not become permanent.

Moreover, many mothers wish their daughters to receive the protection, medical attention and supervision of a well-managed school dormitory, and they are unwilling to trust their daughters to strangers. No more healthful, or secluded, or suitable location can be found than on the ample and elevated grounds of the Montclair State Normal School. The location of this school marks it out conspicuously as a boarding school, and if the State of New Jersey is to afford equal opportunities to young women to train themselves for teaching, and if the scarcity of trained teachers in our State is to be overcome, it would seem a part of wisdom to utilize the present plant at the Montclair State Normal School to its full capacity. In order that this may be done, I shall ask the State Board of Education to request the Legislature of 1921 to make a special appropriation, not to exceed \$200,000, to build another dormitory to accommodate 120 students. I can promise that the new building will be filled from the first.

A TEACHERS' COLLEGE

I call the attention of the board to a movement, which began in the West and has developed in the South and in New England, to change State normal schools into teachers' colleges which shall continue their present two-year courses for training teachers for the elementary schools and shall add four-year courses to train supervisors, high school teachers, and teachers for junior high schools. The degree of bachelor of science or bachelor of education usually follows the successful completion of these four-year courses but not of the two-year courses.

A recent canvass of State normal schools shows that about sixty-five of them have now become teachers' colleges with such four-year courses as are indicated above. An exhaustive study of teacher training by the Carnegie Foundation has resulted in a report in which it is declared that all State normal schools should, as soon as possible, be transformed into teachers' colleges on the basis above indicated.

The Montclair State Normal School refuses, every year, a considerable number of applicants who would enter if they could be trained to teach in high schools and in Junior high schools, and if they could be assured of a degree at the end of a four-year course.

The additional expense of inaugurating such a four-year course would, for several years, be inconsiderable, as nearly half our faculty have already

taught on college faculties, and we now have the instructors who can offer the adequate four-year courses in mathematics, English, botany, zoölogy, physiology and hygiene, psychology, music, school supervision and administration, and possibly other subjects without adding at all to the annual salary budget.

Such a change would require at least two years to become effective. It is suggested that the State Board of Education consider the proposition in all its bearings, after obtaining full data on the history and experience of teachers' colleges throughout the country.

THE DEMONSTRATION SCHOOL

The demonstration school has been enlarged by the addition of a model second grade which will be opened in September, 1921, and will be taught by Nellie I. Jacobs. The first grade will continue to be in charge of Grace A. Pattison, B.S., who will be assisted by Louise Stone, a very successful teacher in the Montclair public school system. It is proposed to add, in successive years, a third grade and a fourth grade to the demonstration school, which has already proved of great value in the training of teachers. An arrangement has been made by which all students in the senior and junior classes have ample time to observe the actual schoolroom work under the best conditions and thereby to supplement the theory of method by actual demonstration of work. The project problem method of instruction continues in the first grade and will be carried into the second and subsequent grades.

CHANGES IN FACULTY

Clarence H. Robison, Ph.D., has resigned from his position as head of the nature-study department and has become a member of the department of education in the University of Southern California. The following have been added to the faculty:

Ethel A. Grosscup, A.B., head of the physical training department; Evelyn Noble, assistant in the physical training department; Grace A. Pattison, B.S., instructor in first grade demonstration school; Faye Ogden, Ph.B., instructor in kindergarten and kindergarten subjects; Nellie R. Shea, of the Newark Normal School faculty, is teaching penmanship for the present year one day per week.

FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 1921

Pay Roll—

Principal and Teachers	\$60,736.00	
Other Employees	17,823.00	
Practice Teaching	9,150.00	
Total Pay roll		\$87,709.00

Other Payments—

For Supplies	\$23,955.96	
For Repairs, Insurance and Improvements	10,282.11	
Supervision of Practice	717.56	
Copper Gutters	3,978.26	
Refrigerating Plant	4,778.80	
		<hr/>
Total Other Payments		\$43,713.19
		<hr/>
Total Expenditures		\$131,422.19

Balance of Appropriations—

For Maintenance	\$144.04	
For Repairs, Insurance and Improvements	217.89	
For Practice Teaching	3,632.50	
Salaries	5,102.00	
Copper Gutters	21.74	
Refrigerating Plant	221.20	
		<hr/>
Total Balance		\$9,339.37

REPORT ON
STATE NORMAL SCHOOL AT NEWARK

W. SPADER WILLIS, *Principal*

The State Normal School at Newark entered upon its eighth year of existence September 7, 1920, with a pleasing outlook for the future. The entering class numbering 330, not only increased the enrollment, but also indicated the fact that high school graduates are giving up industrial and commercial pursuits in order to enter the teaching profession. It is indeed fortunate for the school situation in this State that the tide is turning in this direction.

It may be of interest to state that in September, 1920, only 400 students entered the three State normal schools, while in September, 1921, there were over 800 enrolled.

ENROLLMENT

The enrollment for the year is as follows: Sr. A's, 100; Sr. B's, 233; Jr. A's, 83, and Jr. B's, 330, making a total of 746 students. Of these students, 658 pursued the general course, and 88 took the kindergarten and primary course. Fourteen counties were represented by the student body, and a careful survey shows that over 300 of these students left home at 7:30 in the morning in order to reach school in time. This is a commuting school; trolley and railroad facilities enable the graduates of forty high schools to attend without undue travel fatigue. Excellent boarding places are found for those who desire to reside in Newark.

HEALTH CONDITIONS

It is a pleasure to state that the general health of the student body has been excellent and the attendance remarkable. The entire spirit of the school is one of co-operation, cheerfulness and good health. Visitors speak of the school as being a happy, sunshiny place. The building itself, kept in perfect sanitary condition, is conducive to this result; teachers and students greatly appreciate the beautiful environment in which they are placed.

In order to secure accurate information all students are examined by two physicians, and the results of these examinations are filed for the use of principal and faculty. Students are sent home for the removal of adenoids and tonsils as well as for ear, eye and throat treatment, and are also given definite corrective work by the physical training teachers in a sympathetic and helpful way. It seems a pity that some parents permit their children to reach womanhood suffering from ailments which should have been remedied years ago. Our physicians find, however, that the general health of the student body as a whole is improving from year to year. Successful teaching cannot be secured without good health; it is for this reason that so much attention is given to the physical condition of the student body.

The State Monograph on Physical Training is used as a source for teaching material. Each student is given a copy and is obliged to actually teach a series of lessons selected from it. The State Monograph is supplemented in many other ways, but the monograph itself is made the chief center of inspiration for the grade work.

Students are given special training in order to secure good carriage, muscular control, prompt response and quickness of action. Folk dancing, games and many interesting devices are used for this purpose and the results indicate that this special training is of great value. The regular grade work, such as setting-up exercises, posture drills and games suitable for classrooms, playgrounds and summer school activities are given. Students are placed in charge of classes in order to test their confidence, initiative and ability to secure results.

In connection with the physical training work a series of talks are given by the hygiene and physical training teachers relative to personal health, the pernicious effects of stimulants and narcotics, and the value of fresh air and sunshine, sleep and rest, exercise and digestion, cheerfulness and hope upon the development of mind and body. These personal talks are instructive and effective. The popularity of the physical training course is made evident by the large number of students remaining after school to take part in athletic activities. They realize that the aim of the department is not to train a winning team, made up of the best physical specimens who need the training the least, but to promote the general health, happiness and co-operation of the entire student body. This result has been accomplished. The gymnasium is a happy, busy place from 8:40 A. M. until 5 P. M., where courage is given to the timid, grace to the awkward and many valuable lessons taught concerning courtesy, fair-play, self-control and honesty of purpose. The gymnasium is in charge of two physical training teachers and an assistant.

THE PRACTICE DEPARTMENT

The State normal schools train hundreds of students each year to become successful teachers in the elementary grades. It is not an easy task, as students vary greatly in their preparation and personality as well as in their temperament, home training and general fitness for this special calling. It is not only the problem of the normal school to prepare teachers to carry out the curriculum of the grades, but these young teachers must be qualified to lay the foundation for a worthy and progressive citizenship. The boys and girls under their care to-day will be the men and women of to-morrow. Good citizenship may be a by-product of teaching if the teacher understands social, economic, moral and educational problems in a broad and intelligent way, but without these qualifications the children of our schools will not understand the true meaning of democracy. There never can be any substitutes for common sense, tact and a sympathetic attitude toward children.

During the year 1920-1921 four supervisors of practice visited two hundred practice students each semester, who were teaching under the direction of training teachers in various parts of the State. The supervisors took to these young people, struggling with difficult problems, a friendly voice

and a helping hand, for they realized that these beginning teachers, scarcely twenty years of age, were making adjustments which require a sympathetic and patient oversight. Supervisors must have an accurate knowledge of daily programs, courses of study, workable methods, a wise selection of subject matter and discriminating judgment in order to help, encourage, and judge these young teachers. Some idea of the extent of this work may be gained when it is stated that our supervisors made two thousand visits during the school year, traveling hundreds of miles in all kinds of weather in order to observe, discuss and strengthen the work of practice students, and held numerable conferences with supervising principals, training teachers and students.

The principal of the State Normal School at Newark was kept in close touch with the work of this department through reports made to him relative to the success or failure of the practice students, and also at monthly meetings where these reports were discussed and suggestions made as to the future. These reports were filed for inspection. The principal also found these reports very helpful when visiting various practice centers. Another important feature of the work performed by the supervisors of practice was that of visiting and reporting upon graduates who occupy regular teaching positions. This placed an extra burden upon the supervisors, but it brought to the Normal School accurate information regarding a vital matter.

Two hundred demonstration lessons were given during the school year by the supervisors of practice before training teachers and practice students. These lessons demonstrated right methods of teaching and afford opportunity for discussions in which the students were trained in intelligent observation. Besides these demonstration lessons at certain intervals during the practice period, students in the field were called together at various centers where expert teachers who had made a reputation in certain grades taught a series of demonstration lessons, which were afterwards thoroughly discussed.

The duties of the supervisors are varied in character; they are obliged to outline lesson plans, give constructive criticism, hold individual conferences with weak students and give definite reasons for failures of the same, arrange time-saving programs and confer and advise with principals, training teachers and practice students. They place themselves at the service of any teacher or student who needs them and answer any call that any critic teacher or practice student may make upon them. This work demands cheerfulness of spirit, good health, teaching skill, tact and a broad vision in order to bring to these would-be teachers a human and a sympathetic relationship which makes for gratitude, encouragement and success. Youth is no crime, and inexperience is no disgrace, but it will always be a difficult problem to train hundreds of young people to assume positions requiring such a broad outlook and understanding as that of teaching young children.

In summing up the work of the practice department it may be said that the aim is to make teaching happy, sane and serviceable and this result is being accomplished, as the reports of superintendents and supervising principals attest.

LIBRARY

The library is one of the busiest centers of the school. Five hundred students daily gather there for reference work during and after school hours. It is splendidly equipped, having a collection of 7,000 text books for use of faculty and students; 14,000 carefully selected reference books of wide range, hundreds of educational and technical magazines, several thousand mounted and unmounted pictures to be used in the grades, a model children's library with an unusual collection of illustrated books, 500 war posters from various countries, hundreds of pamphlets covering all phases of school work as well as a valuable collection of Government reports, public documents and special publications.

A course in library methods is given to all students along the following lines:

- (a) To teach the students the use of books as reference tools.
- (b) To familiarize them with library methods, so they may use a library intelligently, and may train their pupils along the same lines.
- (c) To give them a practical working knowledge of the principles governing the selection of books, more especially reference and children's books.
- (d) The cost and care of books.

All books received at the school are taken to the library where they are stamped, numbered and catalogued. A complete index system is used, the same as in all large libraries in the country. Last year only ten books were lost. This indicates unusual care on the part of teachers and students. The library rooms are spacious, well lighted, well-ventilated and equipped with modern furniture. Two trained librarians and one helper are in charge. Students themselves realize the advantages that are offered them by the library and greatly appreciate its helpfulness.

HIGH SCHOOL VISITING DAY

An interesting event occurred April 14, 1920, when two hundred high school principals, teachers and students assembled at the Normal School for the purpose of meeting the members of the faculty, observing the work of various departments and gaining some knowledge of the student body. The result was most gratifying, as forty high schools were represented by principals, members of the faculty and student body, making it one of the most distinctive high school gatherings of its kind ever held in the State.

Visitors were welcomed by the principal and then escorted through the various departments by members of the student body. At eleven o'clock an assembly period was held, when talks were given by Dr. C. N. Kendall, Commissioner of Education; Dr. Charles S. Chapin, Principal of the State Normal School at Montclair; Dr. J. J. Savitz, Principal of the State Normal School at Trenton, and other prominent educators. Afterward, an abundant luncheon was served in the dining-halls.

The result of this meeting has proven very helpful in establishing a much closer relationship between high and normal schools than formerly existed. The large September entering class is one of the direct results of this gather-

ing. The Principal has held many other meetings with critic and training teacher, which have proven mutually beneficial to all concerned. Each semester conferences are held in connection with some department of the Normal School work.

CONCLUSION

The work of all the departments has been closely unified, and the results indicate that a fine spirit of co-operation exists between faculty and students which gives promise of making the work happy and successful. No school can succeed without the loyal devotion and earnestness of the student body, and this spirit exists at the State Normal School at Newark.

Permit me to thank the members of the State Board of Education for their co-operation and assistance.

W. S. WILLIS,
Principal.

REPORT ON
NEW JERSEY SCHOOL FOR THE DEAF

ALVIN E. POPE, *Superintendent*

HOUSEHOLD

The household organization is recovering from the effects the war had in disorganizing our staff. Improvements have been made along the lines previously outlined. Many changes have been made in the handling of store-room supplies, particularly food. Improvements have been made in the girls' dormitories. These changes have resulted in many conveniences as well as much economy.

MEDICAL REPORT

The following is the report of the medical services rendered, beginning January 1, the date of reorganization, to June 30:

Number of admissions to the infirmary	135
“ “ discharges from the infirmary	135
“ “ hospital days	708
“ “ patients in hospital June 30, .....	...
“ “ dispensary treatments	6,196
“ “ physical examinations, hearts and lungs	230
“ “ throat examinations by Dr. Belting	210
“ “ throat examinations by Dr. North	50
“ “ urinalysis examinations by Dr. Belting	210
“ “ vaccinations for smallpox	32
“ “ typhoid inoculations by Dr. Belting	2
“ “ special treatments given by Dr. Belting	56
“ “ laboratory reports from Health Department	19
“ “ teeth cleaned and examined by Dr. Farley	210
“ “ visits to Dr. Macfarland's office	23
“ “ milk and egg feedings March 16 to June 30	3,302
“ “ children underweight March 16, 1921	64
“ “ children underweight June 30, 1921	5

Each child had an eye examination by Dr. Macfarland in September, 1920.

Each child had a dental examination by Dr. Farley in September, 1920.

DENTAL REPORT

Cleanings	210	Enamel fillings	18
Extractions	63	Treatments	63
Amalgam fillings	129	Nerve removed	12
Cavity linings	41	Roots filled	12
Cement fillings	36	Sittings	235

INDUSTRIAL DEPARTMENT

Although our industrial department is in very good shape there are a great many improvements to be made which will take time. Free-hand drawing and applied arts have been correlated with the various industries; also, shop arithmetic and shop language. Notwithstanding the fact that we have six linotypes, they are in use from eight o'clock in the morning until nine at night, and sometimes later. We have many boys on the waiting list who wish to take up this course. Several boys who have finished the course were placed at a salary of from \$35.00 to \$40.00 a week, and a couple who did not finish the course have been placed at \$15.00 and \$20.00 a week. The salaries of all have been raised as they improved by practice.

ACADEMIC DEPARTMENT

The academic is our weakest department, but is beginning to make the greatest improvement. We have employed a principal who is considered the best of her kind in the country. She began the work of reorganizing the primary department before the end of the year, and towards the close of the term carried the work to the advanced department. In order to straighten out the English in all classes it was necessary to start the pupils at the beginning, as though they had never been to school before, requiring them to go through the regular course step by step. The advanced grades made rapid progress in this, but it had its effect in correcting their defective language.

NORMAL COURSE

Three pupils have been graduated from the Normal Course for the Deaf at the State Normal School and we have employed them for this coming year.

TEACHERS

Our greatest fault in the past has been poor teaching. Our greatest need for the future is good teachers and good teaching. We are working hard with our present staff and have some excellent teachers, as good as can be found anywhere. But we have a great many who will have to improve or be dropped. We cannot hope to fill their places with first-class teachers until we pay better salaries—salaries equal to those paid to teachers in the public schools for the deaf. Thirty-four teachers of the deaf in the public schools of New York city receive \$3,250 each per year. Ten teachers of the deaf in the Newark public schools receive \$2,300 each per year. Sixteen teachers of the deaf in the Cleveland public schools receive between \$2,000 and \$2,300. This is not their maximum. The Cleveland teachers for the deaf can work up to \$2,800 and those in Newark up to \$3,000. Our women grade teachers doing the same work are receiving \$1,350 and will receive \$1,550 next year. We have advertised in a professional magazine which goes to all teachers of the deaf, offering a salary of \$2,000 to a well-trained teacher. No reply to this advertisement has been received. It is evident that we must train our own teachers in the training class in the State Normal School at Trenton. Young girls entering the normal school will not select this course unless we pay them as much as they can receive in the public schools. The three normal school

students we employed for next year were engaged with beginning salaries. Unless we can give them the same increase in salary each year as the public schools give we cannot hope to secure more girls for this work. There is a shortage of teachers for the deaf all over the world—a much greater shortage than in any other line of teachers. It has reached a point where it is not a competition between schools for the deaf, but a competition between the public schools of all local communities and the schools for the deaf.

FINANCIAL STATEMENT

<i>Item</i>	<i>Per Capita</i>		<i>Per Cent</i>
	<i>Cost</i>	<i>Cost</i>	
Administration Expenses	\$9,917.64	\$47.22	7
Instruction Expenses	48,163.22	229.31	35
Operation of Plant	20,355.03	96.92	15
Maintenance of Plant	9,352.49	44.52	6
Maintenance of Pupils	37,006.63	174.74	28
Auxiliary Agencies	1,227.21	5.83	1
Medical Inspection	3,451.35	16.42	3
Additions and Improvements	6,493.11	30.91	5
Miscellaneous Expenses	562.97	2.67	0
Grand Total Payments	\$136,529.65	\$648.54	100
For Extraordinary and Permanent Im- provements	14,527.82		
Total Maintenance	\$122,001.83		
Average Attendance			210
Per Capita Cost		\$580.96	
School Term			10 months
Total Receipts		\$4,519.35	
Receipts Appropriated		\$3,000.00	
Receipts Returned to State		\$1,519.35	

NEW BUILDINGS

Three hundred thousand dollars have been appropriated for the beginning of the primary unit at our new site. As the State architect's office has been abolished, and as the new architects have much incompleting work to finish at Bordentown and at the Glassboro Normal School, our plans and specifications will not be completed before the first of next January, but what we have lost in time we will gain in accuracy, efficiency and ultimate economy in planning, constructing, and operating the new plant.

CONCLUSION

In concluding, it might be said the outlook for the school is very good. It is hoped we will be able to move into the primary unit next fall. This will relieve the congestion in the present buildings and we will have about twenty-five more pupils at once. It is hoped we will be able to have the large girls at the new site in 1923 and the large boys in 1924, after which time the present site will be vacant.

REPORT ON
MANUAL TRAINING AND INDUSTRIAL SCHOOL FOR
COLORED YOUTH

W. R. VALENTINE, *Principal*

I herewith submit the annual report of the Manual Training and Industrial School for Colored Youth at Bordentown, New Jersey, covering the fiscal year July 1, 1920, to June 30, 1921.

There no longer exists any difficulty about securing students. It is now a question of selection only. About 500 applications were received during the year. The maximum capacity of the dormitories with crowding is 260, about equally divided between boys and girls over 14 years of age. This number crowds the dining room of 200 capacity, and also crowds our classroom facilities which have not been increased in any way for 20 years although the enrollment has increased 300 per cent in the last five years. It is sincerely hoped that the Legislature will appropriate \$135,000 for the purpose of adding the equivalent of 8 classrooms and making necessary alterations to the present schoolhouse. This is absolutely necessary in order to maintain a high quality of instruction and facilities for teaching. For example, although the various sciences are a very important part of a present-day curriculum, the school possesses no physical or chemical laboratories of any kind, and supplies no library or reading room facilities. There are no toilets in the building. Such equipment is essential in order to place the school in a position to command the respect of the colored people of the State as an educational institution especially since the school is not meant to be a semi-correctional institution nor a home for indigent boys and girls. It should be remembered that the students themselves paid in \$24,296.96 for the current year toward the maintenance of the school.

The school and dormitory facilities should be enlarged to accommodate a minimum of 500 students. This is an efficient and economical unit. The school cultivates 130 acres of land to back up a large student body; the classes could be better organized for instruction; the per capita cost would be materially reduced. For the acreage 260 students are too few.

Gains have already been made, however, Contracts have been let to the amount of \$160,000 for a new building consisting of an auditorium, dining room, modern kitchen, domestic science kitchens and a gymnasium. The present assembly hall will be divided up to care for the sewing and dress-making. The dining room with its primitive kitchen will be removed from a damp, dark basement.

Another unit of the sewer system has just been completed at a cost of \$5,000. It carries off the waste from the hospital building and the group of residences on the Burlington Road which up to this time emptied on the surface.

Contracts have also been let for additions to the present laundry facilities. The laundry work has for the most part been done by hand.

The school, with student help, is remodelling an old double house, steam-heated and electric-lighted, one side of which is to be occupied by senior girls for practical teaching in home making and the other side as a residence for the lady teachers, thus relieving the congestion in the girls' dormitory.

In like manner the school itself is building a new modern dairy barn with a creamery attached and also remodelling an old barn. The old barns were removed from a position on the campus to a more remote site. A new chicken house also was built on the new site and the old one, together with the pig pens, removed from the area of the campus. A new corn crib and smokehouse were constructed by students, also two wagon sheds, the lumber for which was cut from timber on school property.

It should be kept in mind that the students, as a part of their trade instruction, do most of the repairing needed on the plant, including plumbing, carpentry, steam heating and electric wiring. The building of the barns and the remodelling of the house is a part of that instruction.

With the completion of the addition to the Trade Building, the boys' trades are now operated under good conditions. Two years ago the boys' trades were housed in a small frame shop of one room. Beginning with the next school year the boys' trades will consist of an auto repair shop, a machine shop, print shop, carpentry shop and a mechanical drawing room, or classroom.

In addition to the construction work enumerated, the school has drained 20 acres of farm land by means of 4,675 feet of drain tiling, thereby adding 1½ acres to the farm. A start was also made in building new roads in accordance with the plans of future development as planned by a landscape architect. A gully 14 feet deep and 100 feet long was filled in as a part of the new road system. This road begins at the new concrete Burlington Road, and runs in a straight line for a distance of 2,000 feet to the administration building or main building, dividing just beyond the gully to a right and left drive around the front of the main building. This road is being constructed by the school. Its foundation is being made of broken bricks hauled from a brick yard two miles distant, and then covered with cinders. The grounds are partly closed in by 500 rods of fencing, which also divides off fields for pasture. Considerable grading around buildings and along roadsides has been completed as well as the digging out of hedges.

The sewing has been divided into plain sewing and dressmaking. Whereas last year one teacher taught 130 girls daily, two teachers are now instructing that number of girls, the most skillful being put into a class by themselves for dressmaking. For practice the girls in dressmaking make dresses for people in the town at their expense, thus securing practice on all kinds of material and in various styles.

The musical organizations have extended their work this year. They have given 76 concerts in all parts of the State. In this way 23,161 people were brought into direct contact with the standards of performance of the school.

In the month of October the alumni of the school was organized. In February about 70 parents met at the school in response to the call of the Principal. The school was able to present to the parents its object and aims and also to learn the point of view of the parents with the view of encouraging greater co-operation. These meetings will be annual. A public

meeting was held in the Senior High School of Trenton, March 8, 1921. Dr. James E. Gregg, Principal of Hampton Institute, was the main speaker, supplemented by remarks from Dr. J. J. Savitz, Principal of the Trenton State Normal School; Superintendent W. J. Bickett, of Trenton; Col. D. S. Craven, chairman of the Bordentown School Committee, and Mayor Donnelly, of Trenton. Music was rendered by the glee clubs. The object of the meeting was to give the public a correct understanding of the aims and scope of the work of such a school as this.

The school continues to conduct its monthly farmers' institute at Gouldtown among the colored farmers there, carrying to them the latest methods of agriculture and the leaders of the profession. The Y. W. C. A. organizations of North Jersey and the Y. M. C. A. of Philadelphia held their summer camps on the school grounds. The annual Chautauqua was held as usual bringing together the people from all parts of the State.

The principal of the school is the president of the organization of colored teachers in the State, an organization which attempts to make more effective the teaching of colored youth.

The students of the school are taking a keen interest in athletics and are thereby being brought in contact and competition with the other colored educational institutions of the country. The track team won the interscholastic mile relay at the Annual National Scholastic Relay Carnival held at Franklin Field, Philadelphia. It also won two first places, and one second place, at the Colored Interscholastic Relay Carnival at Howard University, Washington.

The student Y. M. C. A. of the school sent a delegate to the Student Annual Conference held in Richmond, and the Y. W. C. A. sent five delegates for two weeks to the annual student conference of girl students held in Raleigh, North Carolina. In this way also the school is taking its place along with other educational institutions. The expenses of these delegates were defrayed by the student organizations of the school.

The school acknowledges the following gifts by colored organizations given during the past current year. (1) A scholarship of \$50 given by Scotia Society of Jersey City. This was awarded to Miss Helen Seruby, of Pennington. (2) A framed picture of Frederick Douglas given by the South Jersey Baptist Association. This picture hangs in the Assembly Hall. (3) A group of four books by negro authors purchased from the proceeds of a concert given by friends of the school in Summit, headed by Mr. Josephus Judkins.

W. R. VALENTINE,
Principal.

REPORT ON
SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustee*; FRANK F.
FREDERICK, *Director School of Industrial Arts*

GENTLEMEN:

I submit herewith statement of the enrollment in this school for the school year 1920-21.

ENROLLMENT OF STUDENTS, 1919-20 AND 1920-21

	1919-20	1920-21
Total number enrolled	1,269	1,333
Males	824	871
Females	445	462
	1,269	1,333
Attending evening only	1,035	1,062
Attending day only	214	224
Attending both day and evening	20	47
	1,269	1,333

ENROLLMENT IN DEPARTMENTS

	1919-20	1920-21
Fine Art	156	192
Mechanical	272	244
Architectural	55	67
Electrical	88	120
Chemical	67	52
Dressmaking and Millinery	314	329
Children (Saturday only)	87	104
Woodworking	33	41
Day Technical	67	62
Machine Shop Practice	40	44
Automobile	109	90
Rubber Technology .....	....	21
	1,288	1,366
In more than one department	19	33
	1,269	1,333

SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL

	1919-20	1920-21
Employed in Shops, Mills and Factories	240	243
Machinists and Machinists' Apprentices	124	90
Potters	42	40
Building and Woodworking Trades	54	65
Electrical Trades	42	49
Draftsmen and Designers	29	28
Clerks, Stenographers, etc.	192	226
Housekeepers	42	59
School Teachers	48	65
Other Trades and Professions	92	101
No occupation reported	47	55
At Home	74	64
Students from other schools	168	176
Students of S. I. A. only	75	72
	1,269	1,333
Total Enrollment Year 1920-21	1,333	
Total Enrollment Year 1919-20	1,269	

Increase (net) over last year

64

Respectfully submitted,

FRANK F. FREDERICK,

Director.

FINANCIAL REPORT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL
EDUCATION OF TRENTON FOR YEAR ENDING JUNE 30, 1921

Receipts

City Appropriation	\$30,740.00
State Appropriation	10,000.00
Tuition Fees	7,891.17
Interest on Deposits	198.92
Materials sold pupils	4,476.37
Rent	1,075.50
Miscellaneous Receipts	709.28
Prize Money	544.50
Interest on Loans (Refund)	16.11
Shop Building Equipment Fund	5,777.40
	\$61,429.25
Balance on hand July 1, 1920	1,083.65
	\$62,512.90

SCHOOL REPORT.

Disbursements

Teachers' Salaries	\$29,459.99
General Salaries	3,244.92
Janitors' Salaries	3,404.67
Fuel	2,101.78
Light and Power	1,350.23
Furniture and Equipment	3,901.45
Printing	875.00
Materials	4,202.70
Operating Equipment	1,734.47
Repairs	1,428.92
Advertising	381.32
Insurance	833.32
Models	172.00
Library	129.09
Miscellaneous	147.52
Prizes	412.00
Interest on Loans	263.80
Temporary Loans	8,000.00
	<hr/>
	\$62,043.18
Cash Balance June 30, 1921	469.72
	<hr/>
	\$62,512.90

ROBERT C. BELVILLE,
Secretary Board of Trustees.

REPORT BY
 BOARD OF TRUSTEES OF SCHOOLS FOR INDUS-
 TRIAL EDUCATION, HOBOKEN

Statements Showing Time Given in Instructions for the
 School Year 1920-1921

ATTENDANCE REPORT IN DAY SCHOOL

<i>Teacher.</i>	<i>Subject Taught.</i>	<i>No. of Pupils.</i>	<i>Salary.</i>
E. E. Haddenhorst	Continuation, 5th and 8th grade	150	\$1,700
H. Gunkel	Sewing, Continuation	246	1,500
M. C. Meharg	Sewing	280	1,500
K. Selck	Continuation, Cooking, Office as- sistant	60	1,500

ATTENDANCE REPORT OF EVENING SCHOOL, 1920-1921

<i>Subject Taught.</i>	<i>Summary of Attendance for the Evenings of</i>						
	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Total</i>
Advanced Cooking	177	210	119	218	193	17	934
First Year Cooking	136	172	77	125	109	12	631
Advanced Sewing	187	203	89	197	142	16	834
Second Year Sewing	273	284	167	276	241	23	1264
First Year Sewing	304	451	206	349	320	29	1659
Advanced Dressmaking	105	119	60	104	105	10	503
First Year Dressmaking	71	102	57	106	92	8	436
Intermediate Dressmaking	63	117	55	100	104	10	449
Millinery	142	147	81	112	108	11	601
Embroidery	148	166	107	172	138	12	743
Hairdressing and Manicuring..	67	148	67	142	120	11	555
Totals	1673	2119	1085	1901	1672	159	8609
No. Sessions per Month	9	13	7	13	11	1	54
Average Attendance per Session	186	163	155	155	152	159	162

Director in charge, Mr. Richard Beyer. No salary.
 Teachers employed, 14.
 Custodian of building, 1.
 Registrar for one week, 1.

SCHOOL REPORT.

SUPPLEMENTAL REPORT

Activities of the Evening School in Connection with the Sale of Finished
Projects by Pupils and the Disbursements Incidental
There to for the Session 1920-1921

RECEIPTS

Industrial Trustees for Laundry	\$4.78
Sale of stamps and telephone calls .....	.65
Millinery	3.40
Cooking	16.25
Dressmaking	26.40
Sewing	131.68
Toilet preparations	14.33
	<hr/>
Total	\$197.49

DISBURSEMENTS

Purchase of stamps	\$3.00
Millinery supplies	27.17
Dressmaking	1.15
Sewing	14.83
Cooking	35.06
Toilet preparations	4.08
Stationery	7.50
Janitor supplies	3.00
Flag, clock repairs, etc.	6.46
Miscellaneous items	8.77
Laundry	14.19
School pins	4.25
Prizes	43.03
Cash to Industrial School	25.00
	<hr/>
Total	\$197.49

Respectfully submitted,

RICHARD A. BEYER,

Director.

FINANCIAL REPORT

of the Board of Trustees for New Jersey Industrial Education of the City of
Hoboken for the Fiscal Year July 1, 1920-June 30, 1921

RECEIPTS

Balance of fund on hand July 1, 1920		\$352.24
Appropriations—		
City of Hoboken	\$7,000.00	
State of New Jersey	7,000.00	
	<hr/>	\$14,000.00
Refund of pension annuity	\$94.77	
Int. on bank balances,	29.80	
Sales	25.00	
	<hr/>	149.57
		<hr/>
Total receipts for year		\$14,149.57
		<hr/>
Total receipts and balance on hand		\$14,501.81

DISBURSEMENTS

Day School

Salaries—		
Teachers	\$4,641.86	
Director	800.00	
Director, Assistant to	1,252.67	
Secretary	400.00	
Janitor	1,125.00	
	<hr/>	\$8,219.53
Supplies—		
All departments		286.25
Operation and Maintenance—		
Repairs	\$525.88	
Light	375.95	
Janitor supplies	181.18	
New fixtures	606.50	
	<hr/>	1,689.51
Other Expenses—		
Piano purchased	\$50.00	
Office supplies	28.45	
Advertising	72.20	
Telephone service	48.65	
Cartage	10.00	
Water service	13.50	
Laundry	15.90	
	<hr/>	238.70

SCHOOL REPORT.

Evening School

Salaries—		
Teachers	\$3,246.50	
Janitor	209.00	
		\$3,455.50
Supplies—		
Dressmaking	\$86.44	
Cooking	148.87	
Sewing and millinery	159.42	
Toilet, etc.	86.20	
Incidentals	4.78	
		485.71

RECAPITULATION OF RECEIPTS AND DISBURSEMENTS

Receipts, including balance on hand		\$14,501.81
Disbursements—		
Salaries, day school	\$8,219.53	
Supplies	286.25	
Operation and maintenance	1,689.51	
Other expenses	238.70	
Salaries, evening school	3,455.50	
Supplies, evening school	485.71	
		\$14,375.20
Balance of fund on hand June 30, 1921	126.61	
		\$14,501.81

RECONCILIATION OF BALANCE

Cash in Jefferson Trust Company	\$596.04	
Second National Bank	2.09	
Hoboken Bank for Savings	22.82	
		\$620.95
Less Warrants Outstanding—		
Nos. 6735/42	\$490.84	
No. 1917-18	3.50	
Book balance	126.61	
		\$620.95

Respectfully submitted,

BERNARD VEZZETTI,
Treasurer.

REPORT ON
NEWARK TECHNICAL SCHOOL

ALLAN R. CULLIMORE, *Director*

The Newark Technical School has, during the past year, functioned in three specific lines of work. First, the work of strictly college grade, which was instituted in 1919 upon the authority of the State Board of Education to grant the degree of Bachelor of Science; second, the work undertaken under the Veterans' Bureau for the training of ex-service men in trade and vocational lines; and third, the work of the night school which consists of regularly outlined technical courses, with some special courses in vocational subjects.

In the engineering courses of collegiate grade we have enrolled this year 91 students. The work of the first two years is strictly academic, while the junior work is co-operative—two weeks being spent in the industry and two weeks in the school. The school has at present co-operative relations with the Crocker-Wheeler Company, Charles Cooper Chemical Company, Nairn Linoleum Works, Weston Electric Instrument Company, Gould & Eberhardt and the Mechanical Efficiency Company. The beginning class this year was so great as to overtax the capacity of the institution. The laboratory facilities for these students have been perfected until we now possess laboratories which are adequate for instruction for college students. The attempt has been made to offer these students instruction in the fundamentals of technical work which would compare favorably with the instruction in other institutions of collegiate grade. This, we believe, has been done.

The work for the Veterans' Bureau has taken care of 185 men. Classes have been given in machine operation, tool making, architectural drafting, mechanical drafting, building inspection, electrical construction and surveying.

The work of the night school has taken care of about 900 students in general and in special technical courses. The work of the general technical course, course in technical chemistry, course in technical electricity and the mechanical course has been very valuable and has shown conclusively to the authorities of the school that a definite and correlated course, during the evening, is of considerable advantage if the aim is a definite objective. It should be understood that the school carries on, and has carried on, special courses for many years, but the outline of these courses which run through four and five years is based on the belief that the average student in night school would gain more by a continuous correlated course of required subjects than by taking certain electives with no special attempt at correlation. An attempt has been made this year to take care of only the more mature students presenting themselves for entrance. The school has been crowded to the utmost. Every room is being used every hour in the evening, and it is felt that it would be wise to turn over to the public schools all those younger men who asked entrance from us. The school, therefore, turned away this year some 200 men, part of these students going to the high school, and a part finding no instruction possible.

In looking over our expenditures in the past, it is found that the average cost per student per year in this type of work was about \$80 in the year 1913, with the total of 400 students enrolled. The cost last year was slightly in excess of \$68 per student, and the cost this year has been slightly in excess of \$69 per student. It would seem impossible to cut this cost lower than it is at the present time, and still maintain the standard of work.

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