



NEW JUNIOR HIGH SCHOOL AT TRENTON

Nine acre lot; two buildings. Academic building contains classrooms, rooms for typewriting and science lectures, laboratories, auditorium, two gymnasiums, library, etc. Shop building has kitchens, sewing and drawing rooms, wood, print and tinker shops, stock and rooms. Cost over \$300,000.

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

1916

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State Board of Education

1915-16

JOSEPH S. FRELINGHUYSEN, *President*.....Raritan
MELVIN A. RICE, *Vice-President*.....Atlantic Highlands
D. STEWART CRAVEN.....Salem
JOHN P. MURRAY.....Jersey City
EDMUND B. OSBORNE.....Montclair
JOHN C. VAN DYKE.....New Brunswick
EDGAR H. STURTEVANT.....Edgewater
THOMAS W. SYNNOTT.....Wenonah
CALVIN N. KENDALL, *ex-officio, Secretary*

1916-17

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

missioner with deputies to supervise and assist in school management and instruction, tying together a system that was widely separated and non-uniform under centralized control. This law, having been in force more than five years, the question naturally arises: Are the schools better and more efficient by reason of this revision? I feel that I can say unqualifiedly that they are. Every active school man in the State and those who have since retired will testify to that fact. The schools are not perfect, but they are better and are improving steadily. An educational system is evolutionary—it must be progressive—education must advance—it cannot remain stationary. If it does, it will react. The tendency of most school men is to remain in a rut. Usually, they oppose new policies and theories, but the men in the New Jersey school system are trying energetically to improve the schools of the State, day by day and year by year.

No criticism can be made of the faithful and efficient school men who labored in the schools, or the loyal men who served on and under the old Board of Education. They administered a law that was sufficient at the time it was enacted, but it was not comprehensive enough to meet the greater needs of the schools, brought about by an increasing population. New plans, the development of other branches and the greater need of supervision by the State (entrusted with the sacred duty under the Constitution of giving an efficient education), and the responsibility to see that the great sums appropriated and obligated for the work were properly and wisely expended, were big problems to be solved. Yet these men, with their loyalty and devoted service, laid the foundations of the school system which made the period of reconstruction of the law easier to those who revised it.

I feel that the State Board of Education can point to a fair amount of progress having been made in the school system. The supervision of the high schools has been improved. The standards of teaching have been raised, better work is being accomplished and better results obtained. Aid to the teachers through the Commissioner and his assistants, a better spirit with more efficiency among County Superintendents, has been promoted by better pay and the encouragement derived from a survey of their work; helping teachers to assist in the rural schools; better surroundings and better buildings; co-operation with City Superintendents and principals, together with their valuable counsel and suggestions in the general school work; greater facilities in summer schools; segregation of subnormal children; in fact, a system linked together with a policy of coordination is producing better results than ever before have been obtained. This

STATE BOARD OF EDUCATION.

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spirit has been reflected in the work of the local boards of education—the men who are giving the cause the highest type of voluntary service.

Under our inspector of accounts we now have a uniform system of bookkeeping, which, in addition to providing reliable and accurate statistical information, has saved money for the districts in various items, insurance rates, valuation of school buildings and in many other directions. Under the new law, the school moneys provided by the State are promptly distributed, saving a large amount in interest, formerly paid by reason of delay in disbursement at the proper time.

I do not wish to indulge in effusive praise—the best testimony can always be obtained from those whose children are educated in the schools. If that criticism is intelligent and not biased, the defects and weaknesses can best be ascertained from those who observe the results obtained reflected by the children in the home. I have observed in my travels throughout the State the loyalty to the schools and the interest in them of the people generally—they want the best for the children from the highest to the lowest, and it is no kindness to the State Board or the Commissioner if they know of faults and weaknesses anywhere to conceal them. Honest criticism always helps.

NORMAL SCHOOLS.

The facilities for training teachers in the normal schools are limited. Each year we employ hundreds of teachers trained outside of New Jersey. We should educate in New Jersey enough teachers to provide for the needs of every school. The increased demands of a growing population have not been met by the State Board of Education or the Legislature. Last year we provided facilities for an increased number of students. Yet we have not enough accommodations for those who apply. The training of teachers is the most important work of the State. The calling is a noble one, and there are many willing to enter it. This training must be rigorously efficient.

The State Board of Education, through its Committee, has ordered a survey made by the Commissioner of Education of all the Normal Schools looking to greater efficiency and more extended use of the schools by increasing the number of days attendance. The State Board of Education has a plain duty to the children—a sacred obligation—and the Legislature should help it. More facilities are needed immediately. Another Normal School, fitted to graduate two

hundred students a year, should be provided promptly. It should be built in the Southern part of the State to better balance the educational facilities of New Jersey—in the territory South of Ocean and Monmouth. There are many high school boys and girls there who would enlist for school service if the State made it convenient for them to do so. To delay the erection of this institution by a deadlock on the enactment of legislation due to rivalry of aspiring cities and towns only impedes and delays the accomplishment of provision for these facilities.

We should keep our promise to Newark by purchasing the Newark Normal School. The present situation is impossible. The State is operating the school and Newark owns it. It is unfair to the taxpayers of Newark to compel them to continue this large bond issue in a property that the State has made an agreement to purchase. This was done with the consent of the Appropriation Committee of 1913. The Legislature has delayed completing the verbal contract or agreement. The value of this property to the State cannot be estimated. Larger Normal School facilities are needed, and this property affords an opportunity to extend them. The school is modern—there is plenty of land in connection with it to enlarge the capacity. It is in the center of the most populous section of the State—there are forty high schools within one hour's ride. The total cost of the school to the State will approximate \$420,000. As the State cannot appropriate that sum in one year the State Board of Education and the Newark Board of Education last year arranged for the purchase so that the title could be vested in the State, on a yearly installment plan of \$84,000 per year. The Legislature failed to appropriate the money last year, although the State Board of Education felt that the arrangement with Newark should be carried out. Some legislators feared that it might injure the prospects of a Normal School in South Jersey. The State, however, should purchase the Newark School at once, and begin building the Normal School in South Jersey this year. It is imperative that it be done. The Newark Normal School in the hands of the State and a new Normal School in South Jersey will give us sufficient facilities for about five years.

SCHOOL BUILDINGS.

There has been great improvement in school buildings in recent years. The investigation by the Senate showed that there were many school buildings housing hundreds of children, unsafe from a fire

standpoint, and unhealthy from a sanitary standpoint; that the country districts had been sadly neglected, many of the country schools were in bad shape, some of them being uninhabitable.

After the reorganization of the State Board, a building code was formulated providing uniform standards in construction, requirements for safety from fire in fireproofing stairways, corridors and heating apparatus and providing proper exits and fire escapes, requiring complete fireproof schools of certain size, requiring country districts to rebuild or repair the country schools, providing better light, ventilation and sanitation. These requirements placed a heavy burden on the country districts, and met with much opposition.

The Building Inspector of the State Board started a campaign to make safer the older and more dangerous schools, with the result that many of the older buildings have had the fire hazard lessened and a large percentage of the country districts have built new and better schools. Under these new and improved facilities great improvement has been shown in the rural districts and the opposition that was encountered at first has almost entirely disappeared.

We have made remarkable progress in the building and renovation of buildings. The building code has been instrumental in bringing into existence a large number of excellent school houses.

There are a number of old buildings still used. Many improvements have been added, in an effort to make them safe. They are of old construction, however, and are still dangerous. I have always advocated that all school buildings of more than one story should be of fireproof construction. The present code requires that new buildings of more than two stories in height shall be of fireproof construction.

There have been several fires in the State, destroying completely the buildings. Fortunately they happened out of school hours and no children were injured. The State is the guardian of the children, and it is our duty to provide every means of protection for them. To rebuild the old school houses would entail a tremendous expense on the districts. The menace of a disaster is ever before us. I feel, however, that the Legislature should decide whether these buildings should be reconstructed, or not.

I insert herewith a report of County Superintendent Hand, describing a recent fire in a district school in Cape May County, for the information and consideration of the Legislature:

SCHOOL REPORT.

“November 16, 1916.

“I regret to inform you that the Middle Township High School Building, located at Cape May Court House, was completely destroyed by fire this morning, at about eight o'clock, before either the teachers or students had appeared. The janitor adjusted his furnace and the fire occurred during his absence. The cause is unknown.

“The insurance is \$10,000, covering the original cost of the building and the actual loss is much more than that. The laboratory was particularly complete and cannot be replaced in its entirety for some time. There was also a large library, for a small school, perhaps 1,200 volumes.

“The building was a frame one, erected in 1910, from approved plans. The fire is another illustration of the necessity for constructing school buildings as nearly fire-proof as possible.”

ATTENDANCE.

We must have better school attendance. I wish to supplement the Commissioner's report on this subject.

The current expenses of the schools last year were about \$18,000,000, an increase of about \$1,000,000 over the preceding year. The attendance was 89 per cent. The absence therefore was 11 per cent. Half of this absence was unnecessary—a waste of $5\frac{1}{2}$ per cent. computed on 18 million shows \$1,000,000 wasted because the children were not in school when they might have been. We should have a state-wide attendance officer, with an assistant, to supervise local attendance officers, and see that they perform their duties, for many are negligent. It will cost about \$6,000 a year; it would lessen the waste, therefore it would be a good investment.

VOCATIONAL EDUCATION.

Vocational training was established under the reorganized Board about four years ago—the State providing \$80,000 annually. Last year it was increased to about \$120,000 annually. The districts and the State share in the expense on an equal basis. This form of education is very popular. It is the type of education that large numbers of our young men and women need—as New Jersey is one of the greatest industrial states. If this form of education is to be established as a state-wide policy, it should be universal and not limited to a few favored districts. The grave question will be the increased cost and the advisability of making it universal. This must rest with the Legislature, which provides the money.

This form of education is considered so imperative to our indus-

trial growth that there is now pending in the Federal Congress a measure known as the Smith-Hughes bill, whereby federal aid will be given to the States to extend it more widely. New Jersey will receive at the outset about \$30,000, which will increase from year to year. It will be necessary for us to reform our laws and absorb this appropriation should the bill pass, and this should be done at the coming session of the Legislature.

If this form of education is to be extended we should have more machines shops. Woodworking furnishes wide opportunities, but in these days of advanced mechanics there is a broader field for machinists as this vocation has been kept too much in the background.

MANUAL TRAINING.

There are greater demands from the country districts for manual training, a popular form of education. The law is mandatory that manual training be provided. There are 263,645 children in the State receiving some instruction in manual training. State aid was extended last year to 136 districts. There are many more districts asking for it.

MILITARY TRAINING IN THE SCHOOLS.

Last year a bill was introduced in the Legislature providing for military training in our schools. The bill failed of passage. A commission was formed to study the subject and report to this session of the Legislature. The State Board of Education has not formally taken a position on the subject. New York State established it last year, and it is meeting with popular favor. Personally, I favor it. Aside from its being a preparedness measure it will, in my opinion, be good for the youth of the State—from a disciplinarian point as well as a physical. We have many children of foreign birth. They must be made patriotic. Their record as scholars is of the highest grade. We should teach them the responsibility of citizenship. Perth Amboy in our State is trying it. The State Board of Education does not feel, however, that it should anticipate the report of the Committee appointed by the Legislature.

HIGH SCHOOL.

There were enrolled last year in the High Schools 50,000 pupils. Five years ago the enrollment was 27,000. The High Schools are

SCHOOL REPORT.

doing magnificent work for the young people, although there is room for still greater efficiency. The growth of the High Schools means much to the intelligence of the future citizens of the State.

SUMMER SCHOOLS.

No greater assistance can be provided for the ambitious teacher than these summer schools. Last year a new school was established at Freehold. They should be extended to other sections of the State.

INDUSTRIAL SCHOOL FOR COLORED YOUTH AT BORDENTOWN.

Under Professor W. R. Valentine a great advance has been accomplished in the Industrial School for Colored Youth. A larger enrollment demands increased appropriations. More attention is being paid to industrial training, and the colored youth are receiving instruction that is practical and better equips them to overcome many handicaps by giving them a useful education. It is hoped that the school may become in a small way a copy of Tuskegee.

SCHOOL FOR THE DEAF.

A new principal has been installed in the School for the Deaf. Improvements have been made and the State in maintaining this excellent charity may expect a more efficient and better school in the future.

HELPING TEACHERS.

One of the improvements of the past year has been the law providing two female assistants to the County Superintendent, in the rural counties, to assist in the work of the rural teachers.

Last year twelve hundred teachers were without supervision except the limited amount that the County Superintendent could give. Many of these teachers are beginners and the help of trained and efficient teachers to support them in their work means better teaching methods and greater efficiency in the country schools. This reform, in my opinion, is the greatest that has been done for the rural schools.

BETTER TEACHING.

A great deal is being done to secure better teaching by means of the monograph system. Numerous meetings of teachers are being held in every part of the State for the promotion of better school work. Superintendent and principals, I am confident, are giving more attention to constructive supervision than ever before.

STATE BOARD OF EDUCATION.

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CO-OPERATION.

The work in a school system is endless, and unless there is co-operation and perfect understanding among the teachers who compose the great army, the system suffers. In the last five years we have had occasion to observe the spirit of the men and women who are teaching in New Jersey. Now it is a great machine working in harmony. There is, however, greater room for improvement and greater efficiency is needed, yet we are firm in the belief that the Superintendent, principals, and teachers of New Jersey are striving and will attain the standards of efficiency desired by the State Board. The Soldier, the Statesman, the Preacher, all have the plaudits of the populace. Their achievements are heralded far and wide and they receive the benefit of popular appreciation. The school man and teacher do not enjoy that applause. The slow, dull drudgery, day by day, of the class room, often the victim of unfair criticism, with his case oft times prejudiced—working oftentimes under unsympathetic boards of education—has not the incentive accorded other men in public service.

Yet there is a glory in the work. The teacher must realize that the result of his work lies in the fact that he shapes the character of the men and women of to-morrow who become the citizens of our country and that his work for good or ill will be represented in the generations that follow.

The administration of the school affairs by the Commissioner of Education I feel should receive some mention in this report. Dr. Kendall has the interest of the schools very deeply at heart. Under his administration, new ideas have been adopted, and the development of the newer branches of learning has been under his direction. I believe he has the confidence of the school men of the State, and he should have the support of the parents who have their children in the schools.

Dr. Kendall's ideas have been progressive, and not reactionary. He quickly grasps the layman's standpoint, and does not hesitate to abandon theoretical traditions that often have been obstacles in the pathway of true educational progress. He is working under a serious and heavy handicap. Since he has come to the head of the school system, the number of children has increased more than twenty per cent. He should have at least two more assistants as deputy commissioners: another in charge of the high schools of the State and

another in the work of the elementary schools, as the efficiency of the schools would be greatly improved by this supervision.

The Department of Public Instruction is greatly handicapped at the present time by reason of the lack of room in the State House. This fault should be remedied as soon as practicable.

The State of New York maintains for its educational department a separate building which cost about \$5,000,000. The State of New Jersey should at least procure quarters ample to carry on the business of the department in an efficient manner.

As Chairman of the Senate Investigating Committee for two and a half years, and six years service on the Board of Education established by this law—four years as Vice-President and two years President, I present this review of the work of these years, with the hope that it has been of some benefit to the State—that it has helped the cause of education.

The time has come when I must relinquish my labors and retire from the Board. I retire with much regret. I shall always remember the pleasant association with the loyal men in the school system who have so patriotically cooperated in our effort to build up the schools, and with my colleagues on the Board who have honored me with their confidence, and the friendship of Commissioner Kendall; the legislatures which have had faith to support our policies and which assisted in carrying out the reforms of the past years.

I shall continue my interest in the cause of education in New Jersey and elsewhere. Nothing is more important to our State than its educational system. I hope that it always will be progressive, virile and efficient. The children we educate to-day will become the citizens of tomorrow—the future of America is in the hands of the school teachers—they need the support, sympathy, friendship and cooperation of the parents. No better cooperation can come than by seeing our children live up to the highest standards. The hope for our children is not one of class or degree—the laborer, the farmer, the merchant, the capitalist—wishes for his children learning and knowledge. It reaches every home and it is from every home that the inspiration for higher standards must come.

J. S. FRELINGHUYSEN,
President.

STATE OF NEW JERSEY
DEPARTMENT OF PUBLIC INSTRUCTION

REPORT OF
COMMISSIONER OF EDUCATION.

TRENTON, December 2, 1916.

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, 1916.

Respectfully,

CALVIN N. KENDALL,
Commissioner of Education.

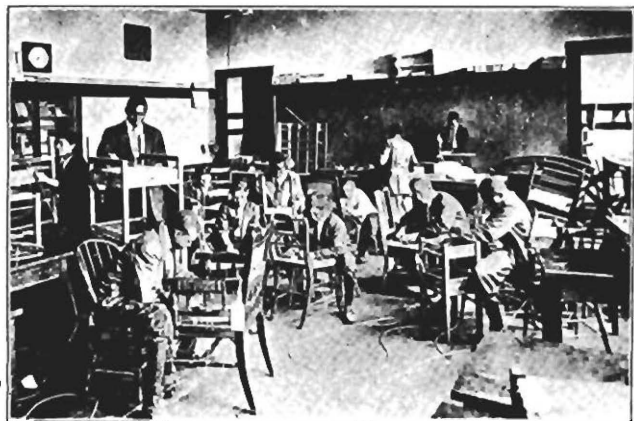
ORGANIZATION OF SCHOOLS.

Under organization of schools may be mentioned :

1. Special kinds of classes and schools for pupils of varying degrees of ability.
2. Consolidation of rural schools.
3. School attendance.
4. Classification of pupils in the last six years of the school course of twelve years, exclusive of the kindergarten.
5. Vocational schools.
6. All year schools.
7. Schools conducted on a modification of the so called Gary plan.
8. Number of children taught by one teacher.
9. Extension of school gardening.

SPECIAL CLASSES AND SCHOOLS.

City and county superintendents report the number of different kinds of schools as follows :



SPECIAL CLASSES, MONTCLAIR

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lished, will help in taking care of the educational interests of those children who are not as bookish minded as other children, but the organization of these classes need not wait for the establishment of the intermediate school as such.

The particularly able children should not be overlooked. Too often they are overlooked, and especially has it been so of late, when attention has been focused so much upon defectives and upon children who are vocationally inclined. In a public school the interest of all children should be considered, and this means not only the defective, the dull, the backward, but the particularly bright pupils as well. The intermediate school will help here too. Rapid promotions are also of assistance. The organization of special classes in large school systems is a means of giving this class of children their due. A girl of nineteen is at present a member of the junior class in a well known women's college because she had, with others of her kind, the advantages of a special class in the grammar school in the city where she lives. A boy of twenty is in the first year of a well known law school because of a similar organization in the grammar schools of another city. He is both a high school graduate and a college graduate. The health of neither of these has been impaired. They have worked only at their normal capacity. Children of this kind are found in considerable numbers in the schools of any large municipality.

The law providing for the training of mentally defective children was passed in 1911. The growth in the number of classes is shown in the following:

1912.	1913.	1914.	1915.	1916.
80	102	120	141	155

It is probable that there will be little increase in the number of these classes in cities. Thirty of these 155 classes are in districts outside of cities.

These schools have three needs:

1. Some provision whereby defective children in the rural territory of the state may be brought together and classes formed.

2. Adequate state supervision and inspection. With our present organization and office force this cannot be cared for. There is apportioned \$500 to each of these classes from state school moneys distributed to the counties; nearly \$80,000 has been apportioned thus far.

SCHOOL REPORT.

3. A course of study and manual for teachers of these classes. Such a monograph is now being prepared and will be available during the year 1916-17. It will be the first of its kind published in any country.

CONSOLIDATION OF SCHOOLS.

Arguments for the consolidation of schools have been presented in previous reports, and what has been said is reiterated now. Public opinion must be educated as to the superiority of the consolidated school. The opposition to consolidation, although in some places still violent, is gradually disappearing as people see the advantages of this form of school.

I believe the time is not far distant when even our most conservative communities will demand for their children the larger type of graded school with its advantages. Transportation must be adequate and comfortable, and the morals of the children must be rigidly safeguarded.

The one room isolated school will continue to exist in the remote sections of the state where transportation is not feasible, but the number of such schools will eventually be smaller than at present. My faith in the advantages of consolidated schools is such that I am compelled to doubt the wisdom of building many new one room schools except where conditions are such that consolidation will not be possible.

The number of one room schools in the state during the year was 827. During the last five years numbers were reported as follows:

1912.	1913.	1914.	1915.	1916.
869	869	848	844	827

I believe a law should be enacted which would automatically close those one room schools whose enrollment during the previous year had been fewer than twelve pupils, and which would provide for the transportation of the pupils to another school. Such laws are found in some states. A financial saving would result.

There is in one district, for example, a school of seven pupils; within two miles is another school, reached by a good road, where these children could be readily accommodated. The board of education would like to close the school, but one man objects and it is kept

open. The expense of this school is large and an unnecessary teacher is employed. Moreover, the children would get a better education if they were in the other school, for a school with a mere handful of children in different grades and of different ages is likely to be spiritless and unprofitable.

There are several schools, however, situated on islands along the shore and in the hilly districts, which could not be closed. Upon recommendation of the county superintendent, these schools, few in number, could be kept open.

The Department has issued a pamphlet of 41 pages entitled *Improvement of Rural Schools by Means of Consolidation*. In the pamphlet are 62 pictures illustrative of consolidation and transportation. This pamphlet has been distributed throughout the rural sections of the state. The following introductory statement is made:

It is believed that consolidation of rural schools is necessary if they are to become as efficient as it is possible to make them.

Of late years considerable progress has been made in such consolidation throughout the state, as local communities have come to realize its advantages. These advantages are set forth in this pamphlet, which is issued for the use of school officials and the general public interested in one of the most serious problems today confronting educational authorities—the betterment of the rural school.

It is realized that the small isolated school will continue to exist in some parts of the state where conditions are such as to make consolidation impracticable. Recognizing these conditions, it is the duty of school officials to make these schools as good as possible.

This pamphlet was prepared in the main by Dr. J. J. Savitz, formerly Assistant Commissioner of Education in charge of Elementary Schools. Dr. Savitz has had, by reason of his long experience, unusual opportunities to study schools, both in this state and elsewhere.

SCHOOL ATTENDANCE.

Section 185 of the School Law reads as follows:

Every parent, guardian, or other person having custody and control of a child between the ages of seven and sixteen years, shall cause such child regularly to attend a day school in which at least reading, writing, spelling, English grammar, arithmetic and geography are taught in the English language by a competent teacher, or to receive equivalent instruction elsewhere than at school, unless such child is above the age of fourteen years, has been granted an age and schooling certificate, and is regularly and lawfully employed in some useful occupation or service. Such regular attendance shall be during all the days and hours that the public schools are in session

SCHOOL REPORT.

in said school district, unless it shall be shown to the satisfaction of the board of education of said school district that the mental or bodily condition of the child is such as to prevent his or her attendance at school.

Section 200 makes provision for the appointment of attendance officers. It reads as follows :

For the purpose of enforcing the provisions of this article the board of education of each school district shall appoint a suitable number of qualified persons to be designated as attendance officers, and shall fix their compensation. Said board shall make rules and regulations not inconsistent with the provisions of this article, for the government of said attendance officers, which rules and regulations must be approved by the Commissioner of Education.

The percentage of school attendance for the year was 89; the preceding year it was 90. The decreased attendance was due principally to two causes: first, an unusually hard winter which prevented children in many parts of the state from attending school for days at a time; and secondly, an unusual prevalence of contagious diseases among children.

During the past five years the percentage of attendance has been as follows :

1912.	1913.	1914.	1915.	1916.
88.2	89	89	90	89

During these years the schools were in session the following number of days :

1912.	1913.	1914.	1915.	1916.
182	183	183	183	184

The average number of days in each of these years that a child was in school was :

1912.	1913.	1914.	1915.	1916.
142	144	146	149	149

In the report of 1914 occurs the following :

There are 8,760 hours in a calendar year. Taking out ten hours a day for sleep, which is not too much for a child of school age, there are 5,110 hours

left. The ordinary school day is five hours in length; the schools are in session 183 days. If a child attends school all the time he is in school 915 hours a year. It appears from this that not one-fifth of the child's available time in the calendar year is demanded by the school.

In view of the work to be done this time is brief. If unnecessary absence encroaches upon it, the result cannot be other than a certain amount of disorganization and inefficiency which might be avoided.

Large numbers of children attend school not to exceed two-thirds of the time and some children are not in school more than half the time.

Such in brief are the facts regarding school attendance in New Jersey.

While it is true that in many districts the compulsory attendance laws of the state, above quoted, are enforced, in numerous other districts they are not enforced. Many parents do not see that their children are in school. Because they do not realize the loss which their children suffer through absences, children are kept out of school for trivial causes. The public is unaware of the burden that is placed upon teachers by reason of these absences. It is grossly unfair to the children who are in school regularly that the teacher must give a large part of her energies to children whose attendance is irregular, thus making all children suffer. Much of the inefficiency of schools could be traced to irregular attendance. Teachers cannot teach the children when the children are not there.

Some attendance officers perform their duties in merely a perfunctory way, or not at all. They receive their appointments from the local boards of education and are sometimes persons whose qualifications for this important position, to say the least, are slight. It is not to be expected that these local attendance officers will in all cases enforce the law against their neighbors when their personal and even their business interests may suffer in consequence. In some districts little pretense is made of enforcing the law and only the threat of the most drastic measures will induce some local boards of education to appoint even the one officer which the law plainly requires.

Children are kept out of school in the main for the following reasons:

1. **Sickness.** But in many cases it has been found upon investigation that the sickness is imaginary rather than real; often it is the alleged reason, but not the real one. Sometimes children sent home by the medical inspector remain out of school much longer than is

necessary because of insufficient attention at home. The nurse-attendance officer would help here.

2. Storms and bad roads. This excuse is a valid one, particularly for small children and where distances are long, roads bad and storms severe. Nevertheless, those who are best able to judge are of the opinion that this excuse is given more frequently than the circumstances warrant.

3. Work. Parents in many instances feel the need of the services of the older pupils at home when the schools are in session. There is no warrant in the law for this and some of the work could be done before and after school hours.

Other reasons given for keeping children out of school are unfit clothing, visiting, removals, action of parent with no excuse offered, and pleasure.

The current expenses for operating the schools of the state was upwards of \$18,000,000. The proportion of absence was 11 per cent. While definite statistics are lacking, those who are best qualified to judge estimate that at least half of this absence was unnecessary; in other words, only 5½ per cent. of absence was caused by real sickness, bad roads, storms and other necessities. Five and a half per cent. of \$18,000,000 is almost a million dollars which might be saved.

It is obvious that it costs no more to operate a school when the enrolled children are all present than it does when some are absent, and this is where the enormous waste comes in. The teacher must still be paid, the overhead charges for superintendence and administration still go on, there is no greater cost for fuel when the children are there than when they are away. If the full enrollment of a school is forty, and only thirty children are present during the day, the cost of running the school for that day is just as great as though all the children were there. The loss is altogether too great; it spells waste of effort on the part of teachers; it impairs the work of children who are in school regularly; it demoralizes the school; it has a bad effect upon the habits of children whose *business it is to go to school when the schools are in session.*

There is reason to believe that no other great civilized nation looks with such indifference upon school attendance as prevails in most of the states in America. Schools are criticised because of their alleged lack of efficiency, but much of this lack is beyond the control of sup-

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erintendents and teachers. These feel seriously the enormous drain upon efficiency because of unnecessary absence of children.

The managers of no successful business would tolerate such a waste; if they did they could not expect to pay dividends. There are three remedies for the situation:

1. The education of public opinion as to the waste that goes on in schools because of poor attendance. The education of parents as to the loss their children suffer from being kept out of school.

2. A different type of attendance officer in some districts. Attendance officers should really be of the type of social workers. There should be more women among them. These officers should work sympathetically, constructively and intelligently with parents to try to discover the underlying causes of absence, truancy and tardiness. They ought to seek to bring about a better understanding on the part of the principal and teachers of the home conditions of pupils. The ideal attendance officer is a man or woman who brings intelligence, industry and sympathy to his work. In many communities the difficulty of securing such an officer of course is great. Where a school nurse is employed she might very appropriately perform the duties of an attendance officer.

3. A better school, taught by a good teacher with a course of study which has intrinsic value; a school which makes a pupil feel that he cannot afford to "stay out."

4. There should be an official whose sole business it would be to promote school attendance in the various districts of the state; who would visit boards of education, who would supervise the work of attendance officers; who would hold meetings of attendance officers; who would keep in close touch with the Labor Department of the State; who would by public addresses and meetings educate public opinion. Such an officer would earn his salary and his traveling expenses many times in the course of a single year. I am sure he would aid in bringing about a substantial reduction of the loss which now takes place. If the state is to solve this great problem it must provide the means for solving it. An investment of \$6,000 would in a large measure check the waste that goes on at present.

INTERMEDIATE SCHOOL.

The request for the reorganization of the last six years of the school course has been presented in previous reports by Mr. A. B. Meredith, Assistant Commissioner in charge of Secondary Educa-

tion. The schools in Trenton and Montclair are the most conspicuous examples in the state of schools reorganized along this plan. Other communities are proposing to adopt the same organization, one of these places being Englewood. Dr. E. C. Sherman, superintendent of schools in that city, presents the reasons for such reorganization with such force that they are repeated here.

The other event of great importance to our school system was very closely connected with the building of the high school. This was the decision to reorganize the schools through the establishment of an Intermediate School, to include all the seventh and eighth grade pupils. There were two controlling factors in making this decision. The first related to the business side of the administration of the schools; the second to the educational.

When the need of a high school building was strongly urged and it was made clear that a suitable building would involve a large expenditure, the future requirements of the school system were of necessity considered. Every schoolroom in every building was occupied, the four rooms recently added to Liberty School being already filled. The west side of the city was growing rapidly. Several classes were already on part time. It was evident that before the high school building could be finished the demands for additional room in the Liberty and Lincoln districts would be urgent. The whole project of a building for the high school seemed to depend upon devising some plan by which the increasing number of pupils in the elementary schools could be taken care of. Then the idea of the intermediate school was brought forward and met at once the approval of the members of the board of education, the common council and other citizens to whom it was explained. The quarters occupied by the school in the Franklin School building would accommodate now and for some years to come the seventh and eighth grades, and by taking these grades out of the other buildings rooms would be left free for growth, so that the question of further building operations would be pushed forward for some years.

Great, however, as were the practical advantages of this plan to the city, that which made the strongest appeal was the great educational advantage which the reorganization made possible. The most important of the reasons urged for placing in a separate organization the seventh and eighth grades are as follows:

1. It makes possible better teaching. The organization is departmental. Teachers devote their efforts to the teaching of two or three subjects instead of six or eight. They become specialists in their own subjects. Where before they despaired of attaining a high degree of excellence in all the subjects of the curriculum they become enthusiastic in their desire to perfect themselves in those few subjects which are assigned to them and for which they have a special talent or a special liking. This cannot fail to result in better teaching.

2. It makes possible improvements in the curriculum. Nearly everyone agrees, for example, that elementary science should find a place in the work of the seventh and eighth grades. The teachers who are prepared to teach

it in such a way as to make it worth while are, however, few. Under the old plan it was almost useless to attempt it because only an occasional teacher could make it of real value. In the intermediate school this work is placed in charge of a teacher who in respect to knowledge, enthusiasm and interest is capable of making the elementary science a valuable part of the school training. In the same way, Community Civics—that study of our community life in all its aspects calculated to make our boys and girls thoughtful regarding the problems of citizenship—will be made to mean much more in the hands of a teacher who can specialize in this subject.

3. It makes possible differentiation in courses beginning with the seventh grade. All agree that foreign languages are more profitably begun at twelve years of age than at fourteen. Children who are to study Latin or a modern foreign language have the opportunity of beginning it two years earlier. Pupils intending to take a commercial course will get much of the manual skill required in typewriting in the seventh and eighth grades, freeing more time in the later years of their course for those elements of business training calculated to prepare them for the more responsible positions in the business world and for more rapid advancement. Such practical subjects as cooking, dressmaking, drawing—both freehand and mechanical—printing and manual training are provided in larger proportions for those to whom the activity involved in such work makes a strong appeal and those for whom these subjects are to some extent pre-vocational.

4. It lessens the break between the elementary school and the high school. This has been one of the most serious problems of school administration everywhere. Pupils transferred from the grammar school to the high school are suddenly placed in a situation where all is strange and new. Many teachers instead of one; a plan of organization to which they are not accustomed; studies that are entirely new and unfamiliar; a building unlike the grammar school; greater freedom and a greater demand upon their powers of self control for which they are perhaps not prepared—these are conditions under which many pupils in the first year of the high school fail and drop by the wayside. The intermediate school forms a connecting link between the two forms of organization and the child passes into the high school with scarcely more feeling of strangeness than he has experienced in passing from grade to grade of the elementary school. In our own case, with the two buildings practically one, the intermediate school pupils will use many parts of the high school building and the connection between the two schools will be particularly close.

5. Pupils of the early adolescent age are grouped together. Their needs are different from those of children of five to twelve years. The opportunities for a proper development of this group of children of like age, both chronological and mental, are much greater when they are separated from the immature children of the lower grades and from the more nearly matured children of the high school. Plans for the development of the power of self government, of self control, of responsibility and of initiative are much more feasible in such an institution as the intermediate school. These can be carried out through home and school organizations, through student organizations of various kinds, through the publishing of a school paper, through friendly

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competition between different groups. Boys and girls of this age are getting a new outlook on life; they feel that they are no longer children; they resent an attitude toward them and a system of control that is uniform with that for younger pupils. Moreover, it is better for the pupils of the first six grades that they be separated from those of the seventh and eighth grades. The question of discipline becomes easier in both schools.

A tentative course of study has been adopted for the Intermediate School which is here given. It is recognized that this is experimental and that it may be changed in some particulars as the result of trial.

The following program of studies is based on a school day consisting of seven periods of 40 minutes each, or 35 periods a week. The figure placed after each subject indicates the number of recitation periods per week:

GRADES 7B AND 7A

English (Grammar, Composition and Literature).....	5
Geography	4
Arithmetic	5
Spelling and Penmanship.....	2
History and Community Civics, including Hygiene.....	3
Physical Training	2
Drawing	2
Manual Training—Boys }	2
Cooking—Girls..... }	
Music	1

ELECTIVE (SELECT ONE GROUP)

Group A Latin or German.....	4
Group B { Typewriting and Extra English	4
{ Spelling and Penmanship (Extra)	2
Group C { Drawing and Household Arts (Girls).....	4
{ Spelling and Penmanship (Extra).....	2
Group D { Mechanical Drawing and Printing (Boys).....	4
{ Spelling and Penmanship (Extra).....	2

GRADES 8B AND 8A*

English (Grammar, Composition and Literature).....	5
American History and Civics.....	5
† Mathematics	4
Spelling and Penmanship.....	2
Hygiene and General Science.....	3
Physical Training	2
Drawing	2

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Manual Training—Boys }	2
Cooking—Girls.....}	
Music	1

ELECTIVE (SELECT ONE GROUP)

Group A Latin or German.....	4
Group B { Typewriting and Extra English.....	4
{ Spelling and Penmanship (Extra).....	2
Group C { Drawing and Household Arts.....	4
{ Spelling and Penmanship (Extra).....	2
Group D { Mechanical Drawing and Printing.....	4
{ Spelling and Penmanship (Extra).....	2

*This new course of study cannot apply to the class doing 8A work from September, 1916, to January, 1917.

†The mathematics for Group A will be Arithmetic and Algebra; for Group B, Commercial Arithmetic and Bookkeeping; for Groups C and D, Practical Applications of Arithmetic and Accounts.

One question necessary to be settled before these schools can be generally organized in New Jersey is that of the apportionment of State money to the teachers in such schools. After investigation and meetings with superintendents of schools and members of boards of education, a bill was agreed upon which provided that \$315 would be an equitable amount to be appropriated to each teacher in these schools. The bill as presented passed both branches of the Legislature with no opposition, but when it reached the Governor a defect was found in the title, and in consequence it failed to become a law. A corrected bill will be presented to the next Legislature.

This form of school organization will, I believe, result in better educational opportunities for pupils from twelve to eighteen years of age. Certain communities in the state will lead the way, and others, profiting by their experience, will follow.

VOCATIONAL SCHOOLS.

Progress has been made in our vocational schools, as shown in the accompanying report of Mr. Lewis H. Carris, Assistant Commissioner in charge of Industrial Education, including Agriculture.

As Mr. Carris states in this report, there were enrolled in vocational day schools for boys, 999 pupils; in day schools for girls, 601;

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in evening vocational classes for men, 2951; in evening vocational classes for women, 3310; and in county vocational schools, 3439.

Schools are maintained in Atlantic City, Bayonne, Franklin Furnace, Sussex County, Hackensack, Jersey City, Montclair, Newark, Orange, Passaic City, Passaic Township, Paterson, Vineland, West New York and Woodbridge.

County vocational schools have been organized in the following counties: Atlantic, Cape May, Essex and Middlesex.

The Legislature of 1916 appropriated an additional \$40,000 as state aid for these schools, making a total appropriation of \$120,000 for the year. The sum of \$120,000 is also available as state aid for the school year 1916-17.

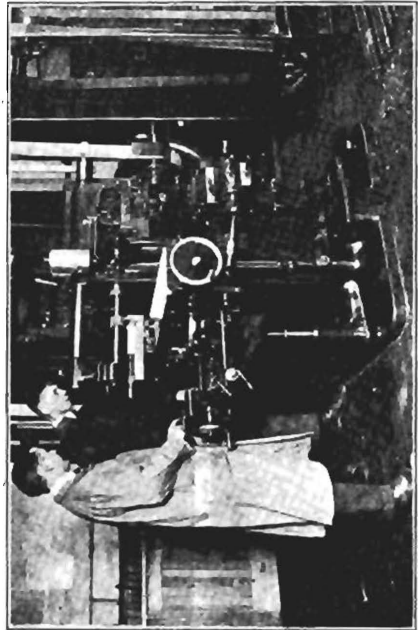
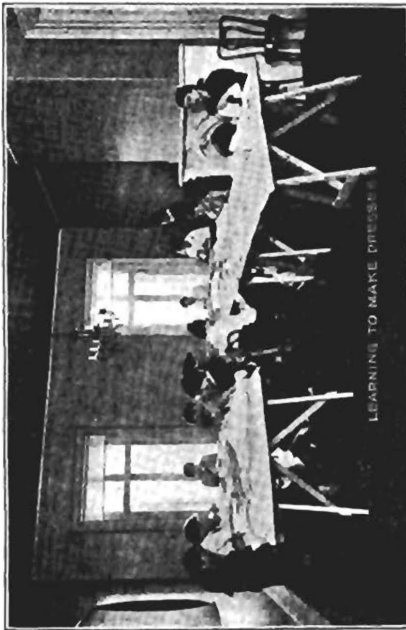
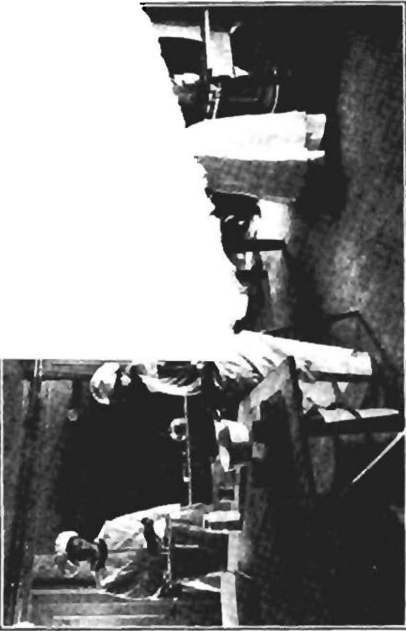
The development of these schools will be checked unless additional funds can be secured. Some places in the state are ready to organize the schools, but the Department cannot see its way to encourage additional schools while funds are lacking.

A boy of seventeen is attending a vocational school in Atlantic County, where he learns to spray fruit trees and to grow potatoes by scientific methods. The vocational school also helps him to find out that farming or gardening is attractive and profitable as a life work.

This boy is typical of hundreds who may be reached by vocational schools. Such a boy is entitled to an education as well as the boy who is studying Latin and mathematics in a conventional high school. Both boys are worth training. So is the youth in the machine shop; so is the girl in the millinery or dressmaking shop.

Most of the students in the day vocational schools also receive some instruction in English, mathematics, civics and other academic subjects. These boys and girls whose tastes are not essentially bookish should not be deprived of the training which comes from books. Moreover, a great state like New Jersey, great also in its industrial activities, owes it to itself to train its youth in such a way as to increase its material prosperity.

It is hoped, as Mr. Carris points out, that the Smith-Hughes bill now before Congress, which gives to the states federal aid for vocational education, will pass at the December session of Congress. By the terms of this bill, New Jersey will of course be a beneficiary. The passage of the bill may require changes in our present vocational law at the coming session of the Legislature.



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ALL-YEAR SCHOOLS.

The City of Newark continues to operate certain schools on the all-year plan. Reference has been made to these schools in a previous report. They are such a departure from the ordinary schools maintained ten months in the year that it seems worth while to present a brief description of them. This has been furnished by the superintendent of Schools, Dr. A. B. Poland.

On November 1, 1915, Cleveland School was made an alternating school, and two weeks later the Abington Avenue School was reorganized on the same plan.

The plan contemplates the use of each academic or regular classroom by two classes alternating. The school is divided into two schools, called for the purpose of program making the X and the Y schools. The X school has academic work from 8.30 to 9.50 A. M. and from 12.20 to 2.30 P. M. The Y school during that time is being instructed in shops, gymnasium or auditorium, or is at lunch. The Y school has academic work from 9.50 A. M. to 12 M. and from 2.30 to 3.45 P. M., and during that time the X School is either in shops, gymnasium or auditorium, or is at lunch.

The lunch hour of the X school is from 11.10 A. M. to 12.20 P. M. and that of the Y school from 12 M. to 1.10 P. M.

The schools are in the experimental stage, but give evidence of ultimate success. As at present carried out, the system makes it possible to accommodate in any building containing auditorium, gymnasium, shops, etc., from 40 to 50 per cent. more pupils than the building would accommodate under the regular plan. Changes in the time schedule would doubtless make it possible to accommodate a greater number.

As will be shown later, the plan makes for greater economy, not in cost of instruction, but in cost of construction. The *raison d'être* of the plan is educational as well as financial. The pupils are for a longer time under the influence of the school, and for a shorter time under the influence of the street. The alternating class plan by giving greater opportunities for physical training and a greater variety of manual activities provides for a rational, educative use of time that has in the past been wasted.

The program of the alternating school in the hands of a progressive educator offers opportunity for adjustment of the school to the needs of the individual child that cannot otherwise be secured. A pupil weak in one subject may repeat that subject in a lower grade, and by reducing the time given to some special activity increase the time given to a particular academic subject. Pupils gifted beyond their classmates may take studies in higher grades. Thus, with little adjustment, promotion by subjects instead of by grades becomes possible.

Home conditions often make it necessary that older pupils contribute to the income of the family. For these pupils programs may be so adjusted as to give them all necessary academic studies. Such adjustment might sacrifice the physical training period, but this is offset by the fact that these pupils are

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usually engaged in work that gives them physical exercise at the same time that it is training them to be self-supporting members of the community.

Pupils unable for physical reasons to take part in gymnastic games may be given extra library periods or extra work in drawing or other special activity.

The time devoted to purely academic work remains practically the same as under the regular plan, as shown by the table below.

Grade	Regular Plan (Min. per week)	Alternating Plan (Min. per week)	Increase or Decrease
8	1030	1050	20 min. incr.
7	1060	1050	10 min. decr.
6	1090	1050	40 min. decr.
5	1060	1050	10 min. decr.
4	1055	1050	5 min. decr.
3	1115	1050	65 min. decr.
2	1135	1050	85 min. decr.
1	1045	1050	5 min. incr.

In the grammar and third and fourth grades a forty minute auditorium period, not included in the above table, is devoted to geography and history teaching by means of the stereopticon. In all grades literature and music are emphasized in the auditorium period. These extra periods much more than make up the decrease shown in grades 2 to 7 inclusive.

In the grammar grades the teaching is largely departmentalized. The two periods daily devoted to academic work are not interrupted by gymnasium, auditorium or shop periods. There is no reason why as complete concentration may not be expected under this plan as under the other.

The plan has been criticized as requiring a constant movement of the pupils and a great deal of extra climbing of stairs. As a matter of fact the pupils move up and down stairs less under the new than under the old plan. Careful arrangement of program avoids confusion.

The pupils move with considerable freedom through the halls, and while the movement is supervised the classes are not accompanied from place to place by teachers. The pupils are made to feel their responsibility. One of the things most apparent to the visitor is the happiness and naturalness of the pupils.

The auditorium has become not a sacred precinct seldom used, like the traditional parlor in the old New England homestead, but a place continually occupied by classes for chorus singing, cultural programs, lectures and talks on popular subjects, music appreciation by means of the phonograph, visual teaching by means of the stereopticon and moving picture films, dance drills and other activities of the physical training department.

To a visitor the most striking feature of the alternating school is the increased efficiency of the work in the so-called special activities. Not only is this accomplished by reason of the increased time devoted to these activities, but also by reason of the fact that when taken these subjects become what

might be called major subjects taken daily for a period of from 75 to 80 minutes. The pupils taking these subjects daily require fewer directions on the part of the teacher and less review of the previous lesson, and in many cases actually accomplish from 50 to 100 per cent. more work in the same time than is devoted to those subjects under the regular plan.

Particular instances of this may be cited from the report of the supervisor of domestic art, to wit: "This class has in eight lessons accomplished what some of the classes in the regular schools are finding it difficult to do in eighteen lessons." "Several over-age fourth year girls have, in this quarter, done as much as we usually accomplish in three or four terms under the regular plan." As the pupils buy practically all of the completed garments, the extra cost of supplies for this department will amount to little.

It has been found possible in both schools to give cooking and sewing to a considerable number of over-age third and fourth grade girls, who under ordinary circumstances would never reach the grades where those subjects are taught.

The time devoted to domestic science has been so increased that a broader and more rational course of study may be carried out. Problems of buying or marketing, elementary work in food values, balanced menus, household economy, household sanitation and domestic hygiene are some of the topics introduced. In the Abington Avenue School gardening and the economic use of garden products have been taught in connection with the domestic science department. The kitchen at that school is equipped with stationary tubs, and laundering, with special reference to proper treatment of various fabrics, white and colored, is taught.

The same great gains have been evident in the woodworking classes, and in addition to the work regularly required by the courses of study, a considerable amount of work has been done for the schools. This includes music racks for the backs of the auditorium seats, phonograph cabinets, drawing board cabinets, bookcases for libraries and teachers' rooms, physical directors' stands for gymnasiums, and lockers and stands for gymnasium apparatus.

The drawing classes have proved that with proper training practically every child can be taught to give more or less artistic expression to his ideas. Some educator has said, "Every child that can be taught to write can be taught to draw," and we have in these schools practically proved the truth of the statement.

Elementary science is taught by specialists. For the great number who either do not attend high school, or who, attending high school, elect those courses which omit science, the value of this particular training is undoubtedly great. The sense of curiosity aroused, the interest in common things around us carefully directed, the scientific method of explanation, even when used in an elementary form—all these make for a broader and better education.

To these activities is added cobbling for the boys of the Abington Avenue School, while the boys of Cleveland School receive instruction in printing and practical electricity, and the girls have millinery.

The cobbling instruction, while purely prevocational and educative so far as the school is concerned, promises to be of economic value to those receiv-

ing it. The problem of providing shoes for those unable to buy them has in some instances been solved in this shop. Old shoes, contributed by interested people, are repaired by the boys and then quietly placed where they will do the most good by principal, teachers and attendance department.

In an age of electricity, a knowledge of some of the fundamentals of the subject is highly desirable. The building of a simple motor, a workable telegraph instrument and simple problems in the wiring of one, two and three family houses are some of the things taken up in the course of study in this department.

Pupils taking printing will be helped in their spelling, punctuation, composition and general attention to the form of written work. A knowledge of the history and development of printing goes with the course. From the practical side, the school print shop is intensely valuable. Poems for memorizing, notes for the science classes, cooking recipes and lists of questions for class teachers are among those things constantly being printed in these shops. Forms for the use of these and other schools have been printed in great numbers. Programs and tickets for school entertainments and commencement exercises have been turned out, and in the near future a school paper is to be printed at Cleveland School.

In alternating schools in Newark a branch of the Free Public Library has been installed with a librarian in charge.

While the alternating school is justified by the broader education made possible by the better teaching of the special activities, many inquiries are made regarding cost of equipment, instruction, and supplies. The equipment of a school already provided with a gymnasium and auditorium is not a costly item. In fact, \$2,000 is probably as much as would be needed to equip such a school, allowing no credit for pupils' desks removed to make room for special shops. The greater length of time spent in special activities will make additional supplies necessary. Except in the drawing or art departments it will be possible in the near future by careful planning to make the shop activities self-supporting, so far as material is concerned.

Grade teachers are displaced by special teachers at a somewhat higher salary, and this will increase the instruction cost. Careful calculation based on the ultimate maximum salary of regular and special teachers shows that the greatest excess cost of instruction over the regular plan will be about \$2 per capita.

The excess cost per capita for supplies will not be over 50 cents.

As an offset to these increases may be placed the maintenance charges of a building that would house the extra classes now being cared for in the alternating schools. This exceeds by several thousand dollars the increased instruction cost, and shows the operation of the alternating schools to be a real economy.

GARY PLAN.

The experiment known as the Gary or Wirt plan of school organization, or a modification of it, whatever its defects, is a healthful sign of progress. I am glad to report that at least three communi-

ties in the state have established schools of this sort—Passaic, Franklin Furnace and Newark.

The expense of building schoolhouses has become very large, especially in rapidly growing cities. Any plan which has for part of its purpose the use of a school building by a larger number of children than is customary is worthy of very serious consideration, provided, of course, that the educational interests of the pupils are not sacrificed.

I am convinced that sooner or later buildings will be planned, and the organization of the schools within the buildings will be such that a larger number of pupils will be accommodated.

Such plans cannot be worked out without mistakes or without criticism, and nowhere have they been worked out to the complete satisfaction of even their most enthusiastic supporters. But the attempt is worth while, not for the purpose of keeping down the cost of education for the individual pupil, but rather to keep down the cost of building schoolhouses.

More and more money is needed for the schools. Better salaries must be paid, for after all, the quality of the superintendent, the principal and the teacher is the main thing in educational efficiency.

There must be more vocational training, and it cannot be had without money.

Evening schools must be extended, not forgetting the school for the adult immigrant.

High schools are growing by leaps and bounds, and capable teachers must be had for these boys and girls of high school age. More of these teachers must be men, and strong men too.

Attendance at summer schools should increase.

The period of education should be prolonged.

Continuation schools should be established.

Each pupil must be kept in school longer and he must have a school which is worth while in fitting him for the duties of life.

All this, and much more not enumerated, is our educational ambition and plan. All of it implies expense. These things should be done because education—not of some, but of all—is the most important business in which the state is engaged, and our state is not poor in the goods of this world.

Is it not worth while for superintendents and boards of education to study the question of a larger use of schoolhouses so that there

may be a saving here, and so that more money may be made available for other educational purposes?

I have asked the Superintendent of Schools of Passaic, Dr. Fred S. Shepherd, to give an account of the work-study-play school in that city. I quote it here:

The chief and perhaps most noteworthy reorganization of the work was in the Number Ten school, where the work-study-play or duplicate type of school organization was put into effect last September. This school was particularly favorably situated for the introduction of this new type of organization. The building had twenty-four class rooms, exclusive of the kindergarten room and a small room for an atypical class. In the basement was a woodworking shop, a school kitchen, a cabinet shop, and several other rooms that could be pressed into service temporarily for activities of various kinds. This school center included also an old six room building about a block distant, used by twelve primary classes on four hour time. Had the school been organized last September on the plan formerly prevailing every classroom in both buildings would have been filled and there would have been fourteen classes on four hour time in seven of the classrooms. The reorganization under the work-study-play-plan permitted us to add four regular classes and one additional pre-vocational class to the former number of classes and to place these *all* in the one large building. Thus the old six room building was emptied of children and became available for shops. The playground back of the old building and covering something over a half acre became available for school gardens and was subdivided into 320 individual gardens 3 by 6 feet. The average yield of vegetables from these gardens was about \$1 per garden. Some children raised several dollars' worth on their plots.

The basement of the larger building afforded a manual training shop, a cooking room, and, as the result of some alterations made, a sewing room, two industrial arts rooms, a music and literature room, and a nature study room.

In the old six room building a partition was knocked out between two classrooms, affording a large cabinet shop. The other rooms were utilized for a printery, a textile shop, a machine shop and a fine arts room.

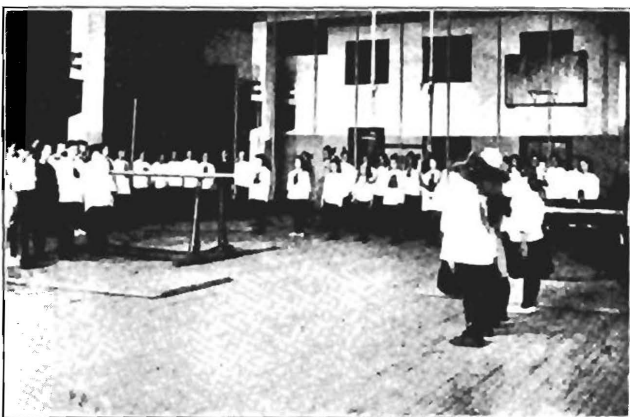
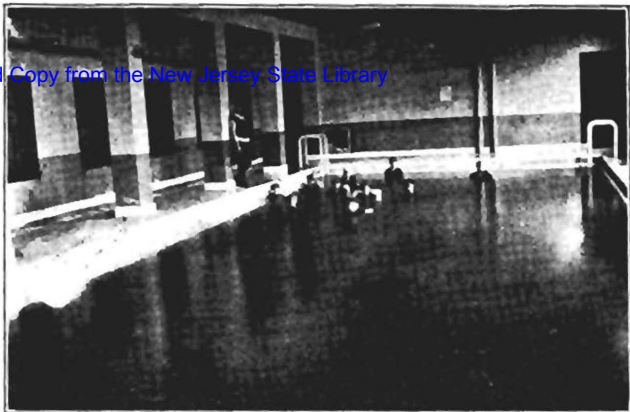
A two story gymnasium 60 by 80 feet was built near the main building, affording ample play space at all times for 240 children, or 120 on each floor.

The school day was lengthened to six hours and twenty minutes (8.40 A. M. to 4 P. M., less one hour for lunch) divided for the pupils into eight forty minute periods and one sixty minute period. Of these, four forty minute periods and one sixty minute period, or 220 minutes daily, were devoted to academic work, namely, English, mathematics, geography, history. Physiology was taught either in the academic time, or, above the fifth grade, in the time taken for science. Thus the plan permitted even more time to be given the traditional academic subjects than is found for them in the regular school.

The other four forty minute periods were used daily as follows: one for auditorium, one for physical training and play, and two for shop work, or science, or music and drawing. In the first four years drawing was correlated with the industrial arts and taught by the teachers of the same.



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ACTIVITIES OF WORK-STUDY-PLAY SCHOOL, PASSAIC

The teaching hours for teachers of academic subjects (English, arithmetic, geography, history) under this plan are five hours, exclusive of the keeping of a class register. Other teachers teach five hours and twenty minutes and have no register cares.

From grade 4 B to grade 5 A inclusive, during the first half year, the pupils were distributed as helpers in the shops where the older children were at work. During the second half year, we were able to departmentalize the nature study, to double the time given to the science work in the seventh and eighth grades and to place the children above the 4 B grade in the gardens. This proved a more satisfactory arrangement.

Under the former organization, twenty of the forty-three classes in this school would have used ten rooms, each class *four* hours daily, twenty-one classes would have had a five hour day, and two vocational classes a six hour day. Under the alternating plan, however, every one of the forty-three classes had a *six hour and twenty minute day*, a much better utilization of the children's time than formerly, when so much more of it was spent on the streets or in the alleys. The new plan doubled the time for physical training and play, yielded a little more time daily for teaching the traditional three R's, afforded opportunity for the pursuit of industrial arts, gardening, science and shop work, and made available more time for science and shop activities. Two industrial arts rooms, a sewing room, printery, textile shop, machine shop, two science rooms, two music rooms, and one room for drawing, all in addition to the cooking room, woodworking shop and cabinet shop, formerly in the school, have multiplied more than fourfold the experiences possible to the pupils.

The daily gathering of the children in the auditorium, which served as a clearing-house for the activities of the school and for exchange of classroom experiences, was stimulating and vitalizing and helpful in motivating classroom effort.

The happiness of the children in their work became increasingly evident as the year wore on. At first, unaccustomed to the freedom possible in this plan, they abused it a little, but soon settled back to a steady growth in self-control, delightful to see.

The noon meal inconveniences, inseparable from the four-hour plan, were obviated entirely by the new plan, because all the children of any one home could be put in the same group in the school and thus have the same noon hour. The X group had its noon hour from 11.20 to 12.20, the Y group from 12.20 to 1.20.

The flexibility of the program permitted the making of many individual programs, to the very great advantage of individuals and of individual homes. Such cooperation with the needs of homes peculiarly situated is not possible in the regular school.

The great majority of parents seemed pleased with the new order of things. Many were delighted. Objectors there always are to a new departure in education. The principal objectors in this case were the teachers themselves, or rather some of them, for whom this type of organization made harder work than the regular traditional school did. As time wore on, however, the adjustments became easier for them.

SCHOOL REPORT.

Next year all seventh and eighth grades will be transferred from the Number Ten to the new Number Twelve school, which will be organized also on the work-study-play plan. We shall then have two buildings organized and operating on that plan.

The Number Ten school, this coming year, will become a six year school on the alternating plan. The teachers have been chosen from among those teachers in the city who have volunteered for this type of work.

The operating cost of this new type of school we estimate to be about 71 cents per child per year more than for the school as organized the previous year with about one-third of the school on part time. The additional cost, however, is only about one-third of what would be the overhead charges on the additional ten rooms which would have been necessary to place all the classes on a full five hour day on the traditional plan. But if the school were organized in the traditional way at a largely increased cost to the community for capital investment and overhead charges the children would still be unprovided with the gymnasiums, the additional shops, science and industrial arts rooms available under this new type of organization.

But all these advantages do not justify the work-study-play plan unless it can be proved that it educates as well or better than the traditional plan does. We have tried to test the results in two ways: first by comparing with the other schools the scholarship results as recorded monthly by the teachers on the children's report cards. Such monthly reports have shown a steady improvement in the scholarship of this school, averaging very favorably with the other schools in the city and in some respects excelling them. The Curtis arithmetic tests, given last November, showed a like comparison favorable to this school. The conclusion is that the children are losing nothing in scholarship; in some respects they seem to be gaining.

This new plan of organization was effected with a capital investment of approximately \$20,600, viz.: 16,000 for a new two story gymnasium 60 by 80 feet (gaining by reason of the second story 4,800 square feet of play space), \$350 for equipping same, and \$4,250 for equipping five new shops and industrial arts rooms. The annual overhead charges on this expenditure were approximately \$1,500 per year. For this capital investment, therefore, and annual overhead charge we were able to gain the equivalent of ten classrooms, thereby placing the twenty short time classes on a six hour twenty minute day, instead of four hours. At \$5,000 per classroom it would have cost \$55,000 to give these part time classes even a five hour day. The overhead charges on the \$55,000 investment would be about \$4,845. Therefore, the work-study-play plan saved practically \$34,400 in capital investment and \$3,350 on annual overhead charges. This saving of \$3,350 on annual overhead charges is about three times the additional operating cost. I would claim, however, that the schools are certainly entitled to all saving on overhead charges for improving the schools.

But this is not all. Even had the ten classrooms been added for a capital investment of \$55,000 and annual overhead expense of \$4,845, and the school organized in the regular way, it would have been without the three additional shops and teachers, without the two primary industrial arts rooms and teachers, without the two story gymnasium, without the two playground teachers,

COMMISSIONER OF EDUCATION.

and without all the advantages inherent in the more flexible program in the work-study-play school. To have provided these facilities would have required a further investment for additional rooms and equipment of \$45,600, and additional overhead and operating charges of \$13,920. In other words, to have given the school under the traditional organization a five hour day and all the industrial and play advantages afforded by the work-study-play plan would have cost the community \$80,000 more in capital investment and \$13,920 more in annual overhead and operating expense. The work-study-play plan, in other words, cannot be operated for any less cost per capita annually. The saving is in *capital investment* and in *overhead charges* on the same. Such saving of overhead charges alone far exceeds the additional cost of operation. The appended tables show these facts more in detail.

EXHIBIT I.

Operating expenses.

Cost of Old (Part Time) Plan. Teachers			Cost of Work-Study-Play Plan. Teachers	
\$32,043	39	Academic Teachers	31	\$25,475
1,500	2	Kindergarten "	2	1,500
950	1	Atypical Class "	1	950
4,300	4	Vocational "	6	6,800
1,200	1	Manual Train. "	3	2,900
448	16/25	Cooking "	1	700
720	20/25	Sewing "	1	900
384	8/28	Drawing "	1	800
260	5/25	Music "	25/50	1,600
352	8/25	Penmanship "	8/25	352
208	2/25	Physical Train. "	2	1,800
0	0	Science Teachers	1	950
2,000	1	Principal	1	2,000
1,000	1	Vice-Principal	1	1,000
0		Extra Services		670
<hr/>				
\$45,365	51-18/50		53-21/50	\$48,397
	=52		=54	
		Less 1/2 Cost Vocational and Manual Training.		
\$3,334		Borne by state		\$5,650
42,031		Net cost to Passaic of Tuition		42,747
2,945		Janitors and Supplies		2,945
1,290		Fuel		1,290
320		Insurance		320
2,320		Text-Books and Supplies		2,428
752		Vocational Supplies		836
672		Manual Training Supplies		1,284
<hr/>				
\$50,330				\$51,850
		Less 1/2 Cost Vocational and Manual Training.		
712		Supplies, borne by State		1,060
<hr/>				
49,618				
1,172		Excess Cost New Plan Over Part-Time Plan		
<hr/>				
\$50,790				\$50,790

1644 pupils on roll.

Excess cost new plan per capita $\frac{1172}{1644} = 71c$ per year.

Additional advantages gained for this slight amount

1. School day of six hours twenty minutes, instead of four and five hours.
2. Four times the former industrial opportunities.

SCHOOL REPORT.

3. Two to four times the former amount of physical training and organized play under trained instructors.
4. Use of auditorium daily five hours twenty minutes, instead of twenty minutes, for socializing and educational exercises.
5. Use of playgrounds five hours twenty minutes daily, instead of fifteen to twenty-five minutes.
6. A far richer and more socializing curriculum.
7. Twenty classes freed from the evils of part time.
8. Homes of approximately 800 children freed from inconveniences of part time schedules.
9. Marvelously increased power on part of the school to minister to individual needs of pupils.
10. Marvelously increased power on the part of the school to cooperate with the homes in widely varying circumstances.
11. Ten classrooms gained, saving \$55,000 cost of ten room class building and in addition \$4,000 annually in overhead and upkeep charges on same.
12. Far greater interest on the part of children in their school work.

EXHIBIT II.

Capital investment and annual overhead expense necessary to place school on the traditional plan (five-hour day).

Capital Investment	
Ten room addition, or new building.....	\$50,000
Equipment of same	5,000
	\$55,000
Overhead Expense annually	
Interest on bonds at 4½ per cent.....	2,250
Fuel	950
Depreciation at ½ per cent	250
Sinking Fund 1 per cent.....	500
Janitor	850
Janitor's Supplies	50
	\$4,850
Total	\$59,850

EXHIBIT III.

Capital investment and annual overhead expense necessary to place school on the work-study-play plan (six and one-third hour day).

Capital Investment	
2 Story gymnasium, 60 by 80 feet, adding 4800 sq. ft. play space to school grounds	\$16,000
Equipment	350
Equipment of five new shops and industrial arts rooms..	4,250
	\$20,600
Overhead Charges Annually	
Interest on \$16,000 bonds at 4½ per cent.....	720
Interest on shop equipment at 6 per cent.	255
Depreciation shop plant at 5 per cent.....	212
Fuel	48
Depreciation at ½ per cent.....	80
Sinking Fund at 1 per cent.....	160
Janitor (none additional)	0
Janitor's supplies	25
	1,500
Total	\$22,100

COMMISSIONER OF EDUCATION.

EXHIBIT IV.

Comparison exhibits II and III.

	Capital Investment	Annual Overhead Expense
Exhibit II	\$55,000	\$4,850
Exhibit III	20,600	1,500
	<hr/>	<hr/>
Bal. favor Work-Study-Play Plan	\$34,400	\$3.350

Let it be noted that though costing so much more, the traditional organization would be without the *three* additional *shops* and *teachers*, without the *two* primary industrial arts *teachers*, without the two story *gymnasium* 60 by 80 feet, without the *two* playground *teachers*, and without many other advantages inherent in the more flexible program of the Work-Study-Play School.

If these were to be added to the traditional school organization the excess cost of the same above that of the work-study-play organization would be as follows:

EXHIBIT V.

Capital Investment	
Per Exhibit IV	\$34,400
Three work shops	15,000
Two industrial arts rooms	10,000
Two story gymnasium	16,000
Equipment of same	350
Equipment of shops and industrial arts rooms	4,250
Total	<hr/> \$80,000
Annual Charges (Overhead and Operative)	
Per Exhibit IV	\$3,350
Interest on bonds for shops, industrial arts rooms and gymnasium or on \$41,350 at 4½ per cent.	1,860
Interest on shop equipment at 6 per cent.	255
Depreciation of shop plant at 5 per cent.	212
Depreciation of buildings (5 rooms and gymnasium at ½ per cent.)	205
Sinking Fund at 1 per cent.	413
Janitor	400
Janitor's supplies	50
Fuel	175
Five Teachers—shop and industrial arts	4,950
Two play teachers	1,800
Shop supplies at \$50 per shop	250
Total	<hr/> \$13,920

In other words (per Exhibit V) to give the regular school organization on a five hour day the industrial and play opportunities now afforded at Number Ten by the work-study-play plan, would cost \$80,000 in capital investment and \$13,920 more in annual overhead and operating expense than our present work-study-play organization.

Even if these industrial and play facilities were added to the traditional organization, its rigidity of program would not permit their use to anything like the extent to which they are used under the work-study-play plan.

NUMBER OF CHILDREN TAUGHT BY ONE TEACHER.

There are still too many classrooms in the state in which the number of pupils exceeds fifty. There are at present about 280 such rooms. It must be evident that no teacher can do justice to this large number of children.

SCHOOL REPORT.

EXTENSION OF SCHOOL GARDENING.

I hope the time may come when our industrial activities may include the use, in the urban sections of the state particularly, of vacant lots and home plots for gardening purposes under the supervision of the public schools. This is done to a certain extent in some parts of the state but it is by no means as general as it might be.

Such a use of property would not only afford a valuable, practical education to the boys and girls in grammar and high schools, but it would also be a means of raising in a community and at home much of the garden truck which must now be purchased, and of late at increasingly high prices. It would affect the cost of living and affect it downward. It is the type of work in which our schools should increasingly engage. Gardens on the school premises, while valuable, are necessarily restricted in area, but the back yards and vacant lots in most of our urban places afford ample space for these activities. There is real educational value for the children in such work, aside from its usefulness in the promotion of good health.

The ordinary grade teacher or principal cannot, with his numerous other duties, look after this instruction. What is needed is a competent man or woman to do this work who would be employed during the whole school year, including of course the summer months. The vacation of this teacher or supervisor could be taken in the winter. Much of his work would be before and after school hours and on Saturdays, and he should be at work in the summer and during the spring vacation.

One objection to the carrying out of this plan is that property owners will sometimes not allow the use of their vacant lots. This is true of some but it is not true of all. Another objection is that there is no supervisor to look after these gardens during the long summer vacation, although many of the children—in fact, most of the children—remain at home during the summer. This difficulty could be obviated by the term of the supervisor's employment as indicated. Another objection is that there is not work enough in small communities for the services of such a person. This is often true, and the remedy lies in the uniting of several boards of education in the employment of such a person.

It will cost something, but the returns in making large numbers of young people producers rather than mere consumers would far more than offset the supervisor's salary. Sooner or later something of this kind will be done very generally.

COMMISSIONER OF EDUCATION.
 STATISTICS ABOUT ENROLLMENT, ABSENCE, TEACHERS AND SALARIES, COVERING A PERIOD OF FIVE YEARS.

	1912	1913	1914	1915	1916	1916 compared with 1915	
						Incr.	Decr.
Total enrollment of pupils in all schools, day and evening	493,506	516,256	537,311	563,240	578,931	15,691	
Total enrollment divided							
Day Schools	459,189	478,935	496,899	519,880	540,287	20,407	
Evening Schools	34,317	37,321	40,412	43,360	38,644		4,716
Teachers in Day Schools	231,218	241,459	250,705	263,228	273,079	9,851	
Teachers in Day Schools	227,971	237,476	246,194	256,652	267,208	10,556	
Teachers in Evening Schools	21,701	22,909	26,582	27,619	23,488		4,131
Teachers in Evening Schools	12,616	14,412	13,830	15,741	15,156		585
Average Daily Attendance Day Schools	359,319	378,017	382,218	409,417	421,884	12,467	
Average absence of each pupil in days	19	18	17	15	17	2	
Enrollment							
Kindergarten	31,945	33,626	34,217	35,741	37,784	2,043	
Primary Schools*	†261,956	239,642	246,154	251,673	256,602	4,929	
Grammar Schools*	†135,829	128,775	136,914	148,472	157,718	9,246	
High Schools*	†28,479	33,142	38,099	44,314	50,030	5,716	
One Room Rural Schools		‡26,836	25,463	24,872	23,668		
Two Room Rural Schools		‡15,238	15,880	14,897	15,634	737	
Teachers, Total Number	13,506	§14,275	15,085	15,969	16,741	772	
Men	1,753	1,928	2,082	2,281	2,414	133	
Women	11,753	12,347	13,003	13,688	14,327	639	
Teachers							
One Room Rural, Total	826	800	765	747	720		27
Men	138	130	126	123	107		16
Women	688	670	639	624	613		11
Two Room Rural, Total	377	448	450	433	444	11	
Men	67	71	70	66	69	3	
Women	310	377	380	367	375	8	
Kindergarten, Total	555	570	601	641	659	18	
Primary,* Total	5,057	5,281	5,438	5,635	5,806	171	
Men	11	13	12	14	13		1
Women	5,046	5,268	5,426	5,621	5,793	172	
Grammar,* Total	3,334	3,398	3,635	3,909	4,158	249	
Men	241	240	235	248	269	21	
Women	3,093	3,158	3,400	3,661	3,889	228	
High,* Total	1,230	1,360	1,508	1,654	1,852	198	
Men	425	493	541	619	714	95	
Women	805	867	967	1,035	1,138	103	
Manual Training, Total	207	292	341	351	379	28	
Men	74	107	148	153	173	20	
Women	133	185	193	198	206	8	

*Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include grades IX to XII.

†Includes one and two room rural schools (all grades) and colored schools.

‡Reported in Grades I-XII in 1911-12.

§Includes 963 Evening School Teachers and 292 Manual Training Teachers.

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	1912	1913	1914	1915	1916	1916 compared with 1915	
						Incr.	Decr.
Salaries of Teachers, Total	†\$10,087,509.00	\$10,935,315.00	\$11,415,629.00	\$12,291,576.00	\$13,053,024.00	\$761,448.00	
Average Salary per year, Day Schools	760.83	816.38	851.42	861.86	872.34	10.48	
One Room Rural Schools							
Men	500.25	519.87	520.25	522.72	553.32	30.60	
Women	442.88	455.56	468.56	477.19	481.42	4.23	
Kindergarten (Women) ..	716.07	735.75	748.94	753.57	760.04	6.47	
Primary Schools*							
Men	650.68	677.23	690.21	654.78	760.00	105.22	
Women	670.65	719.18	719.37	729.14	737.00	7.86	
Grammar Schools*							
Men	889.10	913.82	902.16	937.98	955.01	17.03	
Women	781.69	817.10	788.48	821.11	831.43	10.32	
High Schools*							
Men	1,436.41	1,492.99	1,542.61	1,551.48	1,578.17	26.69	
Women	944.39	960.43	983.11	1,001.36	1,027.46	16.10	
Schools in Session, Days	182	183	183	183	184	1	
School Districts, number	462	472	473	478	480	2	
School Buildings	2,157	2,111	2,124	2,155	2,194	39	
Buildings completed during year	98	41	65	60	66	6	
One Room Buildings	869	869	848	844	827		17
Valuation of School Property.	\$52,806,161.00	\$53,044,978.00	\$57,670,223.00	\$64,354,833.00	\$69,293,017.00	\$4,938,184.00	
Graduates of State Normal Schools							
Trenton	232	277	236	278	260		18
Montclair	111	132	138	227	170		57
Newark			153	229	313	84	

*Primary schools include grades I to IV. Grammar schools include grades V to VIII. High schools include grades IX to XII.

†Includes Teachers Retirement Fund.

The chief disbursements for the last five years have been as follows:

	1912	1913	1914	1915	1916	Incr. 1916 over 1915
Salaries of Teachers	\$10,087,509	\$10,935,315	\$11,415,629	\$12,291,576	\$13,053,024	\$761,448
Operation School Plant including Janitors' Services	1,316,273	1,673,540	1,778,191	1,946,052	2,078,377	132,324
Maintenance School Plant, Repairs, etc.....	542,257	559,829	733,827	737,318	743,027	5,709
Purchase of Land and Erection of Buildings.	4,916,562	5,253,670	5,356,639	5,729,335	5,056,143	673,191
Transportation	222,083	287,448	326,881	372,920	412,405	39,484
Medical Inspection	156,155	183,906	198,481	215,266	230,958	15,692
Annual Training	366,119	459,227	486,281	554,287	587,979	33,692
Continental Training .....	.....	.....	109,665	167,000	206,156	39,156

COMMISSIONER OF EDUCATION.
SCHOOL EXPENSES.

SCHOOL REPORT.

SOURCES OF INCOME.

Moneys for the support of the public schools were derived from various sources, as follows :

Income of State School Fund.....	\$250,000.00
Appropriation from State Fund.....	457,965.03
Appropriation from State Railroad Tax....	3,311,689.83
State School Tax.....	6,724,413.86
Interest on Surplus Revenue Fund.....	28,087.86
Local Appropriations	12,743,983.02
Other Sources	905,605.90

ASSESSED PROPERTY VALUATION.

The assessed property valuation of the state in 1915, according to the State Board of Assessors, was \$2,569,000,000. In 1910 it was \$2,013,000,000, an increase, be it observed, of more than \$500,000,000 in five years. How the assessed valuation compares with the real valuation cannot be said with accuracy, but it is well known that the real valuation of all the properties of the state is considerably larger than the assessed valuation.

According to the census of 1915 the population of the state in June of that year was 2,844,342. It appears, then, that there was an *assessed* valuation of nearly \$1,000 worth of property for each person in the state, counting children as well as men and women.

How much can a state with this property valuation afford to expend for education? This question is not easily answered. How much did it spend? We know, for we have the figures.

For the operation of the schools for current expenses the amount expended was \$18,197,668.19. This amount was used for the education of 540,287 children and youth.

No one can affirm, in view of the official stated valuation of the state, that New Jersey is poor in the goods of this world; on the contrary, it is one of the richest of our American commonwealths.

The purpose of education is the creation of human wealth—to develop the resources of the individuals of the state, to make men and women strong and efficient intellectually, socially, morally, physically and industrially. A state possessing resources amounting to practically three thousand millions of dollars has been wise in recognizing that the training of the youth of the state for future citizenship is an enterprise which it can readily afford.

Education in primary schools, grammar schools, high schools, normal schools, vocational schools, is an investment; and so are the free scholarships at Rutgers College, 240 in number, maintained by the state.

An educated man or woman is, as a rule, not only a better citizen, but he or she is also directly or indirectly a producer of wealth. The investment of the state in salaries for teachers and school buildings not only returns dividends in the character of the citizenship of the state, but also produces dividends of a substantial material value.

It would not be difficult to show that the states of our union which have put the least money into public schools are the poorest of our commonwealths, nor would it be difficult to show that those which have put the most money into schools are the richest. The great countries of Europe which have invested large amounts in education are financing the present unfortunate war out of an abundance of their material possessions.

If we could only be wise enough to direct our educational policies in such a way that all the youth of the state—not merely some of them—could be so trained as to be clear in their thinking, sound in their morals, robust in their health, and productive as workers, any amount of money for schools—even two or three or four times as much as we expend at present—would be money well invested.

As it is, notwithstanding the imperfections of schools, the investment yields enormous dividends. If it were not for the investment the state would be poor indeed. Money expended for public schools produces wealth, out of which the schools of the future are to be supported.

In this connection it is usually overlooked that practically all the money expended for the schools of a given locality is paid out again in that locality. If a new factory, employing say one hundred persons, were established in a community, in most towns the local press and the board of trade would herald it as a sign of good material fortune for the community, because of the wages that would be distributed. The school system in that town employs, let us say, one hundred teachers—men and women of high character. These teachers, with superintendents and principals, would be paid in the aggregate perhaps \$80,000 or \$100,000 in salaries, most of which would be expended in the town itself.

This is not advanced as an argument for having more teachers,

SCHOOL REPORT.

but it may not be out of place to call attention to these facts in connection with money expended for public schools.

SCHOOL PROPERTIES.

The reported valuation of school properties increased during the year from \$64,000,000 to \$69,000,000. Reported valuations for the past ten years are in round numbers as follows:

1907.	1908.	1909.	1910.	1911.
\$27,000,000	\$29,000,000	\$34,000,000	\$36,000,000	\$44,000,000
1912.	1913.	1914.	1915.	1916.
\$53,000,000	\$53,000,000	\$58,000,000	\$64,000,000	\$69,000,000

Progress in the erection of new school buildings and the renovation of old ones has, as the foregoing figures reveal, been remarkable during the past few years.

Our school buildings as a whole are probably unexcelled by those of any other state, with the possible exception of California. Our people seem to realize that a well appointed school building, substantially built, attractive in architecture, and surrounded by ample and attractive grounds, is a good investment for the community, measured even by dollars and cents.

Practically no buildings are now erected in city or country which are not in good taste. The change for the better in this respect in the past ten years has been very marked. Such improvement in the appearance of our buildings is a positive gain.

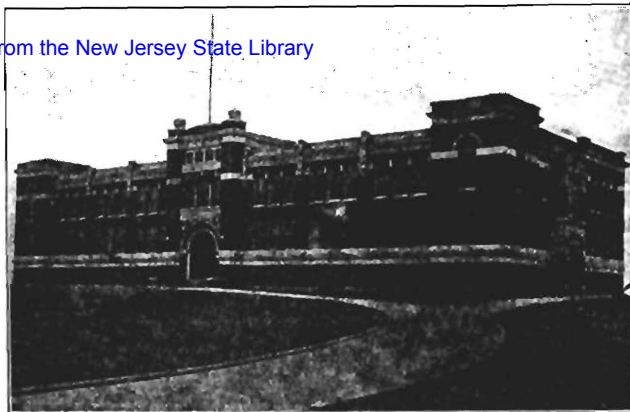
Among the more notable buildings completed during the year may be mentioned the new high school buildings at Montclair, Elizabeth, New Brunswick, Trenton and Westfield. The county superintendents in all parts of the state have carried on, with the support of the Department, an energetic campaign for better buildings, with marked success. In a half dozen counties the work of the superintendents in this respect is practically completed, except so far as increase in population may necessitate additional schools.

The building of and renovation of outbuildings has gone on, but much remains to be done. County superintendents, boards of education and the public realize as never before that it is an outrage upon children—upon their morals, their comfort, their decency and their health—not to have these buildings carefully and steadily looked after. In a few counties of the state outbuilding conditions

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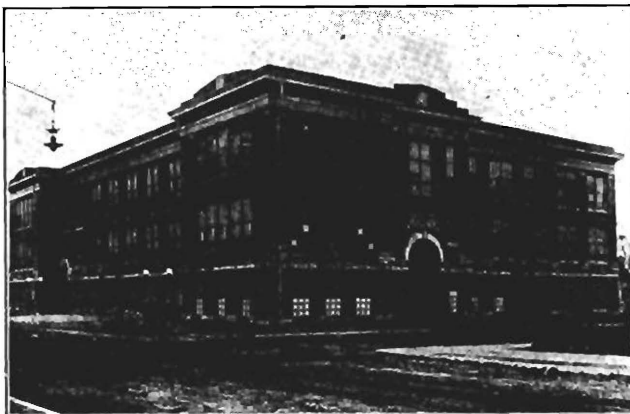
EVERGREEN SCHOOL, PLAINFIELD



WOODSTOWN, PILESGROVE TOWNSHIP, SALEM COUNTY
Auditorium, Gymnasium, 18 Classrooms, Kitchen, Manual
Training and Drawing Rooms, Shower Baths, Lockers, Lab-
oratories, Offices, etc. Cost \$110,000. On 8 acre lot.



NEW BRUNSWICK



MILLVILLE

COMMISSIONER OF EDUCATION.

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are improving but slowly, but signs are not wanting that these conditions will soon be better.

Some boards of education are careless and wasteful in the upkeep of school property. They are also very neglectful in the purchase and distribution of the necessary supplies—books, papers, maps, pens, pencils, occupation material for young children—which teachers and children must have and which the law requires the board to furnish. The waste that goes on in some districts from this neglect is large. It is an inexcusable waste.

Every board of education should have a property agent whose business it would be to look after the upkeep of the school property, including the outbuildings; to keep an accurate inventory of the property of the district; to purchase in the spring the supplies needed for the coming school year, and to distribute the supplies before the opening of schools in September. The per diem cost of such an officer would be small. There would be a gain in better school work and a money gain as well. It is a far cry from a great corporation like the Pennsylvania Railroad to a country district having, let us say, three school buildings, but that railroad keeps in constant employment upwards of two hundred men to look after the station and road crossing properties between Philadelphia and New York.

The Department has endeavored to reduce fire hazards in school buildings to the minimum. The state building inspector, city and county superintendents, many boards of education, have all worked to this end. The operation of the building code of the State Board of Education has been beneficial. In January a letter was addressed by the Commissioner to boards of education in the cities and larger towns throughout the State. A copy of this letter follows:

The safeguarding of children in school buildings is of the greatest concern. Important as education is, it is not worth what it costs if this education involves physical danger to pupils and teachers in the buildings provided by the people of the school districts of the state. Owing to a recent fire in a school building in a neighboring state, in which a number of children lost their lives, the public mind is at present specially sensitive to fire hazards and panics in schoolhouses.

The school law is explicit and mandatory—that every school district shall provide suitable school facilities and accommodations; the law further provides that such facilities and accommodations shall include proper school buildings.

Should there exist in your district a building containing possible fire and panic hazards, you are not doing your duty as required by law until means of safe exit have been provided and the possible danger to the children from these hazards eliminated

SCHOOL REPORT.

The responsibility for providing safe exits (safe under all foreseen conditions) is great. The erection of approved fire escapes, fire-proofing over and around boilers and heaters, etc., is comparatively inexpensive. You cannot afford to incur the criticism and censure of the public should an accident occur.

Boards of education have, during the past few years, made very commendable progress in the improvement of the buildings erected before the present Building Code (which provides adequate provisions for safe exits free from fire or smoke should a fire occur) became effective, especially in the matter of proper exits, fire escapes and boiler or heater room fire-proofing.

Our public school buildings, as a whole, were never so safe as at the present time; but any building under your charge, for which you are directly responsible, which does not have the proper fire and smoke safeguards for the quick and safe exit of the pupils, should be closed until you have provided a safe building. A board of education does not hesitate to close a school on the appearance of a contagious disease among the pupils.

If you have a doubt concerning the existence of possible fire or panic hazards in a building under your charge, I urgently request that you at once either:

1. Appoint a committee consisting of: (a) The president of your board, (b) The chairman of the building committee, (c) The city superintendent or supervising principal, and (d) a competent builder or architect; *or*

2. Bring about the appointment of a commission consisting of: (a) One member of the board of education or a representative of the board, (b) The superintendent of schools or his representative, (c) The director of public safety or the chief of the fire department, (d) A well known architect or builder of high standing, and (e) A prominent citizen, to be appointed by the mayor, upon the request of the board of education.

The committee or commission would look carefully into any possible fire or panic hazards that might exist in the public schools of your municipality.

Knowing that you will take prompt action I have prepared forms on which are indicated the various details of information necessary to determine the safety of exit and danger of fire in each building of two or more stories in height.

One of these forms should be handed to each principal of a two or more story building erected prior to 1913, and he should be asked to answer all questions with the exception of the last two, for the information of the committee or commission. The last two questions should be answered by the board of education itself, through its officials, and in the light of the information it receives as a result of the personal inspection of the building by the committee or commission.

The clerk or secretary should make a copy of the completed report and send the original to the Department of Public Instruction, Business Division, Trenton.

It should be pointed out that neither the State Board of Education nor the Commissioner of Education has any jurisdiction over buildings occupied by private schools.

I will ask you to acknowledge receipt of this letter and report at the earliest practicable date what action you have taken.

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This letter is written because of my responsibility as Commissioner of Education—the Commissioner has supervision under the law of all schools in the State receiving any part of the State appropriation—and also because of a desire to cooperate with your board of education.

This letter was accompanied by a detailed statement of conditions that should be examined in each of the school buildings of the municipality that seemed to present a fire hazard. In response to the letter a number of local boards of education appointed commissions of some kind to investigate the condition of their school buildings in respect to fire and panic hazards, and in consequence steps were taken in numerous cases to remedy what seemed to be hazardous conditions.

More specifically, the number of school districts that reported on their fire hazard conditions in response to this circular letter was 248. Reports were made concerning 589 schoolhouses of the state.

It would be too much to say that no building in the state presents a fire or smoke hazard. It is not too much to say that the number of such buildings was never so small at present.

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 \$13,545,693.37, which was an increase of \$815,112.22 over the preceding year.

The average salary per year paid to all day school teachers in the State (15,528) not including superintendents, assistant superintendents or evening school teachers of any kind, was \$872.34, an increase over the preceding year of \$10.48.

The average salary per month paid to these teachers was \$94.82.

AVERAGE SALARIES PAID TO TEACHERS.

One-room rural schools, men, \$553.32, increase \$30.60; women, \$481.42, increase \$4.23; kindergartens, women, \$760.04, increase \$6.47; elementary, grades I-IV, men, \$760.00, increase \$105.22; women, \$737.00, increase \$7.86; elementary, grades V-VIII, men, \$955.01, increase \$17.03; women, \$831.43, increase \$10.32; high schools, men, \$1,578.17, increase \$26.69; women, \$1,027.46, increase \$16.10; special teachers, ungraded and backward classes, men, \$1,-

SCHOOL REPORT.

037.50, increase \$64.50; women, \$943.83, increase \$166.71; manual training, men, \$1,134.32, decrease \$45.01; women, \$928.64, increase \$19.10.

STATEMENT REGARDING SALARIES OF TEACHERS IN DAY SCHOOLS.

	1914			1915			1916		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Less than \$300	6	34	40	7	20	27	5	16	21
\$300 to 399..	11	185	196	14	150	164	9	126	135
400 to 499..	63	860	923	56	783	839	56	773	829
500 to 599..	69	2036	2105	70	2051	2121	60	2044	2104
600 to 699..	75	2402	2477	75	2526	2601	69	2596	2665
700 to 799..	88	1883	1971	71	1901	1972	68	2041	2109
800 to 899..	73	1810	1883	78	1749	1827	92	1839	1931
900 to 999..	87	959	1046	77	1154	1231	67	1243	1310
1000 to 1099..	144	503	647	109	658	767	123	759	882
1100 to 1199..	85	652	737	98	625	723	82	745	827
1200 to 1299..	110	548	658	107	628	735	118	638	756
1300 to 1399..	66	202	268	57	213	270	78	224	302
1400 to 1499..	80	109	189	75	101	176	73	137	210
1500 to 1599..	88	51	139	96	52	148	91	63	154
1600 to 1699..	78	47	125	71	52	123	83	52	135
1700 to 1799..	45	18	63	48	24	72	49	28	77
1800 to 1899..	65	42	107	76	49	125	80	56	136
1900 to 1999..	20	3	23	26	7	33	44	6	50
2000 to 2499..	171	56	227	191	55	246	212	48	260
2500 to 2999..	92	3	95	90	6	96	102	4	106
3000 and over.	95		95	101		101	107		107

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

COUNTY	Percentage (of total number) receiving less than												
	\$300			\$300 to \$399			\$400 to \$499			\$500			
	1914	1915	1916	1914	1915	1916	1914	1915	1916	1914	1915	1916	
Atlantic ..	..	..	..	2	2	3	17	20	21	.041	.045	.046	I
Bergen	4	4	3	..	..	1	13	10	6	.015	.012	.0082	D
Burlington. 14	7	3	14	15	12	91	85	86	.326	.281	.253	D	
Camden	2	2	3	5	7	2	78	67	74	.1095	.092	.091	D
Cape May... ..	..	..	1	2	4	..	38	39	41	.243	.253	.238	D
Cumberland 2	..	..	..	31	24	20	121	128	127	.485	.461	.431	D
Essex .....	..	5	..	2	..	1	9	14	14	.0038	.0064	.0048	D
Gloucester . 1	2	2	2	9	8	4	74	64	58	.344	.295	.242	D
Hudson	4	..	1	1	..	..	7	5	3	.005	.0021	.0016	D
Hunterdon ..	..	..	..	15	10	10	66	64	48	.407	.372	.286	D
Mercer .....	..	..	..	1	..	..	9	10	18	.015	.015	.025	I
Middlesex . 3	1	1	..	..	..	1	5	3	4	.018	.0065	.0091	I
Monmouth . 3	2	..	..	2	1	3	26	25	24	.05	.046	.042	D
Morris .....	..	..	..	..	..	..	30	10	7	.07	.024	.016	D
Ocean	1	1	1	26	22	19	55	56	59	.482	.465	.462	D
Passaic ....	..	..	2	..	..	..	48	21	1	.043	.018	.0025	D
Salem	3	3	3	19	15	9	87	86	97	.637	.589	.564	D
Somerset . 1	..	..	..	..	1	2	12	6	5	.05	.026	.025	D
Sussex	7	8	4	56	42	47	.381	.307	.298	D
Union	1	..	1	4	1	3	26	23	17	.039	.029	.024	D
Warren	1	56	46	41	55	61	72	.486	.463	.481	I

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

COUNTY	Number receiving \$800 or more			Total number of teachers in the county			Percentage receiving \$800 or more			
	1914	1915	1916	1914	1915	1916	1914	1915	1916	
Atlantic	200	220	258	462	484	520	.432	.455	.496	I
Bergen	407	452	498	1106	1151	1213	.367	.393	.411	I
Burlington	32	32	41	365	380	399	.087	.084	.103	I
Camden	268	287	309	776	825	866	.345	.348	.356	I
Cape May	28	29	28	164	170	176	.17	.171	.159	D
Cumberland	26	30	34	317	330	341	.082	.0909	.0997	I
Essex	1920	2017	2228	2858	2946	3096	.671	.685	.7196	I
Gloucester	13	16	16	244	251	265	.053	.064	.0603	D
Hudson	1600	1645	1709	2331	2350	2470	.686	.70	.692	D
Hunterdon	15	18	19	199	199	203	.075	.0904	.094	I
Mercer	317	319	330	666	689	707	.475	.463	.467	I
Middlesex	164	180	212	594	612	659	.276	.294	.322	I
Monmouth	211	221	239	614	614	640	.343	.3599	.373	I
Morris	112	129	148	424	422	435	.264	.306	.34	I
Ocean	21	22	23	170	170	171	.123	.129	.135	I
Passaic	480	502	542	1106	1141	1185	.433	.4399	.457	I
Salem	7	7	10	171	176	193	.04	.0397	.052	I
Somerset	44	40	52	258	266	278	.168	.1504	.187	I
Sussex	18	23	25	165	163	171	.109	.1411	.1461	I
Union	391	453	491	794	827	883	.492	.548	.556	I
Warren	28	31	31	230	231	235	.1217	.134	.132	D

It will be seen from the "Statement Regarding Salaries of Teachers in Day Schools" that the total number of teachers in the State receiving less than \$500 has been steadily decreasing. The following table shows the figures for the past five years:

1911-12	1495
1912-13	1379
1913-14	1159
1914-15	1030
1915-16	985

Teachers' salaries in day schools throughout the state for the past five years were as follows by averages:

1912.	1913.	1914.	1915.	1916.
\$760.83	\$816.38	\$851.42	\$861.86	\$872.34

These average salaries are affected by the relatively high salaries that are paid in most of the larger cities. The situation is not so good as it seems. When we consider salaries in the one room schools—upwards of 800 in all—it is found that in these schools average salaries are as follows:

	1912.	1913.	1914.	1915.	1916.
Men	\$500.25	\$519.87	\$520.25	\$522.72	\$553.32
Women	\$442.88	\$455.56	\$468.56	\$477.19	\$481.42

While there has been some increase in salary in these schools this increase has been slight. When the purchasing power of a dollar is considered the fact is that in these schools teachers are really not receiving as much as they were five years ago. This is not pleasant to record, but truth compels the statement. The detrimental effect upon the value of these schools to children cannot be other than serious. Too many boards of education are content to hire a cheap teacher, ignoring certain facts, among which are the following:

A cheap teacher, as a rule, means a poor school.

The cost of living is much higher now than ever before.

A teacher must live twelve months in the year, but how can she live in 1916 with an income of less than a dollar and a half a day, counting the year as a whole?—and yet nearly one thousand teachers are paid such a wage. A teacher must dress in good taste; she must pay her doctor's and dentist's bills; she should have some means of recreation; she must, if she is an enterprising teacher, have books to read; she should attend a summer school for her own improvement and for the welfare of the children; she ought to save some money.

These are familiar statements but because they are commonplace it is well to repeat them.

Better salaries are needed, not so much in justice to the teachers as in justice to the children.

One could be more tolerant of these conditions if it were impossible to pay living salaries. But many districts in the state where low salaries prevail could readily pay more. Here are a few illustrations:

A district with ratables of \$1,373,727, with a tax rate of \$1.44, has eight teachers; three receive \$500 each, four receive \$450 each and one receives \$400.

Another district with ratables of \$1,376,000, with a tax rate of \$1.84, employs twelve teachers. Four of these teachers receive less than \$400 each, and nine of the twelve receive less than \$500 each.

Another township, with an assessed valuation of \$1,483,337, with a tax rate of \$1.89, employs twenty teachers at salaries ranging from \$42.50 to \$50 a month.

Still another has a valuation of \$769,000. The total amount raised in this township for school tax is \$3,000. Salaries of teachers range from \$375 to \$475. This township is one of the best farming sections of the state.

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One more illustration may be given. The ratables in a township are \$1,406,000; the total tax rate is \$1.39. There are nine teachers employed in the districts; each of eight teachers receives a salary of \$405 and one teacher receives \$495.

Nor should it be overlooked that the state pays \$200 of the salary of each teacher.

Is there any wonder, in view of these facts, that large numbers of young women, graduates of high schools, prefer to look for employment in the many other occupations now open to women rather than to teach school with the meager remuneration offered.

Have we come to a time, bearing in mind the high cost of living, when it may be necessary, if the interests of the children are to be conserved, to establish a minimum wage for teachers in New Jersey, as some other states have done?

NEW TEACHERS AND THEIR PREPARATION.

The following tables show the numbers, the preparation and the training of teachers who entered the schools of the state during the year ending June 30, 1916, with corresponding figures for the year ending June 30, 1915:

NUMBER OF TEACHERS.		
	1915	1916
Total number of new teachers entering the schools		
In schools outside of cities.....	1201	1142
In city schools	854	811
Total new teachers	2055	1953
This number (1915) was divided as follows		
In high schools outside of cities.....	252	217
In high schools in cities	225	216
Total high schools	477	427
In elementary schools outside of cities.....	949	925
In elementary schools in cities.....	629	601
Total elementary schools	1578	1526
Included in the total were teachers of industrial subjects (manual training, domestic science, etc.).		
In schools outside of cities	47	36
In city schools	71	56
Total for industrial subjects	118	92
Also included were teachers of special subjects (music, drawing, etc.).		
In schools outside of cities	28	36
In city schools	22	28
Total for special subjects	50	64
PREPARATION OF THESE TEACHERS.		
Graduates of New Jersey State Normal Schools		
Entering schools outside of cities.....	305	402
Entering city schools	231	281
Total	536	683

Graduates of City Training Schools in New Jersey		
Entering schools outside of cities.....	22	20
Entering city schools	171	120
Total	193	140
Graduates of Colleges, Universities and Technical Institutions		
Entering schools outside of cities	280	273
Entering city schools	196	209
Total	476	482
Graduates of Normal Schools without the State		
Entering schools outside of cities.....	315	223
Entering city schools	203	146
Total	518	369
Graduates of four year High Schools, but not of Normal Schools or Colleges		
Entering schools outside of cities	267	224
Entering city schools	45	*55
Total	312	279
With only three years of High School or its equivalent		
Entering schools outside of cities.....	12	
Entering city schools	8	
Total	20	

It appears:

1. That the number of new teachers required for the day schools of the state in 1915-16 was 1953 as against 2055 for 1914-15. The following table for the past five years is self-explanatory:

	1912	1913	1914	1915	1916
Whole number of day school teachers in State	12,652	13,312	14,014	14,811	15,571
New teachers required	1,727	1,818	2,111	2,055	1,953
Proportion of new teachers to whole number of teachers	13.7%	13.7%	15.1%	13.9%	12.5%

2. That although the whole number of day school teachers in the state last year was 760 more than in the preceding year, the number of new teachers was 102 less than the year before. During the past five years the whole number of teachers has increased from 12,652 to 15,571, an increase of 23.1 per cent., while the number of new teachers has increased only from 1727 in 1912 to 1953 in 1916, or 13.1 per cent.

3. That in spite of the increase in the enrollment of pupils during the past year—about 20,500, or 3.9 per cent.—the number of new teachers decreased by 102, or 5 per cent. This is an encouraging indication that teachers are remaining longer in service and that there were not as many changes in teachers last year as in recent preceding years.

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

*Includes 13 (in vocational schools) not high school graduates.

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state normal schools within the state, namely, the schools at Trenton, Montclair and Newark, increased from 536 to 683.

6. That the number of teachers entering the service who are not graduates of any normal school, college or university was 279. There were 332 such teachers in the preceding year. While this decrease is encouraging, yet the number of untrained teachers that enter the schools of the state is still too large. There is one thing to be said, however: in 1911-12 it was possible to teach in this state with only a grammar school education, and in that year 52 of the new teachers came direct from the grammar school. In 1912-13, 26 had a preparation of less than three years of high school; in 1913-14, 15 had less than three years of high school; in 1914-15, 20 had only three years of high school. The requirements for teachers' certificates have been steadily increasing during this period. For the year 1915-16 it was necessary to have had a four year high school training, and beginning with September 1, 1916, an applicant for a teachers' certificate must also have attended one session of an approved summer school.

Of these untrained teachers, 224 entered rural schools, and only 55 schools in cities. These were the small cities, which points to the fact that the great mass of untrained teachers who enter the service find employment in the rural schools. Many of these teachers regard rural school experience as a preparation for city school experience.

7. That the number of new teachers who are graduates of state normal schools outside of the state was 369, a decrease from the preceding year of 149.

8. That the number of graduates from colleges, universities and technical institutions was practically the same as last year, having increased only from 476 to 482. In commenting upon this what was said last year may be repeated.

Only a very limited number of these persons are graduates of New Jersey colleges or universities. Many of these teachers, however, are New Jersey young women who have received their higher education in institutions elsewhere than in New Jersey. I cannot but regard it as unfortunate that so few of our high school teachers are educated in New Jersey colleges and universities.

There are 1852 men and women employed in the high schools of the state. Five years ago the number was 1159. The time is not far distant when there will be 3000 high school teachers.

One of the needs of the state, in my opinion, is facilities for the

training of these teachers. The Constitution of the state provides for "the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this state between the ages of five and eighteen years."

In any program which provides for this thorough and efficient education the quality of the teaching is more important than course of study, important as these are. Much of our high school teaching is good, some of it excellent, but good or excellent teaching in high schools, as elsewhere, is not common enough. Inadequate preparation for high school teaching, scholarship is a factor and a large one. Scholarship, however, is not enough. Teachers in high schools should be men and women trained for the work of their profession. The public has been slow to recognize this fact but it will recognize it sooner or later as it becomes better informed upon the subject. In several of our states provision is made in the state universities for this training of secondary teachers. Some of these states have also made provision for practice teachers for college seniors and graduates.

Like provision should be made in New Jersey for this professional training, if the rapidly increasing army of high school pupils are to receive the skilled instruction to which they are entitled. I can see no reason why such a training department should not be developed in connection with the state college at New Brunswick. There already exists in that institution a well organized department of education. The college is centrally located; there are numerous high schools in the vicinity which might be used, by arrangement with the local boards of education, for the necessary practice teaching. Such a department should recognize the training received in our state normal schools and should credit such training, to the amount of two years, as college work leading to a degree. Such a department should be open to women as well as to men. Nor would it interfere with the work of a college for women if that institution should be established. It would in a real sense be a college for teachers.

9. The number of graduates of New Jersey state normal schools who entered the schools in the southern section of the state (those counties south of Mercer and Monmouth) was 99, while the number who entered the schools in that part of the state who were graduates from normal schools without the state—chiefly normal schools in Pennsylvania—was 81. Of the 224 teachers without other than high school preparation entering schools outside of cities in the state, 107, or 48 per cent., entered schools in this southern section. The enroll-

ment in these schools is about 27 per cent. of the enrollment in similar schools over the whole state. These figures are suggestive as indicating the need of a new normal school in the southern part of the state.

I strongly renew my recommendation that an appropriation be made at the coming session of the Legislature for the building of a normal school in one of the counties of the state south of Burlington.

The children in that part of the state have, to a considerable extent, been deprived of the services of trained teachers. High school graduates in the counties south of Burlington are increasing in number. The schools there are growing as they are elsewhere in the state. High school graduates in that part of the state who wish to prepare for teaching often cannot afford the expense of travel to Trenton or Newark or Montclair to get their normal school training. Many of them cannot afford the cost of the dormitories at Trenton and Montclair, moderate as that cost is.

Boards of education in that part of the state have been compelled to recruit their teaching corps largely from other states or to employ untrained teachers.

Of the class entering the State Normal School at Trenton in the fall of 1916 there were seventy students whose homes are in Mercer County. From the six counties south of Burlington, namely, Camden, Gloucester, Salem, Atlantic, Cape May and Cumberland, there were but eighty-three students in the entering class. The total population of these six counties in June 1915 was 403,828. The population of Mercer County was 139,812.

Such a school should be located at a point where large numbers of its students could live at home, going to school in the morning and returning to their homes at night, thus reducing expenses. It should prepare for teaching in rural schools throughout the state; it should have large and ample grounds about it; it should be convenient of access, but so located that it would be free from the noise of traffic and railways.

10. Of the 1953 new teachers, 925, or nearly one-half, were employed in elementary schools outside of cities. In city elementary schools only 601 new teachers were employed. Since practically three-fifths of the children enrolled in New Jersey schools are in the cities, it is significant that of the new elementary teachers only two-fifths were employed in the city schools and three-fifths in schools outside of cities.

When it is further recalled that the city school enrollment is

growing more rapidly than the enrollment outside of the cities the comparison is still more striking.

These figures clearly reveal that changes in teachers in the territory outside of cities are much more frequent than changes in cities.

HELPING TEACHERS IN RURAL SCHOOLS.

During the fall a public spirited man provided funds for the salary and traveling expenses of a helping teacher in rural schools. This gentleman has been much interested in education in New Jersey and did this on his own initiative. He felt the need of constructive supervisory assistance in rural schools.

Miss Myrtle Garrison, who was at that time employed in the schools of Ewing Township, Mercer County, was named for the position, and Hunterdon County was selected for her work. Miss Garrison's success was pronounced, and she remained in the position until the end of the year, when she resigned to be married.

Her work in Hunterdon County confirmed the opinion of many persons, including that of the Commissioner, that such help in the rural schools would be a great forward movement for such schools.

The Legislature has enacted a law which provides for the appointment of helping teachers in rural schools. The purpose of the act is to help beginning and untrained teachers and otherwise to advance the efficiency of the rural schools by giving teachers in such schools the assistance which trained and experienced teachers in city schools so generally receive.

There are in the schools of the state more than twelve hundred teachers without any supervision except the very limited amount which the county superintendent can give, and these are largely untrained and inexperienced teachers. In each of three counties there are more than one hundred such teachers. Many of these teachers do not remain more than one year in a school.

It has been widely felt by those interested in the betterment of rural schools that these teachers need positive, constructive and sympathetic assistance. If supervision is necessary in cities, where the teachers are trained and most of them are relatively permanent in their positions, how much more necessary is such help in schools where there is a constant change of teachers, where the teachers are, as has been said, inexperienced and where many of them are untrained.

The State Board of Education, at its meeting held May 6, 1916,

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authorized the Commissioner to appoint not to exceed two helping teachers in each county.

Helping teachers have been appointed as follows :

Atlantic County.....	Cora Schaible
Bergen County.....	Agnes Brown
“ “	Melvia Wormuth
Burlington County.....	Ada Z. Goldy
“ “	Caroline B. Le Coney
Camden County.....	Helen A. Ameisen
Cape May County.....	Roxana S. Gandy
Cumberland County.....	Jean Mackay
Essex County.....	Edith Johnston
Gloucester County.....	Katherine L. Smith
Hunterdon County.....	Jennie M. Haver
“ “	Maud C. Newbury
Monmouth County.....	Charlotte E. Wilson
Morris County.....	Clare Bartlett
Ocean County.....	Sara B. Hernberg
Salem County.....	Emma R. Burt
Somerset County.....	Laura M. Sydenham
Sussex County.....	Florence L. Farber
Warren County.....	Elizabeth V. Woodward
“ “	Vera M. Telfer

The salaries of these teachers range from \$1100 to \$1500, the teacher paying all her expenses. The salaries are paid from the state apportionment of school moneys to the counties.

Under the terms of the appointment each teacher is expected to attend a summer school, and is also required to report to the county superintendent at least six days before the opening of schools.

These teachers have no administrative duties, but devote their time exclusively to visiting schools and helping teachers in methods of instruction. They do not work in districts where supervising principals have been appointed.

It is confidently expected that the work of these teachers will be of great benefit to the rural schools.

PARENT-TEACHER AND SIMILAR ORGANIZATIONS.

One of the manifestations of public interest in education is the organization of men and women under the name of parent-teacher associations, home and school leagues, mothers' clubs and similar titles. Large numbers of these organizations have been formed

throughout the state; how many it is impossible to say, but probably there are several hundred.

As a rule, teachers and principals are active in these associations, and the acquaintances thus formed between school people and parents are productive of good. Parents gain a better understanding of the problems of the school and teachers a better understanding of home conditions. The slogan adopted by one club is "Get acquainted."

These organizations break down the barriers between the school and the home; they create a better feeling in the community for the school; they promote interest in the work of the school; they sometimes bring about better school facilities; they raise funds for school apparatus and decoration; they study specific problems of education; they have, in certain instances, brought about a solidarity of community interests and a needed neighborhood conscience. They have, in other words, revealed that an organized body of parents and others interested in schools may, if guided wisely, be a positive constructive force for the improvement of schools.

One superintendent says: "We have the people supporting the schools; this is due to the influence of these organizations."

It would be impossible to enumerate all the activities of these organizations. Among the results due to their operations are the following:

Public sentiment so educated that money was voted for a new building.

School building enlarged.

Gymnasium built and equipped.

Money raised for building and equipping gymnasium.

Assembly room or auditorium secured.

Rest room equipped.

New heating and ventilating plant secured for school.

Board of education influenced to purchase a vacant lot next to school building for needed playground.

Grounds equipped with playground apparatus.

School grounds graded and beautified.

Shrubbery placed in front of school building, the older children helping in the planting.

800 bulbs bought for school grounds.

Funds raised for school apparatus to secure duplication by the state.

New seats secured from board of education.

Pictures secured for a school.

Fine collection of pictures secured.

Library books secured.

Arrangement for distribution of books from the public library to the school.

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- Piano bought.
- Phonograph and records bought.
- Electric clock bought.
- Sewing machine bought.
- Schoolrooms provided with equipment for "Little Mother's class."
- Dancing classes for children provided.
- Old fashioned spelling bee held.
- Operation of school savings.
- Social affairs for pupils arranged for and chaperoned, a suitable hour being established for the termination of these functions.
- Simpler dressing brought about and facilities for physical culture extended.
- Principals and teachers induced to have children furnish programs illustrating the regular work of the schools—music, physical training, methods of organization, etc. Parents come in large numbers who would not ordinarily visit the school.
- Burlap bought and children's work exhibited.
- Exhibition of bird boxes made by the pupils and awarding of prizes.
- Dental clinic arranged for.
- Provision for care of teeth.
- Funds secured to pay for services of good dentist for poor children.
- Use of the school as a community center brought about. School was opened every Saturday night for the young people; lights were bought and games provided.
- Discussion of such questions as: What is a good reason for school absence?
What is a favorable condition for home study
- Discussion of the aims of the United States.
- Series of discussions on "thrift."
- Children's songs discussed.
- Series of lectures on food value.
- Discussions by use of question box; questions asked at one meeting answered at next meeting by different individuals. All agreed that speakers are not essential to success of such meetings.
- Discussion of reasons for increased cost of schools, using facts set forth in the reports of the Commissioner of Education for 1913-14 and 1914-15.
- Anti-fly campaign organized and carried out.
- Campaigns for school nurses carried on.
- Campaigns about evils of cigarette smoking.
- Aid of other organizations and societies in work for the schools secured.
- Vacation public playground managed and financed.
- District Christmas tree and singing of carols.
- Management of all the moving pictures in a city.
- Employment secured for older children during the summer vacation; also work for mothers.
- Babies and other young children taken care of while their mothers were at work.
- New teachers entertained.
- Creation of sentiment in community in favor of special subjects, such as physical training, manual training, art and music.
- Home garden work encouraged and managed.

Support of a family where the mother was dead and a twelve year old girl had the care of four smaller children.

Clothing and shoes supplied to children in cooperation with charitable organizations.

Space secured in the local weekly paper for school news, the association writing the articles.

EDUCATION AND AMERICANIZATION OF THE ADULT IMMIGRANT.

As is well known, there are a large number of adult foreigners in the state who are ignorant or partially so of English and of American ideals and institutions. How many there are cannot be stated with accuracy. According to the last Federal census there were 658,000 foreign born whites in the state, of whom 150,000 were reported as unable to speak English.

While, owing to the war in Europe, immigration has of late practically ceased, no one can doubt that New Jersey has an immigrant problem. It must be evident that the illiterate foreigner is a danger to our institutions and to our social life. He is doing much of our necessary work; he votes at our elections; he is a resident in our cities and larger towns; he is one of us. His instincts are good; he can be transferred into a good American citizen.

The most definite way to reach these men and women is through the evening schools. Some of our superintendents and boards of education have not been unmindful of all this. Evening schools have been established in a number of cities. Jersey City, Newark, Paterson, Plainfield, Long Branch, New Brunswick, Bloomfield, Summit, Trenton and Hoboken are among the cities reporting the establishment of such schools. The enrollment in the schools in Jersey City was 822. In Newark it was 2642.

Thirty-nine nationalities were reported in the evening classes in Jersey City. It is not unusual for men and their wives to attend together.

The subjects taught in these schools are English, civics, the process of naturalization, the rights and duties of citizenship—in a word, what it means to be an American citizen.

Feeling the importance of the problem, a conference of schoolmen was held in Newark in the spring, at which the subject was discussed. Addresses were made by representatives of the Bureau of Education at Washington, by officers connected with the Americanization Committees in New York, by Dr. Snyder of Jersey City and by Mr. A. V. Taylor, supervisor of evening schools in Newark.

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The machinery for the organization of night schools is at hand in any district of the state. The state apportions \$80 for each teacher employed in evening schools. The law provides that state aid may be given for the support of instruction for foreign born residents. State funds to the amount of \$5,000 were expended last year for this purpose, distributed as follows :

Hackensack	\$554.05
Hoboken	2551.26
Passaic	1479.62
Summit	415.07

It is to be hoped that all municipalities of the state, where there is a need for this instruction, may, if they have not already done so, establish these schools. It is a problem which must be attacked with vigor. It should be attacked without delay.

MANUAL TRAINING.

A statute enacted more than thirty years ago provides that whenever in any school district there shall be raised for manual training an amount not less than \$250, by tax or by subscription, or both, an equal amount, but not exceeding \$5000, shall be paid by the state.

One hundred and fifty districts of the state have availed themselves of the provisions of this statute. The amount that each district has received from the state is given in the report of Mr. L. H. Carris, Supervisor of Industrial Education including Agriculture. He also calls attention to the fact that 296,329 children have received instruction in some form of manual training approved by the State Board of Education. Of this number 153,534 have received instruction in the following :

Sewing, 57,008; Cooking, 23,503; Woodwork, 51,160; Mechanical Drawing, 15,242; Printing, 1,094; Metal Work, 3,896; Agriculture, 1,180; Electricity, 245; Millinery, 206.

Other forms include foundry work, bookbinding, design, chair caning, interior decoration, leather work and cobbling.

The Attorney General of the State has rendered a decision that whenever a district complies in its courses of study with the standard set by the State Board of Education for manual training there is no alternative except to approve the courses, provided, of course, that

SCHOOL REPORT.

the necessary local funds have been raised. In order to meet the obligations of the state to the districts for the additional amounts to which they are entitled a supplemental appropriation for the year 1916-17 will be necessary to reimburse the districts, a reimbursement to which they are entitled by the provisions of the statute.

This form of education is increasing in popularity in all parts of the state; districts are adding to their manual training activities, and new districts are establishing this form of education in accordance with the standard set by the State Board. The total amount expended by the districts for manual training was reported as \$587-, 979.48. Considerably more than half of the enrollment of children in the state, approximately 300,000, receive this form of instruction. To this should be added the amount of state aid that was actually distributed, namely, \$210,000, making a total of \$797,979.48.

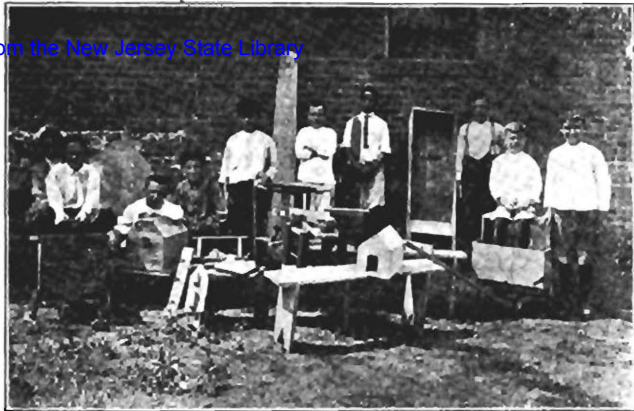
Our manual training activities, under the direction of Mr. Carris aided by his assistant, Mr. E. A. Reuther, are now properly supervised, and there can be no question that these activities are extremely valuable in the education of this vast number of children. To look after the interests of the state, by seeing that the money distributed by the state is properly expended, requires the constant service, and even vigilance, of the officials named. There can be no question that New Jersey is among the leading states of the union in the promotion of this form of general education.

EXPENSES OF MEDICAL INSPECTION.

COUNTIES	Expenses			Cost per Pupil		
	1914	1915	1916	1914	1915	1916
Atlantic	\$10,340.31	\$12,262.59	\$11,438.46	\$.68	\$.76	\$.69
Bergen	14,731.44	16,182.72	16,238.98	.39	.41	.39
Burlington	4,083.47	4,332.35	4,573.91	.31	.31	.32
Camden	9,974.74	11,389.27	11,158.88	.37	.39	.37
Cape May	3,246.55	3,045.16	3,113.33	.64	.58	.60
Cumberland	3,206.62	4,005.12	3,649.07	.26	.32	.29
Essex	46,897.80	49,738.37	61,273.45	.45	.46	.55
Gloucester	5,209.23	5,546.69	5,209.90	.61	.62	.54
Hudson	33,625.14	36,080.23	40,779.65	.36	.37	.41
Hunterdon	2,977.53	2,599.48	1,601.80	.46	.39	.23
Mercer	10,051.36	12,553.57	13,132.86	.45	.54	.54
Middlesex	5,176.25	5,866.45	5,911.25	.23	.24	.23
Monmouth	9,463.37	8,944.65	8,893.68	.44	.41	.39
Morris	8,789.97	9,430.96	9,711.74	.63	.66	.66
Ocean	1,694.01	2,087.61	2,504.62	.35	.42	.50
Passaic	7,337.53	7,366.27	7,052.46	.17	.16	.15
Salem	1,413.64	1,004.02	1,608.10	.24	.16	.22
Somerset	3,727.80	5,243.10	3,937.19	.44	.59	.43
Sussex	2,731.75	2,494.85	2,588.34	.52	.48	.47
Union	10,856.52	12,166.39	13,650.30	.41	.43	.46
Warren	2,946.50	2,926.19	2,930.37	.37	.36	.36
Total	\$198,481.53	\$215,266.04	\$230,958.34	\$.39	\$.41	\$.42



Most of the dresses made by the pupils



Manual Training

CARTERET SUMMER SCHOOL, BLOOMFIELD



ATLANTIC CITY HIGH SCHOOL
Household Arts



BROOKDALE SCHOOL, BLOOMFIELD
Canning spinach raised in school garden

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EXTENSION OF FACILITIES FOR THE HIGHER EDUCATION OF WOMEN IN THE STATE.

The number of girls graduated from the high schools of the state in the past five years is as follows:

1912	1940
1913	2150
1914	2454
1915	2751
1916	3480

This remarkable increase during a period of five years calls attention to the need of an extension of the facilities for the higher education of women in the state.

It is easy to say that in New York City and Philadelphia are colleges and universities open to women, and it is true that some of the girls graduating from high school are financially able to attend these and other institutions. Many of these graduates, however, cannot afford the expense—including tuition, transportation and other charges—that this entails. In consequence, such girls do not receive the higher education which their brothers may obtain here in the state—two hundred and forty of them free of tuition by means of the state scholarships at Rutgers.

The young women I have in mind come from homes where dollars must be counted. I am not drawing upon my imagination. I have had brought to my attention many individual cases of girls in the rural communities of the state who were ambitious to receive a college education but who could not afford to go outside of the state to get it.

I have no doubt that if a college for women were established in this state, within five years it would enroll hundreds of young women—and most of these would be in addition to the number now attending higher institutions outside of the state. I say this for two reasons: first, because of the number of girls graduating from our high schools—a number which will soon be five thousand annually; and secondly, because the movement for the higher education of women is growing rapidly all over this country.

The influence of such an institution upon the intellectual life of the state would naturally be very great. Moreover, such a college

would be a source of supply for teachers in the high schools of the state.

I am positive that this great need will be met in the near future, for there is so much wealth, there is so much interest in education, that New Jersey will not long be content to be in the rear of the states in providing higher education for its women.

EIGHTH GRADE EFFICIENCY TESTS.

SUMMARY OF STATE EXAMINATION FOR PUPILS OF THE HIGHEST ELEMENTARY GRADE, JUNE, 1916.

STATE.	Arith- metic	Writing	Spelling	English	U. S. History	Geog- raphy
Total number of pupils taking examinations..	18,992	18,389	18,874	18,923	18,412	18,648
Percentage of pupils receiving 90 points or more	32.6	28.2	30.6	20.7	20.4	17.6
Percentage of pupils receiving 69 or less.....	17.8	5.1	9.5	11.6	17.7	19.8
COUNTIES.						
(Districts outside of cities.)						
Total number of pupils taking examinations..	9,211	8,668	9,039	9,359	8,805	8,785
Percentage of pupils receiving 90 points or more	34.6	23	27.5	17.5	18.6	18
Percentage of pupils receiving 69 or less	15	5.2	10.9	11.8	17.7	18.4
CITIES.						
Total number of pupils taking examinations..	9,781	9,721	9,835	9,564	9,607	9,863
Percentage of pupils receiving 90 points or more	30.7	32.8	33.4	23.8	22	17.3
Percentage of pupils receiving 69 or less	20.4	4.9	8.1	11.3	17.8	21

EXTRACTS FROM ANNUAL REPORTS OF COUNTY AND CITY SUPERINTENDENTS.

COUNTIES.

The annual county spelling and arithmetic contest was held in the Court House at May's Landing on April 8, 1916. This was under the control and direction of the supervising principals and principals of the county. Several hundred pupils took part in this competition. An excellent program was arranged for the occasion. The Court House was more than filled and the undertaking was pronounced a magnificent success.

A competitive county singing contest was held in which the Glee Clubs of May's Landing, Egg Harbor City, Absecon and Pleasantville participated. The judges decided that the singing of the May's Landing pupils was the best and the silver cup, donated by the Hammonton Board of Trade, was

awarded to May's Landing.—*Superintendent Henry M. Cressman, Atlantic County.*

The valuation of school property in Bergen ten years ago was stated as \$1,184,150. It is now \$5,290,988.

For the first time in many years there has been sufficient high school accommodation reasonably convenient of access, due to the establishment of several small high schools.

I desire to make special mention of the good work done in several districts by school nurses. I sincerely hope the number employed will rapidly increase.—*Superintendent B. C. Wooster, Bergen County.*

Our greatest need is a normal school in this section of the state, and that such a school should make training for rural school work one of its main features. Like other sections of the state, our rural schools have weak teaching service for causes that are well known. . . .

There are twelve parent teacher associations in the county. They are doing fine service in creating general interest in the school and in securing response to the physical and spiritual needs of the schools. I have, with much interest, attended many of these meetings. With the help and inspiration of our helping teacher, parent teacher associations will be organized in several rural communities. . . .

The consolidated school at Ellisburg, Delaware Township, is a great success. The number of transportation busses there has been increased to four. The enrollment and attendance have far exceeded expectations. The rooms are now all overcrowded and additional provision must be made for next year. So popular is this school in the district, that it is now proposed to build a similar building in the southern part of the township, close two or three one-room schools, and transport the children. This proposition now seems to have but little opposition.—*Superintendent Charles S. Albertson, Camden County.*

Excepting for one or two comparatively short routes in the borough of Woodbine, I recall no transportation in our county excepting by automobile. The increase in comfort and the decrease in the amount of time on the road have been greatly appreciated by the pupils. I notified boards of education in September, 1915, that I would approve no contracts for transportation for 1916-17, excepting for auto conveyances. I also insisted upon tops fitted with sash, affording plenty of light, and the autos in the service are all thus provided. . . .

The third annual contest and exhibition of the Upper Township schools under the auspices of the Upper Township Home and School Association, was one of the most enjoyable school events of the year, and was marked by an unusually large attendance and unusual enthusiasm. There were contests in sewing, baking, plant growing, written spelling, oral spelling, recitations, reading, rapid calculations, drawing, manual training, neatness of grade papers, English, sentences and sports. A number of prizes were awarded and these were contributed by the Home and School Association

and by private individuals.—*Superintendent Aaron W. Hand, Cape May County.*

A three teacher school in a recently built up section of the West Orange school district is being conducted in accordance with the so-called "organic" method of education. The head of the Fairhope (Alabama) school explained her theory of child training, as practiced in that school, so effectively to the parents, that they wished to have the method tried in the newly opened Gregory Avenue school. Teachers trained in the principles of this method have been employed and the school is now in the third year of the experiment. The county superintendent has assumed an open-minded attitude toward the experiment and is desirous of seeing it thoroughly tried out so long as the parents are willing to tolerate such a wide departure from traditional practice.—*Superintendent Oliver J. Morelock, Essex County.*

The contract has been awarded for the erection of the Colonel Edgarton School at Newfield at a cost of \$25,500. This is to be built out of the bequest of about \$50,000 left to the town of Newfield for educational purposes, by the will of Colonel Edgarton's widow. A plot of about ten acres of land was also left to the town upon which to erect the school buildings as needed.

The third annual corn show and industrial exhibit was held in the Glassboro auditorium on December 4. One hundred and twenty-four boys and 420 girls were enrolled in this contest. One of the most interesting features of the exhibit was the display of agriculture products grown and collected by the pupils in the various school districts. Much added interest has been created in this phase of our educational work by the awarding of a medal by the Panama Exposition to Marvin Porch, the thirteen year old Clayton school-boy, for being the champion boy corn grower in this State; he grew 136 bushels to the acre. The medal was presented to him by Governor Fielder.

The first Gloucester County music festival was held in Woodbury the first week in May and was successful beyond our expectations. About 500 children from the high and grade schools took part. The interest manifested by the public in this festival was highly encouraging.

An oratorical contest was also held for the first time this year. All the high schools in the county entered contestants with but one exception. The second annual spelling contest was also held. These contests have been very helpful in stimulating an interest in and directing the attention of the public to the work of the schools.—*Superintendent D. T. Steelman, Gloucester County.*

With one exception, all the one-room schools in the county have the ventilating stoves.

The number of parent-teacher associations was increased during the year. Most of these associations held monthly or bi-monthly meetings, at each of which a program was furnished consisting of papers and discussions on topics relating to the rearing and education of children. Some held meetings in the evening affording an opportunity to fathers and older pupils to take

part in the program and usually some time is given up to social intercourse and the serving of light refreshments. These associations generally are active in every movement planned for the improvement of the schools, and the use that is made of many school buildings as social and recreation centres is largely the result of these clubs.

School savings accounts received attention during the year. In Princeton a school banking system was organized by the local savings bank to replace the Penny Provident Fund introduced in 1914. This work has been handled by the commercial department of the high school. The 418 depositors in these schools had \$1,037.98 to their credit in the school bank.—*Superintendent Joseph M. Arnold, Mercer County.*

The county vocational day school for boys at New Brunswick completed its first year of work with a very desirable record. Notwithstanding that many of the boys attending this school came a considerable distance, some as far as thirteen miles, the percentage of attendance for the entire year was 94.7, the number of days the school was open was 187; working hours per day, 6; number of districts represented, 14.

In this school courses were offered in various woodworking branches, including carpentry, cabinet making, pattern making, stair building, mechanical and architectural drafting, show card writing and the related subjects, such as arithmetic, English composition, spelling, reading, penmanship, civil government and history.

Some of the jobs completed by the boys were the making of work benches, drawing boards, storage cabinets, kindergarten tables, sewing tables, drafting tables and book cases.

The boys laid upward of 1,500 square feet of concrete floor in the basement of the school building and constructed a large concrete area-way along the side of the building.

This center has been enlarged by the addition of a printing plant and will permit the enrollment of 15 additional boys.

At the close of the school term the Vocational Guidance Bureau, composed of the members of the teaching corps, succeeded in obtaining summer employment for all the boys who desired to work.—*Superintendent H. Brewster Willis, Middlesex County.*

A collection of lantern slides has been made by the county superintendent picturing school conditions throughout the county. The use of these in parents' meetings is aiding materially to secure a sentiment for more efficient

Earnest, well-directed effort has been put forth by all the supervising principals and principals to keep the ideals of the teachers high, and to secure better teaching. From the written reports of the supervising principals, I learn that the plan of giving each teacher at least one visiting day has been generally adopted, and, in general, the teachers have made a report on their visits at a teachers' meeting, or to the principal. Teachers' meetings have been held systematically and helpfully in most of the large districts.

Some fine work was also done by the teachers in one of the larger high

schools by occasionally visiting some of the rural communities from which the high school girls come, and spending a night or week end in their homes. For many of these girls this is the first opportunity to become intimate with a woman who has had the advantage of training in a higher educational institution. The effect on the ideals and aspirations of these girls in the remote sections is already becoming apparent.

Work of this kind became easily possible in Jackson Township for this year for the first time. Heretofore, the pupils from the remote section of that district were, because they were so few and scattered, required to go into town and board away from home in order to attend high school. This year, however, two long transportation routes were started, one by auto, so that the children were home each night. The effect of this provision is already felt. The supervising principal reports a greater eagerness to finish the grammar school work. In five years the high school enrollment from that township has increased more than 200 per cent., as compared with an increase of 36 per cent. in the county for the same period.

Early in December the fourth annual exhibition of boys' and girls' contest work was held at the court house. The projects this year were raising chicks, starting with 25 eggs, growing corn, sewing and baking. The interest in this work seems to be growing steadily. Much of this can probably be accounted for by the closer touch which has been kept with the contestants by principals, the county superintendent, and the extension workers from the Experimental Station.—*Superintendent Charles A. Morris, Ocean County.*

The attitude of the people toward the schools has improved. Newspapers that were formerly not interested and would print but grudgingly school items are now ready and even anxious to get school news. I not only have requests for information about public meetings and for reports of those meetings but last spring was surprised to be solicited for information about our county superintendents' meeting. That was unprecedented.—*Superintendent H. C. Dixon, Salem County.*

The population of our rural districts has remained stationary for the most part the past ten years. In nearly all sections the rural schools had a larger attendance twenty years ago than today. There are now existing a number of schools whose total enrollment for the year is less than twenty, and in several cases is only ten or twelve. This causes a large expenditure per pupil. In several instances these schools could easily be closed and the pupils transported with a saving of money and to the greater advantage of the children. In other cases the condition of the roads makes transportation impracticable. In all cases public sentiment is against transportation before it has been tried. After a year's trial public sentiment has thus far favored transportation.

In Bernards Township several years ago the board of education voted to close the Mine Brook school—one room, thirty pupils—and transport the pupils to the Far Hills school—four teachers, in a new building with an assembly room and manual training facilities. Every parent concerned immediately signed a petition to the board to revoke its action. The board, how-

ever, decided to try transportation for one year. When that year had expired the people were so well satisfied with the plan that nothing more was heard against it.

This board likewise closed the West Millington school and transported the pupils to Liberty Corner graded school. There was loud opposition to this plan; but after it had been put into operation no complaints were heard, and the second year is beginning without any expression of dissatisfaction whatever.—*Superintendent H. C. Krebs, Somerset County.*

Observing that "Old Home Week," "Go-to-Church Sunday," "Rally Day," and other special occasions were popular and were successful in creating interest, we decided on "Go-to-School Week." This was the last week in March. Invitations were issued by the teachers and pupils of all the schools. In most instances these invitations were prepared as a part of the work in English composition, and in a number of instances were made more attractive by the work in drawing and painting. A general invitation was issued by us through the columns of our county press. Despite the fact that the weather was poor and the roads were in bad condition we had about 1500 visitors during the week. Only a couple of schools in the county reported no visitors. This will be made an annual affair.

On the afternoon of Saturday we had an exhibition of chorus singing from the steps of the court house: Choruses from Newton, Sussex, Hamburg and Franklin each gave two selections. This proved very popular and drew a large number of visitors. The whole number for the three days was nearly 3,000. We shall make this an annual affair.

A new plan was adopted this year, that of holding meetings of small groups of teachers, from twelve to fifteen in a group, sometimes those of one district, at others a combination of small districts. These meetings occupied every Saturday from the opening of schools in September to the Christmas holidays. At these gatherings the teachers brought lunch and had a basket picnic at noon time. Some of the problems discussed at these meetings were: "Better School Housekeeping," "Use of School Monographs," "Schoolroom Decorations," "Supervised Play," "What can we do in Sewing," "Hand-work, Manual Training and Agriculture" and "Visiting Homes of Children."

Mr. L. M. Hartung, supervising principal of Vernon Township, has some schools that have nearly all transported pupils and others where the pupils all walk to school, and reports that the attendance of the schools of transported pupils was from 6 to 8 per cent. better than the others even during the severest weather. This is a strong argument in favor of transportation.—*Superintendent Ralph Decker, Sussex County.*

The supervising officers are giving their entire time during the school session to the supervision of the class room exercises and also the work of the special teachers. A visit to a classroom is made by the supervisor with some definite aim in view. In other words, supervision has superseded inspection. There is also a decided improvement in the attitude toward the teacher. The supervisor is no longer satisfied with a criticism unless it is constructive.

SCHOOL REPORT.

A number of definite things have been accomplished through the agency of the Parent-Teacher Associations. Among these are: carrying on campaigns for school nurses; creating a sentiment favoring special subjects such as physical culture, manual training, art, music, cooking, sewing, hand-work. . . .

There is a growing need for a school nurse, and fortunately this need has become so apparent that some communities are seriously considering the matter. We have three districts now outside the cities having school nurses and two towns employing community nurses who give some attention to the schools. This service has been of great value to both the school and the community and has resulted in improving home and school conditions. The school nurse is frequently called upon by mothers to advise them regarding their children under school age and she is of great assistance in suggesting preventive measures in the care and diet of infants which will, in all probability, result in the development of a stronger child.

As the usefulness of the school nurse becomes more generally understood, other districts will undoubtedly follow the lead of those who are demonstrating the value of such service. . . .

Much attention has been given to the decoration of the home, by suggesting to girls and boys changes which can be made in the decoration of their own rooms or possibly in the family room or living room of the home. . . .

The subject of art in dress has not been neglected and art teachers have been assisting sewing and millinery teachers in the selection of proper material for different types of girls with special attention to color harmony. . . .

The music association, upon my suggestion, has undertaken to provide instruction for those pupils who wish to learn to play the orchestral instruments. Teachers of known ability have been secured who have taught pupils in classes, giving as much attention to individuals as the time would warrant. This instruction has been given for one hour after the close of the school session. Instruction has been provided for 15 cents a lesson per pupil and by this arrangement the expense has been kept within the means of all classes. By an arrangement which I made with a New York importing house instruments were secured at wholesale prices, making it possible to purchase a reliable instrument at a discount of 50 per cent.

Classes were formed in seven districts with a prospect of increasing numbers for the coming year. The following will give an idea of the interest manifested: violins, 213; mandolin and banjo, 36; 'cello, 6; cornet, 2; clarinet, 1.—*Superintendent A. L. Johnson, Union County.*

CITIES.

In compliance with the requirements of the State law, we maintain a class for children who are three or more years below the normal in mentality. We have a feeling, however, that good children are also worthy of notice—that the child who can and will behave himself, who can and will attend to his work in such a way as to merit the approval of those who know him, is also entitled to some special consideration. A "rapid progress" class was formed

last year to take care of pupils of this kind. It stands in direct contrast with the class for mental deficients. Admission to the class is a matter of competition based upon the ability and desire of the pupil to do more than the year's work in a year. Our results with the first year's experiment were so encouraging that two additional classes of this kind were authorized by the board of education for next year.

In the high school the interest in debating has been, if possible, more active than before. The team succeeded in reaching the finals. It is our policy to place the subject of debating on a par with athletic activities and every effort is made to extend the same recognition to the winning debating team that is extended to the winning football team. Students themselves take kindly to this idea, and we have some celebrations of victories in debating quite as enthusiastic as those in honor of athletic victories.

A school and community nurse, introduced this year for the first time, now devotes half her time to the work of the schools. All notices and communications from the medical inspectors to the parents are delivered in person by the nurse. This places her in immediate contact with situations where she can be most helpful. Through the nurse we have been able to do a little better follow-up work.—*Superintendent A. E. Kraybill, Asbury Park.*

During the fall and early winter the pupils in the grammar grades held a series of interclass spelling matches. From each grade were chosen the two pupils who made the best showing in these events to represent their respective grades and schools in a city spelling match which was held during the month of January.

The 5 B, 5 A and 6 B grades spent one evening in this competition and the 6 A, 7 B and 7 A pupils spent another evening. These final competitions were held in the high school auditorium and were attended by hundreds of interested spectators who displayed a keen appreciation of the efforts of the pupils.

Banners were awarded to the successful contestants and we feel that the interest of the pupils in spelling has been greatly stimulated.—*Superintendent George Morris, Bloomfield.*

We believe that we have now as efficient medical inspection and follow-up work as can be readily found in cities of this size. A medical inspector who is somewhat of a specialist in diseases of the eye, ear, nose and throat, a community nurse who works in conjunction with him in examining the cases and does the follow-up work, and a local dentist who makes dental examinations free of charge, reporting findings to parents on special diagrams provided for the purpose, would seem to constitute all the personal equipment desired for effective service. We have recommended the fitting up of a room for the more effective carrying on of this work, but the only space available seems not to commend itself for the purpose.

The study of the state monograph, *The Teaching of Hygiene and Safety*, was made the special order for intensive study throughout the year in the weekly teachers' meetings, and the suggestions and directions in regard to play and games were put into actual practice by the teachers of the various

grades where they could be made use of. The game of volley ball was started for both boys and girls and is very popular, the equipment having been purchased by the sale of "scrap" and discarded rubber shoes.—*Superintendent H. V. Holloway, Bordentown.*

The retardation shown in our age-grade table resulted in the provision for opportunity classes during the present term. One has already been organized while another is planned shortly.—*Superintendent D. C. Porter, Bridgeton.*

Important events have been the extension of the relations between the public schools and the public library, including a plan of having classes, with their teachers, visit the library for instruction in the use of reference books, card catalogs and other library material; the extension of the work of the summer schools and summer playgrounds.—*Superintendent E. C. Broome, East Orange.*

The total amount available for the new high school building and equipment is about \$185,000. It is interesting to report that nearly \$9,000 of this money was raised by popular subscription for the purpose of adding a swimming pool to the school building.

Why does school usually begin at 9 o'clock rather than at any other hour? This custom had its beginning at a time when most children had a much greater distance to go to school than they do now and when most children had certain regular domestic duties or "chores" to do—a condition which no longer exists. But although the reasons that determined the 9 o'clock opening of school are no longer generally found and although the breadwinners of the average family leave home for their work not later than 8 o'clock and in very many cases much earlier, the children still go to school at 9. We have adopted 8.30 as the opening hour in all our schools. The reasons that led me to recommend this are: the time between 8.30 and 9 is for many children practically wasted; by beginning at the earlier hour a somewhat larger part of the school work is done during the morning session and school closes a half hour earlier in the afternoon. This half hour gained in that part of the day is of much more value to most children than in the morning. Especially in the short days of winter it gives so much more daylight time for play in the open air.

A system of savings by school children under the name of the Thrift Fund was inaugurated in our schools in December, 1915. This succeeded the Penny Provident Fund, which has been conducted for several years in one of the schools. The work of administering the fund is done for the schools by the Englewood Civic Association. An effort is made by principals and teachers to promote thrift. Pupils are encouraged to save their money rather than waste it in unnecessary and unprofitable ways. More than half the children in grades 1 to 8 became depositors during the six months ending June 30. Seven hundred and ninety-three children of those grades deposited \$1,542.40. Seventy-six bank accounts were opened. A bank account may be opened when a child's savings amount to \$5. We are confidently expecting that the second year's conduct of the fund will see a large increase in savings and in the opening of permanent bank accounts.

Ninety per cent. of the cases of unnecessary and illegal absence from school are the fault of the parents and not of the children. Almost always when the attendance officer goes to the home he sees the mother. A sympathetic trained woman attendance officer can obtain the confidence of the mother, lead her to see the necessity of regular and prompt school attendance and act as intermediary between the school and the home in difficult cases as no man can do.—*Superintendent Elmer C. Sherman, Englewood.*

Our teachers are taking advantage of the courses offered by the state summer schools. The effect that these schools have had in increasing the quality of their work is remarkable. The broader view which teachers unconsciously acquire by these associations is as valuable an asset as any intellectual benefit that they receive.—*Superintendent W. F. Burns, Gloucester City.*

A bank was installed where children might deposit their money. This greatly appealed to the children, teaching them the value of saving money, and proved a great success, for during the two years over \$2,100 passed through the bank, the money being placed in the savings department of the Irvington National Bank, where it accrued interest until such time as it was drawn out by the pupils. The bank officers were pupils selected from the seventh and eighth grades, who took entire charge during banking hours. The pupils depositing money above the second grade were taught to make out deposit slips and the proper writing and endorsing of checks.—*Frank H. Morrell, Irvington.*

Sixteen elementary summer schools were maintained for six weeks in the summer of 1915. In addition to these there was a summer school of high school grade, in which instruction in English, German, algebra and geometry was given. The summer schools enrolled 11,126, and have an average daily attendance of 7,783. Two hundred and thirty-six teachers were employed.

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

Swimming classes, with a man and a woman instructor, were maintained all the year in schools 24, 25 and 32, there being four classes in each school. During the school months the classes were held after school hours. During July and August forty classes were in operation each week.

During the year 68 free lectures for adults were given in ten centers. These were accompanied by stereopticon views and vocal and instrumental music.

The work of the Community Centers has been continued. Weekly dances are conducted in five schools. It also includes boys' and girls' clubs and Sunday concerts.—*Superintendent Henry Snyder, Jersey City.*

I am certain that manual training is proving a strong factor in lengthened school attendance.

Of the total number promoted in June, forty-four have completed the course in less than eight years; thirty-four in less than seven years. In the latter group I have included seven who finished in six and a half years, two

who finished in six; and one who had a record of five and a half years.—*Superintendent Herman Dressel, Kearny.*

The enrollment of the schools continues to increase, a statement the significance of which lies in the fact that the city itself does not seem to be growing. As noted in last year's report, the growth is in the upper half of the system. . . .

My time has been given largely to a close study of the work of the first eight grades of the school, and I have prepared many graphs, showing comparative results of the work of the schools generally, and in particular subjects, and of the teachers for the past five years. It has proven a most interesting and instructive study, and I am making it a basis of effort, looking to greater improvement.

In May we had—not a "Go-to-School-Week," but a "Go-to-School-Three-Days," an effort to get the parents into the schools to see the children actually at work. The effort was successful and hundreds of people visited the various schools. It is probably the most successful attempt we have ever made, and we have made a great many of them, to bring the parents into touch with the schools. With our experience, we expect the coming year much greater success.—*Superintendent Christopher Gregory, Long Branch.*

The interest of the citizens has made possible things of which we only dreamed a year ago. Seven schools have purchased victrolas, costing from \$25 to \$150 each, together with a generous supply of records for each school. The Old Furnace and South Millville schools have each purchased pianos and there remains a balance due on each of only \$60. A community art exhibit was held, which netted over \$200 for the purchase of pictures. One school, the Southeastern, erected and paid for nearly \$70 worth of playground apparatus, including swings and slides. Another school, the Western, erected swings for the children, and a portion of the playground is being used this summer for tennis. Still another, the Northeastern, has raised about \$30 to use for playground apparatus in the fall. The South Millville Home and School League fenced in a school garden of considerable size, at no cost to the city except for wire netting.

In September Millville's first opportunity class was opened in the Southeastern school. In it were placed fifteen boys and girls who were three or more years retarded and who found it impossible to do the regular work of the grades. Here they are given work that they can do, largely manual work. It represents a real adaptation of the school to the needs of the child. Much progress was made in woodworking, in the weaving of rag carpet, in basket making, in the caning of chairs, and in sewing. Some of the boys became so proficient in the caning of chairs that the work was put on a commercial basis and the children were given the profits of their industry.

Next year another class will be established in the New Furnace building.—*Superintendent Warren N. Drum, Millville.*

The board of education expedited the transaction of business by eliminating all standing committees and acting as a unit with undivided responsibility.

An assistant superintendent was appointed who combined with his duties those of secretary of the board and business manager. . . .

Our high school is practically unlimited in the kind of education it can offer its pupils, but sometimes those who have elected a certain course and then wish they had chosen another feel that they are too old to lose time by changing. It is largely to help boys and girls to find out earlier what type of mind they have and whether it should be developed along academic, commercial or industrial lines that the Junior high school was started. The chief obstacle the school has had to combat is the old-fashioned idea that book-education is the only kind and that it is socially degrading to choose any course which requires the use of the hands as well as the brain. With time, this prejudice will wear away and the attempt to give every normal child a high school education adapted to his needs will be fulfilled. Established only within the past year, the Junior high school has proved its worth and passed the experimental stage.

A very important feature of the year's work is the survey made by Mr. E. L. Stone to determine the number and location of school buildings needed for the next twenty-five years. It is based on a study of the past and probable future increase of population in the various districts of Montclair and this in turn includes a study of rates of growth in all territory within 33 miles of New York City Hall.

In line with advanced thought in education, Montclair continues the use of standards and efficiency tests for proving the value of its educational policy. Four years of scientific investigation and trial have proved, for instance, that in our well ventilated school buildings the open window room, so highly lauded by theorists, offers no advantages over the regular model, and all open window classes have been discontinued. . . .

Each year some subject of the curriculum receives special investigation to determine whether it is being taught to the best advantage. This year, the so-called Kelly test for silent reading, already used with over 9,000 children in other towns and cities for the purpose of establishing a standard, was given to the third, fourth and seventh grades as representative of the elementary schools. Our average was well above the standard set, in spite of the fact that such a test is peculiarly difficult for our large number of foreign children.—*Superintendent Don C. Bliss, Montclair.*

Several experiments have been under way in New Brunswick looking toward better opportunities for gifted pupils. In 1914-15 three sixth grades in the Bayard school were divided on the basis of ability and the highest division made into a rapidly moving class. This section covered in that year the work of the sixth grade and part of that of the seventh. During the year just closed these same pupils completed what remained of the seventh grade work and also the eighth grade assignments; that is, they completed three years work in two years. The final test of this type of work will be the ability of these pupils to maintain a creditable record in their high school careers. . . .

A similar experiment was started at the other end of the course when the Lord Stirling school took the best of three first grade classes to determine

whether they could do three years work in two. So far the plan seems to justify itself.—*Superintendent George H. Eckels, New Brunswick.*

The following tabulation, showing the reasons for the absence of pupils, as ascertained by calls of the attendance officer, may prove interesting:

Truants.....	82	Sickness.....	1820
Illness in family.....	175	Death in family.....	83
Helping at home.....	82	Insufficient clothing and shoes..	194
Visiting out of city.....	154	Found nobody at home.....	290
Moving in the city.....	53	In school.....	186
Wrong address.....	45	Moved out of city.....	85
Working.....	66	Attending parochial school.....	85
At home; no reason sent in....	290		

—*Superintendent W. B. Patrick, Orange.*

The aim in supervision has been to bring into conscious use generally among the teachers the McMurry standards. To this end many grade conferences have been held for the discussion of these standards. Many teachers have been interested in applying them with a good deal of success. Our effort to apply them was first in the subject of reading and will be continued along this same line next year.—*Superintendent Fred S. Shepherd, Passaic.*

Four school attendance officers were appointed to replace the police officers who in other years carried out the provisions of the compulsory school attendance law. A trained nurse was added to the staff of medical inspectors and funds have been provided for the employment of another one next year. The board of education continued the purchase, for janitor's use, of floor brushes made by children in the "special classes." These children make very good brushes and the board of education purchases them at trade prices. Another class for mentally defective children was opened in September. A system of school savings was adopted and all the elementary schools now have children's accounts in the local banks.—*Superintendent John R. Wilson, Paterson.*

The total enrollment of the above named building was 456. This number becomes somewhat significant from the fact that not a single child was of American parentage, and from the additional fact that these parents represent eight different European nationalities.

It has been our experience that children from homes in which foreign languages are spoken make more rapid progress when thrown in daily contact with pupils from English speaking homes than otherwise. We have never been able to subscribe to the generally accepted theory that progress of children of a foreign tongue can best be promoted by their temporary segregation.

Total enrollment of pupils for the year.....	7649
Enrollment of pupils of American parentage.....	1619

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Enrollment of pupils born of foreign parentage in America.....	5276
Enrollment of pupils of foreign birth.....	754
Greatest number of pupils of any one foreign nationality.....	2567
Number of nationalities represented.....	20

In the revision of the manual training course provisions were made whereby pupils in and above the seventh year may specialize in hand work if they desire. Besides obtaining a knowledge of the rudiments of certain kinds of manual activity into which they will enter after leaving school, this opportunity to specialize is prolonging from one to two years the school life of a certain class of boys and girls, formerly dropping out of school at the earliest date on which they could do so.

An organization of parents and teachers was effected in each of the ten schools during the year. On the whole, these organizations did a work that was mutually beneficial to both the home and the school. Many parents, who had never visited the schools while in session did so during the year and, as a result, cooperation formerly lacking was much in evidence in most of the schools. As might be expected, in the sections where parents are almost exclusively of foreign tongue and where both are employed at some form of labor, the results of our efforts were but very slightly noticeable. Under these handicaps it is going to prove a difficult task to get the help from these quarters which, with normal conditions, is the outcome of these organizations.

At our recent commencement a class of 84 pupils was graduated. When this class entered the high school it numbered 172 pupils. This great difference in numbers, on the surface, would seem to bear out the contention made by a certain school of writers and talkers that impoverished courses of study account for such falling off as is noticed in the above figures. The facts, however, of this particular class are that more than 40 of the number leaving school were forced to do so either to earn a livelihood for themselves or for others; that upwards of 20 dropped out because of inability to do high school work; and that, with the exception of a few whose health necessitated leaving school, the rest just quit because they wanted to.

Our most important departure from former years was the employment of a supervisor of primary grades. The improvement in the work done in these grades was so marked that the supervisor was reengaged at a very material increase of salary.—*Superintendent S. E. Shull, Perth Amboy.*

Our manual training course received further enlargement so as to make the industrial arts course in the high school stronger and more practicable. The character of the work has changed in the direction of larger and more practical individual projects and also in the line of "community work," the high school woodworking class having furnished a set of kindergarten chairs for the kindergarten room in the new building. The model cottage also was put on a working basis, with the purpose of giving the high school girls a finishing course in housekeeping, and also to afford the older girls in the grades a practical acquaintance with household arts that will make them better fitted for home making and for domestic service.—*Superintendent H. M. Maxson, Plainfield.*

Parent-teacher associations have been organized in all our elementary schools and their interest and cooperation has resulted in the improvement of the various school grounds and buildings.—*Superintendent W. J. Bickett, Rahway.*

I wish here to publicly express my appreciation of the cooperation given the public schools by every public organization in the city. Especially do I mention:

1. The Board of Trade in its consideration of the Gary system of school organization, and the Swiss system of physical training.
2. The Y. M. C. A. in its cooperation in athletics.
3. The Woman's Institute in making it possible for the high school girls to play basket ball.
4. The Fortnightly Club in arranging for attendance of pupils and teachers upon special events, particularly lecture recitals on operas, and home economic lectures.
5. The Town Improvement Association in decoration of lawns and establishment of a lunch room at the Brayton school.
6. The Overlook Hospital in serving the schools by receiving without delay all cases of injury or sickness needing hospital care, and in removing adenoids and tonsils, and especially their philanthropic work in some cases.
7. The fine service rendered to the schools by the public library and its efficient staff. . . .
8. The East Summit Mothers' Club, whose presence in the school has assisted materially in the success of the school.
9. The Cooperative Charity Association in aiding in the problems of indigence.
10. The Sons of the American Revolution in its interest in inculcating patriotism.—*Superintendent Clinton S. Marsh, Summit.*

Notwithstanding the reduced immigration, the return of many foreigners to Europe and the increased demand for night workers, the number of foreigners enrolled in our evening schools was 792, an increase of 41 over the previous year, and the total enrollment showed an increase of 86 over the previous year.

Names of applicants for citizenship were received from the Bureau of Naturalization, of the United States Department of Labor, and were compiled by districts and distributed among the evening school teachers and the attendance officers, who called upon the applicants and extended an invitation to attend the evening schools. Letters were also sent to these by the superintendent.

This season a more vigorous effort is being made to secure the attendance of those who need the advantages of the schools, and also to adapt the work of the schools to their needs. Mr. Charles P. Messick has been appointed supervisor of evening schools, succeeding Miss Eva Ellis, who had so devotedly served the cause for many years. Mr. Messick has accepted many invitations to speak at meetings in churches and societies of non-English speaking foreigners and has had remarkable success in arousing interest by this means and in organizing several homogeneous national groups for

evening study. In addition to this we have increased activity along the lines previously adopted for advertising the schools as follows:

1. America First posters sent us by the Bureau of Education, Washington.
2. Posters of the same size as the above, printed in colors, giving announcement of the subjects of study and the location of the buildings in which the night school classes are maintained.
3. A letter to every industrial, mercantile or other business firm, calling attention to the advantages of the evening schools, and enclosing posters for distributing about their premises.
4. Letters to each minister in the city calling attention to the advantages of the evening schools, and requesting that the advantages of these schools be presented to the members of their congregation.
5. Handbills in different foreign languages for distribution in the different foreign settlements in the city.
6. Newspaper articles giving account of the various advantages in detail of different subjects of study maintained in night schools.
7. Editorials commending the night school project and pointing out still additional advantages, published in English and in foreign language newspapers in the city.
8. A letter to every labor union, inviting their cooperation in night school work, and especially in Americanization and naturalization projects, with notices of the opening of the night schools to be posted in their lodge rooms.
9. Special letters to various foreign societies and conferences with representatives of these foreign societies to secure the cooperation of the members of these societies in getting a larger and more regular attendance on the part of non-English speaking residents, and in having interpreters present at the sessions of the night schools so that the teachers, supervisors and myself shall be more thoroughly informed in regard to just what these foreigners want and what instruction to give them.
10. Letters to all the patriotic societies of the city to enlist their cooperation especially in the plans for Americanization and naturalization.
11. Letters to all the civic clubs, to the Knights of Columbus and to various other societies that are interested in education and citizenship.

The music festival given by the pupils of our public schools under the management of the music department, in the Second Regiment Armory, was probably the greatest project of its kind ever undertaken in our city. The cantata "Snow White," by Franz Abt, was sung by a chorus of 4,000 children from the fifth, sixth, seventh and eighth grades. Our children's festival choruses are the largest in the country. The singing of this cantata occupied thirty minutes and the audience gave perfect attention throughout, the enunciation of the immense chorus being so distinct as to make it almost unnecessary for the listeners to consult the program for the text of this beautiful fairy story. The singing was accompanied by an orchestra consisting of 150 boys and girls comprising the membership of orchestras from 14 schools. These young musicians played with precision of attack, showing command of themselves and their instruments in their responsive interpretations. . . .

Two especially interesting features of the year's work were: (1) the organization of a class in the pottery plant of the Thomas Maddock's Sons

Company, the Board of Education providing the teacher and supplies and the corporation providing the room, heat, light and janitor service. (2) cooperation with the Essex Rubber Company, by sending a weekly report upon the attendance of their employees at evening school, so that they might give these employees remuneration for the time thus occupied, which they did at the rate of half pay. Both these undertakings were new in this city and were sufficiently successful to warrant their continuance.—*Superintendent Ebenezer Mackey, Trenton.*

EDUCATIONAL SUNDAY.

With the approval of the Governor of the State, the following Proclamation was issued by the Commissioner concerning the observance of Educational Sunday:

To the Clergy and the People of the State of New Jersey:

At the beginning of another school year it seems appropriate that a day should be set apart to impress all citizens with the greatness and importance of the work of training the young. Our schools, organized to do this training, have become an effective instrument in developing the spiritual, moral, intellectual and physical natures of children in order that they may live richer, fuller lives, and serve society and the State more intelligently and effectively.

The vastness of this work becomes apparent when it is remembered that more than six hundred thousand young people of New Jersey will enroll in our public and private schools during the month of September. To carry on so great a work successfully, school officials and teachers need the sympathetic and constructive support of all men and women.

Public interest in education is great, but it may be greater. What time could be more fitting to increase this interest, and to discuss one or more of the numerous problems of education, than the beginning of the school year, and what organized institution is more closely allied to the school in aim and purpose than the church?

I therefore earnestly recommend that Sunday, September 12, be observed as Educational Sunday, and cordially invite the clergy to unite with their congregations in services appropriate to the greatness of the cause. On such an occasion the worth of education might be set forth, the need of cooperation of home, school and church emphasized, and the attention of parents called to their own responsibility. Much as the schools are doing and much more as they might do to build up strong, robust character, the responsibility of parents in the training of their own children should be emphasized. The home is a more fundamental institution than the school, great as the school is.

It is hoped that the day, suitably observed, may be of profit to boys and girls—the greatest of the potential assets of the State—to men and women, and also to the State itself, in whose fundamental law are these words:

“The Legislature shall provide for the maintenance and support of a

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thorough and efficient system of free public schools for the instruction of all the children in this State between the ages of five and eighteen years."

CAELVIN N. KENDALL,

Approved: *Commissioner of Education.*

JAMES F. FIELDER,

Governor.

As a result the day was observed in a very large number of churches throughout the state.

A TEACHER'S MEDITATION.

The following supposed meditation of a teacher was prepared by the Commissioner at the beginning of the year and distributed among the schools of the state:

Whereas, The Constitution of New Jersey states that "the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this state between the ages of five and eighteen years," and

Whereas, Teaching is recognized by the state as a profession as perhaps it is not likewise recognized by any other state, as shown by the following:

A liberal state pension system without any contribution for its support from teachers.

A tenure of service law.

A retirement fund law for sick and disabled teachers.

Free summer schools for teachers.

I, therefore, at the beginning of a new school year, affirm the following:

1. I will try to have a clean, attractive and well-cared for schoolroom and grounds. I will encourage the children to assist in their care, for the more they do themselves the more likely are they to have orderly and pleasing surroundings later in life. I realize that the school trains for both the present and the future.

2. I will make the acquaintance of as many fathers and mothers of my pupils as may be practicable. So far as I am able I will call on mothers, not only when it may be necessary to point out some fault in a child, but more especially, if I can consistently do so, to speak well of him, perhaps of his cleanliness, his politeness, his industry, his self-control. I will have at least one open or public day in the year to which parents are invited, the children writing the invitations. I have heard a story of Charles Lamb that one day, in the presence of some friends, he said, "I hate that fellow!" One of his friends said, "I did not know you knew him." "I don't," said Lamb, "I can't hate anybody I know."

3. It is my belief that both teacher and children should be happy in their school life. I am convinced that a teacher, being associated with children who themselves are naturally happy and optimistic, should look on the bright side of life. To have a good school both my pupils and I must be interested. I have heard that the most efficient men in business are the ones who have a well-tempered enthusiasm for their work. This, too, I will try to have. I will endeavor not to complain or to be discouraged. I believe it is beneath the dignity of a teacher to be ill-tempered, and that one way of keeping young is to be sweet-tempered. I will not, without protest, allow anyone to pity me because I am a teacher.

4. I will try to remember that children are trained more by what they do themselves than by what is done for them. I realize that the temptation of the teacher is to do too many things for children, and that a strong temptation, sometimes almost irresistible, is to talk too much. I recall that Dr. Hinsdale once said that talking is not teaching. "If it were, the village gossip," said he, "would be the best teacher." I am sure that children should express themselves more in recitations; that some of the time could profitably be used in teaching children how to study and in making a child at home with a book. I need to remind myself that children learn to think by thinking, to read by reading, to speak good English by speaking good English, to make gardens by making gardens, to sew by sewing, to be polite by being polite, to swim by swimming, to stand erect by being erect, and to be obedient by obedience.

5. I believe that the school should, by means of its courses of study and otherwise, train children in habits of self-control and self-direction; in habits of industry and thoroughness; in habits of obedience and respect for authority; in habits of politeness and good manners; in habits of kindness and regard for the rights of others; in habits of neatness and order; in habits of telling the truth and of using pure and chaste speech. I will foster ambition and love for study.

6. I will study and use the monographs issued by the Department at Trenton. If I am a teacher in a country or small school I will not ignore the pamphlet on the making of school programs. By its use I shall save the time of my pupils.

7. I will during the year read at least two good books that relate to teaching. I have faith that the reading of good books other than those related to teaching will increase my personal resources—a play of Shakespeare, some of Lowell's or Tennyson's poems, one of George Eliot's or Hawthorne's novels, Stevenson's essays, the life of Alice Freeman Palmer, a standard history of the United States. I will make use of the suggestions for reading made by the Public Library Commission or by the Department of Public Instruction, at Trenton.

8. I am a part of a great state institution for the education of children—the public schools. It is my duty to do my part, that it may be a better institution, therefore my interests shall not be confined within the four walls of my own schoolroom. The area of my usefulness includes hearty cooperation with the Principal, the Superintendent and the Board of Education.

9. I will display the United States flag upon or near the public school building during school hours, as required by law. I will see that the Flag

Salute is a daily exercise of the school, in accordance with the recommendation of the State Board of Education. I will teach my children to memorize and sing *America* and the *Star Spangled Banner*, and to stand while they sing these patriotic songs. If I am a teacher in the higher grades I will see that the children memorize and recite Lincoln's *Gettysburg Address*.

10. I will look after my own health, for a teacher's health is a necessary part of her equipment. Accordingly I will try to have some physical recreation in which I forget the word "pupil." I will try also to have some appropriate social or other interest through which I may at times forget the word "school." Seeing a good play or listening to good music is a means of my personal cultivation. The making of suitable and enduring friendships will not lessen my worth as a teacher. I am sure that worry undermines both mental and physical vitality. I will therefore try not to lie awake nights because I have not lived up to my ideals as a teacher.

"A man's reach should exceed his grasp,
Or what's a heaven for."

CELEBRATION OF NEW JERSEY DAY.

The Governor of the State having designated Friday, May 12, as New Jersey Day, a program for the observance of the day was prepared by the Department and distributed among the schools of the state.

A letter was addressed to the superintendents and principals of the state by the Commissioner which read as follows:

New Jersey's location on ocean and bay, her beautiful hills, mountains and seacoast, her fertile fields, her position between two of the great cities of the world—all these factors make the geography of New Jersey unusual and distinctive.

Her history is one of which we are proud.

Her products of factory and farm and sea are sources of wealth.

Her place in the nation is one of honor.

We should be glad that an occasion presents itself when our school children may join in expressing their appreciation of the state in which they live.

Therefore, in keeping with the spirit and the letter of Governor Fielder's proclamation designating Friday, May 12, as "New Jersey Day," and in cooperation with the Department of Conservation and Development, I recommend that the schools make use of the day to create in the minds and hearts of New Jersey's school children a keener appreciation of the greatness of the state, a deeper pride in the state and its people, and a greater devotion to the country of which New Jersey is a part.

PROPOSED REQUIREMENTS FOR A STANDARD SCHOOL OF ONE OR TWO ROOMS.

A year ago a committee of county superintendents was appointed to formulate a plan for the standardizing of schools of one or two rooms in respect to the following essentials:

Grounds, building, heating and ventilation, furniture and equipment, sanitation, supplies for instruction, medical inspection, attendance and enrollment, miscellaneous.

The report made by the committee was adopted by the county superintendents at their meeting in April, and was approved by the State Board of Education at its July meeting. It was printed as a pamphlet entitled *Proposed Requirements for a Standard School of One or Two Rooms*.

The purpose of standardizing schools is set forth in the preface of the pamphlet, which follows :

The State Board of Education and the Department of Public Instruction believe that the best interests of the children and of the community can be served to advantage only when the physical conditions of the schools are made as attractive and sanitary as possible. The department therefore asks the cooperation of teachers, boards of education and parents in making one and two room schools "Standard Schools," or schools that for the most part meet reasonable ideals in respect to health, morals and the opportunity for intellectual development and the general welfare of the pupils.

The eligibility of a school to be classified as a "Standard School" will be determined through an inspection by the County Superintendent of Schools upon an application signed by the teacher and the clerk of the Board of Education.

The Department of Public Instruction will give to each school meeting the requirements set forth herein a certificate and metal plate bearing the words "Standard School." The certificate will be signed by the Commissioner of Education and countersigned by the County Superintendent of Schools. This certificate will be valid for one year and may be renewed annually by the County Superintendent of Schools if the conditions warrant. Should a Standard School fail to maintain satisfactory conditions the certificate and plate will be forfeited. The list of Standard Schools, together with the names of the teachers therein, will be published annually by the Department.

RELATIVE TO THE DISPLAY OF THE FLAG.

In May a letter was addressed by the Commissioner to the President of every local board of education throughout the state relative to the display of the flag on school buildings, which read in part as follows :

Complaint has come to me that certain boards of education are not complying with the law of the state regarding the display of the flag.

This law reads as follows :

Every board of education shall procure a United States flag, flag-staff and



SCHOOL BANK, GARWOOD, UNION COUNTY



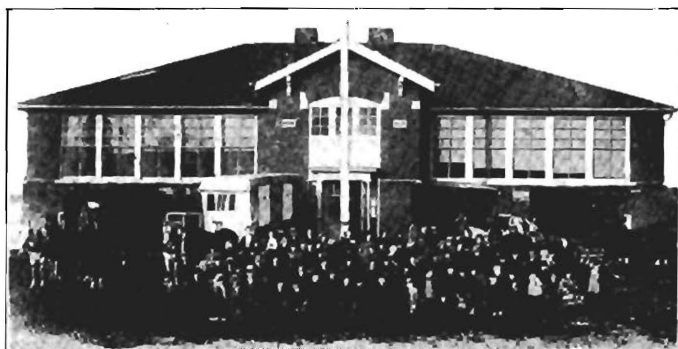
WINNER IN ACRE
CONTEST, ATLANTIC
COUNTY



TRANSPORTATION BUS, PORT REPUBLIC TO
ATLANTIC CITY



TRANSPORTATION OUTFITS, BELVIDERE, WARREN COUNTY



CONSOLIDATED SCHOOL, ELLISBURG, DELAWARE TOWNSHIP, CAM-

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the appliances therefor for each school in the district, and shall display said flag upon or near the public school building during school hours and at such other times as said board may deem proper.

This Department must insist that the law be obeyed.

Principals of schools, teachers and janitors should be instructed to display the flag as the law requires.

I realize that in some districts the halyards or ropes become broken and it is with considerable difficulty that they can be replaced on the flagstaff.

If in your experience it has been found difficult to keep the ropes or halyards in repair I suggest that you secure a suitable staff, with socket, that can be attached to the front of the building over the doorway.

Such appliances for the display of the flag can be procured from the local dealers or from the school supply houses. The county superintendent would, I am sure, be glad to tell you where they may be secured. The cost is not great.

I wish that every board of education, as well as principals and teachers, throughout the state, would strictly observe this law, not merely because the statutes of the state require it, but rather because they believe in the spirit as well as the letter of the law.

COUNTY SUPERINTENDENTS.

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

Henry M. Cressman.....	Atlantic County.....	July 12, 1915
B. C. Wooster.....	Bergen County.....	July 12, 1915
Charles S. Albertson.....	Camden County.....	July 12, 1915
Aaron W. Hand.....	Cape May County..	October 2, 1915
J. J. Unger.....	Cumberland County..	March 4, 1916
Oliver J. Morelock.....	Essex County.....	January 8, 1916
Joseph M. Arnold.....	Mercer County.....	July 12, 1915
H. Brewster Willis.....	Middlesex County..	July 12, 1915
Charles J. Strahan.....	Monmouth County..	July 12, 1915
Charles A. Morris.....	Ocean County.....	October 2, 1915
Edward W. Garrison.....	Passaic County.....	July 12, 1915
Henry C. Krebs.....	Somerset County....	July 12, 1915
Ralph Decker.....	Sussex County.....	July 12, 1915
Charles Philhower.....	Warren County.....	July 12, 1915

TEACHERS' INSTITUTES.

Teachers' Institutes were held as follows:

Burlington County, at Mount Holly, November 15, 16 and 17; Cape May County, at Cape May, October 21 and 22; Cumberland County, at Millville, November 3, 4 and 5; Gloucester and Salem Counties, at Woodbury, October 7 and 8; Hunterdon County, at Flemington, November 17, 18 and 19; Mon-

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mouth County, at Freehold, October 25; Morris County, at Dover, October 14 and 15; Ocean County, at Lakewood, November 15; Ocean County, at Barnegat, February 14; Somerset County, at Somerville, November 15 and 16; Sussex County, at Newton, October 14 and 15; Warren County, at Phillipsburg, November 17, 18 and 19.

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

PUBLICATIONS.

The following publications have been issued by the Department and the State Board of Education. They may be obtained upon application to the Business Division of the Department.

DEPARTMENT OF PUBLIC INSTRUCTION.

HIGH SCHOOLS.

Manual for High Schools. Number 1. (Rules, regulations, suggested curricula, relations of graduates to educational institutions, etc.)
Teaching of Plane and Solid Geometry. Number 2.
Teaching of High School English. Number 3.
Teaching of Social Studies, including History. Number 4.
Teaching of Community Civics. Number 5. (In press).
Suggestions regarding High School Graduation Exercises.

ELEMENTARY SCHOOLS.

Desirable Physical Standards of a Good School.
Making of School Programs.
Improvement of Rural Schools through Consolidation and Transportation.
Proposed Requirements for a Standard School of One or Two Rooms.
Teaching of Elementary Composition and Grammar.
Teaching of Reading.
Teaching of Spelling.
Teaching of Penmanship.
Teaching of Elementary Arithmetic.
Teaching of Hygiene and Safety.
Teaching of Geography, History and Civics. (In press).

INDUSTRIAL EDUCATION, INCLUDING AGRICULTURE.

Rules and Regulations for State-aided Vocational Schools. Bulletin 1.
Manual Training. (Introduction, expenditures, rules and regulations).

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Plan for the Introduction of the Teaching of Elementary Agriculture.
Elementary Agriculture. Leaflet 9. Trees and Forests.
Elementary Agriculture. Leaflet 3. Corn growing.
Agriculture in New Jersey Schools. How may it be Introduced?
Elementary Agriculture. Leaflet 4. Vegetable Gardening.

MISCELLANEOUS.

New Jersey School Report. (Annual).
New Jersey School Directory. (Annual).
Announcement of State Summer Schools. (Annual).
Education Bulletin. (Monthly except July and August).
Arbor Day.
Suggestive Program for the celebration of "New Jersey Day."
Statement regarding State Examinations in the Highest Elementary Grade to
be given in May and June, 1914.
Treatment of Subnormal Children.
Outhouses and Water-closets.
Academic or Preliminary Educational Requirements for Various Professions.

STATE BOARD OF EDUCATION.

Building Code. Revised to May 1, 1915.
Rules and Regulations concerning Teachers' Certificates.
Rules relating to Medical Inspection.

SCHOOLS ON ELECTION DAY.

Under our present laws the day of the general election in November is a holiday. Our laws also provide that no teacher can be required to teach on a legal holiday. As a result, large numbers of schools in the State are not in session on the first Tuesday after the first Monday in November, general election day.

I can see no reason why the schools should not be in session on that day. In most states election day is not a school holiday. I recommend that our laws be amended so that election day shall not be a school holiday.

A day early in November is one of the most valuable school days of the year. The thousands of school children in the state should not be deprived of the benefit of the schools during that day.

IMPROVEMENT OF TEACHERS IN SERVICE.

A large amount of work has been done in the State during the year by means of teachers' meetings for the promotion of better

school work. In every part of the State, superintendents and supervising principals have conducted numerous grade and group meetings of teachers. At many of these meetings demonstration lessons have been taught by skilful teachers. There is abundant evidence that teachers receive much help and inspiration from this kind of teachers' meeting. County superintendents have been particularly live in organizing and conducting meetings. The monographs upon the teaching of the various elementary subjects have been used as a basis for discussion in many of these conferences.

The conferences with the supervising principals that Mr. Zenos E. Scott, Assistant Commissioner in charge of Elementary Education, has conducted in practically half the counties of the State have been effective in promoting the professional standards of supervising principals and county superintendents in those counties.

It is not too much to affirm that there is more interest than ever before in positive, sympathetic, constructive supervision of schools on the part of superintendents and principals.

SUMMER SCHOOLS FOR TEACHERS.

Summer Schools for Teachers were maintained during the summer of 1916 at the following places:

Ocean City, Cape May County.
Collingswood, Camden County.
Phillipsburg, Warren County.
Newton, Sussex County.
Freehold, Monmouth County.

An additional school was maintained at Rutgers College under the auspices of that institution.

Under a new rule of the State Board of Education relative to the certification of teachers, it becomes necessary after September 1, 1916, for each applicant for a teachers' certificate not only to possess a high school education but to have attended an approved summer school of six weeks, taking courses in school management and a course in teaching elementary subjects. There were 264 such high school graduates enrolled in the summer schools.

The purpose of this rule is to give inexperienced and untrained teachers six weeks training in methods of teaching and school management. Hereafter no teacher can enter the elementary schools of New Jersey without a minimum of high school graduation and six

weeks of training. The rule is a beneficial one if the interests of the children are paramount. It is confidently expected that much good to the children will result from it.

A new school was established at Freehold, Monmouth County, in 1916. With the opening of this school there were six summer schools in the State so located that it was not necessary for any teacher to travel a long distance to reach a school. This is an important consideration in view of the expense involved in attending a summer school.

As a matter of fact, expenses of teachers attending summer school range all the way from a very small amount to about \$55, according to the distance traveled and the price paid for board and room. No tuition was charged.

Schools of observation were established at all the summer schools.

There can be no question about the great value of these summer schools to the children of the state. They accomplish four main purposes:

1. They increase the academic scholarship of teachers.
2. They give skill in manual or industrial arts.
3. They furnish teachers with improved methods of teaching.
4. They give teachers professional spirit.

The training of teachers should be continuous. A diploma, a State certificate, experience in teaching—no one of these alone is enough to insure the kind of work in the schools that should be done.

Good teaching is a matter of growth on the part of teachers. Some of the ineffective work of schools may be traced to teachers and principals who are without ambition to increase their scholarship or skill. The day has passed when the teacher or principal, whatever his attainments, can afford to cease to be a student. It is an encouraging sign that so many teachers and principals recognize that all of the long summer vacation is not required for rest and recuperation; that a part of this vacation may properly be used to increase their equipment for more effective work.

Teaching is recognized by the New Jersey statutes as a profession as it is recognized in no other state. A State pension system, liberal in its provision, the funds for which are provided by the State without a dollar of expense to the teacher; a tenure of service law; a retirement fund law administered under State auspices—these three provisions in the statutes of New Jersey constitute a recognition of teaching as a profession which cannot be found in the same degree

in any other state. The teachers of the State, in view of this unusual professional recognition and the confidence reposed in them by the State, should be ready to do their part in order to make themselves increasingly valuable to the children of the State.

Valuable as are the summer schools to teachers in service and to those who intend to become teachers, yet these schools do not afford a training for teaching equal to that which may be had in any of the State normal schools. In fact, it would require attendance at twelve summer sessions, with a maximum number of courses at each session, to earn a permanent elementary certificate. The summer school, therefore, should not be regarded in any sense as a substitute for a course in one of the State normal schools.

At my request, Mr. T. D. Sensor, Director of the Summer Schools for Teachers, has made the following report concerning the enrollment and the studies pursued in the summer schools which were operated by the State during the past summer :

The work of the summer schools of the session of 1916 followed in general the same lines as in 1915.

The general difficulty in connection with the summer school work still exists, namely, lack of sufficient funds to develop the work to its fullest possibilities.

A large percentage of the teachers attended to secure credits for the completion of subjects required for certificates. This was not the original intent of the summer school movement. The purpose of the schools is clearly one of offering an opportunity for teachers to increase their efficiency and make them more valuable to the communities which they are serving.

The recommendation made in 1915 for the establishment of schools of observation was carried out so far as funds were available to do the work, and each school had a department devoted to the work of actual school methods, in which students could watch expert teachers handling classes in the elementary subjects.

In all the schools, except at Ocean City, the school of observation was an ungraded school. At Ocean City the grades as far as the sixth were divided among four teachers and the general work was placed in the hands of a principal. Records were kept of the use made of the schools of observation, and the reports were very gratifying.

We were late in announcing the opening of the new school at Freehold, and the attendance was not as large as it would have been had teachers had the whole year in which to make their arrangements.

The attendance by counties shows about the same interest in the summer schools as was manifested the year before—a gradual healthy increase in the number of teachers attending.

I wish to call special attention to the convention of school board members under the management of the State Federation of District Boards of Education. The interest manifested was so encouraging that the Federation

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decided to repeat the meeting in 1917, making more careful preparation for the general attendance of school board members from every county.

About fifty members of school boards were present, counties being represented as follows:

Atlantic	6	Mercer	2
Bergen	3	Monmouth	9
Burlington	1	Morris	1
Cumberland	2	Salem	4
Essex	4	Somerset	1
Gloucester	10	Outside State	4

Another new feature was associated with the summer school work in the special convention of the Mothers' Congress, in which delegates from the Parents' and Teachers' Associations of the State spent three days in discussing the value of the work to be done by such organizations in supplementing the regular school work. The delegates were given free access to all the departments of the summer school, and there is no question of the value of such conventions in connection with the summer school. About seventy delegates were present.

It is the intention of the Mothers' Congress to make this meeting more valuable next year. A local organization was established at Ocean city to supplement the work of the state organization.

ENROLLMENT.

Counties.	Ocean City	Col- lings- wood	Phil- lips- burg	New- ton	Free- hold	Total	Rut- gers	Total 1916	Total 1915
Atlantic	53	11				64	5	69	55
Bergen	23		2	7	2	34	24	58	48
Burlington	64	47			1	112	13	125	74
Camden	37	159	1			197	10	207	169
Cape May	50	3	1			54	5	59	55
Cumberland	94	19				113	4	117	85
Essex	17		1	4		22	70	92	56
Gloucester	36	66				102	4	106	81
Hudson	16					16	47	63	49
Hunterdon	8	1	31			40	21	61	45
Mercer	31	6	2			39	15	54	56
Middlesex	17	1	1			19	212	231	248
Monmouth	20	3		1	60	84	34	118	75
Morris	30		5	14		49	32	81	78
Ocean	26	6			4	36	13	49	42
Passaic	20		1	5		26	9	35	21
Salem	27	27				54	7	61	55
Somerset	10		3	2		15	31	46	55
Sussex	3		1	61		65	4	69	79
Union	15		1			16	45	61	59
Warren	3		78	3		84	5	89	97
Outside State	29	1		3		33	22	55	49
Total	629	350	128	100	67	1274	632	1906	1631

ADDITIONAL ATTENDANCE STATISTICS.

	Ocean City	Col- lings- wood	Phil- lips- burg	New- ton	Free- hold	Rut- gers	Total
Special week for Superintendents and Supervisors	100						100
Members of Boards of Education	54						54
Mothers' Congress	35						35
School of Observation	100	30	30	40	43		243
Teachers not working for credit	60	18	10	20	20	40	168
High school graduates without experience in teaching	67	82	24	22	24	45	264

The Department has received many letters from students attending summer schools, speaking of the benefit of these schools to them. It would be interesting to quote at length from these letters. Here are three quotations:

"I had fully made up my mind to come to summer school before the law made it compulsory. I am only sorry that I did not come last summer. Only a word or two was said to me about it then and I did not realize what it meant. I think it is *wonderful* and I am coming every year as long as there is anything to learn. I will go to teaching this year in *good* spirits and feeling *much* stronger than I did last September."

"I don't see why I didn't come last year. I cannot wait for school to start to try my new plans."

"The observation class was especially helpful. I should have liked to see more of this work."

STATE BOARD OF EXAMINERS.

The State Board of Examiners held seven meetings for routine work. Few changes were made in the rules.

The examinations for teachers were held in November, 1915, and April, 1916. Statistical reports of the results follow.

There seems to be a slight increase in the percentage of failures in examinations. This is because the State Board of Examiners feels that standards should be gradually increased and a higher efficiency required in the academic subjects upon which a teacher's license is based.

The regulations permitting failures to be made up in the State summer schools have remained in force. Any subject (except drawing) for the elementary certificate may be covered in a forty-five hour course taken at one session. To become exempt from an examination in drawing, a ninety hour course, taken in two separate sessions, is now required.

There is little change in the number of certificates granted. The three year period covering the limited elementary certificate expired in 1915 and many of the holders of these certificates were obliged to avail themselves of the two year extension clause.

An additional summer school was established by the State Board of Examiners at Freehold. Details of this school will be found in the report of the Director in charge of Summer Schools.

A very important change was made in Rule 19, governing teachers' certificates. The rule as adopted by the State Board of Education reads as follows:

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19. After September 1, 1913, the applicant must have had two years of a course in an approved high school, or the equivalent; after September 1, 1914, must have had three years, or the equivalent; after September 1, 1915, must be a graduate of such school, or have had an equivalent education; after September 1, 1916, must also have attended a six weeks' session of a New Jersey State Summer School or a summer school approved by the State Board of Examiners, at which school the applicant shall have taken a course in School Management and a course in Methods of Teaching Elementary Subjects and one additional course selected by the applicant from the subjects required for the limited elementary certificate.

Throughout the year an effort has been persistently made to establish closer relations with neighboring states through reciprocity arrangements for the exchange of teachers' certificates.

The rules regulating special certificates were discussed at several of the meetings and very important recommendations were considered; these are to be finally passed upon at the next meeting of the Board.

TEACHERS' CERTIFICATES GRANTED DURING 1915-16

STATE CERTIFICATES.	Men	Women	Total
Second Grade State (Renewals).....	1	7	8
Third Grade State (Renewals).....	11	48	59
Special State (Renewals).....	1	20	21
Permanent Supervisors.....	7	1	8
Limited Supervisors.....	30	1	31
Limited Secondary.....			
Incomplete.....	32	63	95
By examination.....	43	87	130
By endorsement.....	17	112	129
By renewal.....	60	105	165
Permanent Secondary.....	44	80	124
Limited Elementary.....			
By examination.....	40	457	497
By renewal.....	48	637	685
Permanent Elementary.....			
By examination.....	20	158	178
By endorsement.....	31	519	550
Normal Life.....	8	279	287
Normal Life (granted by Normal Schools).....	14	730	744
Limited Special State.....			
By examination.....	53	171	224
By endorsement.....	56	101	157
By renewal.....	54	166	220
Permanent Special State.....	27	149	176

SUMMARY OF STATE CERTIFICATES

Limited.....	271	992	
Renewals.....	175	983	
Permanent.....	151	1916	
Total.....			4488

COUNTY CERTIFICATES—RENEWALS

First Grade County.....	32	155	187
Second Grade County.....	6	103	109
Third Grade County.....	0	18	18
Special County.....	1	37	38
Total.....			352

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PROVISIONAL CERTIFICATES

All kinds 1500

GENERAL SUMMARY

State Certificates granted and renewed.....	597	3891	4488
County Certificates renewed	39	313	352
Provisional Certificates granted			1500
Total	636	4204	6340

RESULTS OF EXAMINATIONS

SUBJECTS	November, 1915		April, 1916	
	Succeeded	Failed	Succeeded	Failed
Orthography	169	96	96	73
Reading	179	28	76	33
English Grammar	149	104	59	100
English Grammar (special).....	25	5	18	15
English composition	217	8	84	11
Arithmetic, including Business Forms	115	150	17	195
Penmanship (elementary)	203	50	109	20
Penmanship (special)	20	1	15	..
Geography	108	144	32	157
United States History.....	145	128	45	139
Advanced United States History....	103	48	71	76
School Management	182	44	119	29
Physiology and Hygiene	268	29	114	42
Drawing (elementary)	192	61	58	105
Drawing (special)	9	11	19	2
Drawing (mechanical)	24	2	26	7
Manual Training (elementary)	269	26	124	39
Manual Training (special)	28	1	25	6
Physics .....	..	3	1	1
Elementary School Physics	125	76	62	114
Literature, including Literature for the Grades	54	27	29	25
Elementary Algebra	78	25	48	41
General History, including History of Greece and Rome	33	39	68	47
Civics	154	13	126	29
Bookkeeping (elementary) .....	..	..	1	..
Bookkeeping (special)	22	15	19	13
Physical Geography	4	..	4	..
Botany	68	21	40	40
Chemistry	7	9	8	3
Music (elementary)	111	87	82	68
Music (special)	22	3	26	6
Zoology	34	10	16	21
Agriculture (elementary)	195	13	133	90
Agriculture (special) .....	..	..	1	1
Psychology	252	159	189	232
Psychology (special Mental Defec.)	1	3	2	1
History of Education.....	117	110	62	219
School Management and Methods of Teaching with special reference to Secondary Education	143	12	78	3
School Organization, including New Jersey School Law	14	..	11	1
Kindergarten	24	18	22	47
Commercial Arithmetic	30	10	20	23
Commercial Law	25	3	26	2
Business Practice	19	6	16	15
Stenography and Typewriting	21	9	16	3
Plane Geometry	22	13	3	40
Geometrical Drawing	8	6	5	15
Cooking	17	..	51	6
Sewing	19	9	20	24
Latin	2	1	1	2
Latin (special high school).....	..	1	2	..
French	2	..	2	2
German	4	10	3	9
German (special high school).....	1	1	..	..
Ancient History	4	..	3	..
Mediaeval and Modern History.....	1	..
English (special high school).....	1
Business Forms	3	2

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Millinery	1	1
English (Vocational)	1	..
Typewriting (special)	2	1	1	..
Commercial Geography	3	..	2	..
Biology .....	..	..	3	..
Algebra (special high school) .....	..	..	4	..
Industrial History .....	..	..	1	..
Physics (special high school)	1	1	3	1
Geometry (special high school) .....	..	..	1	1
Civics (special high school) .....	..	..	1	..
United States History (special high school) .....	..	..	..	..
Spanish	2	..	..	..
Physical Training (special)	3	..	..	3
Physical Training (special Mental Defec.)	5	..	..	1
Printing .....	..	..	..	1
Total	4057	1650	2326	2203
Applicants, November, 1915				1955
Applicants, April, 1916				1941
Total				3896
Examination Papers in November, 1915				5707
Examination Papers in April, 1916				4529
Total				10236

BUREAU OF ACADEMIC CREDENTIALS.

There has been little change in the laws governing the work of the Bureau of Academic Credentials.

No separate pamphlet has been printed containing the rules and regulations of this Bureau, as the whole matter is set forth in detail in the Manual covering secondary school requirements for all the professions, about to be issued by the Assistant Commissioner in charge of Secondary Education.

The change of requirements in the medical law from secondary school work to two years of work in a college or school of art or science was published last year. Medical students, however, are again reminded that the Bureau of Credentials is not the proper channel for securing evidence of preliminary educational equivalency, because academic qualifying certificates are not accepted for entrance to recognized academic colleges.

Attention is particularly called to the subjects accepted for equivalency for the one and two years of secondary school work now required to enter upon the study of trained nursing, pharmacy and optometry. At present the Department issues secondary school certificates only to applicants who intend to study registered nursing in hospitals outside of the State. New Jersey's law now gives the responsibility for passing upon the preliminary education of such applicants to the commission in charge of examinations for registered nurses.

County superintendents have conducted the preliminary examina-

SCHOOL REPORT.

tions in connection with the regular teachers' examinations; this seems to be the most economical method at present.

An effort is being made to establish reciprocity for secondary school work with similar bureaus in other states. As yet, however, satisfactory arrangements have been made only with New York and Pennsylvania. The basis for reciprocity with these states is that one state will accept completed certificates from the other state. The standard for crediting high school work is not at present fixed between the states.

Owing to the increased stringency in the laws regulating professional studies a movement should be started to standardize the requirements for preliminary certificates.

CERTIFICATES AND CREDENTIALS

	Certificates Issued	Academic Credentials Certified	Total
Medical	222	86	308
Dental	154	87	241
Law	129	109	238
Pharmacy	5	28	33
Chiropody	3	5	8
Optometry	6	..	6
Certified Public Accountants	8	23	31
Nursing	4	26	30
Miscellaneous .....	..	21	21
			916

APPLICANTS WHOSE CREDENTIALS ARE IN PROCESS OF INVESTIGATION

Medical	1502
Law	1626
Dental	441
Certified Public Accountant	173
Chiropody	50
Pharmacy	123
Nursing	61
Optometry	25
Miscellaneous	442
	4443
Total number of certificates granted.....	916
Total number of cases pending.....	4443
Total number of cases considered during year.....	5359
Total number of certificates granted during 1915-1916.....	916
Total number of certificates granted during 1914-1915.....	730
Increase	186

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.

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SUMMARY OF CERTIFICATES ISSUED

	1902	1903	1904	1905	1906	1907	1908	1909
Medical	2	62	92	132	164	210	196
Law	29	33	43	36	23	36	88	134
Dental	36	28	19	39	34	32	28	10
Pharmacy .....	.....	.....	.....	11	.....	.....	.....	7
Chiropodist .....	.....	.....	.....	.....	.....	.....	.....	16
Optometry .....	.....	.....	.....	.....	.....	.....	.....	.....
C. P. A. ....	.....	.....	.....	.....	.....	.....	.....	.....
	1910	1911	1912	1913	1914	1915	1916	Total
Medical	179	306	132	246	194	195	222	2332
Law	157	148	158	177	172	137	129	1500
Dental	28	26	59	44	94	90	154	721
Pharmacy	8	8	.....	.....	1	5	5	45
Chiropodist	4	11	10	15	20	15	3	94
Optometry .....	.....	.....	.....	.....	.....	6	6	12
C. P. A. ....	.....	.....	.....	.....	.....	3	8	11
Nurses .....	.....	.....	.....	.....	.....	.....	4	4

NEW JERSEY STATE LIBRARY

SCHOOL REPORT.

SUMMARY OF STATISTICS.

For the School Year beginning July 1, 1915, and ending June 30, 1916.

RECEIPTS	1915-16		Increase or decrease compared with 1914-15
REVENUE RECEIPTS			
APPROPRIATED FROM STATE TREASURY.			
Expenses State Board of Education	\$2,600 00		\$26 26
Expenses State Board of Examiners	9,000 00		453 10 1
*Manual Training, State Aid (school year)	202,716 85		3,570 55 1
*Free School Libraries, State Aid	5,229 40		1,170 60 1
Teachers' Libraries, State Aid ..	257 50		107 50
Teachers' Institutes	2,000 00		
State Normal School at Newark			
Maintenance	71,213 26		11,281 78
Repairs, etc.	2,263 00		2,263 00
Practice Teaching	8,117 50		3,190 36
School Fund Expenses	1,715 47		1,693 22
Teachers' Retirement Fund	12,852 05		2,022 59
Reduction of State School Tax ..	100,000 00		
Vocational Schools	40,000 00		40,000 00
	457,965 03		55,390 46
APPROPRIATED FROM STATE RAILROAD TAX.			
Salary of Commissioner of Education	10,000 00		
Salary of Assistant Commissioners	18,000 00		587 50
Salary of Inspector of Accounts ..	2,000 00		180 58 1
Salary of Inspector of Buildings ..	2,000 00		
Clerical Services	20,000 00		1,519 52
Blanks and Stationery	16,000 00		1,147 73
Incidental Expenses	10,600 00		
Education Bulletin	1,400 00		
Legislative Manuals	2,500 00		
Salaries of County Superintendents	62,911 29		75 96
*Evening Schools, Foreign-born residents	2,579 62		2,116 83
Summer courses in agriculture and economics (summer schools)	12,400 00		4,226 76
State Normal School at Trenton			
Maintenance	82,879 30		12,120 70 1
Repairs, etc.	18,840 27		6,840 27
Practice Teaching	5,073 25		926 75 1
Other expenses, new buildings, etc.			9,248 52 1
State Normal School at Montclair.			
Maintenance	59,889 14		2,764 11
Repairs and Improvements...	8,153 07		1,823 17 1
Practice teaching	9,850 00		3,898 25 1
Other expenses, new buildings, etc.			19,960 95 1
New Jersey School for the Deaf.			
Maintenance	59,382 77		6,086 98
Repairs, etc., addition to laundry	997 00		4,264 88 1

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

RECEIPTS (Continued)	1915-16		Increase or decrease compared with 1914-15
Industrial School for Colored Youth.			
Maintenance	29,504	11	540 10 I
Repairs, etc.	1,953	75	2,655 32 D
New buildings, etc.			4,000 00 D
*Vocational Schools, State Aid.	89,250	00	19,350 00 I
Pension of Teachers.....	189,650	80	96,014 57 I
	715,814	37	
TOTAL STATE APPROPRIATION.....		\$1,173,779 40	137,581 67 I
STATE SCHOOL FUND.....		250,000 00	
STATE SCHOOL TAX.....		\$6,724,413 86	\$207,196 96 I
RAILROAD TAX.....		2,595,875 46	160,659 91 D
FROM DISTRICT TAXES.			
Current Expenses	\$8,116,140	17	1,002,796 11 I
Manual Training	369,778	29	32,431 12 I
Vocational Schools	113,026	48	40,441 59 I
School Libraries	7,064	47	626 59 D
Evening Schools—Foreign-born residents.	8,026	15	1,987 70 I
Redemption of bonds	525,584	98	52,709 08 I
Interest on bonds	1,900,973	49	93,645 99 I
From district tax for notes authorized by vote of district...	65,435	91	16,479 57 I
From district tax for interest on notes authorized by vote of district	6,801	04	1,396 63 D
From district tax for sinking fund	598,855	40	54,499 46 I
Purchase of land	69,776	81	39,687 21 I
Building, enlarging, altering, repairing, leasing, furnishing and equipping school buildings	948,683	62	33,472 47 I
Outhouses and toilets	13,836	21	2,729 73 I
		12,743,983 02	1,368,856 81 I
OTHER SOURCES OF RECEIPTS.			
Manual Training	15,860	26	16,596 85 D
Library Purposes	4,996	86	914 79 D
Tuition Fees	†399,395	39	888 02 I
Interest on Deposits.....	117,393	54	10,979 74 I
Sale of school books.....	2,876	73	523 56 I
Defacement of property	3,407	02	1,994 32 I
Return premiums—fire insurance	28,849	45	21,413 07 I
Vocational schools	2,097	37	18,109 52 D
Accrued interest on bonds.....	256,176	08	178,496 58 I
Evening school for foreign-born residents	221	76	221 76 I
All other sources	74,331	44	34,606 94 D
		905,605 90	144,297 95 I
MISCELLANEOUS.			
Interest on Surplus Revenue...		28,087 86	268 13 I
Appropriated by counties for expenses of county superintendents		7,267 80	10 70 I
Apportioned by counties for salaries of county superintendents' clerks		12,332 00	301 00 I

*From County Superintendents' reports for the school year.

†Tuition money is a duplication of receipts.

SCHOOL REPORT.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

RECEIPTS (Continued)	1915-16		Increase or decrease compared with 1914-15
Subscriptions for Teachers' Libraries	150 00		
TOTAL REVENUE RECEIPTS (during year)		24,441,495 30	1,697,853 31
NON-REVENUE RECEIPTS			
Sale of Bonds.			
Building, enlarging, remodeling, furnishing and equipping school buildings	\$4,959,531 97		\$513,367 88
Purchase of land	656,431 83		350,229 81
	\$5,615,963 80		863,597 69
Sale of buildings	86,521 02		67,733 01
Sale of furniture and equipment	967 29		6,277 20]
Sale of land	7,352 03		1,120 63
Fire insurance	23,731 65		11,857 34
Other non-revenue receipts	78,334 20		7,177 49]
TOTAL NON-REVENUE RECEIPTS (during year)		\$5,812,869 99	930,853 98
GRAND TOTAL RECEIPTS (during year)		30,254,365 29	2,628,707 29
BALANCE ON HAND (beginning of year)		5,303,870 46	605,851 16]
GRAND TOTAL RECEIPTS DURING YEAR AND BALANCE ON HAND AT BEGINNING OF YEAR		35,558,235 75	2,022,856 13
DISBURSEMENTS			
STATE BOARD OF EDUCATION, Expenses		2,600 00	26 26
ADMINISTRATIVE EXPENSES—STATE			
DEPARTMENT OF PUBLIC INSTRUCTION.			
Salary, Commissioner of Education	10,000 00		
Salaries, Assistant Commissioners	18,000 00		587 50
Salary, Inspector of Accounts	2,000 00		
Salary, Inspector of Buildings	2,000 00		
Clerical Services	20,000 00		180 58]
Blanks and Stationery	16,000 00		1,519 52
Incidental Expenses	10,600 00		1,147 73
	78,600 00		3,074 17
STATE BOARD OF EXAMINERS, Expenses		9,000 00	453 10]
SUMMER SCHOOLS—Agriculture, Home Economics	12,400 00		4,226 76
TEACHERS' INSTITUTES	2,000 00		
EDUCATION BULLETIN	1,400 00		
LEGISLATIVE MANUALS	2,500 00		
*VOCATIONAL SCHOOLS	40,000 00		40,000 00
COUNTY SUPERINTENDENTS.			
Salaries—paid by State	\$62,911 29		75 96
Clerical Services — paid by counties	12,332 80		301 00
Expenses—paid by counties	7,267 80		10 70
	82,511 09		387 66

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

DISBURSEMENTS (Continued)	1915-16		Increase or decrease compared with 1914-15
STATE SCHOOL FUND EXPENSES.....		1,715 47	1,693 22 I
TEACHERS' RETIREMENT FUND EXPENSES		12,852 05	2,022 59 I
TEACHERS' PENSIONS		189,650 80	96,014 57 I
TOTAL EXPENDITURES OF STATE ADMINISTRATION		432,629 41	146,965 87 I
STATE EDUCATIONAL INSTITUTIONS			
State Normal School at Tren- ton.			
Maintenance	82,879 30		12,120 70 D
Repairs, insurance, etc.....	18,840 27		6,840 27 I
Practice Teaching	5,073 25		926 75 D
Other expenses, new build- ings			9,248 52 D
		106,792 82	15,455 70 D
State Normal School at Mont- clair.			
Maintenance	59,889 14		2,764 11 I
Repairs, improvements, etc..	8,153 07		1,823 17 D
Practice teaching	9,850 00		3,898 25 D
New building, etc.....			19,960 95 D
		77,892 21	22,918 26 D
State Normal School at New- ark.			
Maintenance	71,213 26		11,281 78 I
Repairs, etc.....	2,263 00		2,263 00 I
Practice teaching	8,117 50		3,190 36 I
		81,593 76	16,735 14 I
New Jersey School for the Deaf			
Maintenance	59,382 77		6,086 98 I
Repairs, etc., addition.....	997 00		4,264 88 D
		60,379 77	1,822 10 I
Industrial School for Colored Youth at Bordentown.			
Maintenance	29,504 11		540 10 I
Repairs, insurance, etc.....	1,953 75		2,655 32 D
New buildings etc.....			4,000 00 D
		31,457 86	6,115 22 D
TOTAL EXPENDED FOR STATE IN- STITUTIONS		358,116 42	25,931 94 D
ADMINISTRATIVE EXPENSES — DIS- TRICTS.			
Salaries, supplies and expenses of boards of education and business offices			
		\$185,793 68	\$7,632 55 I
Salaries of Superintendents of Schools			
	\$125,100 00		
Salaries of Assistant Superin- tendents			
	24,500 00	149,600 00	4,700 00 I
Expenses of Superintendents, etc.....			
		55,314 95	8,165 47 I
Salaries of District Clerks or Secretaries			
		117,851 70	3,319 55 I
Salaries of Custodians of School Moneys			
		29,272 21	5,904 03 I
Compulsory attendance, sala- ries, expenses			
		126,218 51	11,043 11 I
		\$664,051 05	40,764 71 I

*Paid to vocational schools but expenditures not reported by County Superintendents in their reports.

SCHOOL REPORT.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

DISBURSEMENTS (Continued)	1915-16		Increase or decrease compared with 1914-15
INSTRUCTION EXPENSES.			
DAY SCHOOLS.			
Salaries, supervisors, principals and teachers, including special summer schools....	\$13,053,024	97	761,448 10 I
Expenses special summer schools	11,151	66	1,152 85 I
Textbooks	426,501	52	5,515 47 I
Supplies and other expenses of instruction	506,080	30	38,181 18 I
Apparatus purchased with current expense funds	72,089	90	1,354 74 D
	14,068,848 35		804,942 86 I
EVENING SCHOOLS.			
Salaries of teachers, etc.	201,180	35	10,000 13 D
For all other salaries, supplies	40,872	07	1,565 46 D
	242,052 42		11,565 59 D
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS.			
Salaries principals and teachers	9,513	00	3,249 00 I
Textbooks and supplies	211	26	114 21 I
Janitors' salaries	808	47	521 47 I
Other expenditures	224	84	170 04 I
	10,757 57		3,826 30 I
MANUAL TRAINING—DAY.			
Salaries supervisors, principals, etc.	399,483	41	25,989 65 I
Material and supplies	144,022	60	19,689 68 I
Repairs and replacements....	6,154	80	2,433 68 I
New equipment	28,595	35	6,568 97 I
Other expense	7,147	86	2,331 54 I
	585,404 02		34,345 14 I
MANUAL TRAINING—EVENING.			
Salaries, supervisors, principals, etc.	2,553	31	675 29 I
Materials and supplies	22	15	22 15 I
	2,575 46		653 14 I
VOCATIONAL SCHOOLS—DAY.			
Salaries, supervisors, principals, etc.	93,184	99	27,674 47 I
Materials and supplies	28,469	53	14,042 57 I
Repairs and replacements....	1,507	29	1,653 28 I
New equipment	8,095	19	5,241 47 I
All other expense	6,546	71	559 11 I
	\$137,803 71		35,381 40 I
VOCATIONAL SCHOOLS—EVENING.			
Salaries, supervisors, principals, etc.	50,262	00	460 06 I
Material and supplies	5,315	28	1,351 20 I
Repairs and replacements....	1,154	25	630 67 I
New equipment	1,453	82	351 59 I
All other expense	10,167	62	3,162 79 I
	68,352 97		3,774 85 I

COMMISSIONER OF EDUCATION.

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SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

DISBURSEMENTS (Continued)	1915-16		Increase or decrease compared with 1914-15
AUXILIARY AGENCIES—EXPENSES			
Teachers' Libraries		407 50	107 50 I
Transportation of pupils— other districts	255,029 97		19,754 98 I
Transportation of pupils— within districts	157,375 41		19,729 52 I
		412,405 38	39,484 50 I
Medical inspection, salaries, supplies		230,958 34	15,692 30 I
Lectures and recreation (play grounds)		71,908 22	832 37 I
SCHOOL LIBRARIES.			
Salaries of librarians	1,883 46		24 91 I
For library books	10,877 71		893 22 D
For apparatus	3,166 58		437 43 I
Educational works of art....	1,737 19		21 76 D
		17,664 94	452 64 D
MISCELLANEOUS.			
Tuition paid to other school districts	422,905 03		40,669 24 I
Leasing school buildings	23,732 19		2,088 43 I
Interest on temporary loans..	36,393 68		1,258 68 D
Telephone services	25,482 19		3,019 59 I
Incidental expenses	48,842 53		21,900 25 D
		557,355 62	22,618 33 I
TOTAL INSTRUCTION EXPENSES.		\$16,406,494 50	948,334 18 I
OPERATION OF SCHOOL PLANT.			
Wages of janitors, engineers and firemen		1,155,204 19	73,069 46 I
Wages of other employees.....		61,108 63	9,433 27 I
Fuel		570,836 01	13,712 29 I
Water, light and power.....		194,762 24	32,694 67 I
Janitors' supplies		96,466 04	3,414 51 I
		2,078,377 11	132,324 20 I
MAINTENANCE OF SCHOOL PLANT.			
Ordinary repairs (current up- keep)		\$478,601 62	\$8,400 73 I
Repairs and replacement of equipment		140,670 44	13,259 11 I
Insurance		111,259 79	21,018 45 D
Outhouses or water-closets — repairs		12,496 11	5,067 65 I
		743,027 96	5,709 04 I
LAND AND BUILDINGS.			
Purchase of land		634,117 63	151,587 28 I
Building, enlarging school- houses		3,742,394 06	719,277 95 D
Extraordinary repairs		363,200 09	68,167 71 D
Furniture and equipment.....		316,411 94	37,333 52 D
		5,056,143 72	673,191 90 D
OTHER PAYMENTS.			
Redemption of bonds		518,533 91	95,021 41 I
For payments to sinking fund..		591,401 65	45,162 03 I
Interest on bonds		2,160,249 30	256,004 29 I
Payment notes authorized by vote of district		65,396 30	12,439 96 I

SCHOOL REPORT.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

DISBURSEMENTS (Continued)	1915-16		Increase or decrease compared with 1914-15
For interest on notes authorized by vote of district	6,899 99		2,317 16 D
		3,342,481 15	406,310 53 I
TOTAL EXPENSES		\$29,083,921 32	981,310 95 I
BALANCE REPORTED WITH CUSTODIANS OF SCHOOL MONIES ON JUN 30, 1916		6,474,314 43	1,041,545 18 I
TOTAL PAYMENTS AND BALANCE		35,558,235 75	2,022,856 13 I

COST OF EDUCATION (Based on expenses of maintaining the public day schools).	1915-16		Increase or decrease compared with 1914-15.
Administrative expense—school districts	\$664,051 05		\$40,764 71 I
Instruction expense—day schools	14,068,848 35		804,942 86 I
Transportation expense	412,405 38		39,484 50 I
Medical inspection expense	230,958 34		15,692 30 I
Operation of school plant	2,078,377 11		132,324 20 I
Maintenance of school plant	743,027 96		5,709 04 I
Current expense	\$18,197,668 19		1,038,917 61 I
Average yearly cost per pupil based on total enrollment in day schools		33 68	68 I
Average yearly cost per pupil based on attendance in day schools		43 13	1 22 I

ENROLLMENT AND ATTENDANCE	1915-16		Increase or decrease compared with 1914-15
DAY SCHOOLS ONLY			
Boys enrolled in day schools	273,079		9,851 I
Girls enrolled in day schools	267,208		10,556 I
Total enrollment in day schools	540,287		20,407 I
Total number days present—day schools	80,224,832		2,831,871½ I
Average daily attendance	421,884		12,467 I
Average attendance of each pupil—day schools	149 days		
Possible number of days attendance—day schools	89,580,893		4,087,019½ I
Total number of days absent	9,356,061		1,255,148 I
Average absence of each pupil	17 days		• 2 days I
Per cent. of attendance	89		• 1 D
Total attendance in day and evening schools including all allowances as per law (not actual attendance)	82,098,793		3,001,836 I
Total number of times tardy	656,318½		73,559½ I
Sum of number of teaching sessions as reported in all registers—day schools	5,327,105½		811,728½ I
Average number of cases of tardiness per session .....	.1232		.00586 D
Pupils neither absent nor tardy—day schools	21,083		2,807 D
Sessions truant—day schools	47,528½		2,318½ I
Days transported	2,022,107½		251,148 I
Pupils transported from without the district for whom cost of transportation is paid	7,299		968 I

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

ENROLLMENT AND ATTENDANCE (Continued)	1915-16	Increase or decrease compared with 1914-15	
Pupils transported within the district for whom cost of transportation is paid	8,400	1,953	I
Pupils enrolled who have attended public schools in other districts in the state during present school year	18,487	555	I
Cases of suspension or expulsion	1,747	247	D
Enrollment—			
Kindergarten	37,784	2,043	I
Grades I-IV	256,602	4,929	I
Grades V-VIII	157,718	9,246	I
Grades IX-XII	46,103	4,630	I
Rural schools—one room	23,668	1,204	D
Rural schools—two room	15,634	737	I
Subnormal classes	2,224	53	D
Classes for blind	26	5	I
Classes for deaf	104	10	I
Training classes	374	57	I
Other special classes	50	7	I
Number of children public schools will seat	529,171	23,452	I
EVENING SCHOOLS			
Number of evenings the schools were maintained, including legal holidays and institute days	69	2	I
Male pupils enrolled	23,488	4,131	D
Female pupils enrolled	15,156	585	D
Total pupils enrolled in evening schools	38,644	4,716	D
Attendance (1 night = ½ day)	580,522 ½	106,486 ½	D
Men teachers	381	55	D
Women teachers	502	73	D
Total teachers employed in evening schools	883	128	D
Total salaries of evening school teachers	\$192,017.75	\$28,863.32	D
Average salary per night paid to men teachers	3.60	.16	D
Average salary per night paid to women teachers	2.81	.06	D
Amount expended for all other salaries, supplies, etc.	40,872.07	1,565.46	D

NUMBER OF TEACHERS	1915-16			Increase or decrease compared with 1914-15		
	Men	Women	Total	Men	Women	Total
Total number of teachers	2,414	14,327	16,741	133 I	639 I	772 I
Superintendents	37		37	2 I		2 I
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 the system under direction of the superintendent)	6		6	1 I		1 I
Approved Supervising Principals	83	4	87	1 D	1 I	
Disapproved Supervising Principals (Those who devote their time to administration and supervision of instruction of a group of schools)	73	20	93	7 I	3 I	10 I
Non-teaching Principals (Those who devote their time to administration and supervision of instruction of a school)	238	140	378		17 D	17 D
Supervisors (Those who direct and assist teachers in matters pertaining to instruc-						

SCHOOL REPORT.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

NUMBER OF TEACHERS <i>(Continued)</i>	1915-16			Increase or decrease compared with 1914-15		
	Men	Women	Total	Men	Women	Total
tion other than supervising and non-teaching principals)	7	42	49	1 I	11 I	12
Special Supervisors (Those who assist teachers in matters pertaining to instruction in special subjects)	41	147	188		9 I	9
Teachers rural schools (one room) (A rural school is one located either in the open country or a village, the majority of whose pupils are the children of farmers and others living in the open country) . . .	107	613	720	16 D	11 D	27
Teachers rural schools (two room) (Teachers considered in the one and two-room rural school tables are not to be considered in the grade teachers' tables)	69	375	444	3 I	8 I	11
Teachers Kindergarten		659	659		18 I	18
Teachers Grades I-IV	13	5,793	5,806	1 D	172 I	171
Teachers Grades V-VIII	269	3,889	4,158	21 I	228 I	249
Teachers Grades IX-XII	666	1,148	1,814	47 I	113 I	160
Short Term Teachers (Teachers 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)	3	27	30	3 D	4 I	1
Substitute Teachers (Teachers not assigned to regular classes or teaching for less than four months)		53	53	5 D	21 I	16
Special Teachers—Ungraded, Backward and Incurable classes	8	48	56	2 D	24 D	26
Special Teachers—Teacher Clerks	3	164	167	2 I	20 I	22
Manual Training Teachers—Day (Includes supervisors and teachers devoting full time to the work. Those not devoting full time should be classed as regular day school teachers and not manual training teachers)	173	206	379	20 I	8 I	28
Manual Training Teachers—Evening	23	14	37			
Vocational Teachers—Day	40	46	86	11 I	10 I	21
Vocational Teachers—Evening	108	65	173	49 I	29 I	78
Evening School Teachers (Teachers considered in the day school tables and teaching in the evening schools are considered in this table)	381	502	883	55 D	73 D	128
Foreign-born Evening School Teachers (receiving state aid)	18	59	77	12 I	15 I	27
Special Teachers—Subnormal Classes	2	153	155	1 D	15 I	14
Special Teachers—Deaf Classes		11	11		2 I	2
Special Teachers—Blind Classes		3	3			
Special Teachers—Unclassified	46	146	192	18 I	63 I	81
Trained Teachers, men and women			12,484			773
Untrained Teachers men and women (exclusive of evening school teachers)			3,087			13

SALARIES OF TEACHERS	1915-16		Increase or decrease compared with 1914-15	
	Men	Women	Men	Women
Average salary per year paid to all day school teachers (15,528) not including superintendents, assistant superintendents, or evening school teachers of any kind		\$872 34		\$10 48 I

COMMISSIONER OF EDUCATION.

SUMMARY OF STATISTICS—Continued.

For the School Year Beginning July 1, 1915, and Ending June 30, 1916.

SALARIES OF TEACHERS (Continued)	1915-16		Increase or decrease compared with 1914-15	
	Men	Women	Men	Women
Average salary per month paid to all day school teachers	94 82		63 I	
Average salary per year paid to Superintendents	\$3,381 08		\$130 34 I	
Approved Supervising Principals	1,711 33	1,675 00	10 92 I	\$108 33 D
Unapproved Supervising Principals	1,904 87	1,405 00	87 40 I	12 64 D
Non-teaching Principals	2,345 58	1,482 14	52 62 I	10 99 I
Supervisors	1,442 85	1,359 16	392 85 I	31 16 D
Special Supervisors	1,486 58	1,053 54	12 20 D	20 87 I
Rural School Teachers—one room.....	553 32	481 42	30 60 I	4 23 I
Rural School Teachers—two room.....	661 15	532 24	80 D	5 11 I
Kindergarten Teachers		760 04		6 47 I
Elementary Teachers—Grades I-IV.....	760 00	737 00	105 22 I	7 86 I
Elementary Teachers—Grades V-VIII...	955 01	831 43	17 03 I	10 32 I
High School Teachers—Grades IX-XII...	1,578 17	1,027 46	26 69 I	16 10 I
Short Term Teachers	871 00	394 34	318 00 I	44 41 D
Substitute Teachers		544 62	780 00 D	37 06 I
Special Teachers—Ungraded, Backward and Incurable Classes	1,037 50	943 83	64 50 I	166 71 I
Manual Training Teachers—Day	1,134 32	928 64	45 01 D	19 10 I
Manual Training Teachers—Evening	*184 39	*104 78		
Vocational Teachers—Day	1,355 00	1,001 67	15 69 D	23 86 I
Vocational Teachers—Evening	*299 46	*280 31		
Evening School Teachers	*248 46	*193 92		
Foreign-born Evening School Teachers..	*197 36	*149 54		
Average salary per night paid to Manual Training Teachers—Evening Schools...	*2 67	*1 51		
Vocational Teachers—Evening Schools...	4 34	4 06	34 I	06 I
Evening School Teachers	3 60	2 81	16 D	06 D
Foreign-born Evening School Teachers...	2 86	2 16	35 I	48 D

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

SCHOOL TERM	1915-16	Increase or decrease compared with 1914-15
Average time schools were maintained (a school month is 20 days)	9 mos. 4 days (184 days)	1 day I
SCHOOL DISTRICTS, HOUSES, ETC.		
School districts	480	2 I
Buildings owned	2,125	45 I
Buildings rented	69	6 D
Total school buildings	2,194	39 I
Classrooms	13,938	812 I
Buildings completed during year	66	6 I
Buildings enlarged or remodeled during year...	56	10 D
One room buildings	827	17 D
Two room buildings	300	7 I
Three room buildings	67	1 I
Four room buildings	180	13 I
Five or more room buildings	820	35 I
School building plans approved.....	179	33 D

SCHOOL REPORT.

VALUATION OF SCHOOL PROPERTY		
Total value of school property	\$69,293,017 86	\$4,938,184 61
Average value of New Jersey school buildings..	31,582 96	1,719 93
GRADUATES OF STATE NORMAL SCHOOLS		
Trenton	260	18 1
Montclair	170	57 1
Newark	313	84

Respectfully submitted,



Commissioner of Education.

PART II

REPORTS OF ASSISTANT COMMISSIONERS

For year ending June 30, 1916

ELEMENTARY EDUCATION

PREPARED BY

ZENOS E. SCOTT

Assistant Commissioner in charge of Elementary Education

I respectfully submit the following report for the school year 1915-16.

DIRECT SUPERVISION THROUGH STATE DEPARTMENT.

In visiting the rural and town schools of the state with the county superintendents, I had opportunity to judge the quality of schoolroom instruction throughout the various counties, and to sense the varied and difficult problems with which the county superintendents must work. With this as a basis I was able to offer suggestions on the quality of instruction in the different schools of the state, to illustrate how better work could be accomplished, and to give encouragement in the work which they were doing. In several counties, in accordance with your suggestions it was possible to have a one or two days' meeting with the county superintendent and the various supervising principals. The problem was to influence to the greatest extent possible the quality of teaching and the quality of supervision in a given county. In all cases the hearty cooperation and the keen interest shown by the supervisors and county superintendent made this method of supervision stimulating and, in my estimation, extremely important for the schools of the state. The method can be best illustrated by the following account of the two days' conference held in Ocean County.

On Thursday and Friday, February 3 and 4, the six supervising principals of the county, together with Assistant Commissioner Scott and the county

superintendent, convened to visit schools and to discuss the work of the supervising principal in regard to his responsibility for educational leadership: (1) with the teachers in service, (2) with the community and board of education.

The meeting began with a visit to the assembly exercises in the Lakewood Fourth Street Grammar School, where about 400 children were assembled. Following this the principals visited one room of each of the elementary grades, observing regular work in reading, arithmetic, writing and language. In the afternoon similar visits were made to the third, fourth, seventh and eighth grades of the Lakewood Central School, observing recitations in civics, history, spelling, reading and writing.

In order that the many interesting features during the day's visit might be talked over while fresh in the minds of all, the discussion began immediately after school closed. Mr. Scott conducted this conference. Its aim was to determine the most helpful criticism that could be given by the supervising principal to the teachers visited, in view of the work observed. Each principal in turn was given an opportunity to make a criticism and his contribution was itself criticised by the others in most helpful ways. The advantages, as topics for discussion, of concrete examples of some school problems with which all had made themselves acquainted was decidedly apparent.

The entire group met in the evening for a session lasting over three hours. Each principal led on a topic which had been previously assigned to him. Among these were the following:

What in general are the marks of a good school to a casual but interested observer; i. e., of a school with a real and evident service to the community?

What in particular are the marks which indicate the school visited to be a good school?

What are the under-surface indications of service rendered in the school visited?

How may this school evidently render greater service; in kind? in amount?

The relation of the principal to the school activities such as contests, school exhibits, meetings of home and school associations, etc.

Friday morning was spent in the one room school at Laurelton, where five different grades were represented. The principal aim here was to see a full program of school work in a one-teacher school. In the afternoon the visit of the morning and the several recitations were discussed in the same manner as the visits of the previous day. The principles of efficient schoolroom supervision were applied to the concrete problems arising in the one room rural school.

The county institute, county association and teachers' group meetings offered other ways by which I was able to get acquainted with the quality of teaching throughout the state, and to offer direct help and suggestions. Through the sectional meetings of the county institutes I met the teachers of all the grades. In these meetings I discussed practical questions concerning the teaching of certain subjects, e. g., hygiene, reading and history. In most cases, regular classroom work was conducted, the teachers being used



NEW VILLAGE SCHOOLHOUSE, FRANKLIN TOWNSHIP, WARREN COUNTY



OLD AND NEW AT RICHLAND, BUENA VISTA TOWNSHIP, ATLANTIC COUNTY



OLD AND NEW AT MILMAY, BUENA VISTA TOWNSHIP, ATLANTIC COUNTY



BROADWAY SCHOOLHOUSE, FRANKLIN TOWNSHIP, WARREN COUNTY

as pupils. This proved to be a very economical and efficient way to get the teachers to respond freely and quickly.

Through the county association and teachers' group meetings, I carried out the same plans. There was an added advantage here, however, due to the fact that the groups were smaller, therefore, more direct discussion was obtained in these meetings. I should like to commend heartily the practices of many of the county superintendents in having one or more series of teachers' group meetings throughout the country. My attendance at many of these meetings proved to me that they furnish an excellent means through which the county superintendent can directly affect the quality of teaching.

GENERAL PROGRESS IN ELEMENTARY SCHOOLS.

On the part of the majority of the teachers of the state, I found a general spirit of alertness and an attempt upon their part to make their schools homes for pupils, to make the work of the schools such that the pupils received practical training in how to live. These are marks of progress which must remain in our system of schools if the system is to improve continually. While a small number of teachers visited failed to show the qualities mentioned, yet a majority were active along the lines indicated.

I found much attention given to carrying out the spirit of the monographs which have been issued by the State Department. The county superintendents should be given much credit for the way in which they constantly utilize the monographs as a means of securing better teaching. Whenever the superintendents stimulate the teachers to study the monographs carefully and to use them as their immediate guide in amount and kind of subject matter to be presented, and in methods and principles of teaching, they are making it possible for the children of the state to receive better training.

Another factor which showed the general progress in our schools was the attitude of the pupils in the elementary grades. In all cases where there were good teachers at work, I found that the children wanted to improve in their school work, that they were happy in their work, and that they were working earnestly to make others happy. Surely this indicates how important it is for the schools to have good teachers. One big problem in supervision is to increase the number of such teachers each year, making the school system truly efficient.

If boards of education especially in rural districts and small towns will raise their standards for teachers, both with respect to the amount of training which they demand in teachers, and the amount of money which they pay, they will take a big step toward making the schools of their community better. By doing this they will be spending the community's money more wisely. *A poor teacher who receives a low salary is the most expensive factor in our educational system. A well trained, efficient teacher is the least expensive factor, because she gives more than value received.* The time ought to come soon when all our teachers are Normal or College trained teachers, when they are selected because of this training plus their native abilities to lead and teach children.

I found in many parts of the state that the upper grammar grades had organized reading circles, debating clubs, literary societies; that in some places they were printing a school paper. These are indications of school progress, for they show that children of these upper grades are engaged in practical everyday affairs; that they are mature enough to assume responsibility and to carry out definite projects which require thought work and skill; that the teachers concerned are becoming aware of the many possibilities which they have of making school work count for most.

I think it is of great importance that all upper grade children of the state have opportunities to engage in some form of literary activity connected directly with the regular everyday school work. If these children are encouraged to publish a school paper, to engage in class debates, to form corn clubs, and canning clubs, and to execute classroom projects, they are receiving a training that is suited to their needs.

In many places in the state the pupils of the grammar grades have organized baseball and basketball teams which play a neighboring school. This is an important factor which is being added to make school work more stimulating and helpful. I have made it a special point to encourage the principals and teachers who are helping to carry on these means of securing more cooperation and interest from the children. I count all such phases of pupil interests and endeavor, not as an extra or outside activity added to school work, but as a regular part of a wide-awake school program. Much more emphasis throughout all the grades should be placed upon definite exercises in physical education and in free play. When the teacher appreciates that she can do her best teaching on the playground she will be willing to spend more time there.

NEED FOR GREATER AND MORE GENERAL PROGRESS.

Our state is obligated to give all children of school age equal educational opportunities. The children who happen to be in the schools where there are poor teachers may not know that they are not receiving their just rights. Indeed the patrons of these schools may not know that their children are being subjected to poor teaching. The question of determining the value of the work of the schools belongs primarily to the supervisor, who has the oversight. It is evident that where there is no one to give direct supervision, communities may have poor schools and not be aware of it. Finding out the conditions is only a small part of the supervisor's task. He must see to it that teachers who do not know how to benefit children are taught how to make their work efficient. Each community in which the schools are poor must awaken to the realization that in order to have good schools the work of the teachers must receive vigorous, stimulating supervision. The County Superintendents are doing all within their power to help these districts where poor teaching is done. Their work is showing good results, but the fact remains that there are too many such schools where much assistance is needed. The appointment of helping teachers in several counties of the state will be a big factor in solving the difficulties just mentioned.

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THE PUBLIC'S RESPONSE TO BETTER SCHOOL WORK.

The public has responded to America's school system for several years, but somewhat indifferently. For the past few years, however, this response has been more cooperative, more stimulating, and more sympathetic. Throughout the schools of New Jersey I have been pleased to note that the public has shown an interest in teachers' gatherings. It has come to know that when the teachers meet to discuss the work of public education, they are in earnest, striving to find a better way to better serve the children of the state. When the general public takes such interest and encourages the teachers both by visiting their classrooms and by attending their meetings, the public is doing a great service for its school children.

The newspapers of the state have given much attention to the work of the schools, both by general news items and by editorial articles. This is another indication that the public is responding to our earnest efforts to make a better school system.

Perhaps the most significant response that has been made by the public is through the Home and School Leagues and Parent-Teacher Associations. It was my privilege during the past year to address several of these meetings in different sections of the state. In all cases I found that the members were enthusiastic in their efforts to learn what to do and how to do it. They represent a new force in public education which is bringing the school closer to the home, which is helping the teacher to be more enthusiastic in her work, and to be better understood both in the school and in the home.

EVENING SCHOOLS FOR FOREIGN BORN.

Among my various duties as assistant commissioner, I am responsible for the inspection and supervision of the work of the evening schools for foreign born residents in the state. In accordance with the state school law, as shown in article XIII, sections 174 and 176, these schools are conducted in order that the foreign born residents may have opportunities to receive instruction in the English language and in the form of government and laws of New Jersey and the United States. The different city superintendents where these schools are held are at work diligently to carry out the provisions of this law. Many difficulties confront them in this work. For example, it is hard to obtain a high percentage of attendance in these schools. This is a serious handicap, especially toward the end of the term. The wide variation in ages of those instructed also presents difficulties. Many of the pupils are mature men who have had no direct training in learning our language. These men are necessarily put in groups with younger men who can learn the language quickly. Another handicap is the fact that it is difficult, in this beginning attempt, to find suitable textbooks. I have suggested to the different superintendents who are immediately responsible, that they work out a specific course of study for the evening schools. This is now being done. There is no doubt in my mind but that a course of study, rather definite in its scope, will be a great help to the teachers in these schools.

SCHOOL REPORT.

In my opinion, the attempt to Americanize our foreign born population above fourteen years of age is an educational necessity. New Jersey is making a good beginning in this attempt.

SURVEYS.

During the year I have been called by certain local boards of education to make surveys of their schools. Such surveys were made in conjunction with the county superintendents, and in some cases, where the survey dealt with secondary and industrial phases of school work, in conjunction with my colleagues, Messrs. Meredith and Carris. In most cases, one or more meetings were held in which members of local boards of education, supervisor, county superintendent and assistant commissioners met and discussed work to be done, and the finding of the committee. I made written reports to local boards and to the supervisors concerning the elementary school system. I count such method of checking the work of a system as a very important factor in making for more cooperative and stimulating school administration.

MONOGRAPH IN GEOGRAPHY, HISTORY AND CIVICS.

I have also been at work throughout the year in the preparation of a monograph in geography, history and civics. This monograph is now ready for the printer. It is the seventh elementary monograph issued by the Department and it completes the regular subjects in the elementary schools.

It is a pleasure to acknowledge the cooperation of the members of the Department, and the response that has come from the county superintendents, supervisors and teachers of the state.

SECONDARY OR HIGH SCHOOL EDUCATION

PREPARED BY

ALBERT B. MEREDITH

Assistant Commissioner in charge of Secondary Education

The following report for the year ending June 30, 1916, is respectfully submitted. The statistics given herewith are based upon the detailed reports filed in this office.

TABLE I

COMPARATIVE STATISTICS OF TOTALS

	1912	1913	1914	1915	1916	Inc.	Dec.
Approved four year high schools.....	112	121	127	133	136	3	0
Partial high schools (three year)	21	15	13	14	11	0	3
Registered two year high schools	18	17	11	7	7	0	0
Registered one year high schools	2	2	2	2	2	0	0
Total enrollment in high schools	28,479	33,151	38,099	44,314	50,030	5,716	
Pupils attending high school from adjoining districts	4,909	6,229	6,975	7,678	9,088	1,410	
Total enrollment of State	459,189	478,935	496,899	519,880	540,287	20,407	
High School Teachers							
Men	425	493	541	619	714	95	
Women	805	867	967	1,035	1,138	103	
Total	1,230	1,360	1,508	1,654	1,852	198	

In connection with the above figures the following may be noted:

1. The number of four year schools has been increased by three, with a corresponding decrease in the number of three year, or "Partial" high schools. The schools which have been expanded to four year schools are: Pleasantville (Atlantic County), Cliffside Park (Bergen County), Hanover Township (Morris County).

2. The total enrollment in all schools has increased by 5,716, or 12.9 per cent., a slight decrease compared with the gain from 1914 to 1915, which was 16.2 per cent.

3. In 1912 the high school enrollment was 6.2 per cent. of the total enrollment of the state, whereas in 1916 the figure is 9.2 per cent.

4. Based upon the total enrollment of the high school, 18.1 per cent. of the pupils attend school outside their home districts. Last year as compared with 1914 the percentage was 17.3.

SCHOOL REPORT.

Compared with the increase in the total enrollment of the high schools the increase in the number of transported pupils is greater. The figures are 12.9 per cent. and 18.4 per cent. respectively.

5. The number of teachers has increased by 198, 95 men and 103 women, or by 11.9 per cent. The average number of pupils per teacher has increased from 26 to 27.

At the present time there are 54 registered private secondary schools, distributed as follows: four year schools, 49; three year schools, 2; one year schools, 3; with a total enrollment of approximately 4,300 pupils. During the year the Collegiate Institute at Paterson has been added to the four year list, and Hoboken Academy has been advanced from a three year school to the four year group. During the past five years a number of private secondary schools have been closed, doubtless very largely due to the rapid development of public secondary education in their immediate neighborhood.

TABLE II
TOTAL ENROLLMENT BY CLASSES OF SCHOOLS

<i>Grade IX</i>					
	1912	1913	1914	1915	1916
Four year schools.....			16,483	19,259	22,569
Three year schools.....			198	256	163
Two year schools.....			240	187	161
One year schools.....			77	6	7
Total		15,121	16,998	19,708	22,900
<i>Grade X</i>					
	1912	1913	1914	1915	1916
Four year schools.....			9,322	10,782	12,524
Three year schools.....			161	166	107
Two year schools.....			132	106	91
One year schools.....			43	3	0
Total		8,421	9,658	11,057	12,722
<i>Grade XI</i>					
	1912	1913	1914	1915	1916
Four year schools.....			6,199	7,374	8,013
Three year schools.....			118	124	59
Two year schools.....			34	12	0
One year schools.....			0	1	0
Total		5,932	6,351	7,511	8,072
<i>Grade XII</i>					
	1912	1913	1914	1915	1916
Four year schools.....			5,085	6,038	6,336
Three year schools.....			0	0	0
Two year schools.....			7	0	0
One year schools.....			0	0	0
Total		4,272	5,092	6,038	6,336
Grand Total	28,479	33,746	38,099	44,314	50,030

TABLE III
PERCENTAGE OF ENROLLMENT BY GRADES

	1913	1914	1915	1916
Grade IX.....	45.1	44.6	44.4	45.75
Grade X.....	24.9	25.3	24.9	25.42
Grade XI.....	17.5	16.6	16.7	16.13
Grade XII.....	12.5	13.5	14	12.7

COMMISSIONER OF EDUCATION.

DIAGRAM OF ABOVE TABLE

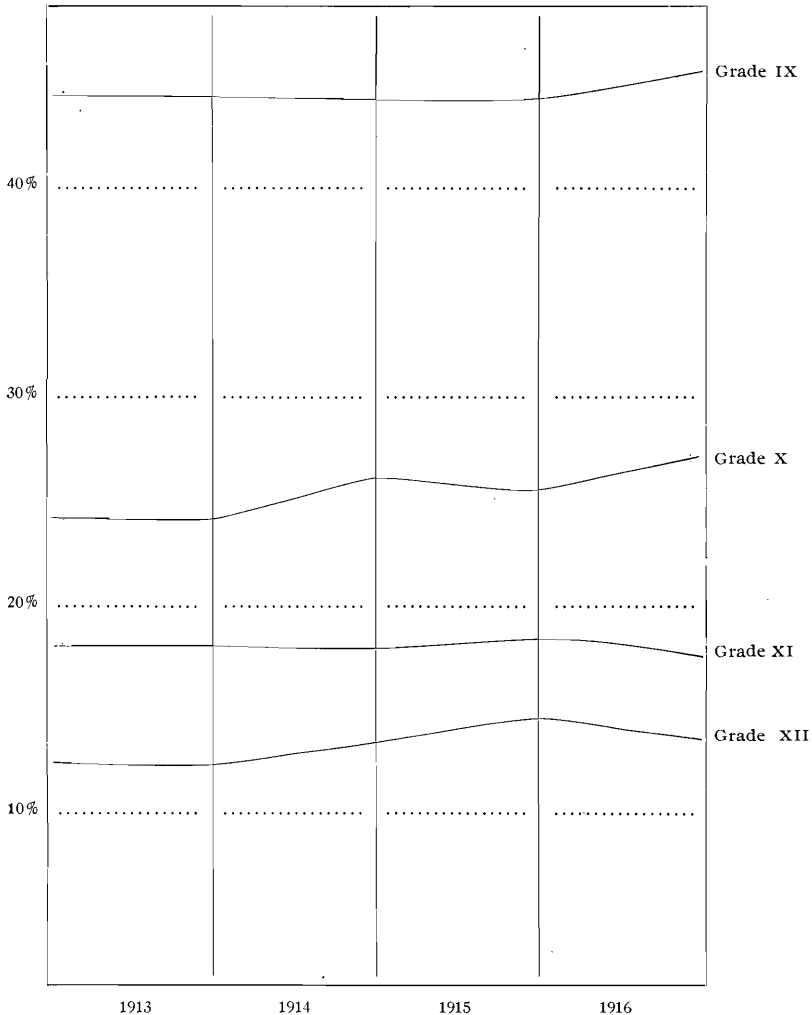


Table II shows comparatively for four years the distribution of pupils by grades, and in addition, for three years their distribution by classes of schools.

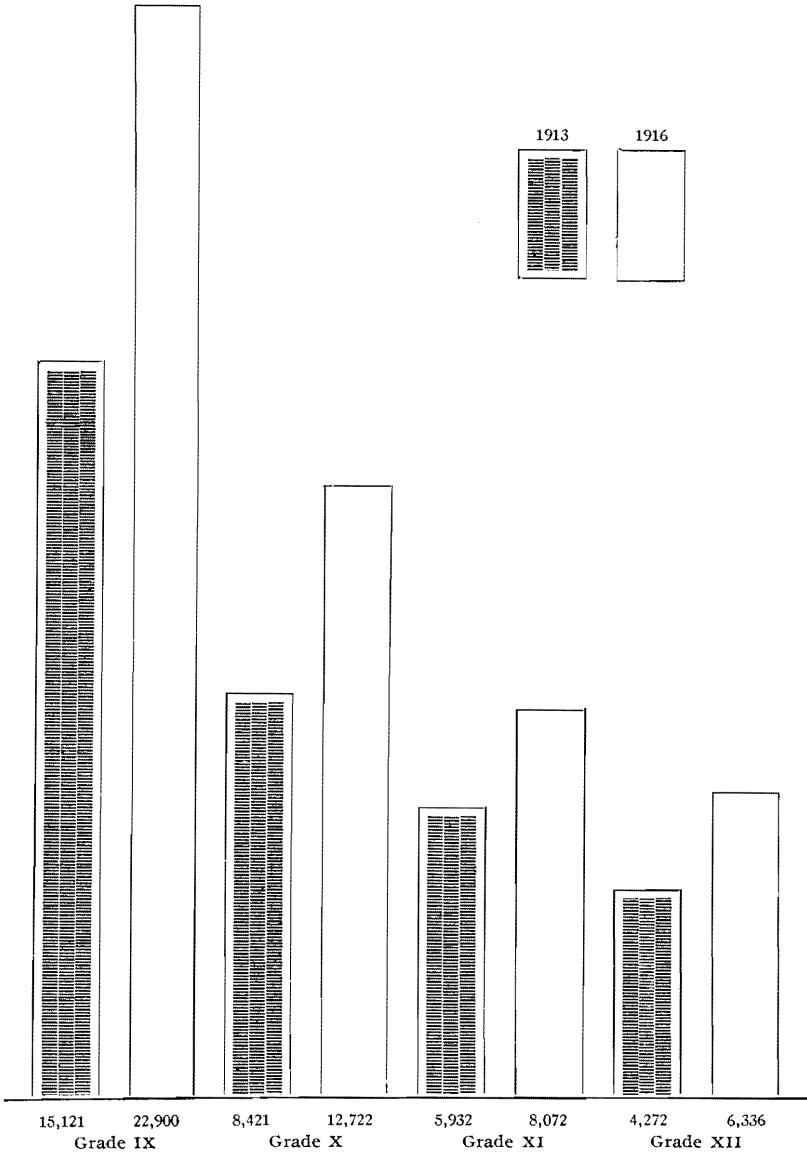
Table III shows the distribution in per cent. of the different grades for a period of four years. The diagram accompanying the table indicates more clearly the slight variation from year to year that each grade bears to the total enrollment. Comparing the figures of New Jersey with those given in the 1914 report of the United States Commissioner of Education, but a slight difference is noted, e. g., Grade IX, U. S. 41 per cent., N. J. 44.6 per cent.; Grade X U. S. 27.05, N. J. 25.3; Grade XI U. S. 18.5, N. J. 16.6;

SCHOOL REPORT.

The slight increase last year in the ninth grade is to be partly accounted for by the relatively large increase in the enrollment for the shorter commercial and industrial curricula offered in Jersey City, Newark and Hoboken.

TABLE IV

DIAGRAM SHOWING ENROLLMENT BY GRADES FOR THE YEARS 1913 AND 1916



COMMISSIONER OF EDUCATION.

In table IV a comparison between the enrollment by grades is graphically shown for the years 1913 and 1916.

TABLE V
DIAGRAM SHOWING PERSISTENCE OF ENTERING CLASS OF 1913

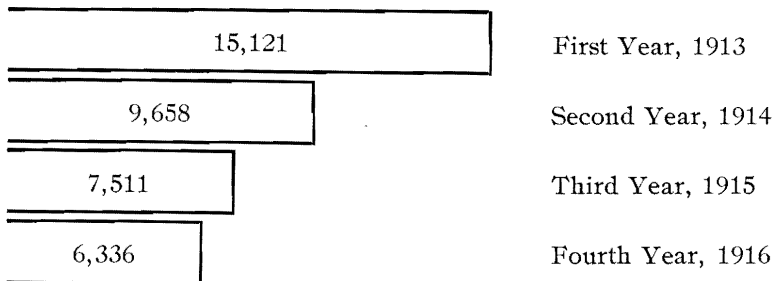


Table V shows graphically the persistence in enrollment of the class of 1916, which began as a ninth grade class in 1913. Calling the enrollment of 15,121 in 1913, 100 per cent., the successive classes in percentage of the first class are 63.8, 49.6 and 41.9 respectively. In other words approximately 50 per cent. of those who entered were found in the third year and nearly 42 per cent were in the twelfth year of school, or the fourth year after entering the high school.

TABLE VI

DISTRIBUTION OF GRADUATES PROPOSING TO ENTER HIGHER INSTITUTIONS

	1912	1913	1914	1915	1916	Incr.	Decr.
Colleges					1,144		
Technical Schools	751	899	986	1,160			
Normal Schools					222	206	
Law Schools	32	48	47	69	64		5
Medical Schools	67	47	32	42	54	12	
Dental Schools	20	47	24	36	56	20	
Other Higher Institutions...	156	136	139	191	257	66	
Total	1,795	2,065	2,285	2,602	3,028	426	
Total Graduates	3,120	3,747	4,028	4,531	5,520	989	
Per cent of graduates proposing to go on for additional study	57.5	55	56.7	57.4	54.8		2.6

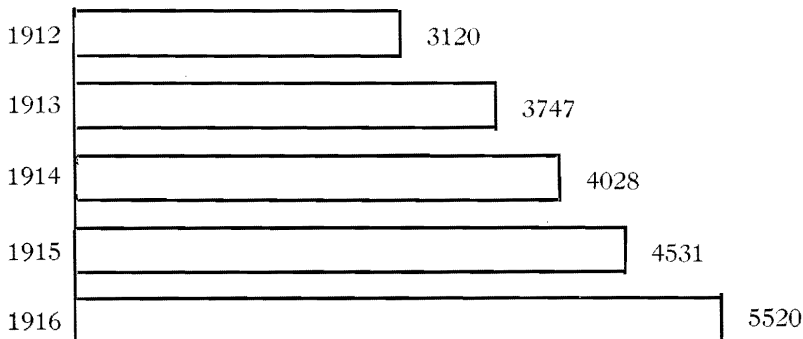
Table VI shows comparatively the proposed distribution of certain of the graduates of each year together with the ratio that those groups bears to the total number of graduates. It is apparent that the percentage of graduates who propose to go on in their formal work of education is practically constant, the slight fluctuation from year to year being due to temporary causes. Each of the schools listed requires four years of high school work for entrance, with the medical schools coming to require in addition one and two years of work in a college of arts and sciences. Other professions than those suggested by the types of schools also require four years of high school work. Thus the high school is becoming legally the preparatory

SCHOOL REPORT.

school for vocations or professions other than teaching. These professions are having a direct influence upon the curricula of the various high schools comparable to what has been sometimes called "college domination." Among the prominent demands upon the high schools are those for courses in biology, physics and chemistry. There is no four year high school that does not offer at least physics or chemistry, and the great majority offer both.

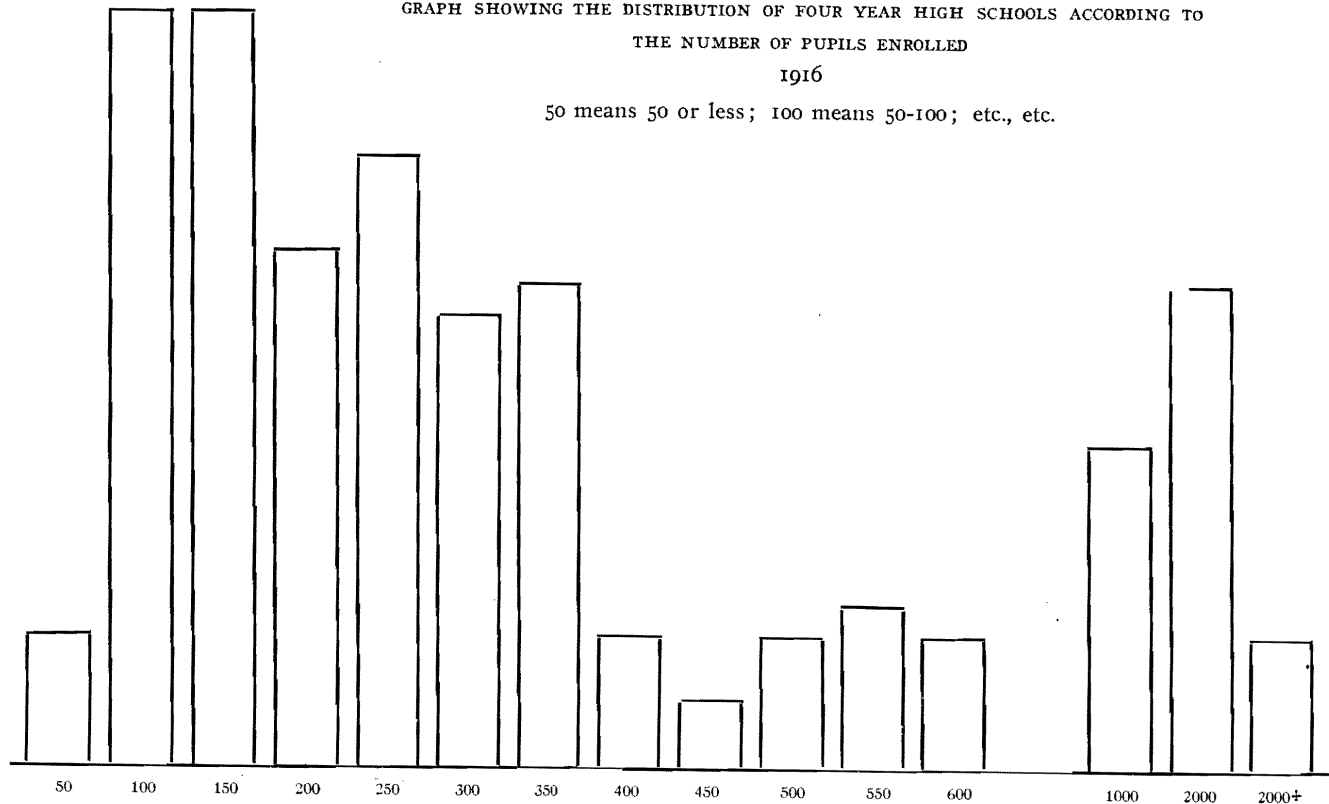
The graph shows to scale the total number of graduates for five successive years.

GRAPH SHOWING GRADUATES



GRAPH SHOWING THE DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO
THE NUMBER OF PUPILS ENROLLED
1916

50 means 50 or less; 100 means 50-100; etc., etc.



SCHOOL REPORT.

TABLE VII

DISTRIBUTION OF FOUR YEAR HIGH SCHOOLS ACCORDING TO NUMBER OF PUPILS ENROLLED

Number of Pupils between	Number of Schools		
	1912	1913	1916
0 and 50.....	28	7	3
51 " 100.....	32	35	29
101 " 150.....	13	24	29
151 " 200.....	15	12	11
201 " 250.....	6	11	13
251 " 300.....	3	6	9
301 " 350.....	3	3	10
351 " 400.....	3	2	3
401 " 450.....	0	2	1
451 " 500.....	3	5	3
501 " 550.....	4	0	4
551 " 600.....	4	1	3
601 " 650.....	4	1	0
650 " 1000.....	0	7	6
1000 " 2000.....	3	4	9
2000 " over.....	2	1	3
Total	123	131	136

Table VII shows a comparison for three years of the different four year high schools according to the total enrollment of the schools. It is evident that the most frequent kind of schools are those enrolling from 50 to 100 pupils each, and those enrolling from 100 to 150 pupils each, since there are 29 such schools in each group.

An examination of the actual enrollment in the nine schools having at least a thousand pupils each shows that together they enroll 21,090 pupils, or 42.1 per cent. of the total high school enrollment of the state.

One hundred four schools, or 76.5 per cent. of the total number of four year schools, enroll less than 350 pupils each, and 44.8 per cent. of the schools enroll less than 150 each.

The high school problem in New Jersey is largely, then, that of the small school, with a restricted program of studies, at one end of the list, and the large cosmopolitan and urban school at the other extreme. The undesirability of uniform curricula for the state is at once apparent. In practice, each school is studied in the light of its particular problem, and its curricula approved according to certain guiding principles.

In my report for the year ending June 30, 1913, there were tables showing the number of pupils pursuing the various subjects offered in the high school programs of study, compared with the number studying the same subjects in 1912. Similar figures had been collected for previous years. Because of the work entailed at each school in securing returns each year, and because of certain possible temporary causes which might tend to make yearly comparisons misleading in any attempt to interpret the figures, it was deemed wise to collect data for all subjects but once in five years, but at shorter intervals to study the figures for some one group of subjects. Accordingly, this year I have indicated below, in table VIII, the enrollment in each of the commercial subjects offered in four year high schools.

COMMISSIONER OF EDUCATION.

ENROLLMENT BY YEARS IN CLASSES OF THE VARIOUS COMMERCIAL SUBJECTS

TABLE VIII

SUBJECT	Grade IX		Grade X		Grade XI		Grade XII		Total		Total Enrollment	Per cent of enrollment	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		No. of Schools	ment
Biography	441	986	839	1,373	804	1,180	492	753	2,576	4,292	6,868	123	13.7
Typewriting	687	1,287	875	1,365	782	1,211	531	880	2,875	4,743	7,618	123	15.2
Bookkeeping	2,542	2,658	1,608	1,774	432	469	229	253	4,811	5,154	9,965	130	19.9
Business Practice	335	405	100	86	75	104	93	141	603	736	1,339	33	2.6
Commercial Arithmetic	521	880	1,987	2,347	576	573	148	207	3,242	4,007	7,249	110	14.4
Commercial Geography	292	249	284	397	90	130	164	224	830	1,000	1,830	60	3.6
Commercial Law	41	51	181	179	263	285	289	447	774	962	1,736	71	3.4
Economics			16	32	21	27	231	345	268	412	681	28	1.3
History of Industries	305	416	87	174	149	137	19	29	560	756	1,316	32	2.6
Citizenship	750	403	24	10					774	713	1,487		
Banking							36	6	36	6	42	1	
Advertising							67	63	67	63	130	1	
Transportation							49	21	49	21	70	1	
Accounting							45	35	45	35	80	1	
Total	5,924	7,635	6,001	7,737	3,192	4,116	2,393	3,413	17,510	22,901	40,411		

From a study of this table the following facts stand out.

1. All the conventional commercial subjects except economics appear in each school year, and in this subject 86 per cent. of the pupils taking it are in the fourth year.

2. The large enrollment in the first two years in stenography and typewriting is due to placing those subjects in the first year of the short two year vocational courses of the high schools in Jersey City, with its total school enrollment of over 4000 and in one of the largest schools in Newark. Many of the other high schools begin the stenography and typewriting in the second year and give but two years of credit for the three years of work, since in the last year but one or two periods a week are given, so as to enable pupils to retain their speed.

Experience is showing in this state, as elsewhere, that the first high school year is too early to begin stenography. A pupil's foundation in English and in general knowledge is too meager to make possible the development of a high degree of skill in shorthand, and even with such skill as may enable a pupil to get a position in two years after entering the high school, the stenographer generally fails to advance because of his lack of broader training. Already there are evident in the schools offering two year curricula, signs of a change in policy whereby stenography will be postponed until the third and fourth years. Another element in this tendency is the fact that the size of the second year classes is too small to warrant the expenditure, since the first year high school mortality is very high, notwithstanding the presence of this immediately utilitarian subject in the program of studies.

3. Nearly every four year high school—130 out of a total of 136—offers some work in bookkeeping, and the percentage of the total enrollment, 19.9 per cent., is the largest of the commercial subjects. Seldom is more than two years of work given, and the largest number of pupils taking it do so in the first two years. Commercial teachers are generally agreed that two years, with ten periods a week of unprepared work, or five periods of prepared work, are sufficient to teach the principles of bookkeeping. Nothing seems to be gained by extending the work to include any large variety of businesses, since each business has its own particular system of keeping accounts, and a high school graduate is seldom given the responsibility of caring for a complete set of books. The novice is usually assigned to some one phase of the recording of business transactions, and for this he needs chiefly habits of accuracy, neatness and despatch.

Intimately associated with bookkeeping is business practice, which includes a variety of activities and topics, from an introductory study of elementary business papers and materials in the first year to work in filing, care of school supplies, and clerical work in the principal's office. A few schools are utilizing the administrative side of the school as a field for practical work. Typical stock room records are kept and accounts opened with teachers and pupils in connection with the receipt and distribution of books and materials; the accounts of the lunch room are handled by one group of pupils and audited by another; the accounts of the various athletic and social organizations are audited by advanced pupils; in short, whatever business side of school administration there may be is utilized as a

field of application. Work of this character is to be highly commended, and it is hoped that all schools, whatever their size, will encourage this sort of real business.

4. Economics appears chiefly as a fourth year subject, and 10.9 per cent. of the enrollment of that year are in its classes. This field of interest is of such great importance for intelligent citizenship that its possibilities ought not to be solely identified with commercial curricula, as is too frequently the case. It is my judgment that every four year school should be required to offer at least half a year's work in economics, and that all pupils should be encouraged to take the course. One difficulty in making economics compulsory at once in all schools is the inadequate supply of teachers.

5. Courses in banking, advertising and transportation are given in but one school, although it is likely that within a few years these subjects will appear in a larger number of schools. Such courses are broader in their scope than those usually given in the curricula leading to clerkships. Clerkship courses are at present the predominating types.

The fact that stenography, typewriting and bookkeeping, the characteristic subjects in commercial curricula, are taught in 90 per cent. and 95.6 per cent., respectively, of the four year schools is striking evidence that the demand for these utilitarian or vocational subjects is widespread in New Jersey. The presence of the other subjects of the table given above is dependent largely upon the size of the school, although in part determined by the purpose in offering business subjects.

In the larger schools the commercial curricula are more vocational in character. The work is focused upon the ideal of turning out a capable stenographer and typist or an efficient bookkeeper. What the curricula lack in breadth by their omission of science, history and mathematics, as well as the practical arts, they make up in their intensity of application to the more strictly business subjects. When the work is concentrated into two years, the energy of the pupils is still more strongly short focussed. Such vocational courses sometimes include actual work in offices and stores.

By law, courses of this character are excluded from the type of vocational schools organized for instruction in agriculture and mechanical and household arts, and the question may be raised as to the advisability of continued separation. The flexibility in the organization and administration of vocational courses whereby much of the work is done outside of the formal school surroundings, and carried on at the seat of the industry or occupation itself would make training for business and clerical pursuits more real and effective.

Such strictly vocational courses should not be begun any earlier than the tenth school year, and better in the third year of high school.

The other type of commercial curriculum is that in which only a few of the business subjects are taken, these usually being the stenography and typewriting and one or two years of bookkeeping. With the work in mathematics, foreign language and history, such courses lead on to the higher schools of business and also to the normal school, for either the general teachers' course or for the commercial teachers' course. The core of this general course in the high school is the cultural subjects, so called, while the fringe is the utilitarian subjects. Many pupils take such a course without expecting to go into clerical positions but in order to have a knowl-

edge of the commercial arts as a part of a general education with a possibility if necessary of turning such knowledge and skill to remunerative ends.

Curricula of this sort, while found in the large schools, are more characteristic of the smaller schools.

At the present time ideals of secondary commercial education are undergoing a rapid change, probably due in very large part to the influence of the general movement throughout the country for vocational education. One result of the present interest will be to take commercial education, which hitherto has been largely in the hands of private corporations and individual proprietors, and which, in spite of some good accomplished, has been characterized by unscientific and poorly defined aims, and place it upon a more defensible plane as to its practices and the theories which underlie those practices, and further, to more and more incorporate it as a part of the business of the public high school and of the municipal college or university when the latter shall be realities in New Jersey. Moreover, the newer tendency is to inquire more scientifically into the conditions actually existing in the world of business and to make the school fit those conditions. One important result of such study will be the discovery that there are many occupations which are as yet but partially analyzed, such as salesmanship, advertising, transportation, office administration, but which when more thoroughly studied, will lead to systematic training for those proposing to enter these fields. A beginning of special training in these fields may be found in a few New Jersey high schools.

At the second Pan-American Congress, Professor Paul Monroe in speaking of the future of commercial education, said:

"The problem for the immediate future is such an organization of secondary education as will place within the reach of every youth in the country the opportunity for a commercial or an industrial education which shall not only prepare him for the business of life, but at the same time be a genuine education. The problem is a wholly different one from that of the private business school. The new curriculum must include a greater variety of subjects. It must consider business from the social and the national as well as the individual point of view. Many problems in the organization and control of these schools have arisen and few have been finally solved. Satisfactory solutions await a longer experience.

"A further need is for the awakening of the public to the necessity and the problems of commercial and industrial education. There can be no permanent progress until the people as a whole realize that economic advance, as well as political and social stability, depend upon an adequate preparation through education for dealing with industry and business processes. Modern democracy demands as a guarantee of its well-being an increased attention to these types of practical or vocational education."

INTERSCHOLASTIC DEBATING.

Interscholastic debating bids fair to rival interscholastic athletics if the interest manifested at present in many high schools in the state is any criterion. In some instances special trains have been chartered and special cars secured to carry the enthusiastic supporters to the place of the contest.



TUG OF WAR, ROSELLE PARK, UNION COUNTY



ATLANTIC COUNTY MAY DAY FETE,
HAMMONTON



ANNEX TO NEW PROVIDENCE SCHOOL,
UNION COUNTY



BASKET BALL, BELVIDERE, WARREN
COUNTY



EQUIPPED PLAYGROUND, PENSAUKEN
TOWNSHIP, CAMDEN COUNTY



HIGH SCHOOL BOYS CLEANING NEW PLAYGROUND, RAHWAY

The attendance has been large, and the enthusiasm has been genuine and widespread. For several years among a few of the larger schools debates have been held but not until last year was the field widened and the contests organized to include some sixteen schools, in what has come to be known as the Rutgers Interscholastic Debating League. The plan originated in the Philoclean Society, an undergraduate organization at Rutgers, and the managing committee of the several debates is made up of representatives of the college and of the contesting schools.

During the past year forty schools were members of the League, and the preliminary debates began on Friday, February 11, 1916. The first debate was on the following proposition: "Resolved, That the United States should own and operate the telephone and telegraph lines within its borders."

Among the schools added this year are: Rutgers Preparatory School, Chatham, Summit, Cranford, Leonardo, Atlantic Highlands, Red Bank, Matawan, Keyport, Jamesburg, Freehold, Tuckerton, Barnegat, Ocean Grove, Point Pleasant, Lakewood, Plainfield, South Side (Newark), Central (Newark), Barringer (Newark), East Orange, Hackensack, Passaic and Bayonne. One issue of *The Targum*, the weekly paper of the Rutgers College undergraduates, has this editorial:

"That the debates are fulfilling the ends for which they were initiated by the Philoclean Literary Society is quite evident when we review the results of the series just completed and compare them with the purpose outlined by the committee in their letters of invitation to the schools now participating. The committee is to be congratulated upon the amount of success attained toward the achievement of these purposes: (a) to encourage the art of debating as a school activity; (b) to develop in our secondary schools an active competition along literary lines; (c) to cement more closely the bonds of union which unite the High Schools of New Jersey to their State Institutions of higher learning; and (d) to promote among our secondary schools an intelligent and vital interest in questions of a civic nature."

For next year the plan contemplates including a larger number of schools, and a probable regrouping by divisions. The final debate for the state championship will doubtless be the result of a challenge between winners of division debates.

Already a noticeable improvement has characterized the work of the various schools in this activity. The debaters are becoming interested in real problems which require independent thinking and which cannot be satisfactorily handled merely through library research work. While good form in presentation is not being minimized, yet an increasing value is being placed upon clear thinking and mental alertness and forceful presentation in meeting the arguments presented.

SCHOOL VISITATION.

In visiting high schools during the past year I have been directing my attention in some considerable measure to the relationship between the present elementary school of eight years and the high school. That there should be the closest coordination between these two important stages of common school education is accepted in theory by all school administrators. Prac-

tices, however, do not back up the theory to which ready assent is given. In many places the apparent idea—although it is seldom admitted—is that the high school should be for the superior pupils only; that “standards” are maintained by making it rather difficult, except for those who are fully prepared, to get into the high schools, and “fully prepared” too often means the ability to pass a set of examinations in the formal subjects of the eighth grade. Examinations, as one means of testing teaching processes, we must have, but formal semi-annual or annual examinations alone are no criterion of a pupil’s ability to do high school work. This ability is better determined by taking into account the whole character of a pupil’s previous achievement, evidence of which is gained through daily recitations, occasional tests and formal examinations, all these factors having varying weight.

While the law gives to each board of education the right to prescribe its own rules for promotion, the common practice is to use the state efficiency tests as one factor in determining admission to the high school. In the use of these tests, however, the fact should be emphasized that they represent the minimum standard for all schools in the state.

For purposes of standardization the possession of an eighth grade county certificate is considered sufficient. The practice of awarding these certificates more on the basis of a pupil’s entire record than merely upon his ability to pass a set of examinations is rapidly gaining ground, and this practice cannot be too emphatically endorsed. It cannot be too strongly affirmed, however we may exalt the machinery of promotion, that every boy and girl of high school age belongs in the high school, and it is the function of the high school to welcome every such boy and girl and to adapt subject matter, methods and organization to the needs of such boy and girl. This means, of course, some reorganization of our notions as to what constitutes a high school. The six year high school, with its two divisions of three years each—the intermediate school and the senior high school—may best represent the newer type of secondary organization. The educational problem is to place a pupil where he can get the most out of his school environment. This will mean, in individual cases, a rapid movement through the entire twelve grades, with a consequent saving of time from one to two years.

Closely related to the problem of articulation of elementary and high school, or more accurately, one important phase of the situation, is the adjustment of a pupil to his high school surroundings and work. There is a peculiar difficulty for the pupils who come to the high school from elementary work in another district, and such pupils are nearly one-fifth of the high school enrollment. Added to the newness of the school itself, there are new teachers, strange surroundings, and often transportation, with some of its attendant distractions.

Within the school there are different methods of recitation, a changed standard of discipline, and a departmental plan of administration, all of which is new to many pupils, hence the first few months in the high school become a critical period in the school life of young people.

As a result of ill-adjustment many pupils drop out of school during the ninth year, and an unwarranted number of pupils fail. To counteract these

difficulties is an important responsibility of the principal and the teachers in charge of the first year pupils.

Among the corrective influences which have been found helpful are:

1. The organization of an Intermediate School or Junior High School, comprising grades VII to IX inclusive. This type of school, which is rapidly gaining favor, makes the transition from the elementary school to the high school more gradual, and involves departmental administration, the beginnings of some high school subjects, promotion by subject, and a gradual growth of self-directed activity on the part of the pupil.

2. Conferences between teachers of the eighth grade and the high school with a view to learning more about pupils as individuals, and for the purpose of multiplying points of contact between the work of the upper elementary grades and the high school.

3. Pupil advisers, who in the larger schools may be mature teachers appointed by the principal, to help pupils in their choice of work, where choices are possible. Advice may be given upon the basis of past achievement and personal judgment of adolescent needs.

In connection with the conferences between the teachers of the highest elementary grade and the teachers of the high school, and in relation to the duties of the pupil advisers, a record similar to the pupils' record card used in connection with the examinations given to the highest elementary grade, has proved helpful.

4. Making known toward the end of the school year to pupils of the eighth grade and to their parents, preferably by inviting them to a conference at the high school, the number and specific aims of the various high school curricula. At the same time the fact may be emphasized that for entrance to practically all forms of professional service for both men and women, a full high school course is coming to be a legal necessity.

5. The method of a teacher's approach to a subject with a class. Much depends upon a pupil's seeing the significance of the subject pursued, its purpose in the plan of the school and the particular contribution it is to make to his store of knowledge or his skill. The vitality given to the instruction is dependent upon the teacher's having a keen sense of the worth of the subject gained from his own interest in it and his mastery of its details and his knowledge of its points of contact with pupils' interests and needs.

6. Relating the manual activities of the school to the major interests of the community, which are either agricultural, commercial or industrial; and also to those which directly pertain to the home.

7. Applying the principles of the different sciences and the mathematics studied to the familiar affairs of everyday life as found in business, in the shop, on the farm and in the household.

MISCELLANEOUS.

During the year, as a result of visitation and personal conference with school authorities, sixty-nine revisions of curricula have been approved by the State Board of Education. The importance of having on file in this Department an exact statement of their curricula as actually in operation

has been urged upon all schools. As a result the work of checking up secondary school credentials by the Bureau of Credentials has been greatly facilitated.

The fact that the Bureau of Credentials—which, in the name of the Commissioner of Education, issues qualifying academic certificates as required by law for certain professions—is independent of the constructive and supervisory work of this Department, is not generally realized by school principals. The Bureau takes the sworn statement of the applicant's record of work in an approved school and checks it back against the curriculum taken in the school and approved by the State Board of Education. Departures from the approved curricula are sometimes found, although in general there is a close adherence to the work as outlined and approved.

After a school has filed an official copy of its approved curricula with this Department, I frequently have difficulty when visiting the school in finding a duplicate of the curricula, and this is particularly true of the smaller schools where there are frequent changes of principals. In order to emphasize the importance of each school's having its curricula available, both for quick reference, and so that visitors and pupils may have a full knowledge of what the school offers and its conditions for graduation, the following rule was adopted by the State Board of Education:

"In each high school there shall be posted in a conspicuous place for public examination a copy of the approved curricula of the school together with the rules governing the operation of the same."

My colleague, Mr. L. H. Carris, and I have continued to cooperate, as in previous years, in checking up the practical arts courses offered in the various high schools. Seventy-three, or 54 per cent., of the high schools have courses in woodwork, 14 schools have work in iron; 49 give cooking, and 62 have courses in sewing. For these courses high school credit is asked, and in most cases allowed. To be given high school credit, however, the work must be of high school quality, which means that it must be based upon a given minimum of elementary school work in the same field. The quality of the work is determined in Mr. Carris' department, and the quality once established, the matter of points of credit toward a diploma is quickly adjusted. Since a limited amount of practical arts work is accepted toward entrance to some higher institutions, one necessity for standardization is apparent.

I am pleased to note that an increasing number of high schools are offering intensive courses in music as an elective subject. These courses cover, in some cases, four years, and are of such a quality as to demand daily preparation outside of school: they hereby take rank with other full time subjects in the high school program. These courses are of high school quality and include voice training, musical theory (including harmony), the history of music, and musical appreciation. In an increasing number of schools music is being given a more prominent place; school orchestras have been organized; glee clubs and various instrumental clubs have been formed. In some of the larger schools doubtless instrumental music may be a part of the program of studies.

There have been issued during the year two numbers of the high school

series of bulletins. These pamphlets are the *Teaching of the Social Studies*, including *History* and the *Teaching of Community Civics*.

The first outlines three courses in history and one course in economics, each representing a year's work. In addition there is an extended discussion of methods of teaching and of the aims of the social science studies, followed by lists of reference books and materials. It is expected that a new impetus may be given to social studies. Each course has been given a thorough trial in several schools, its practicability being thereby established.

The *Teaching of Community Civics* is the work of a Committee of the National Education Association. The purpose of the bulletin is to lead a pupil to see the importance and significance of the elements of community welfare, among which are protection of life and property, health, recreation, education, civic beauty, communication, transportation, etc., to know the social agencies that exist, for the purpose of securing these elements of community welfare, and to recognize his civic obligations, present and future, and to respond to them by appropriate action. This course is intended for the ninth school year, or the first year of high school. In this year the largest percentage of high school pupils are enrolled, and unfortunately it is the year in which the largest number drop out. It is most desirable, therefore, that as many pupils as possible have some concrete study of these elements in community life which make for intelligent citizenship.

A revision of the *High School Manual* is under way.

The manuscript of a bulletin on the *Teaching of Latin* is ready and it is hoped that it may be printed in the near future.

Committees of the Association of Teachers of Mathematics are preparing a bulletin on the *Teaching of the Mathematical Studies*, and similar committees of the Modern Language Association are preparing descriptions of what should constitute the content of the several courses in modern languages, together with suggestions for teaching.

Agriculture as an art is not taught in any of the New Jersey high schools. Textbook courses are offered in a few schools, such as Somerville, Newton, Shiloh and Cedarville. These courses vary in length from half a year to three years. The agricultural work at the Freehold high school extends over four years and the activities of the classroom are supplemented by opportunities in a greenhouse of the most modern construction and equipment. Similarly at Leonardo the greenhouse affords an admirable laboratory for this important industry.

Much of the physics, chemistry and biology in many of the high schools finds its application in agricultural interests. The time is undoubtedly ripe for aggressive work in this field, and it seems probable that some kind of correlation may be made with existing vocational agricultural schools, or that courses in the high school may be put upon the vocational basis. The immediate difficulty will be the finding of suitable teachers who, in addition to having skill in the art of agriculture, have sufficient general education and training to give the subject its proper place and quality as a part of secondary education. It is my purpose during the coming year to give more attention to this problem.

Some inquiry has been made into the character of the literary and social activities of different high schools. There is hardly a school in which these extra classroom interests are not given some encouragement and direction. Such interests are truly supplementary and should not be allowed to usurp too much of the time and energy of the pupils. These interests are usually in charge of the principal or a faculty director. It is through the different societies, clubs and associations that pupils cultivate a spirit of team play and a sense of social solidarity within the school, and by their own initiative many pupils gain valuable experience through the development of leadership. Interclass and interscholastic contests have recognition and serve to take a class or school out of isolation.

Among the social interests of the schools the following are prominent: literary societies; debating and dramatic societies and those related to the school paper; musical organizations, including bands, orchestras and glee clubs; athletics, interclass and interscholastic; science, travel, art and language clubs.

The high school principals' round tables begun two years ago have continued their informal organization and have held four meetings at as many high schools. Classroom work has been observed and organization and equipment have been studied. In the afternoon, following a luncheon prepared in each case by the cooking class, a conference in school problems has been held. All who attend—and the number reaches twenty principals—agree that much help has been given. The principals come to know each other better and a cooperative spirit is developed.

The present situation regarding secondary education in this State is most encouraging. Schools are anxious to receive suggestions looking toward better organization and better methods of teaching. The relation of the schools to this Department is one of cordial cooperation, and of willingness to follow such enactments of the State Board of Education and of the Department as may be adopted.

My heartiest appreciation and thanks is extended to principals, county superintendents and boards of education for their help in making the New Jersey high schools meet more completely the needs of the times.

INDUSTRIAL AND AGRICULTURAL EDUCATION

PREPARED BY

LEWIS H. CARRIS

*Assistant Commissioner in charge of Industrial Education
including Agriculture*

I have the honor to submit herewith my report for the school year 1915-16 and for the present year up to November 1, 1916.

Scope of Work. The work of this department includes the supervision of vocational schools established under the provisions of Chapter 294, P. L., 1913; the manual training in the various districts established under the manual training law, and the supervision of agricultural activities in public schools.

Credit should be given for assistance in preparing this report to Mr. E. A. Reuther, who is Assistant in Industrial Education with special reference to manual training work, and to Mrs. Iris Prouty O'Leary, Special Assistant for Girls Vocational Work. The parts of this report dealing with these two phases are practically the same as submitted by them.

VOCATIONAL EDUCATION

The Legislature of 1916 appropriated \$40,000 in the supplemental fund as assistance to the vocational schools and departments for the school year 1915-16 in addition to the \$80,000 provided in the original law; and also set apart the sum of \$40,000 in the annual appropriation bill for a like purpose. This gave us for distribution during the past school year the sum of \$120,000 and the same amount for the present school year.

As a result of the limited appropriation available no new districts have been approved for vocational school work. At the present time State aid is given to the following schools and departments:

Atlantic City.

Illinois Avenue Department for Boys.
Texas Avenue Department for Girls.
Indiana Avenue Department for Girls.

Bayonne.

Day Vocational School for Boys.
Evening Classes for Men in the Vocational School Building.
Evening Classes for Men and Women in the Bayonne High School.

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Franklin.

Day Department for Boys and Girls.

Hackensack.

Evening Classes for Men and Women.

Jersey City.

School No. 32, Day Department for Boys and Girls.

School No. 24, Day Department for Boys and Girls.

School No. 32, Evening Classes for Men and Women.

Dickinson High School, Evening Classes for Men and Women.

Montclair.

Household Arts Courses (afternoon).

Newark.

Boys' Industrial School, Day.

Girls' Industrial School, Day.

Evening Classes for Men in the Boys' Industrial School Building.

Fawcett School of Industrial Arts, Evening.

Central High School, Evening Classes for Men and Women.

East Side High School, Evening Classes for Men and Women.

Bergen Street School, Evening Classes for Men and Women.

Franklin Street School, Evening Classes for Men and Women.

Morton Street School, Evening Classes for Men and Women.

Robert Treat School (formerly 13th Avenue School), Evening Classes
for Men and Women.

Orange.

All Day Department for Boys and Girls.

Evening Classes for Women.

Passaic.

Day Department for Boys.

Part Time Plan in High School for Boys.

Evening Vocational Classes for Men and Women.

Paterson.

Evening Vocational Classes for Men and Women.

Part Time Plan in High School.

Vineland.

Vocational Department in Agriculture.

West New York.

Evening Classes in Embroidery Mending.

Woodbridge.

Evening Vocational Classes for Women.

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Atlantic County.

Agricultural Schools at Pleasantville, Hammonton, Minotola and Egg Harbor.

Evening Classes for Men in Agriculture.

Farmers' Weeks.

Household Arts Department giving Short Courses in various sections of the County. Day and Evening.

Cape May County.

Agricultural School, Cape May Court House.

Household Arts Departments giving Short Courses and Evening Work in various part of the County.

Evening Classes in Agriculture.

Essex County.

School for Boys at West Orange.

School for Girls at Bloomfield.

Evening Classes for Women in two schools at Irvington.

Evening Classes for Women in two schools at Nutley.

Evening Classes for Women in two schools at West Orange.

Evening Classes for Women in two schools at Belleville.

Two schools in Irvington for Men and Short Courses in the Day School Building for Girls at Bloomfield.

Middlesex County.

Day School for Boys at New Brunswick.

Day School for Boys at Perth Amboy.

Evening Classes for Men and Women at Jamesburg.

Evening Classes for Men and Women at New Brunswick.

Evening Classes for Men and Women at Perth Amboy.

The accompanying tables of statistics will show the attendance and expenditures for each of the districts above enumerated.

In all there were 999 boys in all day schools; 601 girls in all day schools; 2,951 men in evening classes; 3,310 women in evening classes; 3,439 people taking some form of work in county vocational schools.

This gives a total number of 11,300 people in the State taking vocational work.

COUNTY VOCATIONAL SCHOOLS.

In each of my previous reports I have described the work of county vocational schools, but this work is of a character so distinct from the vocational work attempted elsewhere in the State and in the country that it will be well to enlarge to some extent upon these county activities.

Four counties have so far organized the work: Atlantic, Cape May, Essex and Middlesex.

Vocational schools in States which have adopted a plan of State control and state-aid have been organized in all day, part time, evening classes and continuation schools.

It is a general belief that evening schools must be trade extension; that day schools must prepare for distinct vocations; that the teachers in these schools must be from the trades; that the pupils in attendance must be at least fourteen years of age, and that the instruction given must be below that of college grade.

The limitation which accompanies the adoption of any of the plans enumerated above makes it impossible, with rare exceptions, for a political unit with less than 25,000 inhabitants to set up a system of vocational schools which in any way meets the needs of the community. As a result most of the experiments so far tried in vocational education have been in cities of more than 25,000. The only exception to this is in the case of agriculture, and this exception is due to the fact that agricultural communities are for the most part one industry districts.

The first limitation, then, in the development of vocational education is one of population. School districts follow for the most part the boundary lines of other political units.

Atlantic County and Cape May County are both rural counties with only seashore resort cities. Atlantic City, in Atlantic County, has a population of 50,000; the total population of Atlantic County, excluding Atlantic City, is 83,000; the total population of Cape May County is 24,000.

Essex County is a strictly urban county containing the city of Newark, the Oranges, Montclair and other thriving municipalities. The total population is 566,000. Newark has a population of 396,000, leaving approximately 169,000 people outside of Newark in the other nineteen municipalities organized as school districts.

Essex County could well be organized as one city. By mutual agreement with the Newark and Orange school authorities, both of which cities support vocational schools at the present time, the County Vocational Schools take care of the vocational needs of the other eighteen districts as far as they are able to do so.

Middlesex County has a population of 144,000 and has only two cities of 25,000 within its borders—Perth Amboy with 40,000 and New Brunswick with 30,000. It has, however, scattered over it many thriving municipalities, and it has extensive manufacturing interests. In these places, as well as in the two large cities, terra cotta manufacturing is especially noted.

In all four of the counties mentioned excellent facilities for transportation exist.

The law provides for the organization of a County Vocational School. In the interpretation of this law the State Department of Public Instruction has decided that the school need not be in one place; consequently, the term "County Vocational School" in New Jersey at the present time signifies the organization of teachers under a director, and different parts of the school may be in various parts of the county. As a matter of fact, none of these schools has yet erected a building or purchased land upon which to erect a building. With this brief general description of these schools I shall proceed to describe the work attempted in each of the counties.

Atlantic County. The vocational school staff of Atlantic County is made

up of a director, four teachers of agriculture, a domestic science teacher and a clerk. These people are engaged for the entire year.

The last annual report of the Atlantic County Board of Education gives the following classification of educational work carried on in the county.

Full time: men above the age of fifteen years taking three hours per day, five days per week, during the winter.

Part time: men taking less than the above, confining most of their time to class studies; class work must be done at night.

School pupils: pupils enrolled in public schools, above the seventh grade and over fifteen years of age, taking not less than three hours per week. Studies consist wholly of elementary project study; work is taken in lieu of a like number of hours of school work.

Lecture course: consists of groups of men and women in various sections of the county, meeting once or more a week during the winter for the purpose of discussing the agricultural problems of the community. Only those who desire take outside projects.

Night classes: composed of men who meet one or more times per week. Work consists of project study and problems of community interest, as control of diseases, fertilizing, etc.

Short courses: two, four or six weeks in length. Given for those who desire detailed information on certain subjects and are unable to attend a full time course.

Domestic science: consists of six week courses in cooking, baking, sewing and general principles of homemaking. Courses given in four communities last year. Domestic science courses were given in Hammonton and Egg Harbor for periods of six weeks each; one course two days per week for ten weeks in Ventnor, and a six weeks course of three days per week at Minotola. Work was arranged for matrons, young women and school girls.

Other activities than those enumerated above. It seems to me to be fundamental to the work of vocational schools in agriculture that the school shall be of the utmost service in every respect, to the community which it serves, and in carrying out this purpose it is necessary that considerable extension work be done in giving assistance to as many of the farmers as desire it in solving particular problems. Some of the extra school activities which have been undertaken by the vocational schools of Atlantic County have been the publishing of the *Monthly Vocational School Bulletin*, which endeavors to give first hand information of the activities of the vocational schools. It also includes seasonable notes on farm work, notices of agricultural meetings and discussion of agricultural problems. The Bulletin is sent free to all patrons of the vocational schools, to whom is extended the free use of its columns for the discussion of agricultural problems of community interest.

A soil laboratory has been established at Smith's Landing, Bargaintown district. Here there is a laboratory where questions concerning soils, fertilizers, spraying materials, seeds, etc., are answered for the people of Atlantic County. The equipment is limited to apparatus and chemicals required for determinations of a practical character only.

The list of extension activities engaged in is so large that the enumeration of only a few of them can form a part of this report.

The attempt to stamp out hog cholera, begun in 1915, has been resumed during the present year.

A careful study has been made by the vocational school staff of insects and plant diseases. A study has also been made of new crops which are suitable for introduction in Atlantic County.

When time permitted the teachers also helped the farmers with inspections of nursery stock and seed. They have assisted in the introduction of new fertilizing materials; helped the county superintendent in the organization of club work, and in every community have been active in organizing cooperative societies of buying and selling.

One especially noteworthy feature has been the adoption of a vocational label, which the best of the students are allowed to use in packing their products and in shipping them to the market.

The vocational teachers have also organized a Field Day, which was held at Hammonton in September. They have cooperated with local school boards for the improvement of public school grounds. They have held various agricultural meetings and five series of Farmers' Weeks—two at Minotola; two at Hammonton and one at Cologne.

The annual report made by the Atlantic County Board of Education included a particular description of the activities of 156 students. If space permitted I should like to give a description of several of these projects. I will confine myself to two.

Age 16; public school pupil enrolled for full time. Project, kitchen gardening. Boy was undecided about his vocation and wasted time in public school. Has decided to become a farmer with specialties in peaches, strawberries and sweet potatoes. His father's farm previous to boy's farming had not more than one acre ploughed. The first year of boy's attempt more than half of the farm, or forty-five acres, was under cultivation.

Age 15; project, peaches, 323 trees. Large project allowed because of student's exceptional interest and approval of parents and because the orchard was well located and in good condition. After deducting cost of experienced helpers, packing and team work there was a net gain of \$354.58 per acre. The student showed keen interest in his work and was always desirous of having practical suggestions, invariably bringing his father to the consultations.

One hundred fifty six records similar to the above, of successful project work completed, are on file in this office.

Household arts. In Atlantic County household arts work is conducted at various centers. Two simple unit kitchens have equipment which can be transported from place to place. The teacher in charge of this work gives short courses in cooking and sewing at these centers and in addition gives assistance in the organization of club contests among girls. She also helps individual farmers' wives who may call upon her for aid in planning and organizing their work.

If the present plans for work in Atlantic County are carried on it is evident that there will be a need, at some future time, for a central vocational school where household arts for girls and agriculture for men will be given exclusively.

During the past year there have been 49 full time pupils, 46 part time

pupils, 18 school pupils, 84 persons taking lecture courses, 59 in short unit courses, and 688 persons in attendance upon Farmers' Weeks, making a total of 944 persons who have received instruction in some form in the Atlantic County vocational schools during the past school year.

Cape May County. In Cape May County the work has been organized somewhat along the lines of the work in Atlantic County. The school here has not been in operation for more than one complete school year. Only one day school has been organized—at Cape May Court House. One center serves the purpose well in Cape May County on account of the excellent transportation facilities.

Agricultural classes at Cape May Court House were begun in the fall of 1915 and continued until March 3. The pupils continued with their projects until the close of the growing season this fall.

In addition to the work at the Central School the vocational agriculture teacher has been of material assistance to the farmers of the county, working in conjunction with the county farm demonstrator. He conducted an evening lecture class at the Court House and also held meetings at four other places in the county, at which agricultural subjects were discussed. After the close of the school extension classes were carried on in West Cape May, Stone Harbor and Dennisville. At West Cape May 26 pupils were enrolled and a lesson a week was given for ten weeks in potato growing.

At Stone Harbor 15 pupils took a lesson each week for ten weeks in gardening.

At Dennisville 9 pupils had a lesson each week for ten weeks in incubation and brooding.

A small greenhouse was rented at Cape May Court House and was conducted by the school.

The work in household arts proved so popular that it was necessary to secure an assistant to help the director of the work. As in the agricultural work, Cape May Court House was selected as a center and an all day schedule was maintained there for three days in the week. Evening classes were also held at the Court House on Mondays and Thursdays.

Extension classes were held in Cold Spring, Rio Grande, Stone Harbor, Sea Isle City and Wildwood.

A county Council has been organized for the promotion of household arts.

Sewing classes were organized in the Central School and also at Cape May Court House, Cape May City and Cape May Point. For the coming school year it is planned to have the regular classes in household arts, as last year, in Cape May Court House, and in addition, classes at Woodbine, Eldora, Tuckahoe, West Cape May, Cape May City and Cold Spring.

Including the lecture courses, the evening classes, day classes and part time classes, a total of 710 persons have received instruction in the Cape May County Schools during the past year.

Middlesex County. A brief description of the Middlesex County vocational activities was given in the last annual report. The work in this County has been extended during the present year by the introduction of printing at

the New Brunswick day school and the organization of a school for machinists at Perth Amboy. The Middlesex county day vocational schools are to be especially commended for the careful selection of pupils.

At Perth Amboy a building has been constructed especially for use as a vocational school. It has been erected in such a manner as to permit its use by the owner as a factory in case the vocational school should be moved to other quarters. This building has been rented to the Middlesex County Vocational School Board for a year with the privilege of renewal.

The work in Middlesex County shows what can be done with the larger unit of administration.

Evening classes for men and women have been conducted at Perth Amboy, New Brunswick and Jamesburg. During the school year—from November 1, 1915, to October 31, 1916—89 pupils have taken work at the New Brunswick day centers and 68 pupils are enrolled at the present time at the Perth Amboy School. Both these day centers plan to give the genuine vocational work—at New Brunswick the woodworking trade and at Perth Amboy the machinist trade.

In the evening schools 427 persons have taken the different phases of work in short unit courses.

The popularity of the work is evidenced by the fact that while the State appropriated only \$10,000 for the current school year, the County raised \$15,070, which makes the total amount available for vocational school activities \$25,070.

Essex County. The Essex County vocational activities are largely confined to the cities and towns outside of Newark.

A center for girls has been organized at Bloomfield. The school is carried on in a large private home renovated for this particular use. The work is essentially that of homemaking and is carried on by three teachers, all of whom have had previous trade experience, as well as experience in teaching their special line of work. The course at the present time covers two years.

In connection with this same school there are special courses in cooking and sewing on part time basis which are given to house mothers and house daughters.

During the school year ending November 1, 1916, 36 girls enrolled in the all day department and 358 women took one or more short unit courses in the school.

In addition to the work of the Central School, extension classes were organized at Belleville, Irvington, Nutley and West Orange; 661 women were enrolled in these classes.

The Essex County Vocational School Board has also established a school for boys at West Orange. Two trades are taught—woodworking and machinist. This school is carried on in an old school building remodeled and newly equipped for the purpose. Four teachers are employed, all of whom have had a requisite amount of practical experience.

The course of study contemplates two years of full time attendance followed by two years of part time work. It is the purpose of the school to specialize

as early as the character of the shopwork and the maturity of the boys will permit.

During the present school year it is planned to organize a voluntary continuation school with attendance for several hours a week. It is designed that this school shall be composed of men from the various industries who can study in the Essex County Vocational School—either at the Central School or at some other convenient place—work which is undoubtedly related to the trade in which they are engaged but which cannot well be secured in actual work at the shop or factory.

The County Board of School Estimate at its meeting in May voted \$30,800, which amount, with the \$10,000 State aid available, will give Essex County \$40,800 for this work.

THE VOCATIONAL SCHOOL A SECONDARY SCHOOL.

The rules and regulations of the State Board of Education provide that pupils who enter all day schools in which the course is two years in length, shall be at least fourteen years of age and shall have completed the fifth grade; when the course is three years in length, the entrance age may be thirteen. The first year is given to what may be called prevocational work. The emphasis in this rule was intended to be placed on the *age* qualification rather than the *grade* but in the administration of the schools by the local communities there has been a tendency to magnify the grade requirements.

Analysis shows that a very large proportion of the boys and girls who enter vocational schools come from the sixth grade. This practice has resulted in the receiving by the vocational schools of a large number of children who are over-age for the grade from which they enter—the fifth or sixth. In my opinion this policy tends to get together a body of students who cannot do most effective vocational work. The fact that many of the seemingly most hopeless cases do make good does not prove that vocational schools should be open to these pupils to the exclusion of the fourteen year old pupils who are “up to grade”; but it rather proves that the “backward pupil” can in many cases be given a better education in a school of the vocational type than in a regular public school.

The vocational school is a secondary school in point of age and parallels the four year high school in this respect. The normal age of entrance to the high school is fourteen. The aims of the two schools differ, however, in that the high school attempts to continue the general education of the pupil and the vocational school attempts to prepare him (in part) for a profitable occupation. It is generally agreed that a child's general education should be continued as long as possible and that the general education should be modified to meet the needs of particular groups of pupils.

At the age of fourteen, or above, then, no matter what may be the grade of the pupil he should be given the choice of attending the vocational school. He should be assisted in making this choice by means of his school record. Once this choice is made his work in school becomes a training in the vocation he has selected, and any attempt to carry on his general education in terms of set studies taken over from the general school curricula should be abandoned.

DEPARTMENTS OR SEPARATE SCHOOLS.

The rules and regulations of the State Board of Education provide that vocational education may be organized in separate schools or as departments in the regular public schools. Both plans are followed in this State, but in my opinion the work is more valuable and comes nearer to following out the terms of the law when the vocational schools are entirely separate from the regular schools in management. When these schools are organized as a department of an elementary school and are under the control of an elementary school principal they tend to become a part of the regular schools and differ too little from them in aim and method. They usually become the seventh and eighth grades of a school which provides differentiated work for those grades, and sometimes—in fact usually—become the final resting place in the school for the backward over-age boy or girl. Fortunately, the tendency in the state is for the most part away from the department to the separate school.

The mere housing of the school under the same roof with an elementary or secondary school does not mean that it is simply a department. It may be under the same roof and still have a separate corps of teachers and separate equipment, with a director—other than the principal—who is responsible for the work.

COMPULSORY CONTINUATION SCHOOLS.

Attention was called last year to the great need for continuing the education of the 14 to 16 year old child who has gone to work. I have attended several meetings at which the subject of continuation schools was discussed. For one of these meetings the Director of Vocational Schools in Essex County, Mr. Wesley A. O'Leary, prepared a memorandum for discussion which sets forth the reasons for such a school so clearly that I am including sections of it in my report.

What is a continuation school? As the term is generally used in this county, a continuation school is a school in which children who are legally employed may receive instruction during a part of their working time.

The continuation school is intended for children who have obtained their "Age and Schooling Certificates." To obtain a certificate of this kind a child must be at least 14 years old and must have finished the fifth grade.

The continuation school is not a school for adults. *What is the purpose of such a school?* The first purpose is to continue the general education of these children. The second purpose—and this applies only to the small number engaged in skilled or semi-skilled occupations—is to promote their vocational efficiency by means of special studies. A third purpose, which applies to every child, is to give effective vocational guidance and instruction in citizenship.

The continuation school should be conducted during the regular hours of work and on the employer's time. The child should suffer no reduction of wage on account of the time spent in school. The school should not be held before or after the regular working hours. It should not be an evening school. Nor should pupils be required to attend Saturday afternoon.

The amount of time the child is to spend in the school should not be less than eight hours each week and the school should be in operation at least forty weeks a year. Fifty weeks would be better.

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All children between the ages of fourteen and sixteen who are not attending the regular schools should be required to attend the continuation school. This attendance should extend throughout the school year or until the child is sixteen years old.

Attendance should be compulsory upon these children. Employers should be subject to a fine if they do not allow children time off to attend the continuation school without reduction of pay. Parents should also be fined if children whose employers allow them time off fail to attend the school.

New Jersey needs compulsory continuation schools.

a. Such schools are needed to provide adequate general education for the 25,000 young workers between the ages of 14 and 16 now in the industries of the state, who left the elementary school soon after their fourteenth birthday. The education of most of these children is meager. The educational requirements for an "Age and Schooling Certificate" are limited to the satisfactory completion of the first five grades of the elementary school. It is doubtful if the majority of these 25,000 children advanced much beyond that point.

Investigations made by the State Department of Education in Massachusetts show that 43.7 per cent. of the young workers studied in that state leave school below the seventh grade, and that of the children in industry studied by the Douglas Commission only one in six had completed the elementary school. It is hardly probable that conditions in New Jersey are materially different.

b. These schools are needed for boys who become apprentices at 16 to bridge the gap between the elementary grade they left at 14 and the beginning of their apprenticeship. During the interval of two years between leaving school and entering their apprenticeship they have lost much of the discipline and training of the school as well as their interest in books. As a result, when they enter their apprenticeship they often take little or no interest in learning. The continuation school, by keeping them at the job of learning, would help to remedy this condition.

c. Continuation schools are needed not only because these young people ought to have more education but also because they must be taught by different methods from those of the regular schools. Most of these pupils do not "fit" in the regular school, although as a class they are by no means subnormal. They are often just as intelligent as children who go through the high school. They simply learn in a different way.

Schools are needed in which these children can be properly grouped and better taught than is possible in the regular schools. The continuation school provides this opportunity. Until such schools are established we are discriminating against this large group of boys and girls, both as to the quantity and quality of the education we provide for them.

d. Schools of this kind are needed to give these 25,000 children proper training in citizenship. The major part of the training in citizenship in the regular schools is denied most of these children because it is given in the upper grades, which they never reach. Such training can be made fully effective only in the later years of school life. For these reasons some means should be found of giving this training to every boy and girl during the adolescent age. Because of the experience of these children in industry and life as independent wage earners, civics can be taught them much more effectively in the continuation school than elsewhere.

e. Continuation schools are needed to give vocational direction to young people who enter industry. The fourteen year old boy or girl knows little or nothing about industry. These young people need guidance in selecting an occupation. After they have entered industry they need the help of the school to meet the mental, moral and physical demands of industrial life. The regular schools have not yet been able to give this help in any effective way to more than a very small number of pupils. It is extremely doubtful if vocational guidance can ever be carried out effectively except by means of a school tied up with many different lines of industry.

f. These schools are needed to prevent the excessive amount of shifting

from job to job, now common among young workers. Investigations show that in many places boys and girls change their jobs every six or eight weeks during their first year or two in industry, often for no reason except to get a change of surroundings. This results in a large amount of periodic idleness that is demoralizing. It can be prevented only by supervision on the part of the school during this critical period when the child is getting his start in life.

g. Schools are needed to teach homemaking to the 14 and 16 year old girl in industry. These girls stay in industry on an average only about seven years, and then they marry. They leave the regular schools too early to profit much by the limited training in cooking, sewing, etc., given by the elementary schools.

Evening schools will not do the kind of educational job we are talking about for the 14 to 16 year old child. The majority of children at this age are not able to stand the physical strain of working all day and attending evening school. Compulsory attendance at evening school for children under 16 is a failure. The experience of Germany and New York City proves this. Optional attendance for children of this age is also a failure. This is proved by the large number who register each year in the evening schools and quickly drop out.

Continuation schools should be made compulsory upon local communities. The experience of New York State, Ohio, Massachusetts and Germany shows that continuation schools will not be established at all if left to the option of the local community.

Pennsylvania and Wisconsin now have compulsory continuation schools. Fourteen thousand two hundred eighty-four children are now in attendance in these schools in Wisconsin. In the Philadelphia continuation schools, there are 8,000 children.

The compulsory continuation schools of Boston, Cincinnati, Pennsylvania and Wisconsin are proving the practicability and usefulness of this type of school. The Massachusetts State Board of Education in a recent report says in effect that the Boston Continuation Schools are accomplishing the following things:

a. They are making a vital appeal to these minors and affording them an opportunity to continue their general education and to become more intelligent members of society and more efficient workers.

b. They are helping these minors to get the most out of their employment; preventing drifting in industry; and saving time lost through unemployment.

c. They are reducing the number of juvenile misfits by helping these minors to make more intelligent choice of occupations.

d. They are establishing cooperative relations and adjustments between the school and employers.

I trust that legislation can be secured this winter which may result in the organization of compulsory continuation schools in New Jersey.

THE SMITH-HUGHES BILL.

The Smith-Hughes bill providing federal aid for vocational education passed the Senate during the summer and is now well up on the calendar of the House of Representatives. At the present writing it seems almost certain that this bill will become a law.

This Department is keeping constantly in mind the acceptance of this federal aid and if this bill is enacted into law before the next session of the State Legislature, certain modifications of our vocational school law should be made in order to bring it into harmony with the provisions of the federal act.

Present indications are that these modifications will need to be but slight.

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VOCATIONAL SCHOOLS FOR GIRLS.

The all day vocational schools for girls in the state represent three clearly defined types of organization. These separate types have come about through the attempts of different communities to meet local conditions with the means at their disposal. The first might be called the central plant scheme. This has been the plan most generally adopted; the Girls' Vocational School of Newark is a good example of this type. Here an independent vocational school is established having its own organization and equipment. All girls in the city of Newark desiring vocational training come to this central school.

The second is the vocational department such as Jersey City maintains. By this method a vocational center is opened in a building occupied by a regular school. Some of the equipment—as for instance, the cooking laboratory—is used in common by the vocational department and the regular school. While the department or center has its own teachers and course of study it is, to a certain extent, part of the regular school under whose roof it is housed. In cities where the distances are great and the transportation poor this scheme has at least the advantage of making vocational training accessible to a large number of girls.

The third method is the traveling school. The teachers, and sometimes the equipment, are moved from town to town, short periods of instruction being given in a number of places. The Atlantic County Vocational School by this method reaches women in remote communities and conducts periodic vocational household arts classes in towns too small to maintain regular schools.

The larger industrial centers are not yet giving sufficient attention to trade training for the girl who must go into industry. Excellent as is the instruction in household arts which some of these communities are already offering, it does not meet the industrial needs of large numbers of girls who are soon going into the various shops and factories. In hunting a market for their untrained service such girls have nothing but the cheapest kind of labor to sell. The following is a typical industrial history of one of these unskilled workers:

Left school at fifteen to work for a dressmaker; three weeks with dressmaker at \$1.50 per week; eight weeks wrapping gum at \$5 per week; nine weeks in a 5 and 10 cent store at \$5 per week; twelve weeks in underwear factory running ribbons at \$5 per week; ten weeks attendant at soda fountain at \$6 per week (evening work required). Present position is that of cashier at \$5 per week.

The industry does little for this type of girl. If she is to get the training which will enable her to become a profitable worker instead of an industrial tramp the vocational school must give it.

That the trade preparation which the school can give is a material asset for the wage-earner has been shown by certain schools which have undertaken to give special instruction in dressmaking and power machine operating. During the past season some of their pupils have been placed in the trades for which they were prepared, and these girls have been able to start at an advance over the usual beginner's wage. Some have already secured promotion and others have had their pay increased. The very obvious suc-

cess of this training will probably lead to an increase in the number of pupils in these special classes and the organization of trade departments in these schools.

To meet the varied needs of wage earners vocational schools in industrial centers may profitably organize a variety of trade courses. In addition to the long course covering two years or more and preparing for the more skilled occupations the schools should provide shorter periods of intensive training which will give the girl who cannot spend two years in the school at least favorable entrance into the less skilled industries. In addition to trade preparatory training the schools may well extend their instruction to serve women and girls already employed by giving short unit courses designed to fit them for trade advancement.

In establishing vocational education for girls and women the tendency throughout the state has been to organize schools and classes for training in the household arts. The establishment of this kind of instruction at public expense is a recognition of the importance to the community of the well organized home. Success in household management, as in any other trade, is more uniformly obtained by the trained worker than by the one who relies solely on the possession of native ability.

Instruction of this kind pays. This is well illustrated by agricultural training for the farmer at state expense. That it even brings satisfactory returns for private money so expended has been demonstrated by one far sighted Trust Company whose increased business more than pays the cost of the agricultural expert it maintains for service among local farmers. Training in household management represents an even larger field for public support. That a well kept home is a financial asset as well as a moral and social force is recognized by this same Trust Company and has resulted in the employment of a teacher of household management to work among women of their city. If this is good business for a bank it would seem that the state can expect equally satisfactory returns from money so invested.

More vocational schools of household arts are needed in New Jersey. There are yet thirteen counties in the state where no instruction of this kind can be had, and three others where it is limited to evening classes in two or three of the larger cities. This greatly limits the opportunity, which the state has undertaken to provide, of securing this kind of training without an expenditure which to many would be prohibitive.

To reach this unoccupied territory a vigorous campaign of publicity is necessary. There is little spontaneous demand for vocational education. Such as does exist has been greatly overestimated. It is the need for this kind of education which must be supplied. The demand must be created. For this reason local communities are slow to take the initiative in establishing new schools. If this need is to be met and new schools developed, the Department of Public Instruction must arouse the local community to its responsibility in the matter and work with it in carrying on a vigorous campaign of education and publicity. Before this propaganda is undertaken the state must appropriate sufficient money to cover the reimbursement of the additional schools which will follow the development of this territory.

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AGRICULTURAL EDUCATION.

In another part of this report attention has been called to the vocational work in agriculture which is being done in Atlantic County, Cape May County and Landis Township. These vocational schools in agriculture have proved their worth and I believe that as soon as the Legislature provides additional funds for vocational moneys other counties and districts will take up this work.

The vocational schools in agriculture are primarily maintained for young men who have completed their work in the regular public school and who have selected agriculture as their vocation. These schools are in no way attempting to continue the general education of their students and are for the most part attended by mature students.

New Jersey has not kept pace with most of the other states in the introduction of agriculture into the secondary school, since the high schools give no credit for the art of agriculture. Several of our high schools give courses in the science of agriculture, but the art as practiced in the home project, in correlation with the school work, has not so far been attempted.

I can see no reason why many of our high schools could not give a course in agriculture which could be compared as to methods and work attempted with the work now done in the commercial courses. These commercial courses give high school credit for work in the arts of typewriting and stenography. The only difference would be that in teaching agriculture as an art the home acres would have to serve as a laboratory for the work.

Several states which have vocational school laws are giving state aid to teachers in high schools who confine their work exclusively to agriculture, and the pupil enrolled in these courses is obliged to complete a project before receiving high school credit.

Of course it is impossible to give at this time any final scheme for the introducing of the art of agriculture but this department stands ready to approve as a part of the vocational scheme the work in the high school following approximately this plan.

The teacher to be hired for the twelve months (48 weeks).

The school to organize a course in agriculture which shall be open to students who have completed the eight years of elementary school work, and, in exceptional cases, to pupils fourteen years of age from the sixth, seventh or eighth grade. This course shall provide for a minimum amount of daily work with the agriculture teacher; it shall provide that the work be placed upon a project basis; also, that each pupil shall be given the opportunity to carry out at home the project studied in the school.

During the growing season, and especially during the vacation months, the agricultural teacher would spend his time in visiting the home projects and instructing the boys while they were actually at work.

If time permitted, the agricultural teacher would attempt to make himself of use to the community which he serves in these ways.

1. Organize a short winter term to which the young men of the neighborhood would be admitted for short unit courses.
2. Make the school a center for the solving of neighborhood agricultural problems.

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3. Assist the county farm demonstrator in counties where such a department is established in carrying out the work in that neighborhood.

4. Assist in the organization and promotion of boys' and girls' agricultural clubs.

5. Assist the supervising principal or superintendent in making out courses of study for the elementary schools which would include some phases of agricultural work.

I realize that the work here laid out is more than any teacher could probably accomplish. Needless to say, the teacher of agriculture cannot feel that his work is completed in any fixed number of hours per day.

I have had several conferences with my colleague, Mr. A. B. Meredith, Assistant Commissioner in charge of Secondary Education, with reference to the possibilities of this plan, and we have agreed that we can work out a scheme by which pupils enrolled in the agricultural vocational courses described above can receive high school credit for their work.

I wish to call attention again to the necessity for the preparation of teachers in agriculture. I trust that the State College at New Brunswick and this Department may organize and carry out a plan which will provide opportunity for instruction in the teaching of agriculture, and that more of the graduates of the agricultural department at Rutgers may be enrolled as teachers in our State.

I would also recommend that as soon as funds are available a specialist in agriculture be secured for this Department who could give his attention to all the phases of agricultural work which the Department is attempting to foster. Such a supervisor might be employed at the beginning on part time. I suggested last year that such a man might well give half his time to the courses in pedagogy for students at the Agricultural College and half his time to this Department. Thus employed, he would bring nearer to this Department the abundant resources which the Agricultural College and the Experiment Station, together with the Extension Department, provide for our use.

During the year I have had repeated conferences with the representatives of the Agricultural College and Extension Department concerning the work of our schools. As a result of these conferences a working plan has been established which brings to our schools much assistance. The vocational schools have accepted the plans of the Extension Department and are in every way possible helping it with its work.

MANUAL TRAINING.

The scope of manual training activities remains the same as last year. In addition to those enumerated in my last report, this Department assisted with several surveys and committee meetings. Institute work has occupied some of the time, and numerous county associations have been addressed as well as parent-teacher associations, principals' associations and boards of education.

Many districts have been assisted in organizing manual training work by personal visits previous to the introduction of the work.

BEDROOM SET MADE FOR
MODEL APARTMENT



EAST ORANGE HIGH
SCHOOL



COUNTY VOCATIONAL SCHOOL, NEW BRUNSWICK



COUNTY VOCATIONAL SCHOOL, PERTH AMBOY

COMMISSIONER OF EDUCATION.

GROWTH OF THE MANUAL TRAINING MOVEMENT.

The number of districts taking advantage of the manual training law is steadily increasing and in districts where it has been established the work has been extended so that the problem of supervision is becoming more complex.

The following table will show how rapidly the industrial work is developing:

	1911-12	1912-13	1913-14	1914-15	1915-16
Number of districts receiving state aid.	79	92	110	130	141
Per cent. of increase		16.5	19.5	18.2	9
Total amount of state aid	\$132,053.53	\$161,242.33	\$185,461.82	\$218,422.07	\$227,569.50
Per cent. of increase		23	15	18	4

During the year ending November 1, 1916, the following districts have had courses of study in manual training approved by the State Board of Education:

Edgewater, Bergen County; Piscataway Township, Middlesex County; New Providence, Union County; Totowa, Passaic County; Haledon, Passaic County; Hawthorne, Passaic County; Mount Holly, Burlington County; Garwood, Union County; Stone Harbor, Cape May County; Oakhurst, Monmouth County; Bridgeton, Cumberland County.

MANUAL ARTS IN THE INTERMEDIATE SCHOOL.

The Intermediate or Junior High School movement will, without doubt, increase the popularity of various forms of manual arts. The movement has as yet only started, but the idea is fast gaining adherents in all parts of the State. Junior high schools have already been established in Trenton, Montclair and—in a somewhat modified form—Hackensack. As in the case of the alternating class schools, a greater amount of time is allowed for the manual training subjects, and a greater variety of activities is offered.

We may not claim for the industrial work offered under this and the alternating plan more than these results:

1. The experience offered may have a tendency toward vocational guidance.
2. The variety of work done with various tools, machines and materials accompanied with studies and lectures (illustrated) on industrial topics and visits to as many different industrial plants as possible, will increase the general industrial intelligence.
3. We may hope to induce our youth to enter industry through the factory rather than the office, and to want to know something about the various processes before entering upon any occupation.
4. The manual work in school should be a strong motive to the pupil to acquire knowledge through his academic work. An incentive is offered for him to use his text books as reference books. Through this work the

academic teacher, by keeping in touch with shops, kitchen and serving room, may secure many concrete problems.

RELATION OF INDUSTRIAL EDUCATION TO THE ALTERNATING CLASS OR GARY PLAN.

An increasing number of schools are adopting the "Alternating Class" or so called modified Gary plan. Among these are the following: Newark, Cleveland School and Abington Avenue School with another to be organized soon; Irvington, four schools; Paterson, two schools; Passaic; Garwood; Franklin; Bayonne; Garfield.

The relation of manual training to these schools is very close—so close that the success of the whole plan depends upon the school shops, kitchens and sewing rooms. It is to be understood that this report makes no attempt to discuss the value of the above plan except in so far as the industrial work is concerned.

A number of these schools have been visited in order to verify the conclusions drawn. A short description of the activities found will support the statements made.

Cleveland School. The shop and special activities are, drawing, sewing, millinery, cooking, elementary science, electricity, printing and woodworking. These classes continue for ten weeks, at the end of which time the pupils change to another activity. The printing class is an exception to this plan, the pupils in this class changing at the end of twenty weeks. All shop periods are eighty minutes in length. Thus it will be seen that each pupil has fifty shop periods, eighty minutes in length, for ten weeks in two or three shops, instead of the usual thirty-eight periods in as many weeks in one shop. Furthermore, the variety of experiences which each pupil encounters is increased in passing from the print shop to the electrical shop, then to the woodworking shop, as is done by the boys; and from sewing room to kitchen and then to millinery room, as is done by the girls. Under the established school system it is not uncommon to discontinue sewing during the year cooking is taught. This is not the practice, however, in schools with the alternating class plan.

Abington Avenue School. The plan followed at the Abington Avenue School is similar to that followed at the Cleveland School, except that the school is not equipped with a print shop or an electrical shop. However, this school has a cobbling shop where the boys learn to repair shoes. As this school has a very large foreign population, this work is of economic value.

The variety of manual work offered in most of the other "Gary" schools is not as great as is found in the two schools mentioned above but in all of them much more time is devoted to the manual activities than in the regular school. Furthermore, the work is continuous, whereas in the regular school an entire week often intervenes between classes.

Directors, supervisors and teachers of manual arts are enthusiastic over the success of their work in these newly organized schools. The following is quoted from Director Hugo Froehlich's report:

In the schools working under the alternating plan rich opportunities have been afforded the manual arts. . . . Eighty minutes a day for ten weeks are devoted to occupations, and this gives the work an emphasis and

a dignity that are not possible under the ordinary schedule. The manual arts have taken on a vocational character. Teachers are able to specialize in the subjects in which they are best trained and adapted, and under their instruction the pupils have reached a standard of excellence far in advance of the results obtained under the regular plan. The eagerness displayed by pupils for manual arts under these new conditions is proof of the wisdom of introducing more occupational work into the school courses. More kinds of manual work are possible under the alternating plan, and such occupations as printing, electricity, shoe-cobbling and many forms of needlework have been taught with gratifying results.

Quoting further from Mr. Froehlich's report in reference to domestic science:

The domestic science department continues to do good work in the limited time allotted to the subject. In the grammar grades the girls receive instruction in cooking for two semesters only. It has been my earnest wish to offer girls instruction in the selection and preparation of inexpensive, wholesome and appetizing meals. At present the teaching of food values and the preparation of foods is confined to groups under the classification of starches, fats, proteids, etc., and little attention is given to the actual preparation of a simple meal. This is largely due to the time limit set for the subject of domestic science. In the alternating schools, where a liberal and elastic program can be followed, I am trying to bring about more practical results. Under this scheme it is possible for the girls to gain experience in the selecting and buying of foods at the markets, the preparation of these foods approaching more nearly the conditions of the homes from which the alternating schools draw their student body.

It is essential in these days that girls be taught the purchasing power of a dollar; that excellent dishes of soups, vegetables and meats may be prepared without the too liberal use of eggs, butter and cream. I would recommend that in our alternating schools the girls be taken to market by their domestic science teacher and that they be instructed in the selection and purchasing of foods as well as in the preparation and cooking of these foods.

Principal Pitkin, of the Cleveland School, made the following statement in reference to the work in sewing:

Our girls have accomplished more in eight periods of eighty minutes each, or a total of 640 minutes, under this plan (the alternating class plan) than other sewing classes have accomplished in eighteen periods of sixty minutes each, or a total of 1080 minutes, under the usual school program.

We may conclude, therefore, that the alternating class plan will affect industrial education in these ways.

1. Financially, by causing an increase in the teaching force, in the shops to be equipped, and in the quantity of materials used. We may expect an increasing number of districts asking for the maximum amount of manual training money, or \$5,000.

2. An increase in the time devoted to manual occupations.

3. Increase in the quantity, variety and quality of the work accomplished.

4. The manifold increase of opportunity for correlation with academic work.

REVISED COURSES OF STUDY.

In my last report mention was made of the necessary revision of many courses of study. This work has progressed rapidly and as a result many

districts have presented such revised courses. An examination of these courses discloses the progress made in manual training work. This revision will be continued wherever it is found that current practices do not conform with approved courses.

We may claim the following results from insisting upon such revisions:

1. School authorities are aware of the fact that a system of State supervision has been established; that definite plans for manual training work must be outlined and followed.

2. They understand that these plans must be in the hands of the teachers who are engaged in this work.

3. The time allowance for manual training has been increased in many districts.

4. Teachers have had to think and work over their courses of study, as they have not done in the past.

To date, the following districts have presented revised courses of study. Whenever such revisions have included new activities, or radical changes have been made in the old course, they have been presented to the State Board of Education for approval:

Cape May City	West Paterson
Princeton	Bernards Township
Rutherford	Hammonton
Long Branch	Wildwood
Landis Township	Bayonne
Hackensack	Merchantville
Rahway	Washington
Red Bank	Pompton Township
Perth Amboy	East Windsor
Ventnor City	Highland Park
Lakewood	Woodbury
Haddonfield	Caldwell
Atlantic Highlands	Boonton
Summit	Point Pleasant
Passaic City	Ocean City
Asbury Park	Sea Bright
Englewood	East Rutherford
Union Township	Salem City
Plainfield	Newark
Montclair	West Orange
Orange	Trenton
Atlantic City	Town of Union (Hudson Co.)
Moorestown	Ramsey
	Weehawken

Courses of study in manual training will mean much more in the future than they have in the past. It was not uncommon to find that neither principals nor teachers were aware that a course of study existed in their district. When this work of revision is concluded, we may hope to find copies of approved courses of study for each manual training activity in the possession of both teachers and supervising principal. These courses are not

inflexible. They represent a minimum and every district is encouraged to raise that minimum.

A comparison of the old and the revised courses of study in many cases revealed the progress made in the manual training work within the last few years.

Formerly in many of the schools manual training was interpreted to mean woodwork; now it includes many phases of shopwork, cement work, electricity, printing, sheet metal, cobbling, machine work, etc., for boys; sewing, cooking, laundry work, millinery, knitting, crocheting, weaving and embroidery, for girls.

SURVEYS AND OTHER IMPORTANT WORK.

This department has engaged in three important surveys during the year: (1) Survey of the manual training as conducted in the three state normal schools, at Trenton, Newark and Montclair. (2) Survey of the industrial work in the State School for the Deaf. (3) Survey of the work in the Hoboken Industrial School and the manual training work in the city of Hoboken.

Nearly five weeks were devoted to the above surveys, in addition to the time consumed in preparing the reports. This time could ill be spared from our work of inspection.

If our recommendations are followed the results of the survey of the manual training in the normal schools will be far reaching. Some of these recommendations are already in operation; power machinery has been installed in the shop at the Trenton State Normal School; an assistant teacher of shopwork has also been engaged; a course in sewing will be developed; more time will be devoted to industrial work by those who are specializing in it.

In the Newark and Montclair Normal Schools courses of study in sewing are being developed; shopwork will be given to provide the prospective teacher with directions and data which will enable her to build or have built by her pupils equipment and play ground apparatus that would be of value in rural or suburban schools. Other important changes or additions to the industrial work in each of the schools were suggested.

Space will not permit a review of the Hoboken survey, or of that of the State School for the Deaf.

An important meeting of a committee on manual training was held in the Newark Normal School on May 23. This committee was composed of five county superintendents, several city superintendents, and the members of this Department. Changes in the rules and regulations governing manual training were discussed and voted upon. Some of the important changes suggested by this committee were the following:

That the rule governing the purchasing of supplies with State funds be modified to exclude all supplies below the fifth grade.

That districts be required (instead of merely advised) to submit lists of equipment to the Commissioner of Education for approval before purchasing.

That districts be encouraged to set a reasonable limit on the amount of material supplied free to pupils in manual training.

Other important matters, such as the advisability of changing the name of manual training to industrial arts or manual arts, were discussed. It was thought best not to make this change until the manual training law was revised. The growth and popularity of manual training were considered. It was the unanimous opinion that manual training was never as popular or more generally recognized as an essential part of a general educational scheme than it is at present.

CERTIFICATION OF TEACHERS.

The method of certification of manual training teachers in New Jersey is undoubtedly unusual, in that proof of ability is required at two and often three stages before a certificate is made permanent. Following is a brief description of this system:

1. A teacher may qualify for a special certificate in any of the manual training subjects either by examination, or by successfully pursuing the required subjects at one of the State Summer Schools, or by both. In either case the applicant must have a position in view before a certificate, either provisional or limited, is issued. If at the Summer School the applicant has given proof of ability to teach, a limited special certificate is granted; otherwise, a provisional certificate is secured from the county superintendent of schools in the county in which the candidate intends to teach.

If a representative of this Department, after personally inspecting the teacher's work, recommends to the Secretary of the State Board of Examiners that the teacher has the ability to do the work, a limited special manual training certificate is issued which is valid for one year.

Endorsement. A limited special manual training certificate may also be issued by the Secretary of the State Board of Examiners upon presentation of an endorsable credential from another State. This certificate is valid for one year.

Renewal. A limited special manual training certificate may be renewed for a period of two years after inspection and certification as mentioned above.

Permanent certificate. At the end of two years, or three years in all, of successful teaching the limited special manual training certificate is made permanent, after the usual inspection and certification.

The following sets forth the procedure:

<i>Certificate</i>	<i>How Earned</i>	<i>Valid for</i>	<i>Becomes</i>
Provisional	Granted by county superintendent in lieu of limited special	Several months	Limited special upon proof of ability

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<p>Limited special.....By examination; by attendance upon a State Summer School; by endorsement</p>	<p>One year renewable for two years</p>	<p>Permanent special after three years successful teaching</p>
<p>Permanent special.....Same as above</p>	<p>Life</p>	

This method of inspection and certification brings the Department into closer touch with the teaching force than would otherwise be possible, since a personal responsibility is assumed in the certification of each teacher. Certification has been withheld permanently in but a few cases, although it has not been unusual to withhold a certificate pending a teacher's improvement. It is needless to say that in most instances such improvement has followed as a result of a confidential and sympathetic talk with the unsuccessful teacher and with the principal or superintendent as well.

Much of the so-called special teaching could be greatly improved by increased supervision. Too often it has been the practice of principals and superintendents to assume that a teacher with special training for the work should be given free rein in the belief that he would have the initiative to develop and carry on the work without much or any supervision. Many of the lax methods and evil practices in manual training have resulted from such a method. By calling the attention of a supervising principal to the need of more supervision the efficiency of both the special teaching force and the manual training work in general has been raised.

ORGANIZATION OF SPECIAL TEACHERS.

Another important factor in improving the manual training work throughout the State has been the county organizations for special teachers. Wherever there were enough teachers in one county to assure a successful association such an association has been formed; otherwise, two or more counties have been united. The following counties or groups of counties have been organized:

- | | | |
|-------------|---------------|---------------|
| 1. Bergen. | Salem. | 7. Morris. |
| 2. Essex. | 4. Middlesex. | 8. Somerset. |
| 3. Camden. | 5. Atlantic. | 9. Union. |
| Cumberland. | Ocean. | 10. Monmouth. |
| Burlington. | Cape May. | 11. Sussex. |
| Gloucester. | 6. Hudson. | 12. Mercer. |

Many of the above mentioned organizations have held a number of interesting and instructive meetings during the past year. These meetings have proved the wisdom of this movement. They have been held in different parts of the counties giving all an opportunity to become acquainted with various shops, kitchens or art departments, as well as to form professional friendships.

Some of the associations have been able to secure speakers of note to address them in general sessions. A session of this kind has been followed by a round table meeting at which some member presented an interesting phase of manual training work upon which a general discussion was held.

We may claim the following results from these meetings:

1. The development of a better professional spirit among the special teachers of our State.
2. Leaders in manual training work given an opportunity to exert a broader influence through contact with many others.
3. New leaders developed through the round table discussions.
4. Many new ideas and new projects given wide circulation.
5. An excellent opportunity given to this Department to reach the entire manual training teaching force of the State, not by compulsion but by invitation, thus making supervision more effective.

STATE ORGANIZATION.

Each association has already appointed two or more delegates who are to meet at the call of this Department to formulate plans for a meeting at which all the associations may organize a State Association of Special Teachers. This will complete the organization work undertaken about a year ago.

It is desirable that this State association meet at least once a year for a two days' session, at which time reports of the various associations may be made and the general progress of manual training and other special work may be discussed.

Certain it is, that if the problem of industrial education is to be properly solved it must be done by the combined efforts of those who are actually doing the work. It is doubtful if the educational "idealist" can do much toward the solution of the problem without the closest collaboration with those who are developing the teachers, those who teach and those who supervise, both in general education and special fields.

A state organization ought to be able to do much in the way of providing a common meeting place for all these people.

One of the county organizations, the Essex County Arts Association, is now making a survey of the practical arts work in the Junior High School in response to an assignment of the above work by the Eastern Arts Association. There are many other problems which might well occupy the attention of other associations.

PREVOCATIONAL SCHOOLS.

There are now several prevocational classes supported by manual training funds in various parts of the State. Nutley, Perth Amboy, Englewood and Hoboken have such classes. Westfield is trying out a plan similar in character but as yet it is supported by current expense funds.

During the coming year Mr. Reuther, as chairman of a committee appointed by the president of the School Crafts Club, will make a thorough study of these classes. This study should prove of great value to our Department in

defining the aims and in determining the value of such classes. Their relation to general education and vocational training should also be considered.

The following outline has been adopted as a basis for the above study:

Suggestive Study of Prevocational Schools.

- A. To what extent does this committee agree with the proposed terminology as presented by the Committee upon Vocational Education of the N. E. A.? Definition of prevocational schools.
- B. Types of schools.
 - 1. Boys—age of entrance; educational qualification for entrance.
 - 2. Girls—how selected.
 - 3. How and why do these children elect this school?
- C. Purpose of establishing the prevocational school.
- D. Curriculum.
 - 1. Program showing: (a) academic subjects taught (text used); (b) time devoted daily, weekly; (c) shop or vocational subjects; work for girls; time devoted; (d) applied academic work, drawing, trade history, commercial geography and printing.
 - 2. Length of course. Length of school year.
- E. Methods.
 - 1. Academic: (a) regular, (b) special. 2. Shop: (a) shop, (b) school.
- F. Teachers.
 - 1. Academic teacher: (a) training; (b) certificate held; (c) where educated; (d) experience, kind, length; (e) special qualification for school of this character.
 - 2. Shop teacher: (a) practical experience; (b) academic training, where educated; (c) certificate held; (d) experience, kind, length; (e) special qualifications.
 - 3. Teachers of girls' work: (a) training; (b) certificate held; (c) where educated; (d) experience, kind, length; (e) special qualification.
 - 4. Salaries paid. Relative and comparative; regular academic and special teachers.
- G. Equipment.
 - (a) Shops; are boys allowed to use machinery; under what conditions, types of shops; (b) kitchen, type of kitchen equipment; (c) sewing room.
- H. Product.
 - (a) Types of articles made; (b) disposal of product.
- I. How supported.
 - (a) State; (b) locally.
- J. Records.
 - (a) Entrance cards, promotion records; (b) employment records and follow up method; (c) agreements with employers and unions.
- K. Relation to manual training.
- L. Relation to vocational training.
 - 1. Do pupils enter vocational school?

2. Number who return to regular school. Per cent. loss before and at end of course.
 3. Status of those who wish to return to grammar or enter high school.
- M. Relation to junior high school.

USE AND SAFEGUARDING OF MACHINES.

In the development of the manual arts we may expect an increased introduction of machinery. This will increase the liability of accidents unless every precaution is taken, not only to safeguard the machines as completely as possible, but to educate the pupils as to the proper use of such machines and as to the causes of accidents and the precautions to be observed. To this end all dangerous machines should be so labeled and rules as to their use by pupils should be adopted and posted in a conspicuous place.

Copies of the following bulletins should be found in every shop: the *Teaching of Hygiene and Safety*, issued by the Department of Public Instruction, Trenton; *Safety First for Vocational Schools*, prepared by L. A. Wilson, Specialist in Industrial Education, University of the State of New York, Albany; *Standard Safeguards Transmission Machinery*, issued by the New Jersey Department of Labor, Trenton.

SHOPWORK.

The demand upon manual training shops to produce equipment for the school systems is steadily increasing. There should be a limit, however, in regard to the extent of this work. School authorities do not always observe such a limit and there is grave danger of asking the school shop to produce a product far in excess of the capacity of the equipment and the strength of the pupils. Supervisors are cautioned not to undertake to provide such an amount of equipment as to deprive the pupils of a broad experience in manual training. The school shop is not a factory nor is the work directly vocational in character.

The following equipment was built by the high school boys in one of the city systems: 15 type case stands; 60 mechanical drawing tables; 30 wood-working benches. The drawing tables required the construction of 600 drawers. The woodworking benches are to have nine drawers each.

The work was remarkably well done, but neither teachers nor supervisor would care to duplicate the order with the equipment and under the conditions which existed.

Many other shops turned out equipment for the schools.

An interesting experiment was tried out in the shops and kitchens of Jersey City. For a period of four lessons the girls went to the shops while the boys went to the kitchens. This arrangement was entirely voluntary. A definite outline for a course for girls in household repairs had been prepared. This course provided many valuable and practical problems for the girls such as:

1. Box furniture (including window boxes, window refrigerator, closet cases, bookcases, painting and papering, use of shellac, etc.)

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2. Repairs: regluing chairs, reseating chairs, mending glove-boxes, replacing loose hinges, adjusting electric bells, etc.

3. Exercises: (a) Replacing washer in faucet; (b) Attaching cupboard catch; (c) Attaching hinge to two scraps of wood; (d) Plugging for loose screws.

4. Demonstrations: (a) Use of soap on drawers and windows that stick; (b) Repairing doors that won't latch; (c) Repairing doors that bind; (d) Tightening spring in window shade; (e) Cleaning corroded push button; (f) Replacing battery for bell; (g) Removing and reputtying a window pane.

The above course was effectively carried out and the girls certainly have a fund of practical knowledge that will be invaluable to them.

The boys were given an equally good course in camp and emergency cookery.

PRINTING.

Printing continues to be a popular subject, and with the extension of the alternating class plan and the junior high school, we may expect a steady growth. This activity appeals to practically all who engage in it. While printing has a vocational guidance value, its strongest appeal educationally is through its history and wonderful development; its opportunity for design and space relationship; and its unlimited possibilities in correlative material. The cost of operation is comparatively low. The product is often of value to the school system.

At the Cleveland School, Newark, the print shop now turns out all the notes to be used in science and nature study; the recipes for the domestic science department; all the various blanks for absences, excuses, etc.

The print shops of Montclair, Perth Amboy, Englewood, Park Ridge, Asbury Park, East Orange and many other places are producing excellent work.

DOMESTIC SCIENCE.

A number of interesting experiments in the teaching of domestic science are in process of development. These are all in the direction of making the work more practical and valuable to the pupil. They are as follows:

The typical domestic science equipment arranged in the hollow square, with its many modified forms, as found in the greater number of schools.

The cottage plan and equipment, run in connection with the type of kitchen mentioned above. Plainfield has such a cottage, in which many practical problems are worked out.

The model apartment plan. At least two of these have been conducted: one in East Orange and the other in Paterson. In the former the whole decorative scheme was worked out in the art department; the furniture was designed and built in the shop. Here luncheons are given, receptions held and other interesting homemaking problems worked out.

The "Unit Kitchen" equipment is rapidly gaining favor and many of the districts which have established new kitchens have adopted it. Montclair, Verona, Salem, Ventnor, Lakewood, Mount Holly, Bridgeton, Garwood, Girls' Industrial School of Hoboken and several other districts have such equip-

ment. Domestic science teachers, where these kitchens are in use, are unanimous in their approval.

The lunch room plan in connection with domestic science is growing. Salem and Lakewood have successfully operated lunch rooms this year for the first time. Bayonne has done excellent practical work in conducting a lunch room, the work being in charge of the senior household arts class. In many places the product of the domestic science department is sold to the manager of the lunch room. Orders from outside are sometimes solicited and filled; Montclair has carried on work such as this very successfully. Sales are sometimes held before Thanksgiving. Luncheons are given to groups of teachers to whom tickets are sold. At the Cleveland School, Newark, the domestic science classes prepare at least one article of food daily for a group of teachers, the cost being figured and the marketing done by the class.

Perhaps the largest undertaking by domestic science classes was the preparation of two hundred chickens for the supper held to raise money for the new junior school organ fund at Trenton last year.

On every hand efforts are being made in domestic science to get away from the divided recipe.

DOMESTIC ART.

Sewing, which is usually called domestic art, has taken a decidedly practical trend. The best results are obtained where the hand sewing begins in the fourth or fifth grade and continues throughout the sixth, seventh and eighth grades. Machine sewing is often introduced in the seventh grade and continued throughout the eighth. Many schools are handicapped through lack of a sewing room and sewing machines in sufficient number.

In many schools the customary problem in sewing for the eighth grade is a graduating dress. Some unusually good work has been conducted in sewing classes all over the state. A number of girls do a great deal of sewing for their sisters.

Not only is this work practical but it is being made more and more educational. Values and quality of materials are studied; raw materials and industrial processes are made part of the courses; compositions are written concerning the manufacture of the various fabrics; the cost of garments is figured, etc.

IN GENERAL.

Some arrangement for securing speakers with definite messages to address our associations should be made. The state should provide, through the institute or a similar fund, for whatever expense is so incurred.

We are now cooperating with the State Museum Organizer, Miss Helen C. Perry, under whose able direction we hope to have industrial exhibits prepared. We have asked for the cooperation of the manual training associations so that these exhibits will be of such a character as will insure their being used by special teachers.

The appeal for increased time allowance for the manual arts must be

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continued. The report of the "Committee of the Eastern Arts Association of 1916 on Time Allowance" should be presented to every principal and superintendent.

The cooperation of special and grade teachers must be made more pronounced. The relation of industrial and academic school work must be as close as possible.

Manual activities in many schools should be increased. New materials and new processes should be introduced.

Standards of work for the various grades must be developed.

Some sort of an academic test should be given to check ourselves as to what the pupil is actually getting out of the manual work.

For a solution of many of the above problems, the county and state associations will undoubtedly be of the greatest assistance.

TABLE I.
RECEIPTS AND EXPENDITURES.

A. RECEIPTS FOR VOCATIONAL SCHOOLS.

SCHOOLS	From State Appropriation	From District tax	From all other sources	Total receipts during year	Balance on hand beginning of year	Grand total receipts during year and balance on hand beginning of year
Atlantic City	\$9,400 00	\$11,000 00	\$468 45	\$20,868 45	\$693 66	\$21,562 11
Bayonne	9,900 00	10,000 00	28 25	19,928 25	3,590 58	23,518 83
Franklin Borough	6,000 00	6,000 00	1,322 42	13,322 42	.....	13,322 42
Hackensack	200 00	200 00	.....	400 00	30 50	430 50
Jersey City	12,203 00	16,793 00	266 02	29,262 02	13,047 40	42,309 42
Montclair	305 00	355 50	.....	660 50	.....	660 50
Newark	35,000 00	49,385 40	.....	84,385 40	.....	84,385 40
Orange	7,400 00	7,500 00	.....	14,900 00	4,003 28	18,903 28
Passaic Township	40 00	40 00	.....	80 00	15 73	95 73
Passaic City	4,917 00	5,000 00	.....	9,917 00	5,146 96	15,063 96
Paterson	2,000 00	2,000 00	12 23	4,012 23	06	4,012 29
Vineland	1,000 00	1,500 00	.....	2,500 00	.....	2,500 00
West New York	385 00	1,052 58	.....	1,437 58	.....	1,437 58
Woodbridge	500 00	500 00	.....	1,000 00	314 39	1,314 39
Total	\$89,250 00	\$111,326 48	\$2,097 37	\$202,673 85	\$26,842 56	\$229,516 41

TABLE I.
RECEIPTS AND EXPENDITURES.

B. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS.

I. DAY SCHOOLS.

SCHOOLS	For salaries of supervisors, principals and teachers and amount paid to State Treasurer for Retirement Fund	For material and supplies	For repairs and replacements	For new equipment	For all other expense incident to vocational schools	Total expenditures during year for vocational day schools
Atlantic City	\$14,363 00	\$4,583 03	\$224 88	.....	\$2,000 00	\$21,170 91
Bayonne	13,326 32	4,149 50	1,094 00	.....	998 21	19,568 03
Franklin Borough	4,479 70	8,483 45	.....	.....	281 41	13,244 56
Lackensack .....	.....	.....	.....	.....	.....	.....
Mersey City	13,653 06	1,967 15	.....	.....	.....	15,620 21
Montclair .....	.....	.....	.....	.....	.....	.....
Newark	27,043 27	2,958 78	188 41	\$1,484 19	2,711 36	34,386 01
Orange	9,421 13	4,002 25	.....	3,741 37	.....	17,164 75
Roseland Township .....	.....	.....	.....	.....	.....	.....
Roseland City	8,912 51	1,607 57	.....	2,869 63	121 93	13,511 64
Union .....	.....	.....	.....	.....	.....	.....
Union Township	1,000 00	91 01	.....	.....	433 80	1,524 81
West New York .....	.....	.....	.....	.....	.....	.....
Woodbridge .....	.....	.....	.....	.....	.....	.....
Total	\$92,198 99	\$27,842 74	\$1,507 29	\$8,095 19	\$6,546 71	\$136,190 92

TABLE I.
RECEIPTS AND EXPENDITURES.

B. PAYMENTS FROM VOCATIONAL SCHOOL FUNDS.

2. EVENING SCHOOLS.

SCHOOLS	For salaries of supervisors, principals and teachers and amount paid State Treasurer for Retirement Fund	For material and supplies	For repairs and replacements	For new equipment	For all other expense incident to vocational schools	Total expenditures during year for vocational evening schools	Total expenditures day and evening vocational schools	Balance in vocational account close of year	Grand total expenditure during year and balance on hand close of year
Atlantic City .....	.....	.....	.....	.....	.....	.....	\$21,170 91	\$391 20	\$21,562 11
Bayonne	\$1,281 50	.....	.....	.....	\$155 75	\$1,437 25	21,005 28	2,513 55	23,518 83
Franklin Borough...	.....	.....	.....	.....	.....	.....	13,244 56	77 86	13,322 42
Lackensack	420 00	8 84	.....	.....	.....	428 84	428 84	1 66	430 50
Larksey City	7,428 00	1,054 67	.....	.....	.....	8,482 67	24,102 88	18,206 54	42,309 42
Llewellyn Park	35,404 00	3,675 44	1,154 25	301 21	9,464 49	49,999 39	84,385 40	.....	84,385 40
Montclair	650 00	10 50	.....	.....	.....	660 50	660 50	.....	660 50
Orange	409 50	.....	.....	.....	.....	409 50	17,574 25	1,329 03	18,903 28
Orange Township...	35 00	1 75	.....	.....	25 15	61 90	61 90	33 83	95 73
Passaic	855 00	100 37	.....	.....	99 98	1,055 35	14,566 99	496 97	15,063 96
Paterson	2,502 00	297 57	.....	247 61	267 00	3,314 18	3,314 18	698 11	4,012 29
Plainfield .....	.....	.....	.....	.....	.....	.....	1,524 81	975 19	2,500 00
West New York....	821 00	28 73	.....	552 60	35 25	1,437 58	1,437 58	.....	1,437 58
Woodbridge	456 00	137 41	.....	352 40	120 00	1,065 81	1,065 81	248 58	1,314 39
Total	\$50,262 00	\$5,315 28	\$1,154 25	\$1,453 82	\$10,167 62	\$68,352 97	\$204,543 89	\$24,972 52	\$229,516 41

TABLE I.
RECEIPTS AND EXPENDITURES.
C. COUNTY STATE-AIDED VOCATIONAL SCHOOLS.

COUNTY	BALANCE NOV. 1, 1915	APPROPRIATIONS			EXPENDITURES		
		State	County	Total	Teachers' Salaries	Janitors' Salaries	Equipment
*Atlantic	\$3,068 97	\$8,000 00	\$8,106 38	\$19,175 35	\$11,980 47	\$25 50	\$869 32
Cape May.....		2,750 00	2,750 00	5,500 00	2,191 77		287 19
†Essex		10,000 00	31,262 37	41,262 37	15,895 23	1,634 20	10,464 14
Middlesex ..	2,387 56	10,000 00	10,279 29	22,666 85	6,266 55	484 00	3,058 21
Totals ...	\$5,456 53	\$30,750 00	\$52,398 04	\$88,604 57	\$36,334 02	\$2,507 70	\$14,678 86

*Statistics from July 1, 1915, to November 1, 1916.

†Statistics from the organization of work May 1, 1915. Balance includes amount apportioned for school year 1916-17.

TABLE I.
 RECEIPTS AND EXPENDITURES.
 C. COUNTY STATE-AIDED VOCATIONAL SCHOOLS.—Continued.

COUNTY.	EXPENDITURES			BALANCES NOV. 1, 1916			TOTAL
	Supplies	Other Expenses	Total	State	County	Total	
*Atlantic	\$955 33	\$2,571 92	\$16,402 54			\$2,772 81	\$19,175 35
Cape May	381 71	678 81	3,539 48			1,960 52	5,500 00
†Essex	3,480 36	9,788 44	41,262 37				41,262 37
Middlesex	1,070 60	5,897 70	17,141 06			5,525 79	22,387 56
Totals	\$5,888 00	\$18,936 87	\$78,345 45			\$10,259 12	\$88,604 57

*Statistics from July 1, 1915, to November 1, 1916.

†Statistics from the organization of work May 1, 1915. Balance includes amount apportioned for school year 1916-17.

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS.

SCHOOL OR DEPARTMENT	No of days in session	Length of school day— hours	Shopwork—hours	Related work—hours	Boys enrolled	AGE OF PUPILS ENROLLED							
						13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years
Atlantic City, Illinois Avenue School	199	6	3	3	101	6	40	37	7	4	7		
Bayonne Vocational School	195	6	3	3	149	40	55	38	9	5	1		1
Franklin, Boys' Department	182	6	3	3	39								
Jersey City— School No. 32	200	6	3	3	97	14	10	12	12	3	2		
School No. 24	92	6	3	3	146	12	47	31	4	1			
Newark, Boys' Industrial School	230 1/2	6	3	3	270	77	102	22	6				
Orange, Central School	197	6	3	3	103	22	73	70	31	9		1	2
Passaic, Boys' Department	193	6 1/2	3 1/2	3	94		33	34	6	1	1	1	
Totals					999	171	414	281	87	26	15	2	3

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS.—Continued.

SCHOOL OR DEPARTMENT	DISTRIBUTION OF ATTENDANCE BY DAYS									
	1 ½-20	21-40 ½	41-60 ½	61-80 ½	81-100 ½	101-120 ½	121-140 ½	141-160 ½	161-180 ½	181 and over
Atlantic City, Illinois Avenue School.....	16	8	5	4	10	6	9	5	14	24
Bayonne Vocational School.....	10	15	9	18	29	11	13	25	36	52
Franklin, Boys' Department.....	1	3	3	3	4	3	4	10	8	..
Jersey City—										
School No. 32.....					Not Given					
School No. 24.....					Not Given					
Newark, Boys' Industrial School					Not Given					
Orange, Central School.....	2	6	6	8	18	..	5	7	14	37
Passaic, Boys' Department.....	1	2	18	22	14	8	5	2	15	5
Totals	30	34	41	55	75	28	36	49	87	118

TABLE II.
ALL DAY SCHOOLS OR DEPARTMENTS FOR BOYS.—Continued.

SCHOOL OR DEPARTMENT	ACADEMIC PREPARATION COMPLETING GRADES						TEACHERS			PRODUCTIVITY			
	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	No. employed full time	No. employed part time	From the trades	Cash receipts or credits	Work for school	Work for other departments	Total
Atlantic City, Illinois Avenue School	27	26	15	3	1	..	5	..	4	..	\$859 54	\$2,459 99	\$3,319 53
Bayonne Vocational School	..	37	88	40	2	1	2	1	7	\$25 34	1,134 61	..	1,159 95
Franklin, Boys' Department	..	2	12	15	8	2	3	..	2	73 80	100 50	66 00	240 30
Jersey City—													
School No. 32	..	16	27	34	..	..	4	..	4	12 60	511 48	..	524 08
School No. 24	..	37	98	11	..	..	5	..	3	..	150 80	95 35	246 15
Newark, Boys' Industrial School	..	54	42	28	..	5	9	1	6	..	1,300 00	..	1,300 00
Orange, Central School	..	12	42	1	..	..	5	..	3	20 90	2,268 14	157 75	2,846 79
Passaic, Boys' Department	..	26	45	14	..	..	2	4	4	..	1,207 14	..	1,207 14
Totals	27	260	369	146	11	8	44	6	33	\$132 64	\$7,932 21	\$2,779 09	\$10,843 94

TABLE III.
PASSAIC PART TIME PLAN FOR HIGH SCHOOL BOYS.

SCHOOL OR DEPARTMENT	No. of days in session		Length of school day—hours		Boys enrolled		AGE OF PUPILS ENROLLED							DISTRIBUTION OF ATTENDANCE BY DAYS							TEACHERS			PRODUCTIVITY							
Passaic High School	193		5		57		13 years																								
					1		14 years																								
					12		15 years																								
					21		16 years																								
					12		17 years																								
					8		18 years																								
					3		19 years																								
					..		1-20 ½																								
					3		21-40 ½																								
					1		41-60 ½																								
					4		61-80 ½																								
					...		81-120 ½																								
					16		121-140 ½																								
					2		141-160 ½																								
					5		161-180 ½																								
					7		181 and over																								
				19		No. employed full time																									
				2		No. employed part time																									
				3		From trades																									
				.....		Value of work for school																									
				.....		For other Depts.																									
				.....		Total																									

TABLE IV.

ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.

SCHOOL OR DEPARTMENT	No. of days in session	Length of school day— hours	Practical work—hours	Related work—hours	Girls enrolled	AGE OF PUPILS ENROLLED								
						13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	
Atlantic City—														
Indiana Avenue School.....	199	6	3	3	60	4	8	22	14	3	4	..	..
Texas Avenue School.....	199	6	3	3	110	25	41	31	9	..	..	..	..
Franklin, Girls' Department...	182	6	3	3	28	2	3	5	6	4	1	..	2	
Jersey City—														
School No. 32.....	200	6	3	3	123	38	52	28	5	Not Given	..	..	..
School No. 24.....	92	6	3	3	44	6	23	13	2	Not Given	..	..	..
Newark, Girls' Industrial School	196 $\frac{1}{2}$	6	3	3	138	10	53	50	15	8	2	..	..
Orange, Central School.....	197	6	3	3	98	19	42	22	10	3	2	
Totals					601	104	222	171	61	27	12	1	3	

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TABLE IV.

ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.—Continued.

SCHOOL OR DEPARTMENT	DISTRIBUTION OF ATTENDANCE BY DAYS									
	1-20½	21-40½	41-60½	61-80½	81-100½	101-120½	121-140½	141-160½	161-180½	181 and over
Atlantic City—										
Indiana Avenue School.....	4	6	8	2	4	6	2	7	8	13
Texas Avenue School.....	17	9	5	10	10	10	17	15	12	5
Franklin, Girls Department....	9	4	..	2	5	2	3	..	2	1
Jersey City—										
School No. 32.....	..	..	Not Given					..	..	..
School No. 24.....	..	..	Not Given					..	..	..
Newark, Girls' Industrial School	8	5	6	6	9	5	7	13	28	51
Orange, Central School.....	6	9	3	1	6	3	3	5	12	50
Totals	44	33	22	21	34	26	32	40	62	120

TABLE IV.

ALL DAY SCHOOLS OR DEPARTMENTS FOR GIRLS.—Continued.

SCHOOL OR DEPARTMENT	ACADEMIC PREPARATION COMPLETING GRADES						TEACHERS			PRODUCTIVITY			
	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	No. employed full time	No. employed part time	From the trades	Cooking	Sewing	Other sales	Total
Atlantic City—													
Indiana Avenue School.....	39	12	6	2	..	..	3	4	1	\$825 00	\$65 00	.....	\$890 00
Texas Avenue School.....	37	46	19	6	2	..	5	2	2	685 25	236 96	.....	922 21
Franklin, Girls Department.....	..	3	9	6	4	6	2	..	..	185 00	210 73	.....	395 73
Jersey City—													
School No. 32.....	..	..	34	43	..	..	4	..	4	80 01	353 49	.....	433 50
School No. 24.....	..	5	29	10	..	..	2	..	..	.....	58 08	.....	58 08
Newark, Girls' Industrial School	35	63	23	17	..	..	5	..	6	1,356 71	520 00	900 88	2,777 59
Orange, Central School.....	..	55	3	..	..	..	5	..	2	1,531 67	218 18	50 35	1,800 20
Totals	111	184	123	84	6	6	30	6	15	\$4,663 64	\$1,662 44	\$951 23	\$7,277 31

TABLE V.
EVENING VOCATIONAL CLASSES FOR MEN.

SCHOOL OR DEPARTMENT	No. of evenings in session	No. of men in attendance	DISTRIBUTION BY AGE							DISTRIBUTION BY TRADE		
			14-15	15-16	16-17	17-18	18-19	19-20	20 and over	Machine shop	Woodworking	Carpentry
Bayonne	64	223	5	22	31	22	22	18	103	81	23	..
Jersey City—												
Dickinson High School.....	81	431	..	..	46	58	59	55	203	159	45	..
School No. 32.....	69	102	5	6	17	12	13	10	39	69	33	..
New Barbadoes	64	35	..	..	..	Not Given			..	..	..	..
Newark—												
Industrial School	91	268	3	19	46	52	50	29	69	49	28	..
Fawcett School.....	151	1448	11	101	122	145	145	127	597	..	..	..
Central High School.....	91	148	9	13	7	16	17	63	23	..	97	26
East Side High School.....	91	212	1	12	21	39	36	27	76	..	92	..
Franklin School	94	47	..	..	Not Given			..	..	..	..	..
Robert Treat School.....	92	19	..	..	Not Given			..	..	..	..	..
Passaic	67	73	..	..	18	7	12	11	25	23	33	..
Passaic Township	7	50	2	..	..	..	..	4	44	..	..	..
Paterson	64	145	4	5	12	24	35	26	39	26	..	23
Totals		3001	40	178	320	375	389	380	1215	407	351	49

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TABLE V.

EVENING VOCATIONAL CLASSES FOR MEN.—Continued.

SCHOOL OR DEPARTMENT	DISTRIBUTION BY TRADE												
	Mechanical drawing	Architectural drawing	General Art	Industrial Art	Printing	Sheet-metal	Plumbing	Blue print reading	Market gardening	Electrical work	Industrial mathematics	Electro-plating	Textile work
Bayonne	53	..	..	..	15	..	..	..	..	51	..	..	..
Jersey City—													
Dickinson High School.....	88	45	..	..	36	..	..	..	..	123	..	..	..
School No. 32.....	..	..	..	..	..	..	..	..	..	..	..	..	..
New Barbadoes	35	..	..	..	..	..	..	..	..	..	..	..	..
Newark—													
Industrial School	56	..	..	..	41	..	..	..	..	59	..	..	..
Fawcett School	395	172	356	325	..	..	..	..	..	..	..	..	..
Central High School.....	..	..	..	..	..	23	..	..	..	..	..	..	..
East Side High School.....	115	..	..	..	..	20	44	44	..	..	..	26	..
Franklin School	47	..	..	..	..	..	..	..	..	..	..	..	..
Robert Treat School.....	19	..	..	..	..	..	..	..	..	..	..	..	..
Passaic .....	..	..	..	..	..	..	..	..	..	..	..	..	17
Passaic Township	50
Paterson	68	29
Totals	808	217	356	325	92	43	112	44	50	262	..	26	17

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TABLE VI
EVENING VOCATIONAL CLASSES FOR WOMEN.

SCHOOL OR DEPARTMENT	No. of evenings in session	No. of women in attendance	DISTRIBUTION BY AGE							DISTRIBUTION BY CLASSES						
			14-15	15-16	16-17	17-18	18-19	19-20	20 and over	Cooking	Sewing	Millinery	Nursing	Embroidery mending	Commercial advertising	
Jersey City																
Dickinson High School.....	81	374	..	..	..	8	37	37	292	106	205	65	..	..	..	..
School No. 32.....	69	132	4	11	18	21	23	6	49	31	101	..	..	..	..	..
Montclair, Short Course in Homemaking.....	82	145	..	..	..	..	..	..	..	145	..	..	..	..	..	..
New Barbadoes, Classes in Cooking and Sewing.....	30	103	..	..	8	18	10	7	60	36	67	..	..	..	..	..
Newark																
Central Evening High School	91	474	11	18	41	46	32	49	277	76	174	110	89	45	30	
East Side Evening High School.....	91	264	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	65	136	45	32	..	..	..
Bergen Street School.....	94	289	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	..	208	81	..	..	..	..
Franklin Street School.....	94	179	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	63	58	68	..	..	..	..
Morton Street School.....	92	148	22	34	8	11	6	9	58	38	54	56	..	..	..	..
Robert Treat School.....	92	244	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	41	117	45	41	..	..	..
Orange, Classes in Cooking and Sewing.....	64	101	..	..	..	13	9	7	72	33	68	..	..	..	..	..
Passaic, Classes in Cooking and Sewing.....	67	81	..	..	..	21	9	8	43	34	37	..	..	..	..	..
Paterson, Classes in Cooking and Sewing.....	64	593	..	..	8	132	79	59	315	263	322	..	..	..	..	..
West New York, Embroidery Mending Classes.....	134	77	..	5	21	10	6	8	27	..	..	..	..	77	..	..
Woodbridge, Classes in Cooking and Sewing.....	24	106	..	..	..	9	10	9	78	55	51	..	..	..	..	..
Totals .....	..	3310	37	68	104	289	221	199	1271	986	1598	470	162	122	30	

TABLE VII.
NUMBER OF PERSONS TAKING WORK IN COUNTY VOCATIONAL SCHOOLS.

NOVEMBER 1, 1915, TO NOVEMBER 1, 1916.

COUNTY	Day and part-time pupils	Evening pupils	Lecture courses	Special short unit courses	Farmers' weeks	Totals
Atlantic	113	..	84	59	688	944
Cape May	253	58	399	..	..	710
Essex	122	701	..	378	..	1201
Middlesex	157	427	..	..	..	584
Totals	645	1,186	483	437	688	3,439

TABLE VIII.

NUMBER OF PUPILS TAKING MANUAL TRAINING—BY SUBJECTS.

SUBJECT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary Manual Training	68,483	65,305	785	823	..	17	69,268	66,145
Sewing	597	5,971	..	45,901	..	4,539	597	56,411
Cooking .....	..	155	8	18,821	..	4,519	8	23,495
Woodwork	2,129	287	42,967	201	5,211	365	50,307	853
Mechanical Drawing.. ..	..	..	6,440	2,064	6,036	702	12,476	2,766
Printing	68	..	750	36	179	61	997	97
Metal Work .....	..	..	2,533	109	1,018	236	3,551	345
Agriculture	213	233	364	223	118	29	695	485
Electricity .....	..	..	223	..	22	..	245	..
Millinery .....	..	..	..	16	..	190	..	206
Foundry Work .....	..	..	156	..	..	..	156	..
Other Activities, including Weaving, Basketry, Bookbinding, Arts and Crafts, Modelling, Design, Chair Caning, Stencilling, Interior Decoration, Leather Work, Cobbling.....	646	552	3,522	1,773	84	649	4,252	2,974
Totals, including duplications	72,136	72,503	57,748	69,967	12,668	11,307	142,552	153,777
Totals, excluding duplications	70,770	68,868	49,122	58,521	7,890	8,474	127,782	135,863

SCHOOL REPORT.

TABLE IX.

NUMBER OF PUPILS TAKING MANUAL TRAINING—BY DISTRICTS.

DISTRICT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Atlantic County								
Atlantic City	2,113	2,175	1,295	1,437	253	130	3,661	3,742
Egg Harbor City....	129	138	102	94	23	21	254	253
Hammonton	416	456	224	219	49	58	689	733
Pleasantville	310	332	213	...	33	...	556	332
Ventnor City	75	73	52	43	...	...	127	116
Bergen County								
Bergenfield	196	172	144	131	...	...	340	303
Carlstadt	195	77	206	145	...	...	401	222
Cliffside	195	292	186	116	41	37	422	445
Cresskill .....	...	...	28	32	...	...	28	32
Delford	55	46	39	40	...	...	94	86
Dumont	170	139	116	114	15	...	301	263
East Rutherford	290	332	192	183	24	48	506	563
Edgewater	203	217	127	116	...	...	330	333
Englewood	470	457	384	359	18	...	872	816
Fairview .....	...	...	172	159	...	...	172	159
Garfield	1,025	1,088	506	472	...	...	1,531	1,560
Glen Rock	105	89	71	73	...	...	176	162
Hackensack	619	682	458	483	31	44	1,108	1,209
Hasbrouck Heights ..	120	110	124	115	34	20	278	245
Leonia .....	...	...	66	85	38	6	104	91
Little Ferry	191	187	88	95	...	...	279	282
Lodi	397	460	228	242	...	...	625	702
Midland Park	129	103	87	86	...	...	216	189
Park Ridge	95	79	66	12	40	53	201	144
Ramsey	116	95	74	70	...	...	190	165
Ridgefield Park	191	372	53	63	...	...	244	435
Ridgewood	271	299	273	263	111	235	655	797
Rutherford	379	318	328	337	40	7	747	662
Teaneck .....	...	...	110	101	...	...	110	101
Tenafly	58	54	86	96	...	...	144	150
Union Township	584	582	291	315	...	...	875	897
Burlington County								
Moorestown .....	...	...	144	164	86	94	230	258
Riverton	78	55	47	60	...	...	125	115
Camden County								
Camden City	4,291	5,211	2,120	3,072	287	...	6,698	8,283
Collingswood	283	300	261	258	105	121	649	679
Haddonfield	121	146	163	186	59	82	343	414
Merchantville	104	117	69	73	9	10	182	200
Pensauken Township..	289	284	163	199	8	...	460	483
Cape May County								
Cape May City.....	78	79	68	87	55	59	201	225
Ocean City	176	175	83	115	17	11	276	301
Wildwood	256	236	144	134	49	61	449	431
Cumberland County								
Landis Township	599	710	497	397	47	74	1,143	1,181
Millville	625	549	319	352	20	22	964	923
Essex County								
Bloomfield	517	736	559	582	197	89	1,273	1,407
Caldwell	40	32	98	111	65	79	203	222
Cedar Grove Township	66	58	41	33	8	15	115	106
East Orange	1,567	1,557	1,186	1,131	296	410	3,049	3,098
Glen Ridge	147	138	149	114	40	47	336	299
Irvington	152	137	77	98	...	...	229	235
Millburn .....	...	...	113	85	10	10	123	95
Montclair	890	872	126	720	159	135	1,175	1,727
Newark	15,301	14,801	10,287	10,593	654	1,299	26,242	26,693
Nutley .....	...	...	176	231	28	21	204	252
Orange	338	344	587	576	48	65	973	985
South Orange	442	428	236	235	68	96	746	759
Verona	123	102	60	59	6	1	189	162
West Orange	545	499	376	461	30	45	951	1,005
Gloucester County								
Franklin Township ..	30	...	94	113	...	...	124	113
Glassboro	176	193	90	74	31	100	297	367
Monroe Township	170	147	93	84	...	...	263	231
Pitman	131	146	94	103	...	...	225	249
Swedesboro	145	136	105	122	15	21	265	279
Woodbury	276	257	119	89	9	37	404	383

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TABLE IX.—Continued.

NUMBER OF PUPILS TAKING MANUAL TRAINING—BY DISTRICTS.

DISTRICT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Hudson County								
Bayonne	3,384	3,218	974	1,532	520	602	4,878	5,352
Hoboken .....	...	...	2,320	2,304	316	403	2,636	2,707
Jersey City .....	...	...	2,431	5,410	606	378	3,037	5,738
Kearny	665	...	231	923	81	96	977	1,019
Town of Union.....	...	...	93	120	292	331	385	451
Weehawken .....	...	...	314	262	...	...	314	262
West Hoboken	1,987	2,031	802	1,399	89	107	2,878	3,537
West New York.....	1,222	1,162	454	638	...	...	1,676	1,800
Mercer County								
Ewing Township	114	101	65	43	...	...	179	144
Hamilton Township..	962	836	309	333	...	...	1,271	1,169
Hightstown	162	166	98	109	40	35	300	310
Hopewell Township..	322	287	162	201	20	32	505	520
Princeton	203	218	137	145	25	40	365	403
Trenton	1,941	1,754	2,321	2,275	400	135	4,662	4,164
Middlesex County								
Cranbury Township..	60	60	30	30	...	...	90	90
Dunellen	131	106	74	86	...	...	205	192
Highland Park	136	137	104	124	...	...	240	261
Jamesburg	122	111	91	94	30	...	243	205
Metuchen	131	144	101	99	17	19	249	262
Milltown	123	120	72	74	...	...	195	194
New Brunswick	1,114	1,024	293	612	77	73	1,484	1,709
Perth Amboy	2,202	2,031	1,085	1,055	...	78	3,287	3,164
Piscataway Township..	257	217	96	132	...	...	353	349
Raritan Township ..	312	291	100	84	...	...	412	375
Roosevelt Borough...	293	308	158	158	...	...	451	466
South Amboy	178	196	142	85	22	12	342	293
South Brunswick.....	235	188	100	111	...	...	335	299
South River	319	268	106	113	13	15	438	396
Woodbridge	749	654	216	214	7	27	972	895
Monmouth County								
Asbury Park	569	559	519	568	30	115	1,118	1,242
Atlantic Highlands ..	99	100	69	76	19	20	187	196
Belmar	128	120	100	94	...	...	228	214
Freehold .....	...	...	152	147	146	130	298	277
Long Branch	681	702	250	396	...	...	931	1,098
Manasquan .....	...	...	54	54	37	...	91	54
Middletown Township	...	...	68	82	39	53	107	135
Red Bank .....	...	...	95	170	58	61	153	231
Sea Bright	46	55	38	49	...	...	84	104
Morris County								
Boonton .....	...	...	347	297	...	...	347	297
Butler	108	75	62	72	52	83	222	230
Dover .....	...	...	266	264	15	10	281	274
Hanover Township....	270	270	95	85	22	19	387	374
Madison	79	56	115	132	22	26	216	214
Mendham Borough....	76	61	46	37	12	13	134	111
Mendham Township..	44	36	34	18	...	...	78	54
Morristown	168	147	372	273	121	90	661	510
Morris Township....	130	115	93	63	...	...	223	178
Pequanock Township	33	35	29	6	...	...	62	41
Ocean County								
Lakewood	201	231	236	205	30	59	467	495
Point Pleasant	58	66	46	44	23	24	127	124
Passaic County								
Little Falls	10	11	103	98	...	...	113	109
Passaic City	401	372	1,886	2,360	...	...	2,287	2,732
Paterson	5,667	5,371	703	2,187	372	323	6,742	7,811
Pompton Township....	32	54	15	11	...	...	47	65
Pompton Lakes .....	...	...	37	80	...	...	37	80
West Paterson	86	78	46	46	...	...	132	124
Salem County								
Salem	414	291	128	263	50	62	592	616

TABLE IX.—Continued.

NUMBER OF PUPILS TAKING MANUAL TRAINING—BY DISTRICTS.

DISTRICT	GRADES I-IV		GRADES V-VIII		HIGH SCHOOL		TOTAL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Somerset County								
Bernards Township..	195	149	126	95	30	65	351	309
Bound Brook .....	...	...	190	...	14	4	204	4
North Plainfield.....	...	...	145	118	36	32	181	150
Peapack-Gladstone ..	...	...	38	...	...	...	38	...
Somerville	188	173	202	193	55	5	445	371
Sussex County								
Hardyston Township.	94	102	57	49	14	29	165	180
Newton	154	209	152	167	9	15	315	391
Franklin	158	142	54	57	....	....	212	199
Union County								
Cranford	235	223	166	131	19	55	420	409
Elizabeth	3050	2681	1318	1551	363	560	4731	4792
Hillside Township ...	172	182	79	88	....	....	251	270
Linden	308	267	65	161	10	8	383	436
Plainfield	985	1001	612	630	138	109	1735	1740
Rahway	448	422	240	380	120	90	808	892
Roselle .....	...	...	95	70	34	....	129	70
Roselle Park	224	196	206	151	47	41	477	388
Springfield	66	74	50	43	26	11	142	128
Summit	302	193	222	258	75	123	599	574
Union Township .....	...	48	102	106	9	24	111	178
Westfield	347	341	281	385	25	72	653	798
Warren County								
Phillipsburg .....	...	...	...	...	102	90	102	90
Washington	167	163	106	139	5	7	278	309
Totals, excluding duplications	70770	68868	49122	58521	7890	8474	127782	135863
Totals, including duplications	72136	72503	57749	69967	12668	11307	142552	153777

THE THIRTY-FIVE YEAR PENSION LAW
REPORT ON SCHOOL LEGISLATION
DIGEST OF DECISIONS

PREPARED BY

JOHN ENRIGHT

Assistant Commissioner in charge of Controversies and Disputes

THE THIRTY-FIVE YEAR PENSION LAW.

The total number of pensioners under the thirty-five year pension law at the close of the school year, June 30, 1916, was 348. Of these, 52 were men and 296 were women.

The total amount of all pensions paid during the year was \$176,109.29.

The number certified for pensions during the year was 84 and the total amount of pensions paid these 84 pensioners during the year was \$34,173.46.

The time of application for pensions is largely at the close of the school year or in September following.

Application, however, is made at different times during the year. It thus appears that a part only of those certified receive a full year's pension the first year.

The total number of deaths of pensioners during the year was 20. Of these, 7 were men and 13 were women. This is a death rate of nearly six per cent. of the average number on the pension list during the year. The amount of annual pensions of those who died was \$11,688.01. It will thus be observed that because of the advanced age at which teachers retire there will of necessity be a very heavy death rate, thus balancing in some degree the additional sum of money required for new pensioners.

The average number of years of service that teachers served before applying for pension was 40.3. The highest number of years of service was 59. These figures indicate that only in cases of actual physical breakdown do teachers make application for pension immediately upon attaining thirty-five years of service.

REPORT ON SCHOOL LEGISLATION.

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

Chapter 13 provides for savings by school children under the authority of the local board of education.

Chapter 21 is an act relating to official school bonds. A board of education may accept as surety on any bond an incorporated surety company. The premium for such bonds shall be paid by the school district.

Chapter 66 is an amendment to the law providing for the annual district election. It provides that in all districts where the enrollment of school pupils exceeds one thousand the board of education in its discretion may select more than one schoolhouse for holding the election. The law provides for carrying on such an election and empowers the board of education to make lines in the district designating the place at which the voters living within these lines shall vote.

Chapter 67 amends the law in relation to the salaries of the inspector of buildings and the inspector of accounts. The change made in the law is that the salaries of these two officers shall thereafter be fixed by the State Board of Education.

Chapter 102 amends the law in reference to the amount of money that shall be appropriated during any one year for vocational schools, making it in addition to the eighty thousand dollars already provided such other sum as shall be appropriated annually by the Legislature for this purpose.

Chapter 112 is a supplement to the school law in regard to raising money by issuing bonds of the school district. The change made provides for making temporary loans after the bonding proceedings have been approved and before the actual sale of the bonds. Boards of education may make contracts under the new law before the bonds are actually sold. Such loans may be obtained by the issuing of promissory notes. The board of education cannot issue a greater amount of obligations than the face value of the bonds nor for a length of time longer than one year. In city districts a note or a temporary bond may be issued.

Chapter 131 is a supplement to the law pertaining to county vocational schools. It gives power to a board of education of a county vocational school to borrow money to the extent of eighty per cent. of the amount anticipated in the appropriation.

Chapter 149 is a supplement to the school law and provides for the appointment of a helping teacher by the Commissioner of Education, said appointment to be approved by the State Board of Education. Such helping teacher is to aid and direct the teachers in the schools of two or more districts. The Commissioner fixes the salary of such helping teacher not to exceed fifteen hundred dollars a year, which shall include all traveling expenses. For this purpose the county superintendent apportions annually a sum of money not to exceed fifteen hundred dollars, this amount to remain in the hands of the county collector and to be paid out by orders issued by the county superintendent.

Chapter 177 amends the law by providing an additional member of the State Board of Examiners who shall be one of the Assistant Commissioners of Education, the appointment to be made by the State Board of Education.

Chapter 227 is a supplement to the school law that provides for the extension of the use of school grounds and buildings by the general public.

Chapter 230 of the laws provides for the forming of a school district when-

ever two or more municipalities of the same county shall vote to consolidate and form a city.

Chapter 242 provides for the issuing of a certificate to work part time in factories, the work to be considered a part of the schooling. This law pertains to vocational training.

Chapter 263 is an act providing for the reading of the Holy Bible in the public schools. It provides that in each public school classroom in the State, and in the presence of the scholars therein assembled, at least five verses from the Old Testament shall be read or caused to be read without comment at the opening of school each and every school day. When there is a general assemblage of the school in one room then the principal or teacher in charge shall read at least five verses from said portion of the Holy Bible.

Chapter 278 changes the law pertaining to evening schools. It provides that evening schools shall be maintained for not less than sixty-four evening sessions of at least two hours each in each year.

DIGEST OF DECISIONS.

Following are some of the decisions rendered from December, 1915, to January, 1917.

DISMISSAL OF TEACHER BECAUSE OF LACK OF CERTIFICATE

MILDRED MCAULEY

Appellant

vs.

THE BOARD OF EDUCATION OF PROSPECT
PARK

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

HENRY MARELLI, for the Appellant.

J. W. DEYOE, for the Respondent.

This case is an appeal taken by Miss Mildred McAuley from the action of the Board of Education of Prospect Park in dismissing her, in January, 1914, as teacher in its schools. The appeal was filed with the Commissioner of Education on May 26, 1915. A hearing was held in the City of Paterson on September 15, 1915. At this hearing the following facts developed.

Mildred McAuley began teaching in the Prospect Park schools in September, 1907, and served in the schools continuously until the time of her dismissal. She held at first a third grade county teachers' certificate, and obtained in June, 1910, a second grade county teachers' certificate, which expired in June, 1915.

In April, 1913, just previous to the expiration of her second grade county certificate, she attended the examination and took two subjects, general history and drawing, which entitled her, so far as the examination goes, to an elementary limited certificate, and also entitled her to a renewal of her second grade certificate. Under the rules governing examination of

limited elementary certificates it is necessary to file with the county superintendent a physician's certificate stating as to the general health of the applicant, and also a testimonial as to moral character. The rule further states that in case of previous experience as a teacher a testimonial as to success in teaching shall also be filed.

At the hearing evidence was given by the Appellant to the effect that she attended the April examination, took general history and drawing, and filed with the attendant at the examination a health certificate and a testimonial as to her character. In June following the examination, as shown by the testimony, Miss McAuley received notice that she had successfully passed her examination in the two subjects which she had taken in April. Some time in the fall Miss McAuley wrote to the State Board of Examiners making inquiry in regard to her certificate. She was referred to the county superintendent, Mr. Edward W. Garrison. Mr. Garrison had informed her that she must obtain a recommendation from the Board of Education in order to obtain a certificate. The Appellant delayed making a formal request for this recommendation until December, 1913. The Board acted upon this request on December 26, 1913, refusing to give Miss McAuley a recommendation. On January 5, 1914, the Board of Education at a meeting passed the following resolutions dismissing Miss McAuley from service as a teacher :

Whereas, For a long time the Board of Education has been dissatisfied with the work of Miss Mildred McAuley as teacher in Prospect Park school, and,

Whereas, Miss McAuley's certificate has expired and can not be renewed or a new one granted without the recommendation of this board, and,

Whereas, The Board of Education, by a majority vote on December 26, 1913, refused to furnish said recommendation, the said Mildred McAuley is not legally licensed to teach in the schools of New Jersey.

Therefore, be it resolved that her position be and hereby is declared vacant, and *be it further resolved* that the teachers' committee, together with the principal, be and hereby are authorized to procure a person with the proper credentials, as provided by law, to fill such vacancy.

Be it further resolved, that a copy of these resolutions be forwarded to the county superintendent of schools of the County of Passaic, and that a copy also be forwarded to the principal of Prospect Park school No. 1 of the borough of Prospect Park.

It will be noted in the recital of the resolutions of dismissal that it is done because Miss McAuley did not have a legal teachers' certificate as required by law. It is also set forth in the recital of the resolutions that "the Board of Education has been dissatisfied with the work of Miss Mildred McAuley as teacher in Prospect Park school." This was given as a just cause for dismissal, as well as the fact that Miss McAuley did not possess at that time a teachers' certificate in full force and effect.

At a meeting of the Board of Education on June 11, 1914, the Board ordered that the district clerk write a recommendation for Miss McAuley. The district clerk, who is not a member of the Board and was not present at the meeting, declined to write the recommendation because he said he did not know how to do it. The Board of Education, at its meeting July 14

following, rescinded its resolution ordering the district clerk to write a recommendation for the Appellant.

It appears from the foregoing that there are two questions involved in this case.

First. Is it required by the rules governing the licensing of teachers that a recommendation as to the success of a teacher shall be given by the employing Board of Education? I find nowhere in the rules that there is any such requirement made for the obtaining of a limited elementary certificate or any other kind of certificate. The Board, therefore, erred in assuming that a recommendation given by it was necessary to the procuring of Miss McAuley's certificate.

Rule 6 of the State Board of Education, governing the issuing of certificates, is as follows:

Certificates in force July 1, 1911, and June 14, 1913, shall be renewed, upon application, by the State Board of Examiners, but shall be valid only as originally issued; provided, that in renewing or making permanent such certificates the State Board of Examiners shall be governed by the rules in force at the time the certificates were originally granted.

The Appellant in this case held a second grade certificate in force on July 1, 1911. The rules for renewing a second grade certificate in force at that time provided that an examination in any two subjects of a higher grade entitled the applicant to a renewal of a second grade certificate. Miss McAuley took the two necessary subjects at the April examination and successfully passed them, and this met the law as it existed at the time her second grade certificate was in force. The rules at that time nowhere provided that letters of recommendation must be obtained from the Board of Education employing the applicant. I am therefore clearly of the opinion that the Appellant was, upon application, entitled to a renewal of her second grade certificate which expired in June, 1913.

As to the limited elementary certificate for which the Appellant applied, this, under the rules, requires a testimonial as to success in teaching, obtained from any reliable authority. This is in addition to passing the required examination. Miss McAuley furnished a testimonial as to character and a medical certificate stating as to her general health, but has not filed a testimonial as to her success in teaching. Until this is done, under the rules, she is not entitled to a limited elementary State certificate.

The second question. Did the Board act illegally in dismissing the Appellant, who was protected under the tenure of service act, without first preferring charges and giving her opportunity to answer? Miss McAuley did not have, at the time of her dismissal, a teachers' certificate in full force and effect in her possession, and this in itself would seem to justify the Board of Education in dismissing her under the law. It must, however, be considered that the reason that the certificate was withheld was because of the action of the Board of Education in refusing to give her a recommendation as to her success in teaching. The Board, in the dismissal resolution, says "Miss McAuley's certificate has expired and cannot be renewed or a new one granted without the recommendation of this Board."

This is an assumption of power over granting certificates that is

justification in the laws or rules governing the certificating of teachers. The State Board of Examiners, the proper body for granting certificates, had not finally passed on the question. Hence it did not lie with the Board of Education to revoke all certificate privileges and say that the Appellant could not get a certificate because the Board would not give her a recommendation. If this were the law, then boards of education would have the power of revoking arbitrarily hundreds of certificates coming up for renewal in this State.

The Board of Education dismissed Miss McAuley because she had no certificate in her possession. She had no certificate because the Board had convicted her of inefficiency without trial in that they had refused to grant her a recommendation as to her success as a teacher.

I am therefore of the opinion that the Appellant was dismissed in clear violation of the provisions of the teachers tenure of service act and of her contractual rights as a teacher in the schools of the borough of Prospect Park.

December 2, 1915.

DISMISSAL OF TEACHER BECAUSE OF LACK OF CERTIFICATE

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

Appellant

vs.

MILDRED MCAULEY

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

J. W. DEYOE, for the Appellant.

HENRY MARELLI, for the Respondent.

The Respondent in this case seems to have taught in the Prospect Park school since September, 1907, and to have continued to teach until her dismissal, January 5, 1914. She held at first a third grade county teachers' certificate, then a second grade county teachers' certificate, the latter expiring in June, 1913. Just before the expiration of the latter certificate—that is, in April, 1913—she tried to secure an elementary limited certificate. She succeeded in complying with the rules governing examinations for limited certificates in three respects, namely, passing an examination in general history and drawing, filing a physician's certificate of good general health, filing a testimonial as to good moral character. But there was a fourth requirement under the rules, that a teacher having previous experience should furnish "*testimonials* as to his or her success in teaching, and shall also present a written statement giving the places in which he or she has taught, and terms of service in each." This fourth requirement was not fulfilled by the Respondent, and in consequence thereof no certificate was issued to her, and when she was dismissed January 5, 1914, she held no certificate entitling her to teach.

It seems that she made application to the Appellant, the Board of Educa-

Appellant refused to grant the application because the Respondent's teaching had not been satisfactory. The Respondent thereupon put the blame of having no certificate upon the Board of Education. But the Board of Education, the Appellant, was under no obligation to give a testimonial, and if the services of the Respondent were unsatisfactory the Board was in duty bound to decline to certify to the success of her services. There is no rule or law requiring the Respondent to get a testimonial only from the Board she was serving—that is, the Board of Education of Prospect Park. She could have obtained it from anyone who knew anything about her teaching. This she did not do. That she was ignorant of the rules and took advice from the wrong people, is unfortunate and regrettable, but cannot be accepted as an excuse.

It seems further that the passing of the examinations in general history and drawing would have entitled the Respondent to a renewal of her second grade certificate, as the Commissioner in his opinion has pointed out. But here again there appears to have been negligence or oversight or bad judgment on the Respondent's part, for which she alone must be held responsible. Rule 6 of the State Board of Education states:

Certificates in force July 1, 1911, and June 14, 1913, shall be renewed, *upon application*, by the State Board of Examiners, but shall be valid only as originally issued; provided, that in renewing or making permanent such certificates the State Board of Examiners shall be governed by the rules in force at the time the certificates were originally granted.

The Respondent could have gotten a renewal of her second grade certificate "upon application" but she did not apply and therefore did not get it.

The glaring fact that protrudes itself is that the Respondent at the time of her dismissal had no teachers' certificate of any kind. It was her affair, her business to see to it that she had a certificate. Not having it she was not under the tenure of service act, and the Board of Education was not only justified in dismissing her in January, 1914, but should not have employed her or paid her after the expiration of her second grade county teachers' certificate in June, 1913. From that time on she was not entitled to teach in the public schools of New Jersey.

The decision of the Commissioner is reversed.

May 6, 1916.

TENURE OF SERVICE

EDWARD FITZHERBERT

Appellant

vs.

THE BOARD OF EDUCATION OF ROXBURY
TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

RICHARD FITZHERBERT, for the Appellant.

CARL V. VOGT, for the Respondent.

It is admitted on the part of the Respondent that Edward Fitzherbert has taught in the schools of Roxbury Township for four consecutive years, three years at the Spencer School in said township and one year at the

School, where he was teaching at the time of the closing of the school. Because of length of service in the same school district the Appellant comes under the provisions of the tenure of service act. The Alpaugh School, in which Mr. Fitzherbert was teaching in 1913, numbered on the roll seventeen pupils, six of whom were residents of another district, making in this school only eleven pupils who had legal claim for their education upon the Board of Education of Roxbury Township. At the meeting of the Board on December 1, 1913, Lewis J. Reeger presented a petition, filed by several residents of the Alpaugh District, asking the Board to close the Alpaugh School and transport the children to the Township School at Succasunna. At this meeting the county superintendent was present. After discussion, on motion the petition was received and referred to the teachers committee for investigation. At the Board meeting on December 8, 1913, the teachers' committee reported that it had met with Mr. Fitzherbert, the teacher, and discussed the matter of closing the school, and that Mr. Fitzherbert agreed to resign his position at the Alpaugh School at any time, providing the Board paid his salary to the end of the present school year. After that time he would not hold the Board for a position under the teachers' tenure of service act. Upon hearing the report of the committee the Board, on motion, agreed by a majority vote to close the school not later than the end of the present school year.

At the January, 1914, meeting of the Board another petition, more largely signed by taxpayers and residents of the Alpaugh section of the school district, was presented. This petition asked that the school be not closed. No action was taken on this petition. On May 25, 1914, at a regular meeting of the Board, a motion to rescind the previous action in reference to closing the Alpaugh School was lost. The school was closed at the end of the year and the pupils transported to the Succasunna School, as requested in the original petition. The Appellant claims that under the tenure of service act he is entitled to a position in the schools of Roxbury Township. Section 3 of the teachers' tenure of service act provides as follows:

Nothing herein contained shall be held to limit the right of any school board to reduce the number of principals or teachers employed in any school district when such reduction shall be due to a natural diminution of the number of pupils in said district.

The number of pupils in the Alpaugh School for which the Board of Education was responsible had become reduced to eleven. It therefore seems that "a natural diminution" of the number of pupils in this district had taken place. This diminution was, in the judgment of the Board, sufficient to warrant the closing of the school. It cannot be held that the Board would be justified in keeping a school open when the number had decreased to such an extent as to prevent the maintenance of a thorough and efficient school. Not only is it more economical to consolidate small schools, but it is desirable to do so on the ground of greater efficiency and economy in the school system. A proper construction of the law would seem to suggest that a board of education, because of the falling off of the number of children, and because of the promotion of greater efficiency by consolidation, not only has the right, but

case the original petition asking for the closing of the school was signed by residents of the district who had a majority of the children attending school.

I therefore hold that the Board of Education was justified in closing this school. Being justified in such act, it cannot be held that the Board should provide another school for the Appellant. The appeal is hereby dismissed.

December 16, 1915.

TENURE OF SERVICE

EDWARD FITZHERBERT

Appellant

vs.

THE BOARD OF EDUCATION OF ROXBURY
TOWNSHIP, MORRIS COUNTY

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

RICHARD FITZHERBERT, for the Appellant.

CARL V. VOGT, for the Respondent.

This is a case somewhat similar to that of Tobey vs. the Board of Education of the city of Newark recited in School Law Decisions 1914, p. 366.

1. It appears that there was "a natural diminution of the number of pupils" in the school where the Appellant taught, within the meaning of the statute. 2. That after consultation with the Appellant and on notice to him it was decided to close the school. 3. That at the end of the school year of 1914 the school was closed and the Appellant duly paid in full at that time.

The contract between the Appellant and the Board of Education of Roxbury Township was thus terminated and ended. There was no obligation under the tenure of service act to provide another school for the Appellant, or to place him on a waiting list, or to enter into a new contract with him. The Respondent was within its rights under the tenure of service act in closing the school and terminating the contract with the Appellant because of "the natural diminution of the number of pupils," and the evidence pro or con about the Appellant's resignation or its acceptance is more or less irrelevant.

The decision of the Commissioner is affirmed.

April 1, 1916.

ALLOWANCE FOR TUITION AND TRANSPORTATION

WILLIAM W. WALTERS

Appellant

vs.

THE BOARD OF EDUCATION OF THE BOR-
OUGH OF DUNELLEN

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

WILLIAM W. GIDDES, for the Appellant.

A. J. HAMLEY, *District Clerk*, for the Respondent.

Leslie Vail was suspended from the Dunellen grammar school by the principal on February 28, 1912. His grandfather, William W. Walters, is the Appellant in this case.

SCHOOL REPORT.

The reason given for the suspension was that the boy had been continuously disobedient and troublesome in his classes. He had been reported to the principal on several occasions. The principal had visited his mother and tried in various ways to have the boy behave himself properly in school. His suspension was reported to the Board of Education which met on March 5, 1912. The Board at this meeting, by resolution, agreed to hold a special meeting on March 12, in order to give a hearing in the case of the suspension. The boy's mother, Mrs. Lydia Vail, and his grandfather, William W. Walters, were notified of this meeting. The boy appeared at the meeting with his mother, but refused to promise that he would behave himself, whereupon the Board continued his suspension indefinitely. His grandfather, Mr. Walters, entered the boy in the Plainfield school as a tuition pupil in the latter part of March, 1912. The boy has remained in the Plainfield school ever since, and his tuition and transportation have been paid by the Appellant. The boy's conduct in the Plainfield school, as reported by the teachers, is greatly improved. No fault has been found with him in this respect. The conditions upon which he was accepted at the Plainfield school were that he must be obedient and respectful to his teachers or he would not be permitted to remain.

This appeal is made to compel the Board of Education of Dunellen to reimburse Mr. Walters for the amount of tuition which he has paid the Plainfield Board of Education and for the amount expended for transportation to the Plainfield school. There has been no request by either the mother of the boy or his grandfather to have him reinstated in the school at Dunellen. The appeal that is made asks not for reinstatement now, but, as stated, for reimbursement for the amount expended for tuition and transportation. At the hearing in the case evidence was given that the boy had been troublesome, and that only as a last resort was he suspended from school. There was no evidence given that there had ever been any attempt on the part of his mother or grandfather to have the boy return to the Dunellen school. It would have been entirely legitimate to have made an appeal to the Commissioner to have the boy reinstated in his own school at Dunellen. Instead, a choice was made of a school in another district, and tuition and transportation were paid by Mr. Walters.

Reimbursement for tuition and transportation paid for attendance in the Plainfield school for an education in the grammar grades which is furnished in the Dunellen school is out of the question. It cannot be done and should not be done. If this could be legally claimed suspension would be inadequate as a punishment and as a thing that would tend to maintain the discipline of the school. The Appellant, therefore, has no claim for the payment of tuition and transportation on the Board of Education of the borough of Dunellen.

The appeal is dismissed.

December 22, 1915.

ALLOWANCE FOR TUITION AND TRANSPORTATION

WILLIAM W. WALTERS vs. THE BOARD OF EDUCATION OF THE BOR- OUGH OF DUNELLEN	<i>Appellant</i> <i>Respondent</i>	} DECISION OF THE STATE BOARD OF EDUCATION
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WILLIAM W. GIDDES, for the Appellant.
 A. J. HAMLEY, *District Clerk*, for the Respondent.

Appellant's grandson was suspended in March, 1912, from a school in Dunellen, in which place he was a resident. Thereafter he attended a school in Plainfield, and Appellant, with whom he resided and by whom he was supported, seeks an order directing the Board of Education of Dunellen to reimburse him for tuition and transportation charges thereby incurred. From a decision of the Commissioner denying the application this appeal is taken.

For some years prior to March, 1912, the boy was continuously and wilfully disobedient to his teachers and principal.

At a special meeting of the Board of Education of Dunellen held in March, 1912, of which notice was given to the Appellant and also to his daughter, the mother of the boy, and at which all three were present, the boy was suspended. No appeal was taken from the suspension and no application was made for reinstatement.

To support his application that he be reimbursed for tuition and transportation charges Appellant cites no authority. We know of none. It seems to us that the application is entirely without merit and to grant it we believe would be destructive to school discipline.

In our opinion the Commissioner of Education properly denied it and his decision therefore is affirmed.

April 1, 1916.

DISMISSAL OF CITY SUPERINTENDENT

JOHN W. CARR vs. THE BOARD OF EDUCATION OF THE CITY BAYONNE	<i>Appellant</i> <i>Respondent</i>	} DECISION OF THE COMMISSIONER OF EDUCATION
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JAMES BENNY, for the Appellant.
 DANIEL J. MURRAY and AARON A. MELNIKER, for the Respondent.

The Board of Education of the city of Bayonne, on June 3, 1915, passed resolutions asking for the building of a high school to cost \$260,000. On the 16th of September following resolutions were passed asking for \$75,000 for the building of an addition to School Number Three, and on the 20th of

September similar resolutions were passed providing for a new building to cost \$146,000, making a total of \$481,000 for building these schoolhouses. The Board of School Estimate granted all these amounts.

An architect was to be chosen to provide plans and specifications and to superintend the construction of these buildings. The president of the Board of Education requested Superintendent Carr, the Appellant in this case, to prepare questions and submit them to architects, with a view of obtaining the best possible professional service in this line. This was done by Superintendent Carr, but before he had received many answers to his inquiries the Board of Education, by resolution at a meeting held October 7, 1915, appointed McKim, Mead & White of New York City to act as architects, at the usual rate of five per cent. of the cost of construction. On October 11, 1915, the secretary mailed a notice of appointment to this firm. On October 13, 1915, McKim, Mead & White accepted the appointment. On October 14, 1915, the Board of Education at a special meeting passed a resolution rescinding the appointment of McKim, Mead & White as architects, without giving any reason for its action.

The foregoing facts are stated with particularity of date, etc., because upon action thus taken by the Board is based the excuse for the action taken by the Appellant in this case and which led to formal charges being made against him by the Board of Education. Superintendent Carr was not satisfied with this hasty and vacillating course of action on the part of the Board in selecting an architect. This unusual haste, as he thought, shutting out opportunity for investigation of the character and ability of the different firms of architects with whom communication had been carried on, coupled with some rumors which had been floating about in certain circles in Bayonne, led him to be suspicious that all was not well.

The Board of Education held a meeting on October 23, 1915. Just previous to the meeting a conference was held by three members of the Board, namely, President Melniker and two Board members, Thomas Herbert and Samuel Kovascy. Superintendent Carr attended that conference. He told these Board members that a member of the Board of Education had told him that another member of the Board had approached the first member and had suggested to him that it was the usual thing that a portion of the architect's fees should be divided among members of the Board of Education. He suggested to these members that investigation should be made of this and other matters which had been rumored concerning the taking of graft in connection with the building of the proposed schoolhouses. No action was taken at the Board meeting following to investigate the truthfulness of the rumors which the Superintendent stated had come to his knowledge. On October 27, Superintendent Carr addressed a communication to the Mayor of Bayonne in which he stated that it was his opinion that the Board of School Estimate should take immediate steps to rescind the resolution passed by that body at a recent date appropriating the sum of \$529,000 for the purpose of purchasing additional school lands and the erection of additional school buildings. On the following morning, October 28, 1915, Superintendent Carr appeared before the Board of School Estimate, of which the Mayor is a member. At this meeting he made a statement in writing in which he recited the facts connected with the selection of an architect, and charged that in his

opinion the proper care in selecting this important officer had not been exercised by the Board of Education. He further stated to the Board of School Estimate that a member of the Board of Education had come to him and told him in detail how another member of the Board had come to the first member's house and had proposed to this member to join with the other member in a grafting scheme in the employment of an architect for the erection of the new buildings contemplated. He explained to the Board of School Estimate further that this was the reason why he had asked the Mayor to cause to be rescinded by the Board of School Estimate the resolutions providing for the raising of moneys. This action he claimed was taken in the interest of the taxpayers and the schools.

At a meeting of the Board of Education on the evening of October 28 a firm of architects was appointed by the Board. On November 8 the Board of Education met and made formal charges against Superintendent Carr which in general recited that he had been making false public statements that reflected upon the Board of Education, that he had made these statements before the Board of School Estimate, and, generally speaking, he was charged with interfering with the orderly business method of procedure of the Board of Education. On these charges he was tried and, after taking of testimony and argument by council, he was found guilty by a vote of seven to two and was removed as superintendent at the same meeting by a vote of six to three.

An appeal was taken from this finding and action to the Commissioner of Education. The case was submitted on the basis of the testimony taken at the Board hearing. Counsel was heard and briefs on both sides of the case were submitted.

At the hearing before the Board of Education, Mr. Connors, a member of the Board, testified that an architect told him that a fellow member of the Board, Mr. Hatton, was to receive \$2,000 from the architect. Superintendent Carr and Mr. Garvin were to receive the same. Mr. Hatton testified that the president of the Board, Mr. Melniker, came to him and said: "It is a custom for architects to give a part of their fees in order to secure the job. Since the architect is willing to surrender a part of his fees I cannot see any harm in it." This testimony was denied by Mr. Melniker, but he admitted that he told Hatton: "That efforts were being made and would be made to line up this Board by different architects and that all sorts of influences would be brought to bear to get the votes of the Board, and that some of them wouldn't hesitate to split their fees to get this job; it was a big job and they wouldn't hesitate to divide their fees with members of the Board to get it." The architect Pelton testified that in an interview with Mr. Connors he said to Pelton: "You ought to give us \$10,000 out of your fee and in addition to that of course you would have to draw the plans and specifications the way we told you to and we ought to get \$50,000 more out of that."

These things were known to Superintendent Carr, some of them as early as August. Mr. Hatton had told him the Melniker story at that time. The Pelton story was told him later. With all these things in the mind of Mr. Carr, some of them coming to him so direct, it is little wonder that he did think there were dishonest things about to be consummated. He first divulged them to a committee of the Board of Education and told that committee that

he felt alarmed about them. He next wrote to the Mayor, suggesting to him that the Board of School Estimate should rescind its action in voting the appropriations.

If Superintendent Carr honestly believed that there was danger of dishonest expenditure of any of the school moneys appropriated for the building of schoolhouses, or if he had sufficient reason to suspect even that such was the case, or that such a thing was in contemplation, he would be justified in sounding such an alarm or giving the matter such publicity as would stay the hand of evil intent before any overt act was actually committed.

It would be a sad condition of affairs in the civic life of any city if a superintendent of its schools who had reason to believe that corrupt propositions were entertained by members of the Board of Education should have to close his eyes and seal his lips for fear he would lose his place.

It is my opinion that John W. Carr did not act in any way in a manner unbecoming a superintendent of schools as shown by the evidence given in this case. The appeal, so far as the charges made against him are concerned, is hereby sustained.

The removal of the Appellant as superintendent of schools of Bayonne, while closely connected with the charges made against him, involves a question that must be considered by itself. A city superintendent does not come under the teachers' tenure of service act. His term of service is regulated by the statute as found in article VI of the School Law and by the by-laws and rules made by the Board of Education constituted as herein provided.

Claim is made by the Appellant that under a by-law of the Board of Education providing for appointment of the superintendent for a term of three years a dismissal could not be made until his term of office would have expired, which is in September, 1916. The by-law is as follows:

He (superintendent) shall be appointed for a term of three years, except in case of his first appointment as superintendent of schools in this city, when he shall be appointed for one year. He shall receive such salary as may be fixed by the Board of Education, which salary shall not be decreased during his term.

The Respondent answers that the Board of Education, acting under its statutory rights, may dismiss arbitrarily a superintendent with or without first preferring charges.

Article VI, section 71, of the School Law, edition of 1914, reads:

Whenever a superintendent of schools shall be appointed, it shall be by a majority vote of all of the members of the board of education. He shall receive such salary as said board shall determine, which salary shall not be reduced during his employment. He may be removed by a majority vote of all the members of said board.

The question is, which shall prevail in this case, a by-law which provides for an appointment of superintendent for a period of three years, or the statute law which says that: "He may be removed by a majority vote of all the members of said board."

Here is a statutory right given boards of education to enact by-laws not inconsistent with the act. A by-law made by a corporate body can neither limit nor extend the power granted that body in the statute law. It must

COMMISSIONER OF EDUCATION.

conform to the statute. Hence a by-law could not take away from a board of education any right given by the statute, even though a by-law made by the board itself operated to do so.

John W. Carr was removed as superintendent by a majority vote of the Board of Education on October 28, 1915, after the Board had found him guilty of charges. The Board had a right to remove him under the School Law regardless of its findings. The removal, being by a vote of six to three, was by a majority of the whole Board, and was clearly lawful.

The petition, so far as the removal as superintendent goes, is hereby dismissed.

January 10, 1916.

DISMISSAL OF CITY SUPERINTENDENT

JOHN W. CARR

Appellant

vs.

THE BOARD OF EDUCATION OF THE CITY
OF BAYONNE

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

JAMES BENNY, for the Appellant.

DANIEL J. MURRAY and AARON A. MELNIKER, for the Respondent.

For some six years prior to November 11, 1915, John W. Carr was superintendent of schools of the city of Bayonne. On that day, at the conclusion of a trial, the Board by a vote of seven to two found him guilty of having publicly made statements which reflected on the integrity of the Board or some of its members and also of having tried to coerce one of its members to resign. By a vote of six to three he was thereupon dismissed.

Mr. Carr appealed to the Commissioner of Education and urged that no just cause existed for his dismissal and that therefore it was a violation of his contract of employment, which was for a term of three years, viz., from September 1, 1913, to September 1, 1916.

The Commissioner decided, in effect, that no just cause existed for the dismissal, but that under the law cause was not necessary and that therefore the dismissal was legal.

From the conclusion that no just cause existed for the dismissal, the Board of Education of the city of Bayonne appeals to this Board, while from the conclusion that it was within the power of such Board of Education to arbitrarily dismiss him Mr. Carr appeals.

If, under the law, the Board of Education of the city of Bayonne could, without cause, at any time dismiss Mr. Carr, then it is unnecessary for us to further study or discuss this appeal. Such was the conclusion of the Commissioner. He based his conclusion on section 71 of the School Law, which is as follows:

Whenever a superintendent of schools shall be appointed, it shall be by a majority vote of all of the members of the board of education. He shall receive such salary as said board shall determine, which salary shall not be

reduced during his employment. He may be removed by a majority vote of all the members of said board. He shall have a seat in said board and the right to speak on all educational matters, but shall not have the right to vote.

As the Commissioner reads this section, a board of education of a city school district cannot deprive itself of the right at any time to arbitrarily dismiss its superintendent. If such interpretation is correct, then no matter how formal a contract may be made, it is purely unilateral and subject to termination at any and all times by the board. Whether such a contract would be binding on a superintendent it is unnecessary for us now to consider. We must address ourselves to the question, can a board of education of a city school district employ a superintendent for any definite term? If we decide that it cannot, and we are not reversed by the courts, then, unless the Legislature changes the law, it would be well-nigh impossible for city school districts henceforth to secure superintendents.

It is a matter of common knowledge that superintendents are usually recruited from the ranks of principals or secured from other states. Most principals in this State are protected by the tenure of service act. What principal would abandon such protection or what man would come here from another state if he knew that, no matter what his qualifications might be, a city board, if he did not at all times humor its members, defer to their judgment and possibly even dress to suit their whims, might arbitrarily dismiss him and possibly blast his entire career? Few men of strength and individuality would accept a position as a city superintendent unless assured a term sufficient for them to demonstrate their worth. The success of a city school district is largely dependent on its superintendent. He is the expert who is supposed to have the special knowledge and ability required to secure the best results. Can it be that the legislature intended to place such districts in a position where it would be difficult, if not impossible, to secure the very best talent? We cannot assume such intent. It is therefore necessary for us to carefully examine the law to ascertain what was the intention of the legislature and whether the language of section 71, read in connection with other sections of the law, means what has been decided by the Commissioner.

Section 71 is part of article VI, which relates to city school districts. In that article provision is made for members of the board of education, for a secretary of the board, for a superintendent of schools and for a business manager.

Sections 57 and 58 read as follows:

57. Every such board shall have the supervision, control and management of the public schools and public school property in its district, and shall keep such property insured. It shall appoint a person to be its secretary, and may appoint a superintendent of schools, a business manager and other officers, agents and employes as may be needed, and may fix their compensation and terms of employment, but no such appointee, officer, agent or employe other than the secretary, shall be a member of said board.

58. Such board shall make, amend and repeal rules, regulations and by-laws not inconsistent with this act or with the rules and regulations of the State Board of Education, for its own government, for the transaction of business, and for the government and management of the public schools and the public school property in said district, and also for the employment and discharge of principals and teachers.

What is the meaning of the phrase "fix their compensation and terms of employment?" The word "term" has many meanings. It is derived from the Latin and its primary meaning is a bound or limit. If the legislature used "term" in this sense, then it conferred upon the city boards power to fix the limit or duration of service as well as the compensation of the secretary, the superintendent and the business manager. In the same article the duties of each are defined. It would seem, therefore, that the legislature by the above provision intended to confer upon city boards of education the power to employ a city superintendent, at a compensation and for a term to be agreed upon, to perform the duties prescribed by the act and by such rules and regulations as the local board might make and which were not in conflict with the law or the rules and regulations of the State Board of Education.

If the word "term" was not used in its primary sense, the only other meaning which it seems to us should fairly be ascribed to it is that which is generally accepted when the word is used as in the statute in connection with employment. The average person understands "terms of employment" to mean an agreement in regard to the services to be performed.

In whichever sense the word "term" is used in section 57, it would seem as though the legislature conferred power upon local boards to enter into an agreement with city superintendents. In this case there is no doubt but that Mr. Carr was employed for a term of three years. The point is made that such employment was subject to a right of dismissal at any time by the board. If that is so, then the legislature in one section authorized the board to make a contract with Mr. Carr and in another section deprived it of the right to fix one of the essential elements of the contract, viz., its duration. The legislature, therefore, would seem to have been inconsistent. We cannot assume any such intent on its part. It is our duty to reconcile, if possible, the provisions of the law.

As stated above, in article VI of the School Law the legislature makes provision for and defines the duties of members of city boards of education, of the secretary, of the superintendent and of the business manager. It has also made provision with regard to their removal. A member who fails to attend three consecutive regular meetings of the board without good cause may be removed by the board. If no provision had been made for the removal of the secretary, superintendent or business manager, it might have been argued that the legislature did not intend to confer power upon the board to remove such officials. The legislature, however, did intend to confer power upon the board to remove such officials, and it therefore provided with regard to each that he might be removed "by a majority vote of all the members of said board." No cause is specified. This provision is entirely different from that providing for removal of members. Members can be removed only for one cause. There is no such limitation on the power of the board to remove the secretary, the superintendent or the business manager. For the cause stated by the legislature a member may be removed "by said board." A secretary, superintendent or business manager can be removed, however, apparently for any cause but only "by a majority vote of all the members of said board."

It does not seem to us, therefore, that the legislature in conferring the

power of removal upon city boards intended to limit the power conferred by a preceding section to enter into contracts with superintendents. Such power was conferred not for that purpose, but for the purpose of making it clear that secretaries, superintendents and business managers could be removed for any cause, but only by a vote of a majority of all the members of the Board.

The ordinary employer has the right to appoint his employes and also to remove them. He may make a contract with an employe for a definite term and may discharge him before the end of the term, but if he does so without cause he must stand the legal consequences. A city board of education has the power, in our opinion, to employ a superintendent for a definite term, and also to discharge him, but if it does so without cause the removal is unlawful and the city superintendent has a right to have it so declared.

Was the discharge of Mr. Carr without cause? The reasons for his discharge are fully set forth in the record; in fact a trial was held. The Commissioner has found that there was no just reason for the discharge. We agree with such conclusion. We have read all the testimony and its reading leads us irresistibly to the conclusion that the action of the Board of Education of the city of Bayonne was the result of prejudice and not of disinterested judgment.

It is therefore adjudged that the removal of Mr. Carr as superintendent of schools was in violation of the terms of his contract and therefore unlawful, and that the decision of the Commissioner of Education in so far as it declared such dismissal legal be reversed.

April 1, 1916.

REFUSAL OF CUSTODIAN TO PAY ORDERS

THE BOARD OF EDUCATION OF THE BOR- OUGH OF HAMPTON <i>Appellant</i> vs. JOHN V. MELICK, CUSTODIAN OF SCHOOL MONEYS <i>Respondent</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
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This appeal is taken by the Board of Education of the Borough of Hampton, Hunterdon County, on the refusal of the custodian of school moneys to pay certain orders regularly drawn on him by authority of the Board of Education.

Article 18 of the School Law, edition of 1914, section 227, provides that school moneys shall be paid out by the custodian only "on orders legally issued and signed by the president and district clerk or secretary of the board of education; any ordinance, by-law or resolution of a township committee, common council or other governing body of any municipality attempting to control such moneys, or which shall in any way prevent the custodian of the school moneys of the school district from paying the orders of the board of education as and when they shall be presented for payment shall be absolutely void and of no effect." The law as quoted is plainly mandatory

upon the custodian to pay the orders of a board of education upon being presented to him in a legal form.

The decisions of the courts are also to this effect. In the case of Zimmerman vs. Mathe the court in its decision uses the following language: "With the expenditure of money raised for school purposes and the application of the moneys to the purpose for which they were raised the township collector has no official concern."

It has also been held that the custodian of the moneys of a school district in the payment of orders is not responsible for the application the school board has made of the money when such orders come to him drawn according to law.

In this case it is plainly the duty of the custodian of the school moneys, John V. Melick, to pay the orders issued by the Board of Education, and he is hereby commanded so to do.

The appeal is sustained.

February 9, 1916.

REFUSAL OF CUSTODIAN TO PAY ORDERS

THE BOARD OF EDUCATION OF THE BOR-
OUGH OF HAMPTON

Appellant

vs.

JOHN V. MELICK, CUSTODIAN

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

The Respondent, Mr. Melick, as custodian of school moneys in the Borough of Hampton, declined to pay certain bills at the request of the Board of Education of the Borough of Hampton because he did not consider the bills legal. This is a proceeding to compel the custodian to obey the orders of the Board of Education and is, specifically, an appeal from the decision rendered by the Commissioner of Education.

Article 18 of the School Law, section 227, provides that school moneys *shall* be paid out by the custodian "on orders *legally issued and signed* by the president and district clerk, or secretary of the board of education," etc. The word "shall" makes it mandatory upon the custodian to obey the directions of the board. The word "legally" qualifies the words "issued and signed" and indicates that the *issuing* and the *signing* must be legal, but is evidently not meant to qualify in a broad way the word "orders." The reading of "orders, issued and signed legally" gives the right meaning. The custodian has not the powers of an auditor and cannot make legal quibbles over every dollar paid out. If the statute had any idea of vesting him with any such powers it would have so stated. As it now reads the statute names him a "custodian" and gives him no power but that of a keeper of money to be paid out when duly authorized by the proper authorities.

The note cited on page 388 of the School Law (Edition of 1914) is evidently a continuation from the old forms used before 1911. It is not law nor even a rule of the State Board, but a note of direction written in by some assistant commissioner.

June 3, 1916.

ALLOWANCE FOR TRANSPORTATION

MRS. H. H. LINCH	} <i>Appellant</i> <i>vs.</i> THE BOARD OF EDUCATION OF UPPER PITTSBORO TOWNSHIP <i>Respondent</i>	} DECISION OF THE COMMISSIONER OF EDUCATION

In the case of the appeal of Mrs. H. H. Linch for the payment of transportation for her daughter, Cecil A. Linch, from her home to Elmer, a hearing being held as to the distance and circumstances surrounding the case, I have reached the following conclusion.

The distance for which transportation is claimed appears to be about 2.2 miles. It further appears that the county superintendent does not approve of the necessity for the transportation. The Board of Education also refuses to allow any payment for transportation. The Appellant, Mrs. Linch, raised the question of the physical condition of her daughter being such as made it dangerous to her health to walk the distance. Inasmuch as the law assumes that a child is in average good health and does not take into consideration the condition of health or physical ability to walk this argument cannot be considered.

Taking all things in consideration in this case, it is my opinion that the decision of the Board and the conclusion of the county superintendent should not be interfered with.

The appeal is dismissed.
 April 14, 1916.

ALLOWANCE FOR TRANSPORTATION

MRS. H. H. LINCH	} <i>Appellant</i> <i>vs.</i> THE BOARD OF EDUCATION OF UPPER PITTSBORO TOWNSHIP <i>Respondent</i>	} DECISION OF THE STATE BOARD OF EDUCATION

Mrs. Linch, the Appellant, asks payment of transportation for her daughter from her home to the school at Elmer, a distance of 2.2 miles. The Commissioner of Education, after a hearing, decided that the refusal of the Respondent, the local school board, to make payment was justified, that the county superintendent did not approve the necessity of the transportation and that the appeal should be dismissed. The word "remote" used in the statute, article 9, section 141, obviously cannot be construed to mean any fixed distance, but must vary in meaning with the attendant circumstances. Hence the wisdom of the statute which allows the local board to "make rules and contracts for the transportation of children to and from school" and requires the approval of the local county superintendent of the necessity for the transportation. The people on the ground are the best judges of the

circumstances, and neither the Commissioner of Education nor the State Board of Education should interfere unless there is apparent bias or prejudice on the part of the judges.

We concur in the opinion of the Commissioner in this case "that the decision of the Board and the conclusion of the county superintendent should not be interfered with."

The appeal is dismissed.

July 1, 1916.

DISMISSAL OF JANITOR

CHARLES H. EVANS

Appellant

vs.

THE BOARD OF EDUCATION OF CHESTER
TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

GEORGE B. EVANS, for the Appellant.

KAIGHN & WOLVERTON, for the Respondent.

The Appellant in this case, Charles H. Evans, was in the employ of the Board of Education of Chester Township as janitor from the year 1908. It was the custom of the Board of Education to re-employ him at the end of each year, from which act it is reasonable to infer that his term of employment ran from year to year. He was not re-employed at the close of the year in June, 1915, as was usual, but was re-employed as janitor of school buildings eight and nine on August 24, 1915. The reason for the unusual delay in re-hiring him was because of some question as to his ability to run the new heating plant that had been placed in the new buildings. The building in which he had been janitor in former years was torn down.

In a letter dated August 30, 1915, notifying the Appellant of his re-appointment, is the following:

The Board of Education of Chester Township at its last meeting instructed me to notify you that as a janitor in the employ of the Board you have been assigned to school buildings number eight and number nine for the school year 1915-16. The duties of the janitor of these buildings includes the usual work of operating the heaters.

The State law may require you to get a permit or certificate of some sort showing your authority to operate the kind of heater installed in school building number nine. On this subject, which is out of the jurisdiction of the Board, you should consult with the Department of Labor, Trenton, New Jersey.

To this letter, Mr. Evans, through his attorney, replied as follows:

Mr. Evans is glad to do anything he can as janitor of the buildings eight and nine, and will do his utmost to keep these buildings in condition.

With regard to securing a permit to run the engine, I am not sure that my client can secure such a permit, and in order to place ourselves in the proper position in case this matter comes up in the future I wish to state that my

client in consenting to do the best he can in his new position does not obligate himself to secure a license.

Mr. Evans began work as janitor in the schools at the opening in September and continued to do the work required of a janitor up to September 28, 1915. On this date it was necessary to start up the fires in the heaters and continue to keep the building heated thereafter. This part of the janitor's work Mr. Evans refused to perform. One of the rules of the Board of Education provides that the janitors shall have charge of the fires and shall see that the rooms are properly heated and ventilated. This rule was in force during the time that Mr. Evans had been in the employ of the Board.

It appears that the new heating and ventilating plant in buildings eight and nine to which Mr. Evans had been assigned requires a steam pressure of more than ten pounds. A law enacted in 1913 by the State Legislature requires that no heating and power plant under the control of any person or board requiring a steam pressure greater than ten pounds can be operated by any person without first obtaining a license from the board provided by law for the issuing of such licenses.

It thus appears that the janitor in these schools, in order to run the heating plant, must obtain the proper license. Mr. Evans refused to run the heating plant on the ground, first, that he was not capable of learning how to do it and, second, that he would not apply for a proper license to do so. The Appellant claims that it is not the duty of a janitor to run a heating plant which requires a license. He claims especially that it is the duty of the Board of Education to furnish him janitorial work in the schools which work is outside of any work pertaining to running the heaters under the system installed in schools eight and nine.

Charges of inefficiency were brought against Mr. Evans by the principal of the school and a hearing was had before the Board of Education. The main point of inefficiency was that the Appellant refused to run the heating plant. The Board adjudged the Appellant guilty of incompetency and discharged him from its employ as janitor of schools eight and nine. From this action of the Board appeal is taken.

The question to be decided is this. Is the rule of the Board which requires the janitors to have charge of the fires and see that the rooms are properly heated in any way modified when a heating plant is installed that requires in its running the maintaining of a steam pressure of more than ten pounds?

Chapter 44, Laws of 1911, gives power to a Board of Education to make "such proper rules and regulations as may be necessary for the employment, discharge, management and control of the public school janitors." The act further states "no public school janitor in any municipality or school district shall be discharged, dismissed or suspended, nor shall his pay or compensation be decreased except upon sworn complaint for cause and upon a hearing had before such board." The rule of the Board, which it had a right to make, requires that janitors shall have charge of the fires and shall see that the rooms are properly heated, and in no way limits the Board of Education to any particular system of heating and ventilating. The Board has a right at any time to install a heating and ventilating system which it re-

gards as the best in its judgment. I cannot see wherein a janitor could possibly be given such tenure rights as would give to him the choice of determining the kind of heating plant that he would run or would not run. That the law leaves clearly in the hands of the Board of Education.

The new plant installed the Appellant refused to run because the Legislature had enacted a law providing that a license should be obtained for such a plant. In passing such a law the Legislature in no way limited the choice of heating plants to be installed by boards of education. The requirement of the Board was such as is provided in its rules and such as is usual in school buildings of the size of the buildings eight and nine in this case. The Appellant was dismissed after making charges and after he had been given an opportunity to meet those charges. He admits that he refused to run the heating plant. He admits that he was not qualified to do so. Hence the finding of the Board that he was inefficient was based on the Appellant's own act and admission.

I find that the rule made by the Board requiring its janitors to have charge of the running of the heating and ventilating plant is a reasonable one and that the Appellant in this case, being given a fair trial under charges and being found guilty of the charges made, was legally dismissed as janitor in the schools of Chester Township.

The appeal is therefore dismissed.

April 24, 1916.

Decision affirmed by State Board of Education October 7, 1916.

TENURE OF SERVICE OF HIGH SCHOOL PRINCIPAL

WALTER G. DAVIS

Appellant

vs.

THE BOARD OF EDUCATION OF OVERPECK
TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

WILLIAM B. MACKAY, for the Appellant.

EDWIN S. IRION, for the Respondent.

This is an appeal taken by Walter G. Davis, principal and teacher in the Ridgfield Park high school, Overpeck Township, from the action of the Board of Education in dismissing him from service after charges duly made and a trial before the Board.

The Appellant was teacher and principal of the Ridgfield Park high school for six years. Previous to being principal of the high school Mr. Davis served as a teacher in the schools of Ridgfield Park for three years. He was made principal of the high school and teacher therein in 1909, and continued as such, with the exception of one year, until the time of his dismissal in December, 1915. In the year 1912-13 Mr. Davis was transferred to teach in the seventh and eighth grades of one of the grammar schools. He was

reinstated by action of the courts to his position as principal and teacher in the high school in September, 1913.

The dismissal in December, 1915, was made by the Board of Education after regularly preferring charges against Mr. Davis for, first, inefficiency in teaching; second, incapacity, charging under this head the lack of training for his profession and charging the lack of proper scholastic attainments; third, conduct unbecoming a teacher; and, fourth, physical disability.

After a trial lasting through several evening sessions and the taking of voluminous testimony the Board of Education convicted Mr. Davis of all the charges made against him. The testimony taken bore on the question of whether Mr. Davis was inefficient as a teacher and high school principal. The testimony bearing on his physical disability showed that Mr. Davis had the power of sight in only one eye. The expert optometrist testified that his vision was affected five per cent. by having the use of only one eye. This was the only testimony bearing directly on this point. On this testimony the Board convicted him of physical disability.

The testimony as to his conduct unbecoming a teacher was to the effect that he had taken his coat off before his class and taught for twenty minutes in his shirt sleeves on a hot day last September. Mr. Davis admitted this, and was convicted of conduct unbecoming a teacher.

On the charge of incapacity by reason of his training there was testimony to the effect that he mispronounced a few well known words, one of them being "algebra." There was conflict of testimony as to whether Mr. Davis did make these mispronunciations. There was testimony also that he used bad grammar in oral speech, but only one instance of this was given. In opposition to this it was given in testimony that Mr. Davis was a college graduate and held first grade teachers' certificates from the State of New York and from the State of New Jersey, which stood for his qualification and capacity as a teacher. He was convicted by the Board of incapacity as charged.

As stated before, the important charge was inefficiency in teaching. In considering this charge it would be well to separate the testimony given as to Mr. Davis' efficiency as a teacher from that which was given to show that he was inefficient as a principal. Three supervising principals testified mainly that Mr. Davis was inefficient as a high school principal. Mr. J. M. Winslow, who was supervising principal from 1909 to 1912, gave in his testimony the following: "Mr. Davis taught three lines of work, all of the mathematics, all of the sciences, American history and civics. In addition to this he was the head of the school, locally known as principal of the high school. My mark of Mr. Davis or any other one person to fill that place was 'four.'" "What did that indicate in your scale of marks?" "That Mr. Davis could not conduct satisfactorily all that work." "What were your reasons for giving him such a mark?" "Because the work was too much for any one person to do and because of the limitations of Mr. Davis and his capacity to do all that work." It was also shown by other witnesses that Mr. Davis taught six periods out of the seven each day. Besides this he was to act as principal of the school, organize it, make the program schedule, discipline the whole school, and seems to have been held responsible for the progress of all the pupils. Mr. Wooster, the county superintendent, stated in his

testimony, referring to Mr. Davis, that "a principal who teaches six or seven periods a day should not be held responsible for the school." Mr. Wooster also testified that Mr. Davis was a fairly efficient teacher. The teachers of the high school who had been in the school for the greatest length of time testified favorably as to Mr. Davis as a teacher and as a high school principal. Two new teachers who had been in the school only since September testified that Mr. Davis as principal was inefficient, but gave nothing in testimony against him as a teacher. One teacher who taught in the high school during the previous year gave unfavorable testimony.

In considering the case of the Appellant as to his efficiency as a teacher it is proper to consider what are the main qualities of an efficient teacher. It will perhaps be agreed that there are four that he must possess, first, he must have adequate knowledge of the subjects which he is teaching; second, he should have reasonable skill in presenting the subject matter; third, he should have sufficient personality to inspire pupils to the further pursuit of knowledge and education after leaving the high school; fourth, he should be industrious in the work which he attempts to do. There is no adequate evidence that Walter G. Davis was without knowledge to meet the requirements of the office of teacher. There is little or no evidence that he was lacking in skill to impart instruction or give inspiration to his pupils. No one came forward to testify that he was wanting in industry. Two or three former pupils who had felt the halter of discipline draw did testify that the discipline of the school was bad and that the teaching was not good. Set over against this was the testimony of several graduates of the school who had attended other schools and colleges, six of whom are now engaged in teaching in the public schools of this State. These bore testimony that Mr. Davis was a good teacher, that the discipline in his classroom was good, that there was no disorder. The testimony of these who had been in Mr. Davis' classes as students I would rate as the very best kind of evidence. It comes out of the mouth of those who have been there. It comes from those who have had opportunity of comparing and weighing efficiency in teaching power as it touched their own lives. Two supervising principals gave similar testimony as to Mr. Davis as a teacher. One said he was a very good seventh grade teacher while he was in this grade. Another wrote him a formal letter of approval of his work in the high school at the close of the school year in June, 1914.

In considering Mr. Davis' efficiency as the high school principal separate and apart from his function as teacher it is well to consider that in the administration of the schools of Ridgefield Park there was a supervising principal who had charge of all the schools, including the high school. The supervising principal assisted in directing the activities of the high school as well as the other schools in Overpeck Township. He at times arranged the daily program for the high school, and assigned the teaching periods to the different teachers of the high school, including Mr. Davis, so that the system prevailing tended to divide responsibility for the general management of the high school. There was no well defined measure of responsibility for the general management of the high school that was placed upon Mr. Davis' shoulders. There seemed to be in the operation and management of school matters a divided responsibility. This was manifest at the

beginning of the school year, when the present supervising principal moved his office to the high school and began the direction of the school as principal, assuming responsibility for the general discipline and management of the school. This divided responsibility is perhaps one of the causes that have led to the present trouble. Walter G. Davis was only nominal principal of the high school as appears from the testimony.

Weighing all the testimony taken on all sides and considering the amount of work that was placed on Mr. Davis' shoulders, having to teach as he did under the direction of the supervising principal six periods a day, the wonder is not that Mr. Davis did the work well, but that he did his work at all to the satisfaction of any of the patrons of the school.

I therefore find that Mr. Davis, under the testimony which was presented to me, could not be found inefficient in his work as a teacher in the high school at Ridgefield Park, and that he was efficient so far as any one man could be efficient under the conditions of divided responsibility prevailing in the management of the high school.

I find that his dismissal as a teacher in the high school at Ridgefield Park in December, 1915, was without just cause and in violation of his contract as existing under the tenure of service act.

July 6, 1916

TENURE OF SERVICE OF HIGH SCHOOL PRINCIPAL

WALTER G. DAVIS vs. THE BOARD OF EDUCATION OF OVERPECK TOWNSHIP	<i>Appellant</i> <i>Respondent</i>	} DECISION OF THE STATE BOARD OF EDUCATION (Concerning appeal by third party)
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WILLIAM J. MORRISON, Jr., representing the original complainants against Mr. Davis.

Mr. Davis and the Board of Education of Overpeck Township not represented.

The Appellant, Walter G. Davis, after six years of service as teacher and principal in the Ridgefield Park high school, was dismissed by the Respondent, the Board of Education of Overpeck Township, on several charges involving his efficiency and conduct as a teacher. He appealed to the Commissioner of Education.

Pending the appeal the constituent members of the Board of Education of Overpeck Township were changed by a school election, the old board going out and a new board coming in. This did not, however, prevent the appeal from being heard by the Commissioner of Education, Mr. Enright sitting; and a decision was handed down that Mr. Davis was dismissed "without just cause and in violation of his contract as existing under the tenure of service act."

Both parties to the suit now rest satisfied with this decision. Neither party wishes to appeal to this State Board of Education. But third parties, by

counsel, claiming to represent the original complainants against Mr. Davis, now come forward and ask that the case be kept open and that they be heard in support of the original decision of the Board of Education of Overpeck Township which was adverse to Mr. Davis.

The Board of Education of Overpeck Township, like all other local school boards in the State, is a corporate body and its affairs are administered by members who are analogous to the directors of an ordinary corporation. It can sue and be sued, and it certainly has a right to drop or dismiss a suit of its own starting, if it so desires. That the corporate body changes its members from time to time by election does not invalidate its rights or change its status, and that it reverses the action of preceding members or boards cannot be accounted illegal. To insist in this case that the Board of Education of Overpeck Township cannot drop a suit of its own starting would seem to be unjust and unwarranted.

The third parties, represented by their counsel, Mr. Morrison, are not parties of record in this suit. They are not impleaded in the case but come in as parties dissatisfied with the action of the present Board of Education of Overpeck Township. They are perhaps not knocking at the right door. If citizens are dissatisfied with the action of public officials they may appeal to the courts in certiorari proceedings but they can hardly take over the functions of the officials themselves and carry out their duties. The prosecution (or dismissal) of charges against a school teacher is the peculiar province of the local board of education (see article VIII, section 130, School Laws of New Jersey).

Any citizen may file charges against a teacher with the local school board but he cannot take the initiative out of the hands of the board in either starting or dismissing or prosecuting a complaint.

The request is dismissed.

December 2, 1916.

SUPPLIES FURNISHED BY BOARD MEMBER

FREDERICK W. PARK	<i>Appellant</i>	}	DECISION OF THE COMMISSIONER OF EDUCATION
<i>vs.</i>			
HUGH HEARON	<i>Respondent</i>		

This case was submitted on written complaint and answer, and without formal hearing. The complainant, Frederick W. Park, of Cranford, preferred charges against Hugh Hearon, president of the Board of Education of the school district of Cranford, as having violated article 14, section 183, of the School Law, inasmuch as he had furnished supplies, printing and advertising for the Board of Education, and the bills were paid by the Board, of which he was a member. The appellant demands that the said Hugh Hearon be removed from his office as a member of the Board of Education, pursuant to the law as found in the section above mentioned.

The undisputed facts in the case are that between June 1, 1914, and April 27, 1916, the said Hugh Hearon was the publisher and one of the owners of a

newspaper called the Cranford Chronicle and that while part owner of this paper and printing business there were furnished certain printing and advertising to the Board of Education of the district of Cranford, of which Mr. Hearon was a member. Bills for this printing and advertising were paid by the said Board.

The question which is important to consider is the character of the printing, advertising and supplies furnished, in order to determine whether they come under the provisions of article 14, section 183, as the Appellant claims. This article in the School Law was enacted in 1903. Section 181 of this article provides that "textbooks and school supplies shall be furnished free of cost for use by all pupils in the public schools." Section 183 of the same article provides that "it shall be unlawful for any county superintendent of schools, member of a board of education, teacher or any person officially connected with the public schools to be agent for or to be in any way pecuniarily or beneficially interested in the sale of any textbooks, maps, charts, school apparatus or supplies of any kind or to receive compensation or reward of any kind for any such sale or for unlawfully promoting or favoring the same. A violation of the provisions of this section shall be punishable by removal from office or by revocation of certificate to teach." It will be noted that there is a penalty attached to a violation of this law. The question is as to whether the things furnished the Board of Education by the Cranford Chronicle Company were supplies in the meaning of the statute invoked by the Appellant. The supplies mentioned in section 181, article 14, are provided for the use of pupils just as the textbooks and the maps and the charts mentioned are provided for the use of pupils. An examination of the itemized bills that were paid by the Board of Education to the Chronicle Company reveals that only advertising and printing matter made up the items in the bills. The Appellant does not claim that the material furnished by Mr. Hearon was for the use of pupils, but claims they were supplies within the meaning of the section quoted in the law.

Article 7, section 106, of the School Law, in giving a definition of the term "current expenses" states that they shall include among other things textbooks, school supplies, flags, insurance and incidental expenses of the schools. The question to determine, then, is whether the printing furnished in this case would come under the head of incidental expenses or under the head of school supplies. The supplies mentioned in article 14, section 183, are the kind that are intended for the use of pupils, just as the textbooks are intended for the use of pupils, and the printing and advertising the Chronicle Company furnished are not within the meaning of the words "school supplies" but come under the title of incidental expenses for running the schools. It is not shown in the charges made that Mr. Hearon had any interest in the "sale" of textbooks or supplies as comprehended in the meaning of the statute. The things he furnished the board of education were not sold to the Board; they were ordered by the Board.

It is common business practice to sell to boards of education through agents of book companies and school supply houses textbooks and school supplies. The law prohibits teachers, county superintendents and school board members from acting as agents for the "sale" of these things, or to receive compensation or reward for promoting the "sale" of them. A violation of this sec-

tion by a teacher is punishable by revocation of his certificate to teach. A county superintendent or school board member is punished by removal from office.

The Chronicle Company, therefore, not having furnished school supplies for the use of pupils, Mr. Hearon had no pecuniary or beneficial interest in promoting or favoring their "sale." Hence, there was no violation of the provisions of section 183 of the School Law.

Inasmuch as Mr. Hearon in his answer to the charges pleaded justification because of an opinion of the Attorney General that he claims was given to a committee of the Board of Education who visited Trenton to discuss the matter, it is well to consider the case under section 32 of the crimes act as found in section 430 of the School Law. Here the law is as follows: "Any member of any board of education in any school district who shall be directly or indirectly concerned in any agreement or contract, or directly or indirectly interested in furnishing any goods, chattels or supplies or property of any kind whatsoever to the school district, the expense or consideration of which is paid by the board of which such member is a part, shall be guilty of a misdemeanor."

In the case of the State vs. Keuhnle it is held that to justify conviction under this section of the crimes act the concern of the member of the body must be corrupt and that there must be proof of corrupt intent to justify conviction. It is held in that case that a member of a board of education may be interested or concerned in a claim against the board of which he is a member even though he may not be criminally liable because of the absence of corrupt intent. Justice Swayze, speaking for the Court of Errors and Appeals, uses the following language: "That the owner of a controlling interest in a corporation may often be as much concerned in its contracts as if they were his own is obvious and that although the interest of a holder of a single share of a great corporation like the United States Steel Corporation or the Pennsylvania Railroad may be so slight as to be imperceptible no harm can come from holding that he too is concerned within the meaning of the statute since he cannot be criminally liable unless there is a corrupt intent. Upon the proof of corrupt intent the said stockholder's interest becomes important and may become controlling." This is evidently the case to which Mr. Hearon refers in justification of his being interested in claims against the Board of which he is a member.

Sworn statements submitted in this case by members of the Board of Education show beyond any question that Mr. Hearon could in no way be accused of any corrupt intent in connection with the business transactions he had with the Board of Education of which he was a member.

Article 7, section 94, of the School Law provides as follows: "He [member of a board of education] shall not be interested directly or indirectly in any contract with nor claim against said board." This clearly sets forth that it is unlawful for any member of a board of education to have any claim against the board of which he is a member.

It has been shown by the Appellant and admitted by the Respondent that there was an interest on the part of Mr. Hearon in claims against the Board of which he was a member. To be interested in any such claim is a plain violation of this section of the school law, even though there is no corrupt

intent. While there is no penalty attached, yet Mr. Hearon should not permit any claim in which he has a financial interest to come before the Board for payment while he is a member of the Board.

July 8, 1916.

SUPPLIES FURNISHED BY BOARD MEMBER

FREDERICK W. PARK <i>Complainant-Appellant</i> <i>vs.</i> HUGH HEARON <i>Respondent-Appellee</i>	}	DECISION OF THE STATE BOARD OF EDUCATION
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The evidence offered in this case shows :

1. That Hugh Hearon, the Respondent-Appellee, was elected a member of the Board of Education of the school district of Cranford, in April, 1914.
2. That three months thereafter the said Hugh Hearon became the half owner by purchase of a newspaper and printing business known as the Cranford Chronicle, and also became its business manager.
3. That the Cranford Chronicle was one of two papers published in the school district, between which the necessary school advertising and printing were divided.
4. That the said Hugh Hearon upon becoming a member of the School Board, advised with other members of the Board, as to whether the share of school advertising and printing formerly given to the Cranford Chronicle should be continued; that some advice was received by himself and the district clerk from some one in the Attorney General's office at Trenton, to the effect that such action would not be illegal; that he and the School Board acted upon that advice; and that advertising and printing continued to be given to the Cranford Chronicle until May, 1915, when the said Hugh Hearon, hearing of public complaint against such action, refused further orders until March, 1916, when upon direct appeal from the district clerk he inserted a five-dollar advertisement of a pending school meeting. Since then there appears to have been no business of any kind given the Cranford Chronicle.
5. Upon these facts Frederick W. Park, the Complainant-Appellant, avers that the said Hugh Hearon has violated article XIV, section 183, of the School Law, and insists that in consequence thereof the said Hugh Hearon shall be removed from office.

Section 183 of Article XIV reads as follows:

It shall be unlawful for any county superintendent of schools, member of a board of education, teacher, or any person officially connected with the public school, to be agent for or to be in any way pecuniarily or beneficially interested in the sale of any textbooks, maps, charts, school apparatus or supplies of any kind, or to receive compensation or reward of any kind for any such sales or for unlawfully promoting or favoring the same. A violation of the provisions of this section shall be punishable by removal from office or by revocation of certificate to teach.

Interpretation of this section—183—must be made by considering its rela-

tion to the other sections in article XIV. Article XIV itself relates to text-books and school supplies furnished *for the use of pupils in the public schools* as shown by section 181, the first section of the article. We are of the opinion that nothing in this article applies, or can be made to apply to supplies of any kind furnished to school boards. The case does not constitute a dispute or controversy arising under the School Law and consequently neither the Commissioner of Education nor the State Board of Education has jurisdiction in the matter.

The appeal is dismissed.

September 9, 1916.

DISMISSAL OF SUPERVISOR OF BUILDINGS

GUSTAV S. SCHWARZROCK

Appellant

vs.

THE BOARD OF EDUCATION OF THE CITY
OF BAYONNE

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

COLLINS & CORBIN and MARK TOWNSEND, JR., for the Appellant.
DANIEL J. MURRAY and AARON A. MELNIKER, for the Respondent.

The Appellant, Gustav S. Schwarzrock, was appointed by the Board of Education of the City of Bayonne on May 1, 1913, as supervisor of buildings and repairs for a term of three years from July 1, 1913. While acting in such capacity, namely, on July 23, 1914, charges were preferred against the Appellant to the effect that he solicited a gift of \$25 from one Nathan Baress, a junk dealer, in return for which the Appellant was to permit Nathan Baress to take away a certain amount of junk belonging to the Board of Education and under the charge of the Appellant.

Under these charges the Board of Education tried Mr. Schwarzrock and found him guilty as charged. He was dismissed from the service of the Board on November 19, 1914. From this action of the Board appeal was taken and a hearing was held by the late Assistant Commissioner of Education J. B. Betts. Testimony was taken, but before decision was reached Mr. Betts died. Typewritten testimony was submitted to the present Assistant Commissioner of Education for consideration. Oral argument was had and written memorandums were filed bearing on the case.

An examination of the testimony shows that all the evidence given in the case bore on the question of whether or not a bribe had been solicited by Mr. Schwarzrock. This was the fundamental question to be decided in the case. The dismissal of Mr. Schwarzrock by the Board of Education was made on the charge that he did solicit of said Nathan Baress a bribe. Counsel for the Appellant in the memorandum filed with the Commissioner makes this statement: "We [the Appellant] maintain that in a case like the present where criminal charges are made against a man and not mere incapacity the

charges are of such a serious nature that it is necessary to prove the charges beyond a reasonable doubt in order to sustain dismissal."

Holding that the charges were of a criminal nature, the Commissioner decided that this was not a controversy arising under the School Law and therefore dismissed the appeal. The Appellant took the case to the State Board of Education on further appeal. This body decided that inasmuch as a contract existed between Mr. Schwarzrock and the Bayonne Board of Education it was a proper matter for adjudication by the Commissioner and remanded the case back to him for further consideration and the taking of new testimony. Counsel in the case were notified that the matter would be taken up and a re-hearing given if desired. Counsel thereupon, by agreement, submitted a stipulation which set forth that Nathan Baress, the main witness in the case, had been indicted for perjury and had pleaded non vult. This was the only new testimony in the case.

At the hearing before Commissioner Betts Nathan Baress testified that Mr. Schwarzrock came to see him while he, Baress, was loading scrap iron at the railroad station. The following is Nathan Baress' testimony on this point:

Schwarzrock says to me, he says: "Can't you spare me \$25?" I says, "What for the \$25?" Well, he says, "Oh, I will straighten it up with you if you will take that stuff away." I believe I said, "I haven't got the money, but I will see you a little later." Then he went away. I told him at 21st street; there are some saloons up there. Q. Did you meet him at Greenburg's place? A. I did meet him in a saloon. Q. And what conversation did you have with him then? A. I think we had a drink together, and he started to ask me again for \$25, and I told him I wouldn't bother giving any money. Q. You told him you didn't think you would pay \$25? A. I wouldn't bother with that matter at all, the \$25. Q. How much stuff was there there? A. My estimate was \$100.

William Baress, son of Nathan Baress, who was at the railroad station at the time, testified that he saw Mr. Schwarzrock talking to his father and overheard the conversation as testified to by Mr. Baress.

Mr. Schwarzrock, in his testimony, denies the charge of soliciting a bribe made by Mr. Baress. He denies being at the railroad station on the day that it is alleged the conversation took place. In his denial he is supported by his son.

It thus appears that we have to pass on the question of the veracity of the two main witnesses, Mr. Baress on the one hand and Mr. Schwarzrock on the other. Several reputable witnesses were called to testify as to the character of Mr. Schwarzrock. All gave testimony to the good character and standing in the community of Mr. Schwarzrock. On the other hand, the Court records in the case of Mr. Baress show that he was indicted for perjury and pleaded non vult. The good character of Mr. Schwarzrock on the one side and the bad character of Mr. Baress on the other side should be considered in reaching a conclusion in the case. The word of one man is as good as the word of another, provided the one man's general reputation for veracity is as good as that of the other. Then too the character of the testimony should be taken into consideration. Mr. Baress does not charge directly that a bribe was solicited or a bargain was made or even that a bargain was pro-

posed that for a certain sum, namely \$25, there would be delivered to him scrap iron worth \$100.

Reading the testimony closely, even if it be taken to be true, there is nothing more indicated in the testimony itself than the fact that Mr. Schwarzrock wanted to borrow \$25 from Mr. Baress. "He would make it right when he came for the scrap iron" might be construed to mean that he would settle with him when he came for the scrap iron. So there is an absence of a direct charge that a bribe was solicited. That would have to be read into the testimony. There is no claim that the alleged bribe was ever consummated. Certain it is there is no evidence that any property of the Board of Education was corruptly bargained away by Mr. Schwarzrock. Assuming that the testimony of Mr. Baress is true, we have to further assume that in the corrupt bargain which was proposed Mr. Baress' character was so far above that of Mr. Schwarzrock that he repelled the corrupt proposal. This the general testimony in the case will not bear out.

I therefore must conclude that the charges were not proven to the satisfaction of any unprejudiced mind. Inasmuch as the dismissal of Mr. Schwarzrock was based upon the charge of soliciting a bribe, inasmuch as the bargain was never consummated, and inasmuch as the testimony supporting the charge is of such a doubtful character, I am clearly of the opinion that Mr. Schwarzrock's dismissal as supervisor of buildings and repairs was without cause.

The appeal is sustained.

July 13, 1916.

DISMISSAL OF SUPERVISOR OF BUILDINGS

GUSTAV S. SCHWARZROCK

Appellant

vs.

THE BOARD OF EDUCATION OF THE CITY
OF BAYONNE

Respondent

DECISION OF THE
STATE BOARD OF EDUCATION

MARK TOWNSEND, JR., for the Appellant.

DANIEL J. MURRAY and AARON A. MELNIKER, for the Respondent.

In this case the Appellant, Schwarzrock, while in the service of the Respondent, was accused of soliciting a bribe from a junk dealer. He was duly tried by the Respondent, found guilty, and dismissed from the service of the Respondent.

The injection of an alleged crime into the case has confused the issue. The Board of Education, the Commissioner of Education, and the State Board of Education have no jurisdiction in criminal matters. There was a contract for three years' service between Schwarzrock and the Board of Education of Bayonne, and the only pertience of the alleged crime in the case was the furnishing of a possible excuse to the Respondent for dismissing the Appellant and thus terminating the contract. The sole question seems to be: *Is* the evidence of bribery offered sufficient to warrant the Respondent in dis-

missing the Appellant from service and thus terminating the contract? We do not think it is.

The decision of the Commissioner is affirmed.

October 7, 1916.

ALLOWANCE TO PARENT FOR TRANSPORTATION

W. CLAYTON SMITH

Appellant

vs.

THE BOARD OF EDUCATION OF PILES-
GROVE TOWNSHIP

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

MR. ATKINSON, for the Appellant.

J. FORMAN SINNICKSON, for the Respondent.

This case was decided in favor of the Appellant on the submission of petition and answer, without a formal hearing. The Pilesgrove Township Board of Education appealed to the State Board of Education from the decision of the Commissioner. Counsel for the Board complained that a hearing was not given and for that reason proper proof of the facts was not submitted. The State Board of Education remanded the case to the Commissioner with a request that a de novo hearing be granted by him. Accordingly, a hearing was held at Salem on September 13, 1916.

It appears that Louie M. Smith, daughter of W. Clayton Smith, attended the high school at Woodstown, in Pilesgrove Township, during the years 1911-12, 1912-13, 1913-14 and 1914-15. The Board of Education of Pilesgrove Township paid the cost of her transportation to the high school during the years 1911-12 and 1912-13. On October 6, 1913, the Board passed the following resolution:

Resolved, That for the purpose of this Board in the transportation of pupils to attend the high school that it construe the word remote in the law providing for the same to mean a distance greater than five miles from the home of the pupil to the said high school in Woodstown measured by the most direct line of travel; and that the said Board will not hereafter pay for the transportation of any pupil to said high school except they reside a greater distance than five miles from said high school. Provided that this shall not apply to any pupil whose parents are without the usual means of transportation or unable financially to provide the same.

Refusal to pay transportation is based on two provisions in the above resolution: first, the said Louie M. Smith is within the five mile limit named in the resolution; and, second, the parents of Louie M. Smith have the usual means of transportation or are financially able to provide them.

It is admitted that the distance from the home of Louie M. Smith to the high school at Woodstown is 4.2 miles. This is a distance that under the law is clearly remote from the high school. The law provides that suitable school facilities shall be furnished all pupils between the ages of five and twenty years residing in a school district who desire to attend school. The

law very justly disregards the financial ability of the parent to pay for such school facilities. The resolution passed by the Board is in conflict with the provisions of the law because the law provides that "public schools shall be free to all persons over five and under twenty years of age who shall be residents of the district." Schools must be provided that are convenient of access. If such schools are not provided in a district in which a child resides, but are provided in a neighboring district, transportation must be furnished if such schools are remote. A school may be remote though it be in the district in which a child resides, as in this case.

It is argued by counsel that the furnishing of transportation is optional with the Board of Education. It is claimed that the law does not directly command that transportation be furnished. In a sense this is true. The law, however, does command that suitable school facilities and accommodations, which shall include proper school buildings, together with furniture and equipment, convenience of access thereto, etc., shall be furnished. If there is not "convenience of access" to the school the Board may furnish transportation. The thing the Board of Education is commanded to do is to provide a suitable building, placed so that it may be convenient of access to the home of the child. It is only as an alternative proposition that a Board of Education under the provisions of the law may choose to furnish transportation in lieu of a school building convenient of access to the children. The Board must provide either one or the other.

I am of the opinion that a distance of 4.2 miles is remote and that transportation should be allowed to the parents of Louie M. Smith for the years 1913-14 and 1914-15. The amount asked, namely, \$40 per year, is a reasonable amount, and is the sum that was actually paid by the Appellant, as appears by the evidence, for the transportation of his daughter during the two years in question.

September 28, 1916.

TRANSPORTATION CONTRACT

JACKSON LEEDS

Appellant

vs.

THE BOARD OF EDUCATION OF THE CITY
OF PORT REPUBLIC

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

E. A. HIGBEE and JOHN E. ISZARD, for the Appellant.

WILLIAM C. FRENCH and WILLIAM I. GARRISON, for the Respondent.

The school district of Port Republic is a city school district acting under Article VI. The Board of Education provides high school facilities at Pleasantville and Atlantic City. It is necessary to furnish transportation to these places. In pursuance of this, the following notice asking for bids was given:

Sealed bids will be received at the schoolhouse, by the Board of Education of Port Republic, N. J., on August 19, 1916, at 8 P. M., for the transportation

by auto bus, of 7 pupils more or less, to the Atlantic City high school, and 4 pupils more or less, to the Pleasantville high school, all for the term of 1916-17; and for the transportation, by any suitable vehicle, of the elementary grade pupils from Chestnut Neck to the schoolhouse in Port Republic, N. J., term of 1916-17.

Bonds will be required of the successful bidders to the full amount of their bids with two reliable sureties.

Each bidder must disclose in his bid who is to be the driver of the auto bus or wagon.

The right is hereby expressly reserved to reject any or all bids as may seem for the best interests of the service.

Under this notice four sealed proposals were received: one from Ralph Ashley for \$749, one from Jackson Leeds for \$680, one from Edwin B. York for \$698, and one from Peter B. Lashley for \$780. The contract was awarded to Ralph Ashley for \$749. Mr. Ashley had the contract for the previous year.

Two persons made bids lower than did Mr. Ashley: Edwin B. York and Jackson Leeds. Mr. York did not have an auto bus as required in the notice for proposals. Jackson Leeds, who was the lowest bidder, appealed from the action of the Board in awarding the contract to Ralph Ashley. Mr. Leeds claims that he was the lowest bidder, that he owned an auto bus, and was qualified to render the required service. A hearing was held and testimony taken in the case at Atlantic City.

Mr. Leeds had the contract for transporting the children from Port Republic for the years 1912-13 and 1913-14. Several of the high school pupils who were transported during these years testified that the service was good, that it was principally on time, that there were only a few occasions when the auto bus was late. Most of these witnesses, however, admitted that there was considerable "horse play" in the bus. Testimony on the side of the Board of Education was offered to show that there was complaint made of the conduct of the children in the auto bus and that Mr. Leeds was cautioned by the Board of Education that he must have better control of the children. The mother of one of the boys testified that on some occasions her boy was late in getting home and also testified that she complained to the Board of Education of the bad conduct of the children in the auto bus. One of the boys made direct charge against Mr. Leeds of having improper conduct with one of the girls while driving the auto bus. This was denied by the girl herself and by Mr. Leeds. The general impression from the testimony taken was to the effect that Mr. Leeds as a driver did not have the control of the children in the bus that should be exercised by a responsible driver.

Counsel for Mr. Leeds raised the question as to the proposals for furnishing transportation being advertised according to law. Article VI, under which the school district of Port Republic is working, provides for advertising for proposals for supplies and for all contracts for building new schoolhouses or repairing schoolhouses already erected, but makes no mention of contracts for transportation. Hence it is my opinion that the Board of Education was not bound to make advertisement for proposals for furnishing transportation under the provisions of the School Law. Counsel also quoted chapter 342, P. L. 1912, as requiring an advertisement to be published for two weeks

COMMISSIONER OF EDUCATION.

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in newspapers before any contract may be let for the doing of any work or for the furnishing of any materials or labor. It is my opinion that this act does not apply because it does not mention in the title or in the body of the act a school district. It applies only to the municipalities mentioned.

In the notice asking for bids there appears this condition: "Each bidder must disclose in his bid who is to be the driver of the auto bus or wagon." This implies that the driver would be considered by the Board as well as the amount of the bid. A contract made for the transportation of children by auto bus has in it elements that ordinary contracts do not contain. It is the custom in ordinary contracts to award the contract to the lowest responsible bidder, responsible meaning as a rule financially responsible. In the matter of the transportation of children the responsibility goes further than the mere financial standing of the bidder.

In this case the lowest bidder is also the driver. There is no question as to his financial responsibility. There is no question as to his character. There is question as to his responsibility in caring for the proper conduct of the children on their way to and from the school. The Board of Education has the right to require that a driver shall be responsible for the proper conduct of the children while under his charge. The Board of Education of Port Republic evidently had this in mind because of some former complaint against Mr. Leeds. Hence the Board put in its notice asking for proposals that each bidder must disclose in his bid who was to be the driver of the auto bus or wagon. In this case the Board of Education did consider the matter of personal responsibility in awarding the contract. It must be assumed that it took this into consideration when it awarded the contract to Mr. Ashley, even though his bid was \$69 higher than that of Mr. Leeds.

It is my opinion that a Board of Education is not doing its whole duty unless it does take the responsibility of the driver into consideration. The county superintendent approved the contract. The law puts in his power the right to approve the necessity for, the cost, and the method of transportation. He has approved all these things. It is my opinion that the Board of Education of the school district of Port Republic in awarding the contract to Ralph Ashley did so in the belief that he measured up to a higher degree of responsibility for the care of the children in his charge than did any other bidder. I think that the contract was awarded in good faith and for the best interests of all concerned.

The appeal is therefore dismissed.

October 28, 1916.

SUSPENSION OF PUPIL INDEFINITELY

EDWARD BOYD

Appellant

vs.

THE BOARD OF EDUCATION OF THE BOR-
OUGH OF BERGENFIELD

Respondent

DECISION OF THE
COMMISSIONER OF EDUCATION

FREDERICK A. BOYD, for the Appellant.
E. HOWARD FOSTER, for the Respondent.

It is alleged in this case that on November 6, 1916, Edward Boyd, a pupil in the sixth grade of the school in the Borough of Bergenfield, acted disrespectfully to his teacher, Miss Gertrude Morton, whereupon he was requested to apologize for his conduct. He refused and was ordered to report to the principal of the school, Miss Lachmund. The following is a part of Miss Lachmund's testimony in the case: I said: "Were you respectful when you spoke to Miss Morton?" He said he did not know. I asked him "Would you have spoken to your mother in the same manner?" He said "No." "Then you were not respectful?" and he said "No, I was not respectful." I asked him: "Edward, what is the proper thing to do when you have been discourteous to anyone?" He said "Apologize." "Then you will apologize to Miss Morton in the morning," and Edward replied that he would. Edward returned in the morning with a note from his mother and stated to Miss Lachmund: "If I am to apologize I am to go back home."

On November 15, 1916, a special meeting of the Board of Education was held at which Edward was permitted to return to school temporarily until the Board could investigate the matter through its Teachers' Committee. A special meeting of the Board of Education was held on November 21, 1916, with the entire Board present. Edward Boyd and his parents were present. At this meeting the Board passed the following resolution: "That if Edward Boyd does not apologize tonight he be suspended until such time as he does apologize to Miss Morton."

The question to be considered is: Has a Board of Education the right under the law to force an apology by preventing a boy from attending school until he makes such apology? Section 97, division VIII, of the School Law, edition of 1914, provides that a Board of Education shall have power to suspend or expel pupils from school. Section 125 gives a teacher the right to suspend from school any pupil for good cause, provided that such suspension shall be reported forthwith by the teacher to the Board of Education, and provided further that in any school in which more than one teacher shall be employed the principal alone shall have the power to suspend a pupil. Section 144 states that "continued and willful disobedience, open defiance of the authority of the teacher, the use of habitual profanity or obscene language shall be good cause for suspension or expulsion from school." It thus appears that there is abundant authority in the law for a Board of Education to suspend a pupil from school for good cause.

There is no doubt that it was the intention of the Board of Education to suspend Edward Boyd from school because of open defiance of the authority of the teacher. It however appears in the case that if Edward Boyd apologized to the teacher there would have been no suspension. The apology related to the act of defiance and thus cannot be the primary reason for a suspension. Teachers or Boards of Education cannot make a rule providing for the enforcement of an apology. The offense on the part of the pupil is the primary thing that must be taken into consideration. A pupil may voluntarily apologize for an offense. He cannot, however, be made to apologize for an offense. The only punishment for disobedience that the law provides is suspension or expulsion from school. It does not provide that a pupil for a certain act can be suspended and at the same time can be forced to make an apology. The Board, therefore, had no right under the law to suspend Edward Boyd from school and at the same time say that he could not return until he apologized to the teacher for his conduct. In other words, there was a double punishment provided: first, suspension, which the law recognizes; second, a forced apology, which the law does not recognize. The error the Board made was in not making the suspension definite in time. If Edward Boyd had voluntarily apologized to the teacher for his misconduct the teacher might or might not have accepted the apology as proper amends for the offense committed in school. She still would have the right to suspend him. It is a very doubtful practice and one that has led to a great deal of trouble to base the suspension of a boy from school on the making of an apology, for it will appear that if he refuses to make an apology then he will have been suspended because of the refusal and not because he has committed an offense against the good order of the schoolroom.

I am therefore of the opinion that the suspension of Edward Boyd was wrong only because it was indefinite in time and because it was based upon the boy's refusal to make an apology. From the circumstances as related, the Board in my opinion would be justified in suspending the boy for a definite period of time for his defiant attitude and bad conduct. Being suspended from the 21st of November until the present time is punishment quite sufficient for the offense committed. Hence Edward Boyd should be reinstated in school and has a right to remain there so long as he is obedient to the rules of the school and respects the authority of the teacher.

January 2, 1917.

PART III

SECTION A.

FINANCIAL AND OTHER STATISTICS BY COUNTIES

FOR THE YEAR ENDING JUNE 30, 1916.

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TABLE I.
CURRENT EXPENSE FUNDS.
RECEIPTS FROM STATE AND COUNTY FUNDS FOR CURRENT EXPENSES.

COUNTIES.	From \$250,000 State School Fund Appropriation.	From Appropriation to Reduce State School Tax.	From 90 Percent. State School Tax.	From 10 Percent. State School Tax Reserve Fund.	From Interest on Surplus Revenue.	From Reapportioned Balances.	Total Receipts During Year from State and County Current Expense Funds.
Atlantic	\$7,039 42	\$4,797 71	\$290,356 00	\$22,261 78	\$534 18		\$324,989 09
Bergen	18,392 30	5,881 71	355,959 43	41,951 05	1,795 08		423,979 57
Burlington	5,598 63	1,402 94	84,905 72	30,433 97	4,363 96		126,705 23
Camden	12,387 81	3,721 50	225,224 17	37,024 91	1,529 71		279,888 10
Cape May	2,126 28	1,410 44	85,360 01	6,984 45	750 00		96,631 18
Cumberland	5,624 64	1,089 65	65,945 10	31,327 23	1,766 13		105,752 75
Essex	54,144 09	25,054 12	1,516 268 61	130,374 29			1,725 841 11
Gloucester	3,660 65	1,057 65	64,008 39	16,412 04	1,811 50		86,950 13
Hudson	50,298 90	21,709 69	1,313,864 54	105,984 95			1,491,858 08
Hunterdon	2,789 07	869 54	52,624 09	13,847 12			70,129 82
Mercer	10,777 07	4,494 52	272,007 21	30,223 02	460 62		317,962 44
Middlesex	10,897 30	3,140 71	190,074 98	23,319 44			227,432 43
Monmouth	9,693 14	4,377 96	264,953 12	22,439 24	2,109 31		304,572 77
Morris	6,613 22	2,162 65	130,883 22	17,542 58	3,600 00		160,801 67
Ocean	1,994 42	821 22	49,639 83	8,022 20	904 10		61,441 77
Passaic	22,060 39	7,485 42	453,015 62	50,336 07	1,168 38		534,064 88
Salem	2,432 54	632 51	41,910 50	13,456 72	2,104 46		60,536 73
Somerset	3,931 23	1,415 04	85,637 53	16,015 28	2,869 09		103,868 17
Sussex	2,296 69	659 76	39,928 27	13,436 47	2,321 34		58,642 53
Union	13,698 78	6,714 65	406,368 98	34,452 11			461,234 52
Warren	3,553 53	1,040 61	62,977 16	11,597 46			79,168 76
Total	\$250,000 00	\$100,000 00	\$6,051,972 48	\$672,441 38	\$28,087 86		\$7,102,501 72

TABLE 1—Continued.
CURRENT EXPENSE FUNDS.

RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES FOR CURRENT EXPENSE.

COUNTIES.	Balance on Hand Beginning of Year in State and County Current Expense Funds.	Total Receipts During Year and Balance on Hand Beginning of Year.	From District Taxes for Current Expense.	From Railroad Tax.	From Other Sources.		For Current Expense.		
					Interest on Deposits.	Sale of Books.	Defacement of Property.	Tuition Fees.	Return Premiums Fire Insurance.
Atlantic		\$324,989 09	\$180,714 07	\$123,930 94	\$3,643 76	\$93 75	\$1 64	\$6,639 44	\$30 24
Bergen	\$88 16	424,067 73	795,172 98	151,932 07	5,593 55	246 28	105 14	48,930 51	8,799 75
Burlington		126,705 22	182,849 51	36,239 81	522 91	49 11	9 66	24,973 85	38 66
Camden		279,888 10	524,601 72	96,131 12	2,835 62	131 89	14 10	23,174 03	205 17
Capē May		96,631 18	50,383 33	36,433 71	1,218 91	6 00	4 28	3,295 86	44 00
Cumberland		105,752 75	146,579 21	28,146 96	261 67	170 05	25	12,650 50	.....
Essex		1,725,841 11	2,075,171 67	647,180 03	18,701 42	689 38	723 25	15,323 86	153 17
Gloucester		86,950 13	112,808 98	27,320 33	176 56	14 45	13 97	21,851 83	58 60
Hudson		1,491,858 08	1,297,836 29	560,789 10	5,049 35	177 48	1,425 82	18,133 16	18,450 65
Hunterdon		70,129 82	91,606 32	22,461 23	324 39	41 45	12 06	23,662 91	28 00
Mercer		317,962 44	345,618 91	116,099 24	1,420 87	21 04	393 83	15,629 47	.....
Middlesex		227,432 43	388,399 34	94,976 18	1,191 74	122 58	12 89	19,057 72	12 40
Monmouth		304,572 77	274,829 64	112,588 38	2,257 95	129 48	45	38,315 06	94 36
Morris		160,801 67	262,501 71	55,864 12	1,741 42	33 49	294 92	21,007 15	1 25
Ocean		61,441 77	64,391 38	21,213 09	414 21	9 45	.....	8,623 86	50 00
Passaic		534,064 88	499,242 60	193,357 99	2,677 32	539 51	230 92	24,212 00	257 57
Salem	21 45	60,608 18	68,494 68	17,888 42	.....	.....	.....	11,160 64	.....
Somerset		103,868 17	131,087 82	36,552 16	1,313 03	88 04	70 21	16,999 71	10 00
Sussex		58,642 53	86,960 21	17,042 36	39 24	5 00	5 69	12,559 50	.....
Union		461,234 52	448,371 21	173,448 08	3,304 79	302 05	87 94	20,455 33	606 76
Warren		79,168 76	88,518 59	26,880 13	1,441 68	6 25	.....	12,699 20	8 87
Total	\$109 61	\$7,102,611 33	\$8,116,140 17	\$2,595,875 46	\$54,100 39	\$2,876 73	\$3,407 02	\$399,395 39	\$28,849 45

COMMISSIONER OF EDUCATION.

TABLE I—Continued.
CURRENT EXPENSE FUNDS.
RECEIPTS FROM DISTRICT TAXES, RAILROAD TAX AND OTHER SOURCES.—Continued.

COUNTIES.	From all Other Sources for Current Expense not Covered by Columns A, B, C, D, E.	Total Receipts During Year from District Tax, Railroad Tax and Other Sources for Current Expense.	Balance on Hand Beginning of Year in District Tax, Railroad Tax and Other Sources for Current Expense.	Total Receipts During Year and Balance on Hand Beginning of Year: District Tax, Railroad Tax and Other Sources.	Grand Total of Receipts During Year and Balance on Hand Beginning of Year for Current Expense.
Atlantic	\$2,054 88	\$317,108 72	\$46,262 62	\$363,371 34	\$688,360 43
Bergen	7,566 09	1,018,346 37	200,378 11	1,218,724 48	1,542,732 31
Burlington	12,446 29	257,129 80	15,614 31	272,744 11	398,449 33
Camden	8,877 33	649,970 98	39,527 90	689,498 88	969,386 98
Cape May	724 49	92,110 58	23,293 35	115,403 93	212,035 11
Cumberland	283 88	188,092 52	27,136 45	215,228 97	320,981 72
Essex	13,588 13	2,771,530 91	233,316 70	3,004,847 61	4,730,688 72
Gloucester	427 69	162,672 41	19,178 96	181,851 37	268,801 50
Hudson	2,494 36	1,904,356 21	113,762 39	2,018,118 60	3,509,976 68
Hunterdon	2,148 54	140,284 90	6,686 71	146,971 61	217,101 43
Mercer	3,937 38	483,120 74	15,999 72	499,120 46	817,082 90
Middlesex	1,448 97	504,591 82	48,053 91	552,645 73	780,078 16
Monmouth	3,179 07	431,394 40	74,369 11	505,763 51	810,336 28
Morris	3,538 31	344,982 37	30,221 56	375,203 93	536,005 60
Ocean	804 56	95,506 35	26,361 54	121,867 89	183,309 66
Passaic	4,498 52	725,016 43	34,570 37	759,586 80	1,293,651 68
Salem	3,356 37	100,900 11	10,246 97	111,147 08	171,735 26
Somerset	1,208 49	187,329 46	16,261 91	203,591 37	307,459 54
Sussex	2,671 77	119,323 77	15,275 98	134,599 75	193,242 38
Union	4,273 98	650,850 14	70,398 13	721,248 32	1,182,482 84
Warren	802 34	130,357 06	27,012 79	157,369 85	236,538 61
Total	\$74,331 44	\$11,274,976 05	\$1,093,929 54	\$12,368,905 59	\$19,471,516 92

TABLE I—Continued.
CURRENT EXPENSE FUNDS.
PAYMENTS FROM CURRENT EXPENSE FUNDS.

COUNTIES.	For Salaries of Superintendent, Supervising Principals, Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Salaries of Janitors, Engineers and Firemen.	For Fuel.	For Transportation of Pupils to Other Districts.	For Transportation of Pupils Within the District.	For Tuition Fees.	For Expense of Superintendent, Supervising Principal, Supervisors, Principals and Teachers.
Atlantic	\$451,821 02	\$36,272 41	\$22,742 71	\$11,940 92	\$7,681 11	\$5,756 60	\$4,750 76
Bergen	977,439 54	101,186 98	53,086 49	24,292 21	5,153 15	66,263 64	5,165 96
Burlington	636,274 57	19,249 00	15,908 06	17,955 21	11,344 21	24,403 88	872 45
Camden	836,734 82	69,435 56	35,159 83	10,930 37	4,458 15	28,739 93	3,311 95
Cape May	117,294 53	11,192 64	8,174 72	4,898 87	6,949 56	3,945 46	887 48
Cumberland	192,848 56	13,626 47	11,571 77	8,519 84	11,298 48	7,693 50	981 47
Essex	3,325 569 99	279,471 56	112,654 82	2,920 07	10,525 06	4,836 19	11,539 40
Gloucester	154,028 11	12,557 83	9,836 61	13,088 70	2,718 59	22,123 90	615 49
Hudson	2,591,160 54	237,756 17	86,363 05	4,753 50	1,224 02	33,008 00	3,789 62
Hunterdon	119,831 66	6,000 50	8,635 80	23,254 17	1,191 12	24,909 67	316 70
Mercer	575,752 75	42,708 13	25,450 99	5,992 63	12,320 55	16,761 92	3,858 68
Middlesex	505,273 09	49,491 22	27,173 63	16,296 32	14,031 00	29,042 23	3,175 28
Monmouth	493,343 85	48,734 12	26,310 91	20,187 44	15,427 40	41,160 68	1,658 42
Morris	329,481 02	25,651 83	16,639 80	17,634 57	19,450 60	20,003 19	1,922 59
Ocean	101,379 62	7,201 62	6,710 66	7,439 02	6,722 64	7,021 96	290 84
Passaic	969,879 81	82,689 03	33,594 58	8,307 49	5,162 26	18,749 43	3,773 50
Salem	98,346 26	6,590 92	5,879 01	10,947 96	4,925 65	12,815 06	164 95
Somerset	188,462 90	14,459 99	10,731 82	13,442 35	6,033 77	19,186 03	1,376 96
Sussex	194,063 80	5,311 18	8,010 03	19,584 30	5,291 24	15,965 42	841 49
Union	787,892 35	76,749 99	37,698 21	2,379 58	3,023 59	9,229 40	5,789 55
Warren	137,137 49	8,867 64	9,392 51	11,324 45	2,433 26	11,289 08	232 02
Totals	\$13,093,016 28	\$1,155,204 19	\$570,836 01	\$255,029 97	\$157,375 41	\$422,905 03	\$65,314 95

TABLE I—Continued.
 CURRENT EXPENSE FUNDS.
 PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

COUNTIES.	For Text Books.	For Supplies and Other Expenses of Instruction.	For Apparatus Purchased with Current Expense Funds.	For Janitors' Supplies.	For Light, Water and Power.
Atlantic	\$19,341 48	\$17,323 78	\$7,451 42	\$3,839 95	\$5,210 40
Bergen	34,918 12	37,960 32	7,144 78	10,348 55	15,167 92
Burlington	10,946 81	13,512 96	1,681 30	2,326 11	2,876 16
Camden	35,070 40	34,626 86	2,893 51	5,407 64	5,500 22
Cape May	6,149 70	6,474 22	2,489 47	929 42	1,451 96
Cumberland	11,036 00	10,748 30	1,138 20	1,563 84	2,037 10
Essex	79,749 03	127,279 92	19,509 95	13,422 44	64,314 49
Gloucester	7,994 10	7,841 48	998 26	1,308 54	1,130 20
Hudson	62,289 99	77,274 24	5,823 18	20,220 88	32,907 59
Hunterdon	5,746 76	5,468 09	859 46	761 10	835 97
Mercer	17,641 87	17,391 80	1,208 90	4,192 20	3,567 49
Middlesex	18,445 12	23,178 35	1,808 18	4,715 78	4,945 90
Monmouth	19,117 12	18,684 93	2,343 84	5,403 88	7,757 45
Morris	12,116 11	16,890 58	2,709 15	2,581 43	3,647 05
Ocean	4,154 22	5,398 16	788 86	908 26	522 78
Passaic	27,329 43	27,156 08	4,499 77	6,320 71	13,485 39
Salem	7,465 92	5,131 90	948 18	380 88	587 06
Somerset	6,832 49	7,214 36	1,066 79	1,656 78	2,438 27
Sussex	5,614 37	5,277 93	417 25	606 99	540 81
Union	27,614 25	35,445 24	5,579 30	8,529 99	20,746 95
Warren	6,928 73	5,800 80	720 24	1,040 67	2,090 08
Total	\$426,501 52	\$506,080 30	\$72,089 90	\$96,466 04	\$194,762 24

TABLE 1—Continued.
 CURRENT EXPENSE FUNDS.
 PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

COUNTIES.	For Medical Inspection, Salaries, Supplies and Other Expenses.	For Compulsory Attendance, Sala- rise, Supplies and Other Expense.	For Salary of District Clerk or Secretary.	For Salary of Custodian of School Moneys.	For all Salaries, Supplies and Other Expenses of Board of Education and Business Offices.
Atlantic	\$11,438 46	\$6,097 86	\$5,205 53	\$1,252 19	\$1,852 75
Bergen	16,238 98	9,201 83	14,800 31	1,852 54	2,513 53
Burlington	4,573 91	1,536 45	3,632 66	1,713 33	2,084 49
Camden	11,158 88	5,946 10	6,723 73	1,040 80	10,731 47
Cape May	3,113 33	1,595 88	2,346 31	587 42	788 36
Cumberland	3,649 07	1,624 53	2,300 00	623 14	1,052 83
Essex	61,273 45	28,683 09	18,460 02	1,579 17	80,642 40
Gloucester	5,209 90	1,534 65	2,748 39	392 50	1,368 72
Hudson	40,779 65	35,663 45	13,257 03	3,027 04	25,494 21
Hunterdon	1,601 80	428 40	2,103 37	823 00	2,945 54
Mercer	13,132 86	4,366 12	4,254 07	1,243 01	7,312 07
Middlesex	5,911 25	1,661 10	5,994 15	4,070 00	2,761 81
Monmouth	8,893 68	4,203 63	6,639 52	1,918 93	3,936 95
Morris	9,711 74	3,214 18	5,032 03	2,362 50	1,451 97
Ocean	2,504 62	840 50	1,611 10	1,161 16	510 46
Passaic	7,052 46	7,484 65	5,427 25	1,012 50	10,523 67
Salem	1,608 10	493 00	1,405 00	550 00	562 73
Somerset	3,937 19	2,068 68	3,091 07	857 16	1,253 22
Sussex	2,588 34	563 96	1,929 58	369 02	1,445 04
Union	13,650 30	8,100 84	8,282 50	1,196 68	13,572 37
Warren	2,930 37	993 61	2,608 08	637 12	889 11
Total	\$230,958 34	\$126,218 51	\$117,851 70	\$29,272 21	\$185,793 68

TABLE 1—Continued.
CURRENT EXPENSE FUNDS.
PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

COUNTIES.	For Insurance Premiums.	For Wages of Other Employees.	For Lectures and Recreation.	For Evening Schools, Sec. 174. 1914 Edition.	
				For Salaries Supervisors, Principals and Teachers.	For All Other Salaries, Supplies and Expenses.
Atlantic	\$5,587 98	\$7,043 62	\$3,019 12	\$10,333 00	\$1,040 88
Bergen	10,340 25	4,865 40	2,862 09	5,546 73	499 48
Burlington	2,040 10	2,151 59	25 00	160 00	.....
Camden	4,858 50	803 43	211 67	2,921 75	469 71
Cape May	1,822 48	1,231 97	254 45	240 00	.....
Cumberland	2,309 28	493 74	52 14	.....	.....
Essex	25,717 78	7,987 85	40,859 60	112,603 34	25,806 02
Gloucester	1,377 32	950 84	.....	.....	.....
Hudson	18,880 03	17,592 93	16,747 33	34,503 88	6,043 53
Hunterdon	1,568 21	1,936 07	5 00	.....	.....
Mercer	4,112 50	4,174 82	60 00	9,524 00	3,583 52
Middlesex	5,021 55	736 34	1,302 65	1,983 19	334 86
Monmouth	5,890 24	1,441 13	933 09	714 50	211 25
Morris	3,204 27	1,047 62	714 11	2,298 00	414 12
Ocean	1,230 09	675 46	65 00	.....	.....
Passaic	8,057 18	2,538 95	469 73	6,522 50	1,100 68
Salem	1,145 22	837 49	.....	.....	.....
Somerset	1,678 70	1,474 17	305 00	.....	.....
Sussex	1,369 35	533 30	19 00	.....	.....
Union	3,821 96	1,711 49	3,981 64	13,829 46	1,368 02
Warren	1,176 80	1,030 42	21 60	.....	.....
Total	\$111,259 79	\$61,108 63	\$71,908 22	\$201,180 35	\$40,872 07

TABLE I—Continued.
 CURRENT EXPENSE FUNDS.
 PAYMENTS FROM CURRENT EXPENSE FUNDS.—Continued.

COUNTIES.	Special Summer Schools.		For Interest on Temporary Loans.	For Telephone Service.	For Incidental Expenses.	Total of Current Expense Expenditures During Year.	Total Balance in Current Expense Account at Close of Year.	Grand Total of Current Expense Expenditures During Year, and Balance on Hand at Close of Year.
	For Salaries Supervisors, Principals and Teachers.	For All Other Salaries, Supplies and Expenses.						
Atlantic	\$5,856 40		\$1,064 72	\$192 14	\$7,224 68	\$661,351 88	\$27,008 55	\$688,360 43
Bergen	1,729 00	\$51 43	3,951 69	3,809 86	4,252 76	1,436,455 93	206,336 28	1,642,792 21
Burlington			1,374 04	467 28	518 12	375,727 24	23,722 09	399,449 33
Camden			6,970 30	1,276 76	2,278 15	927,660 39	41,726 59	969,386 98
Cape May	305 77		66 69	66 69	6,316 73	189,447 42	22,587 69	212,035 11
Cumberland	107 50		490 55	315 29	465 51	286,547 11	34,434 61	320,981 72
Essex	65,645 78	9,479 13	1,628 11	6,807 68	5,476 88	4,544,443 13	186,245 59	4,730,688 72
Gloucester			866 32	106 96	648 51	249,445 92	19,355 58	268,801 50
Hudson	27,488 87	633 47	5,826 98	2,882 63	4,312 13	3,409,703 94	100,272 74	3,509,976 68
Hunterdon			798 10	68 36	783 93	209,872 78	7,228 65	217,101 43
Mercer	5,771 65	623 70	500 40	1,419 60	2,605 00	789,531 23	27,551 67	817,082 90
Middlesex			2,715 72	814 75	1,457 05	732,340 52	47,737 64	780,078 16
Monmouth			1,184 04	1,024 86	3,081 82	740,203 68	70,132 60	810,336 28
Morris			1,418 42	981 00	1,373 40	501,951 28	34,064 32	536,005 60
Ocean			356 06	145 23	12 19	157,710 51	25,599 15	183,309 66
Passaic	2,029 60	363 93	3,974 82	1,000 35	2,241 32	1,260,747 07	32,304 61	1,293,051 68
Salem			302 24	167 11	1,023 17	162,337 80	9,417 46	171,755 26
Somerset			468 80	545 67	1,040 00	289,623 08	17,836 46	307,459 54
Sussex	122 39		377 14	200 84	1,377 22	182,419 99	10,822 29	193,242 28
Union	857 50		1,575 13	2,926 87	1,557 56	1,097,110 12	85,372 72	1,182,482 84
Warren			244 33	262 26	796 40	208,853 07	27,685 54	236,538 61
Total	\$109,608 69	\$11,151 66	\$36,393 68	\$25,482 19	\$48,842 53	\$18,413,484 09	\$1,058,032 83	\$19,471,516 92

TABLE 2.
MANUAL AND INDUSTRIAL TRAINING FUNDS.
RECEIPTS.

COUNTIES.

	From State Appropriation.	From District Tax for Manual Training.	From Subscriptions, Entertainments, etc.	From Sale of Manual Training Materials.	Total Receipts During Year for Manual Training.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.
Atlantic	\$9,966 62	\$20,750 00	\$12 31	\$115 36	\$30,844 29	\$4,355 45	\$35,199 74
Bergen	31,291 77	33,423 33	2,013 81	1,607 70	68,341 61	6,239 14	74,640 75
Burlington	4,500 00	1,250 00	36 00		5,786 00	211 00	5,997 00
Camden	9,138 13	9,623 61	43 00	1 13	18,805 92	3,604 56	22,410 48
Cape May	3,250 00	3,250 00		1 95	6,501 95	910 84	7,412 79
Cumberland	3,900 00	4,467 24		64 15	8,431 39	820 40	9,251 79
Essex	23,375 00	116,827 69		1,640 71	141,843 40	8,131 12	149,974 52
Gloucester	5,082 87	2,881 37		16 25	7,999 49	1,642 36	9,632 85
Hudson	18,090 01	63,988 27	25 00	353 11	82,461 39	10,234 62	92,696 01
Hunterdon							
Mercer	9,365 00	21,065 00	717 38	191 23	31,338 61	2,289 70	33,628 31
Middlesex	11,500 00	17,950 60	2,500 00	432 06	32,382 66	4,962 95	37,345 61
Monmouth	13,900 00	12,555 14	1,550 30	467 44	28,472 88	9,453 69	37,926 57
Morris	9,882 46	8,912 00	534 29	66 72	19,395 41	3,382 93	22,778 34
Ocean	2,300 00	2,300 00		55 35	4,655 35	515 09	5,170 44
Passaic	11,850 00	14,200 00	458 57	480 05	26,988 62	4,063 88	31,052 50
Salem	1,800 00	1,500 00	300 00		3,600 00	1,918 95	5,518 95
Somerset	6,680 00	5,079 89	564 85	155 77	12,480 71	756 14	13,236 85
Sussex	1,500 00	1,500 00	387 09		3,387 09	2,037 93	5,425 07
Union	25,635 00	24,485 00	749 20	306 98	50,576 18	4,773 48	55,349 66
Warren	300 00	3,764 05	7 40		4,071 45	1,213 76	5,285 21
Total	\$202,716 85	\$369,778 29	\$9,899 30	\$6,960 96	\$588,355 40	\$71,578 04	\$659,933 44

TABLE 2—Continued.
 MANUAL AND INDUSTRIAL TRAINING FUNDS.
 PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	For Salaries of Supervisors, Principals and Teachers, and Amount Paid to State Treasurer for Retirement Fund.	For Manual and Industrial Training Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For All Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Day Schools.
Atlantic	\$20,758 24	\$7,872 43	\$68 40	\$529 18	\$1,282 26	\$30,510 51
Bergen	40,533 72	14,148 64	1,165 09	5,597 97	884 54	62,629 96
Burlington	1,500 00	665 09	35 42	102 00	.....	2,302 51
Camden	10,236 00	6,866 97	353 24	281 78	900 00	18,637 93
Cape May	4,436 32	1,832 32	35 91	70 79	.....	6,375 81
Cumberland	5,365 29	2,518 66	581 97	354 48	92 28	8,912 64
Essex	99,875 29	41,384 12	749 85	5,278 13	105 66	147,392 55
Gloucester	3,760 23	2,668 61	173 50	276 13	.....	6,878 47
Hudson	65,806 69	14,989 04	1,492 80	1,954 98	92 30	84,335 81
Hunterdon .....	.....	.....	.....	.....	.....	.....
Mercer	21,949 66	6,978 50	54 49	1,421 06	266 50	30,670 21
Middlesex	20,913 62	8,548 08	329 33	1,101 67	1,618 89	32,511 59
Monmouth	23,647 00	4,862 20	457 42	929 92	375 40	30,271 94
Morris	11,218 63	5,667 02	161 17	1,658 04	149 11	18,853 97
Ocean	2,749 71	783 80	63 23	863 21	.....	4,459 95
Passaic	19,706 22	6,048 35	160 69	2,696 26	721 18	29,332 70
Salem	2,642 50	905 23	.....	1,255 68	52 24	4,755 65
Somerset	6,480 80	1,774 17	59 09	1,188 53	588 02	10,090 11
Sussex	2,454 50	756 66	41 32	336 84	.....	3,589 42
Union	33,011 06	14,065 74	163 50	2,365 83	19 48	49,625 41
Warren	2,538 00	686 97	8 88	33 03	.....	3,266 88
Total	\$399,483 41	\$144,022 60	\$6,154 80	\$28,595 35	\$7,147 86	\$685,404 02

TABLE 2—Continued.
MANUAL AND INDUSTRIAL TRAINING FUNDS.
PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Manual and Industrial Training Expenditures, Day and Evening Schools.	Balance in Manual and Industrial Training Account Close of Year.	Grand Total of Expenditures During Year and Balance on Hand Close of Year.
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Manual and Industrial Training, Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense Incident to Manual and Industrial Training.	Total Manual and Industrial Training Expenditures, Evening Schools.			
Atlantic						\$30,510 51	\$4,689 23	\$35,199 74	
Bergen	\$96 00					62,725 96	11,914 79	74,640 75	
Burlington						2,302 51	3,694 49	5,997 00	
Camden						18,637 93	3,772 55	22,410 48	
Cape May						6,375 81	1,036 98	7,412 79	
Cumberland						8,912 64	339 15	9,251 79	
Essex						147,392 55	2,581 97	149,974 52	
Gloucester						6,878 47	2,754 38	9,632 85	
Hudson	2,101 50					86,437 31	6,258 70	92,696 01	
Hunterdon					2,101 50				
Mercer						30,670 21	2,958 10	33,628 31	
Middlesex	71 81					32,583 40	4,762 21	37,345 61	
Monmouth					71 81	30,271 94	7,654 63	37,926 57	
Morris	284 00	\$22 15				19,160 12	3,618 22	22,778 34	
Ocean						4,459 95	710 49	5,170 44	
Passaic						29,352 70	1,719 39	31,072 09	
Salem						4,755 65	763 30	5,518 95	
Somerset						10,090 11	3,146 74	13,236 85	
Sussex						3,589 42	1,835 65	5,425 07	
Union						49,625 41	5,724 25	55,349 66	
Warren						3,266 88	2,018 33	5,285 21	
Total	\$2,553 31	\$22 15				\$2,575 46	\$587,979 48	\$71,953 96	\$659,933 44

TABLE 3.
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation, Sec. 176.	From District Tax for Evening Schools for Foreign-born Residents, Sec. 176.	From all Other Sources for Evening Schools for Foreign-born Residents, Sec. 176.	Total Receipts During Year for Evening Schools for Foreign-born Residents.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.
Atlantic						
Bergen	\$600 00	\$600 00	\$91 26	\$1,291 26		\$1,291 26
Burlington						
Camden						
Cape May						
Cumberland						
Essex						
Gloucester						
Hudson		5,286 05		5,286 05		5,286 05
Hunterdon						
Mercer						
Middlesex		329 40	130 50	459 90		459 90
Monmouth						
Morris						
Ocean	1,479 62	1,479 61		2,959 23		2,959 23
Passaic						
Salem						
Somerset						
Sussex						
Union	500 00	331 09		831 09		831 09
Warren						
Total	\$2,579 62	\$8,026 15	\$221 76	\$10,827 53		\$10,827 53

TABLE 3—Continued.
EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS FUNDS.
PAYMENTS.

COUNTIES.	For Salaries, Principals and Teachers.	For Text-books and Supplies.	For Janitors' Salaries.	For Other Expenditures.	Total Expenditures During Year.	Balance in Evening School for Foreign-born Residents' Account at Close of Year.	Grand Total of Expenditures During Year and Balance on Hand at Close of Year.
Atlantic							
Bergen	\$1,042 00	\$33 55	\$143 50	\$2 25	\$1,221 30	\$69 96	\$1,291 26
Burlington							
Camden							
Cape May							
Cumberland							
Essex							
Gloucester							
Hudson	4,764 50	14 05	297 75	209 75	5,286 05		5,286 05
Hunterdon							
Mercer							
Middlesex							
Monmouth	437 50	22 40			459 90		459 90
Morris							
Ocean							
Passaic	2,612 00	121 01	226 22		2,959 23		2,959 23
Salem							
Somerset							
Sussex							
Union	657 00	20 25	141 00	12 84	831 09		831 09
Warren							
Total	\$9,513 00	\$211 26	\$808 47	\$224 84	\$10,757 57	\$69 96	\$10,827 53

TABLE 4.
VOCATIONAL SCHOOL FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Tax for Vocational Schools.	From all Other Sources for Vocational Schools.	Total Receipts During Year.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Beginning of Year.
Atlantic	\$9,400 00	\$11,000 00	\$468 45	\$20,868 45	\$693 66	\$21,562 11
Bergen	200 00	200 00		400 00	30 50	430 50
Burlington						
Camden						
Cape May						
Cumberland	1,000 00	1,500 00		2,500 00		2,500 00
Essex	42,705 00	57,240 90		99,945 90	4,003 28	103,949 18
Gloucester						
Hudson	22,488 00	29,545 58	294 27	52,327 85	16,637 98	68,965 83
Hunterdon						
Mercer						
Middlesex	500 00	500 00		1,000 00	314 39	1,314 39
Monmouth						
Morris	40 00	40 00		80 00	15 73	95 73
Ocean						
Passaic	6,917 00	7,000 00	12 23	13,929 23	5,147 02	19,076 25
Salem						
Somerset						
Sussex	6,000 00	6,000 00	1,322 42	13,322 42		13,322 42
Union						
Warren						
Total	\$89,250 00	\$113,026 48	\$2,097 37	\$204,373 85	\$26,842 56	\$231,216 41

TABLE 4—Continued.
 VOCATIONAL SCHOOL FUNDS.
 PAYMENTS.

COUNTIES.	DAY SCHOOLS.					
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense to Vocational Schools.	Total Expenditures During Year for Vocational Day Schools.
Atlantic	\$14,363 00	\$4,583 03	\$224 88		\$2,000 00	\$21,170 91
Bergen						
Burlington						
Camden						
Cape May						
Cumberland	1,000 00	81 01			433 80	1,524 81
Essex	36,464 40	6,961 03	188 41	5,225 56	2,711 36	51,550 76
Gloucester						
Hudson	27,965 38	6,743 44	1,094 00		998 21	36,801 03
Hunterdon						
Mercer						
Middlesex						
Monmouth						
Morris						
Ocean						
Passaic	8,912 51	1,607 57		2,869 63	121 93	13,511 64
Salem						
Somerset						
Sussex	4,479 70	8,483 45			281 41	13,244 56
Union						
Warren						
Total	\$93,184 99	\$28,469 53	\$1,507 29	\$8,095 19	\$6,546 71	\$137,803 71

TABLE 4—Continued.
 VOCATIONAL SCHOOL FUNDS.
 PAYMENTS.

COUNTIES.	EVENING SCHOOLS.						Total Expenditures Day and Evening Vocational Schools.	Balance in Vocational School Account at Close of Year.	Grand Total of Expenditures During Year and Balance on Hand Close of Year.	
	For Salaries of Supervisors, Principals and Teachers and Amount Paid to State Treasurer for Retirement Fund.	For Material and Supplies.	For Repairs and Replacements.	For New Equipment.	For all Other Expense Incident to Vocational Schools.	Total Expenditures During Year for Vocational Evening Schools.				
Atlantic							\$21,170	91	\$391 20	\$21,562 11
Bergen	\$420 00	\$8 84				\$428 84	428	84	1 66	430 50
Burlington										
Camden										
Cape May										
Cumberland							1,524	81	975 19	2,500 00
Essex	36,463 50	3,685 94	\$1,154 25	\$301 21	\$9,464 49	51,069 39	102,620	15	1,329 03	103,949 18
Gloucester										
Hudson	9,530 50	1,083 40		552 60	191 00	11,357 50	48,158	53	20,807 30	68,965 83
Hunterdon										
Mercer										
Middlesex	456 00	137 41		352 40	120 00	1,065 81	1,065	81	248 58	1,314 39
Monmouth										
Morris	35 00	1 75			25 15	61 90	61	90	33 83	95 73
Ocean										
Passaic	3,367 00	397 94		247 61	366 98	4,369 53	17,881	17	1,195 08	19,076 25
Salem										
Somerset										
Sussex							13,244	56	77 86	13,322 42
Union										
Warren										
Total	\$50,262 00	\$5,315 28	\$1,154 25	\$1,453 82	\$10,167 62	\$68,352 97	\$206,156	68	\$25,059 73	\$231,216 41

TABLE 5.
SCHOOL LIBRARIES AND APPARATUS FUNDS.
RECEIPTS.

COUNTIES.	From State Appropriation.	From District Taxes.	From all Other Sources for Library Purposes.	Total Receipts During Year for Library Purposes.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Close of Year.
Atlantic	\$210 00	\$269 20	\$121 12	\$600 32	\$545 13	\$1,145 45
Bergen	620 00	1,011 85	461 45	2,093 30	1,243 10	3,336 40
Burlington	300 00	180 00	135 40	615 40	403 66	1,019 00
Camden	180 00	950 00	281 43	1,411 43	775 35	2,186 78
Cape May	100 00	138 17	30 00	268 17	54 46	322 63
Cumberland	260 00	185 12	228 71	673 83	308 78	982 61
Essex	600 00	2,258 83	573 33	3,437 16	959 30	4,396 46
Gloucester	310 00	10 01	327 31	647 32	325 65	972 97
Hudson	350 00	.....	406 03	756 03	251 71	1,007 74
Hunterdon	130 00	73 22	104 00	307 22	323 13	630 35
Mercer	320 00	501 50	672 26	1,493 76	198 32	1,692 09
Middlesex	150 00	237 13	22 39	409 52	216 26	625 78
Monmouth	270 00	758 78	174 80	1,203 58	493 47	1,697 05
Morris	380 00	180 06	362 02	922 08	435 63	1,357 71
Ocean	200 00	100 00	111 34	411 34	155 46	566 80
Passaic	170 00	10 00	441 88	621 88	482 06	1,103 94
Salem	160 00	10 00	102 28	272 28	10 00	282 28
Somerset	50 00	20 60	40 12	110 72	81 33	192 05
Sussex	70 00	.....	91 94	161 94	154 70	316 64
Union	300 00	100 00	235 23	635 23	260 49	895 72
Warren	99 40	70 00	70 82	240 22	351 77	591 99
Total	\$5,229 40	\$7,064 47	\$4,996 86	\$17,290 73	\$7,925 26	\$25,215 99

TABLE 5—Continued.
SCHOOL LIBRARIES AND APPARATUS FUNDS.
PAYMENTS.

COUNTIES.	For Salary of Librarian.	For Library Books.	For Apparatus.	For Educational Works of Art.	Total Expenditures for Library Purposes.	Balance on Hand Close of Year.	Grand Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic		\$407 66	\$145 44	\$28 20	\$581 30	\$564 15	\$1,145 45
Bergen	\$49 00	1,685 37	7 75	73 30	1,806 42	1,529 98	3,336 40
Burlington	80 00	448 26	167 35	.....	695 61	323 45	1,019 06
Camden	540 00	640 47	207 50	33 00	1,420 97	765 81	2,186 78
Cape May .....	.....	108 15	51 35	.....	159 50	163 13	322 63
Cumberland	44 30	448 62	160 00	.....	649 92	325 69	975 61
Essex	660 00	2,063 07	566 00	265 45	3,554 52	842 44	4,396 96
Gloucester .....	.....	278 60	233 33	124 90	636 83	236 14	873 97
Hudson .....	.....	406 53	223 75	106 25	736 53	271 21	1,007 74
Hunterdon	35 16	389 76	2 15	49 53	476 60	153 76	630 35
Mercer	350 00	347 86	243 14	211 65	1,152 65	539 43	1,692 08
Middlesex .....	.....	440 18	.....	26 85	467 03	158 75	625 78
Monmouth	134 00	1,186 01	109 18	4 00	1,433 19	263 86	1,697 05
Morris .....	.....	640 71	300 34	91 25	1,032 30	325 41	1,357 71
Ocean .....	.....	298 97	27 00	64 75	390 72	176 08	566 80
Passaic .....	.....	168 00	347 35	436 86	947 21	156 73	1,103 94
Salem .....	.....	82 53	175 00	5 00	262 53	19 75	282 28
Somerset .....	.....	120 72	20 00	.....	140 72	51 33	192 05
Sussex .....	.....	141 44	96 90	.....	238 34	78 30	316 64
Union .....	.....	436 98	73 65	216 20	726 83	168 89	895 72
Warren .....	.....	145 82	9 40	.....	155 22	436 77	591 99
Total	\$1,883 46	\$10,877 71	\$3,166 58	\$1,737 19	\$17,664 94	\$7,651 05	\$25,215 99

TABLE 6.
REDEMPTION OF AND INTEREST ON BONDS FUND.
RECEIPTS.

COUNTIES.	From District Taxes for Redemption of Bonds.	From District Taxes for Interest on Bonds.	From District Taxes for Sinking Fund.	From Accrued Interest on Bond Issues.	Total Receipts During Year for Redemption of and Interest on Bonds.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Close of Year.
Atlantic	\$26,300 00	\$80,706 75	\$4,625 00	\$88 25	\$111,720 00	\$5,847 12	\$117,567 12
Bergen	82,397 26	198,934 15	20,560 00	2,175 86	304,067 27	18,704 17	322,771 44
Burlington	13,848 00	24,107 50	500 00	21 50	38,477 00	6,712 78	45,189 78
Camden	17,600 00	81,608 21	30,950 00	.....	150,158 21	2,422 84	152,581 05
Cape May	15,025 00	13,741 35	2,280 00	1,300 00	32,346 35	863 07	33,209 42
Cumberland	13,700 00	11,530 50	5,049 00	215 89	29,495 39	7,346 04	36,841 43
Essex	46,975 00	632,851 30	201,362 50	60 30	881,250 10	5,554 34	886,804 44
Gloucester	15,350 00	17,517 26	580 00	.....	33,447 26	2,929 62	36,376 88
Hudson	39,450 00	184,624 46	172,541 83	249,408 50	646,024 79	9,848 37	655,873 16
Hunterdon	7,300 00	7,687 50	.....	23 14	15,010 64	792 78	15,803 42
Mercer	14,215 00	74,301 06	29,364 87	.....	117,880 93	3,983 81	121,864 74
Middlesex	61,333 88	72,883 45	480 00	570 09	135,267 42	5,849 08	141,116 50
Monmouth	36,600 00	65,887 00	6,438 27	291 00	109,216 27	7,225 63	116,441 90
Morris	33,078 91	33,590 68	.....	.....	66,669 59	6,327 72	72,997 31
Ocean	12,800 00	8,140 82	.....	.....	20,940 82	1,752 33	22,693 15
Passaic	14,870 00	191,551 98	81,550 59	.....	287,972 57	3,138 23	291,110 80
Salem	8,890 00	11,551 80	.....	149 31	20,591 11	5,203 31	25,794 42
Somerset	19,351 93	20,430 50	100 00	1 50	39,883 93	4,490 75	44,374 68
Sussex	3,000 00	5,408 54	500 00	203 96	9,112 50	550 00	9,662 50
Union	28,000 00	153,232 70	40,972 34	1,515 69	223,720 73	32,327 92	256,048 65
Warren	10,500 00	10,686 00	.....	151 09	21,337 09	75 00	21,412 09
Total	\$525,534 98	\$1,900,973 49	\$598,855 40	\$256,176 08	\$3,281,589 95	\$131,944 91	\$3,413,534 86

TABLE 6—Continued.
REDEMPTION OF AND INTEREST ON BONDS FUND.
PAYMENTS.

COUNTIES.	For Redemption of Bonds by District Taxes.	For Payments to Sinking Fund.	For Interest on Bonds.	Total Expenditures During Year.	Balance on Hand at Close of Year.	Grand Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic	\$24,300 00	\$4,006 25	\$83,401 71	\$111,707 96	\$5,859 16	\$117,567 12
Bergen	85,950 00	22,060 00	194,864 89	302,874 89	19,896 55	322,771 44
Burlington	14,800 00	500 00	23,687 50	38,987 50	5,202 28	45,189 78
Camden	17,600 00	30,950 00	80,269 16	128,819 16	3,761 89	132,581 05
Cape May	13,600 00	2,280 00	16,560 46	32,440 46	768 94	33,209 40
Cumberland	13,700 00	6,049 00	17,458 00	37,207 00	6,634 43	43,841 43
Essex	48,975 00	201,363 50	632,659 80	882,998 10	3,803 34	886,801 44
Gloucester	15,350 00	530 00	15,409 59	32,338 59	4,037 29	36,376 88
Hudson	39,450 00	172,541 83	435,318 29	647,310 12	5,563 04	652,873 16
Hunterdon	7,300 00	.....	8,414 25	15,714 25	89 17	15,803 42
Mercer	13,340 00	29,364 87	74,007 71	116,712 58	5,152 16	121,864 74
Middlesex	62,100 00	480 00	73,502 03	136,082 03	5,034 47	141,116 50
Monmouth	35,100 00	5,903 27	65,455 75	106,459 02	9,982 88	116,441 90
Morris	33,078 91	.....	33,640 12	66,719 03	6,278 28	72,997 31
Ocean	12,800 00	.....	7,279 65	20,079 65	2,613 50	22,693 15
Passaic	14,300 00	81,550 59	192,380 40	288,230 99	2,879 81	291,110 80
Salem	8,890 00	.....	13,097 80	21,987 80	3,806 62	25,794 42
Somerset	18,400 00	.....	19,608 50	38,008 50	6,366 18	44,374 68
Sussex	3,000 00	500 00	5,957 50	9,457 50	205 00	9,662 50
Union	26,000 00	33,272 34	155,628 54	214,900 88	41,147 77	256,048 65
Warren	10,500 00	.....	10,647 85	21,147 85	264 24	21,412 09
Total	\$518,533 91	\$591,401 65	\$2,160,249 30	\$3,270,184 86	\$143,350 00	\$3,413,534 86

TABLE 7.

RECEIPTS FOR PAYMENTS OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT, OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	From District Taxes for Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	From District Taxes for Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Total Receipts for Payment of and Interest on Notes Authorized by a Vote of the District or Other Evidences of Indebtedness.	Balance on Hand Beginning of Year.	Grand Total Receipts During Year and Balance on Hand Close of Year.
Atlantic	\$2,500 00	\$290 00	\$2,790 00		\$2,790 00
Bergen	13,350 00	58 52	13,408 52		13,408 52
Burlington	1,050 00	556 13	1,606 13		1,606 13
Camden	3,500 00	288 00	3,788 00		3,788 00
Cape May					
Cumberland					
Essex					
Gloucester					
Hudson					
Hunterdon					
Mercer					
Middlesex	900 00	154 38	1,054 38		1,054 38
Monmouth	6,300 00	507 60	6,807 60		6,807 60
Morris	9,645 00	112 69	9,757 69		9,757 69
Ocean	619 00		619 00		619 00
Passaic				\$100 00	100 00
Salem	1,000 00	354 17	1,354 17		1,354 17
Somerset	6,400 00	1,281 66	7,681 66		7,681 66
Sussex	4,471 91		4,471 91		4,471 91
Union	14,700 00	3,047 89	17,747 89	106 52	17,854 41
Warren	1,000 00	150 00	1,150 00		1,150 00
Total	\$65,435 91	\$6,801 04	\$72,236 95	\$206 52	\$72,443 47

TABLE 7—Continued.

PAYMENT OF AND INTEREST ON NOTES AUTHORIZED BY A VOTE OF THE DISTRICT,
OR OTHER EVIDENCES OF INDEBTEDNESS (EXCLUSIVE OF BONDS).

COUNTIES.	For Payment of Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	For Interest on Notes Authorized by a Vote of the District, or Other Evidences of Indebtedness.	Total Expenditures During Year.	Balance on Hand Close of Year.	Total Expenditures During Year and Balance on Hand Close of Year.
Atlantic	\$2,500 00	\$286 39	\$2,786 39	\$3 61	\$2,790 00
Bergen	13,350 00	58 52	13,408 52		13,408 52
Burlington	1,050 00	556 13	1,606 13		1,606 13
Camden	3,500 00	288 00	3,788 00		3,788 00
Cape May					
Cumberland					
Essex					
Gloucester					
Hudson					
Hunterdon					
Mercer					
Middlesex	900 00	154 38	1,054 38		1,064 38
Monmouth	6,300 00	507 60	6,807 60		6,807 60
Morris	9,645 00	112 69	9,757 69		9,767 69
Ocean	619 00		619 00		619 00
Passaic		100 00	100 00		100 00
Salem	1,000 00	354 17	1,354 17		1,354 17
Somerset	6,400 00	1,281 66	7,681 66		763 66
Sussex	4,471 91		4,471 91		4,471 91
Union	14,660 39	3,050 45	17,710 84	143 57	17,854 41
Warren	1,000 00	150 00	1,150 00		1,150 00
Total	\$65,396 30	\$6,899 99	\$72,296 29	\$147 18	\$72,443 47

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TABLE 8.
PURCHASE OF LAND.

COUNTIES.	RECEIPTS.					PAYMENTS.		
	From District Tax for Purchase of Land.	From Sale of Bonds for Purchase of Land.	Total Receipts During Year.	Balance on Hand Beginning of Year.	Total Receipts During Year and Balance on Hand Beginning of Year.	For Purchase of Land.	Balance on Hand at Close of Year.	Total Expenditure During Year and Balance on Hand at Close of Year.
Atlantic		\$6,500 00	\$6,500 00	\$3,737 57	\$10,237 57	\$6,600 00	\$3,637 57	\$10,237 57
Bergen	\$567 41	83,197 00	83,764 41	214 27	83,978 68	76,032 00	7,946 68	83,978 68
Burlington	650 00		650 00		650 00	650 00		650 00
Camden	2,196 15	13,512 00	15,708 15	930 55	16,638 70	13,041 60	3,597 10	16,638 70
Cape May		15,632 25	15,632 25		15,632 25	15,632 25		15,632 25
Cumberland	1,525 00	1,800 00	3,325 00		3,325 00	1,501 66	1,823 34	3,325 00
Essex		249,586 52	249,586 52	81,280 93	330,867 45	165,175 25	165,692 20	330,867 45
Gloucester	120 00	11,500 00	11,620 00	226 40	11,846 40	11,820 00	26 40	11,846 40
Hudson	36,000 00	106,000 00	142,000 00	63,820 52	205,820 52	158,085 67	47,734 85	205,820 52
Hunterdon	200 00		200 00		200 00	200 00		200 00
Mercer	50 00	8,251 65	8,251 65	150 00	8,274 65	53,762 50	28,952 15	82,714 65
Middlesex		8,500 00	8,500 00		8,500 00	8,500 00		8,500 00
Monmouth	500 00		500 00		500 00	10 00	490 00	500 00
Morris	1,565 00	46,083 93	47,648 93		47,648 93	47,399 80	249 13	47,648 93
Ocean				400 00	22,226 23	22,190 89	35 34	22,226 23
Passaic	16,003 25	5,822 98	21,826 23					
Salem				80	3,450 80	3,450 00	80 00	3,450 80
Somerset	3,450 00		3,450 00					
Sussex				562 50	562 50	500 00	62 50	562 50
Union	6,000 00	25,100 00	31,100 00	29,878 70	60,978 70	47,983 51	12,995 19	60,978 70
Warren	950 00	682 50	1,632 50	253 91	1,886 41	1,582 50	303 91	1,886 41
Total	\$69,776 81	\$656,431 83	\$726,208 64	\$181,456 15	\$907,664 79	\$634,117 63	\$273,547 16	\$907,664 79

TABLE 9.
BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
AND EQUIPPING SCHOOL BUILDINGS.
RECEIPTS.

COMMISSIONER OF EDUCATION. 251

COUNTIES.	From District Taxes.	From Sale of Bonds.	From Sale of Buildings.	From Sale of Furniture and Equip- ment.	From Sale of Land.	From Fire Insurance.
Atlantic	\$71,686 96	\$237,253 79	\$378 00	\$14 00		\$170 70
Bergen	93,975 91	1,118,290 68	136 00	38 00	\$71 50	\$170 70
Burlington	17,340 53	14,000 00	72 20			400 00
Camden	54,108 97	137,568 00	282 75	100 00		
Cape May	6,676 62	97,867 75	2,260 19	20 00		
Cumberland	18,688 09	46,521 59	827 99			
Essex	251,780 02	1,154,076 50	1,400 00	198 63		502 31
Gloucester	13,683 66	53,088 22	1,301 64			13,570 20
Hudson	116,931 68	427,512 05	76,350 00	201 85		
Hunterdon	10,177 73	50,000 00	150 00	29 00		1,426 00
Mercer	47,884 36	332,477 66	8 00	49 22	1,410 00	4,496 45
Middlesex	36,478 48	235,222 52				2,500 00
Monmouth	43,713 34	18,916 00	498 50	58 44		
Morris	26,065 23	340,668 14		21 00	1,000 00	
Ocean	10,675 74	26,700 00	224 75	89 00		
Passaic	30,033 12	428,455 72	1,140 00	37 00	2,870 53	
Salem	13,254 08	1,260 61	87 00			
Somerset	14,842 24	9,037 83	400 00			
Sussex	5,534 65	9,750 00		5 64		
Union	57,545 36	122,250 00	380 00	105 51	2,000 00	165 99
Warren	7,515 79	43,630 00				500 00
Total	\$948,683 62	\$4,959,531 97	\$86,521 02	\$967 29	\$7,352 03	\$23,731 65

TABLE 9—Continued.
 BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING
 AND EQUIPPING SCHOOL BUILDINGS.
 RECEIPTS—Continued.

COUNTIES.	From Interest on Deposits.	From all Other Sources for Above Purposes.	Total Receipts During Year for Above Purposes.	Balance on Hand Beginning of Year for Building, Leasing, etc.	Total Receipts During Year and Balance on Hand Beginning of Year for Building, Leasing, etc.
Atlantic	\$1,823 77	\$14,415 08	\$325,571 60	\$33,546 76	\$359,118 36
Bergen	8,865 38	17,223 68	1,239,995 85	56,887 95	1,296,833 80
Burlington	893 76	1,525 48	34,237 02	66,602 62	100,839 64
Camden	2,850 71	93 14	245,003 57	32,584 60	327,588 17
Cape May .....	.....	257 22	107,172 78	5,672 64	112,845 42
Cumberland	1,716 17	50 95	67,204 70	90,640 99	157,845 69
Essex	20,746 87	9,903 83	1,438,608 16	1,142,033 10	2,580,641 26
Gloucester	157 91	107 50	81,904 13	3,148 56	85,052 69
Hudson	6,712 93	833 08	628,541 59	866,767 11	1,495,308 70
Hunterdon .....	.....	56 50	61,839 23	29,020 61	90,859 84
Mercer	277 86	3,092 16	389,695 71	22,635 31	412,331 02
Middlesex	2,235 67	776 00	277,212 67	229,885 97	507,098 64
Monmouth	526 61	1,425 19	65,138 08	47,347 59	112,485 67
Morris	2,280 76	1,801 83	371,836 46	9,723 46	381,559 92
Ocean	242 45	62 90	37,935 84	15,129 80	53,065 64
Passaic	98 51	135 80	462,770 78	206,847 96	669,618 74
Salem	1,184 17	963 84	16,739 70	92,162 36	108,902 06
Somerset .....	.....	671 25	24,951 32	34,956 09	59,907 41
Sussex .....	.....	2,272 51	17,562 81	43,217 46	60,780 27
Union	12,340 48	21,353 52	216,140 86	659,246 29	875,337 15
Warren	333 04	1,313 24	58,292 07	51,820 64	110,112 71
Total	\$63,293 15	\$78,334 20	\$6,168,414 93	\$3,789,877 87	\$9,958,292 80

TABLE 9—Continued.

BUILDING, LEASING, ENLARGING, ALTERING, REPAIRING, IMPROVING, FURNISHING AND EQUIPPING SCHOOL BUILDINGS.

PAYMENTS.

COMMISSIONER OF EDUCATION. 253

COUNTIES.	For Building and Enlarging School Buildings.	For Extraordinary Repairs Improving School Buildings.	For Ordinary Repairs (Current Up-keep).	For New Furniture and Equipment	For Repairs and Replacement of Furniture and Equipment.	For Leasing School Buildings.	Total Expenditures During the Year.	Balance on Hand Close of Year.	Total Expense During the Year and Balance on Hand at Close of Year.
Atlantic	\$135,698 23	\$2,197 28	\$21,525 60	\$7,901 55	\$22,554 43	\$885 50	\$190,762 59	\$168,355 77	\$359,118 36
Bergen	307,799 92	35,190 06	43,408 52	6,814 72	16,968 17	2,191 65	412,373 04	884,510 76	1,296,883 80
Burlington	67,929 74	3,398 42	7,461 57	5,653 22	5,411 00	156 00	90,009 95	10,829 69	100,839 64
Camden	148,680 83	10,911 58	21,704 97	17,166 70	6,214 47	1,147 50	205,826 05	121,762 12	327,588 17
Cape May	42,272 36	3,457 40	7,606 73	774 15	462 84	.....	54,572 98	58,272 44	112,845 42
Cumberland	74,782 36	18,046 76	10,959 46	4,246 88	3,116 09	375 00	111,526 55	46,319 14	157,845 69
Essex	705,736 26	152,171 35	98,206 94	108,766 31	18,436 51	5,008 53	1,088,325 90	1,492,315 36	2,580,641 26
Gloucester	30,921 10	12,640 49	6,574 14	782 94	3,367 38	1,261 45	55,537 50	29,515 19	85,052 69
Hudson	673,941 78	26,231 52	99,271 36	76,563 89	9,473 24	2,143 00	887,624 79	607,683 91	1,495,308 70
Hunterdon	63,427 78	.....	2,801 44	4,370 36	915 46	1,095 38	72,610 91	18,248 93	90,859 84
Mercer	209,563 24	6,297 17	28,938 02	9,832 85	5,357 46	2,636 16	262,624 70	149,706 32	412,331 02
Middlesex	355,643 09	5,607 42	24,492 75	26,328 05	4,661 56	747 72	417,480 59	89,618 05	507,098 64
Monmouth	47,276 35	7,778 72	25,698 93	4,842 74	9,515 58	383 72	85,496 04	16,989 63	112,485 67
Morris	36,725 97	3,003 14	13,721 58	1,928 09	3,139 28	1,379 03	59,897 08	321,662 33	381,569 92
Ocean	23,455 43	15,324 66	4,645 50	2,883 75	1,348 47	90 00	47,747 81	5,377 83	53,125 64
Passaic	262,147 54	37,292 65	20,875 97	5,794 81	4,750 63	208 30	331,069 90	338,548 84	669,618 74
Salem	71,179 89	646 85	3,477 57	2,132 82	4,246 02	445 75	82,128 90	26,773 16	108,902 06
Somerset	34,364 14	10,589 39	8,423 40	985 26	4,045 32	.....	58,407 51	1,499 90	59,907 41
Sussex	48,326 51	461 53	2,721 94	5,576 21	1,257 53	930 00	59,273 72	1,506 55	60,780 27
Union	327,624 27	10,161 01	23,704 56	20,291 05	13,824 98	2,527 50	398,133 37	477,253 78	875,387 15
Warren	74,896 77	1,812 69	2,381 67	2,775 29	1,614 03	120 00	83,600 45	26,512 26	110,112 71
Total	\$3,742,394 06	\$363,220 09	\$478,601 62	\$316,411 94	\$140,670 44	\$23,732 19	\$5,065,030 34	\$4,893,262 46	\$9,958,292 80

SCHOOL REPORT.

TABLE 10.
OUTHOUSES AND WATER CLOSETS.

COUNTIES.	Receipts.		Payments.		Total Expenditures During Year and Balance on Hand Close of Year.
	From District Tax and Other Sources for Outhouses and Water Closets, Including Balance from Beginning of Year.	For Outhouses and Water Closets.	Balance on Hand at Close of Year.		
Atlantic	\$700 13	\$692 55	\$27 58	\$700 13	
Bergen	1,100 00	897 35	102 65	1,100 00	
Burlington	17 05	17 05		17 05	
Camden	34 00	12 33	11 07	24 00	
Cape May	2,765 60	2,738 29	27 31	2,765 60	
Essex					
Gloucester	1,486 55	1,486 55		1,486 55	
Hudson	1,838 55	1,775 20	63 35	1,838 55	
Hunterdon	46 61	14 75	31 86	46 61	
Mercer	363 84	350 00	43 84	363 84	
Middlesex	38 00	38 00		38 00	
Monmouth	739 07	647 07	92 00	739 07	
Morris	1,500 00	1,403 82	96 18	1,500 00	
Ocean	849 04	637 53	211 51	849 04	
Passaic					
Salem					
Somerset	977 51	16 51	561 00	977 51	
Sussex					
Tinton	1,790 25	1,738 50	51 75	1,790 25	
Warren					
Total	\$13,836 21	\$12,486 11	\$1,340 10	\$13,836 21	

TABLE II.
SUMMARY OF RECEIPTS AND EXPENDITURES.

COUNTIES.	Grand Total of all Receipts During Year and Balances on Hand Beginning of Year.	Grand Total of all Expenditures During Year.	Grand Total of all Balances on Hand at Close of Year.	Grand Total of Expenditures During Year and Balances on Hand Close of Year.
Atlantic	\$1,236,680 91	\$1,026,134 09	\$210,546 82	\$1,236,680 91
Bergen	3,440,633 56	2,308,324 25	1,132,309 31	3,440,633 56
Burlington	554,767 99	509,995 99	44,772 00	554,767 99
Camden	1,474,580 16	1,299,194 10	175,386 06	1,474,580 16
Cape May	381,481 60	298,641 35	82,840 25	381,481 60
Cumberland	541,486 84	459,607 98	90,878 86	541,486 84
Essex	8,787,322 53	6,934,509 60	1,852,812 93	8,787,322 53
Gloucester	414,069 85	353,144 87	55,924 98	414,069 85
Hudson	6,036,773 24	5,245,118 14	791,655 10	6,036,773 24
Hunterdon	324,641 65	298,889 29	25,752 36	324,641 65
Mercer	1,469,677 54	1,254,773 87	219,903 67	1,469,677 54
Middlesex	1,477,171 46	1,324,611 76	147,559 70	1,477,171 46
Monmouth	1,087,394 04	981,788 44	105,605 60	1,087,394 04
Morris	1,073,701 23	707,383 03	366,318 80	1,073,701 23
Ocean	266,333 73	231,645 17	34,688 56	266,333 73
Passaic	2,330,899 37	1,953,459 16	377,440 21	2,330,899 37
Salem	313,607 14	272,826 85	40,780 29	313,607 14
Somerset	436,880 50	407,418 09	29,462 41	436,880 50
Sussex	287,783 59	273,195 44	14,588 15	287,783 59
Union	2,451,618 47	1,828,750 55	622,867 92	2,451,618 47
Warren	376,977 02	319,755 97	57,221 05	376,977 02
Total	\$34,764,482 42	\$28,290,167 99	\$6,474,314 43	\$34,764,482 42

TABLE 12.
COST OF EDUCATION.

COUNTIES.	For Administration.	For Instruction.	For Operation of School Plant.	For Maintenance of School Plant.	For Expenses of Auxiliary Agencies.	For Miscellaneous Expenses.
Atlantic	\$27,676 14	\$533,987 42	\$77,135 32	\$49,785 26	\$34,186 63	\$14,888 13
Bergen	53,175 60	1,098,150 46	188,359 25	95,931 11	48,687 94	84,546 89
Burlington	16,933 76	254,368 35	41,978 84	17,048 06	34,106 57	29,834 06
Camden	22,268 00	718,097 57	117,146 69	51,322 40	27,845 22	41,873 21
Cape May	10,271 80	130,737 17	22,288 14	6,302 79	14,731 30	9,575 52
Cumberland	12,001 54	218,082 39	29,421 04	17,091 84	23,595 05	10,523 95
Essex	191,594 10	3,656,759 71	472,942 58	144,762 82	117,502 06	66,128 09
Gloucester	6,401 04	176,438 31	25,784 02	11,847 95	21,060 77	24,705 20
Hudson	114,634 72	2,794,340 29	385,406 18	136,360 15	62,539 51	61,369 82
Hunterdon	6,475 17	131,513 92	17,271 47	10,552 58	23,725 62	25,022 79
Mercer	24,833 95	635,914 58	80,413 63	38,462 47	32,426 93	24,346 45
Middlesex	27,202 77	565,700 48	88,003 32	37,890 78	37,680 53	38,106 46
Monmouth	26,487 85	551,203 69	89,350 93	47,049 11	46,855 61	51,106 52
Morris	11,628 02	378,382 81	51,060 53	22,322 96	47,962 33	25,452 34
Ocean	4,393 29	114,637 06	15,995 98	7,380 86	17,122 00	7,596 26
Passaic	38,112 95	1,051,844 59	138,081 89	39,482 72	20,289 80	29,107 34
Salem	5,185 57	112,438 31	14,377 60	8,890 21	17,705 61	14,873 33
Somerset	7,608 20	211,345 83	30,420 23	15,709 53	23,798 91	23,562 28
Sussex	4,398 93	131,791 89	14,751 57	6,279 91	27,721 22	30,537 37
Union	58,423 84	850,314 33	143,302 35	43,744 85	24,082 54	23,022 01
Warren	5,055 08	150,566 08	22,339 64	7,811 50	17,023 90	13,053 53
Total	\$684,815 42	\$14,496,615 29	\$2,065,841 20	\$816,019 91	\$720,650 05	\$649,835 55

TABLE 12—Continued.
COST OF EDUCATION.

COUNTIES.	Grand Total Operating Expenses.	Total Number of Pupils Enrolled in the County, Plus Those Living in the County, but Attending School in Other Counties.	Average Daily Attendance of Pupils Attending School in the County, Plus Those Living in the County, but Attending School in Other Counties.	Cost of Education Per Pupil Based on	
				Total Enrollment.	Average Daily Attendance.
Atlantic	\$737,658 90	16,799	12,403	\$43 56	\$59 01
Bergen	1,568,850 25	42,651	33,321	35 23	45 09
Burlington	393,319 64	15,021	10,680	24 56	34 54
Camden	988,553 09	30,608	22,571	31 36	42 52
Cape May	193,906 72	5,349	3,793	25 51	50 01
Cumberland	310,715 81	15,337	10,080	23 51	30 06
Essex	4,649,679 36	111,033	88,653	41 83	52 39
Gloucester	266,237 29	10,324	7,506	23 64	32 52
Hudson	3,555,650 67	98,494	78,987	35 76	44 59
Hunterdon	214,561 55	6,753	4,568	28 08	41 51
Mercer	836,398 01	24,752	18,110	33 11	45 25
Middlesex	794,584 34	25,762	19,810	29 71	38 64
Monmouth	812,053 71	23,644	17,760	32 60	43 40
Morris	536,808 99	15,460	11,393	33 43	43 45
Ocean	167,125 45	5,303	3,376	30 19	41 30
Passaic	1,316,919 29	45,161	35,987	28 75	36 08
Salem	173,475 73	7,633	5,255	21 04	30 57
Somerset	312,445 08	7,056	9,658	30 36	41 57
Sussex	215,490 39	5,449	3,813	36 61	52 32
Union	1,172,892 92	29,980	23,965	38 81	48 55
Warren	216,449 73	8,663	6,754	23 68	30 37
Total	\$19,433,777 42	548,772	420,454	\$34 64	\$44 26

TABLE 13.
STATEMENT OF BONDED DEBT.

COUNTIES.	Amount of Interest Paid, Equal Amount Reported in Financial Statement).	AMOUNT OF INDEBTEDNESS.				
		Outstanding July 1, 1915.	Issued During Year.	Total.	Redeemed During Year.	Outstanding at Close of School Year.
Atlantic	\$83,688 10	\$1,652,900 00	\$248,600 00	\$1,896,500 00	\$32,300 00	\$1,864,200 00
Bergen	194,923 41	3,858,507 02	840,700 00	4,699,207 02	86,050 00	4,613,157 02
Burlington	24,243 63	577,300 00	14,550 00	591,850 00	15,850 00	576,000 00
Camden	80,557 16	1,738,575 00	198,000 00	1,936,575 00	18,100 00	1,918,475 00
Cape May	16,560 46	294,100 00	111,500 00	405,600 00	13,600 00	392,000 00
Cumberland	17,458 00	337,600 00	41,000 00	378,600 00	13,700 00	364,900 00
Essex	63,659 60	14,872,494 93	1,461,200 00	16,333,694 93	149,975 00	16,183,719 93
Gloucester	16,409 59	344,850 00	42,700 00	387,550 00	14,850 00	372,700 00
Hudson	435,318 29	9,447,769 00	674,000 00	10,121,769 00	49,450 00	10,072,319 00
Hunterdon	8,414 25	186,100 00	50,000 00	236,100 00	6,300 00	229,800 00
Mercer	74,007 71	1,682,100 00	392,300 00	2,074,400 00	13,540 00	2,060,860 00
Middlesex	73,656 41	1,765,950 00	219,355 50	1,975,305 50	64,000 00	1,911,305 50
Monmouth	65,963 35	1,409,400 00	19,000 00	1,428,400 00	74,400 00	1,354,000 00
Morris	33,752 81	716,124 91	185,300 00	901,424 91	42,123 91	859,301 00
Ocean	7,279 65	149,050 00	26,700 00	175,750 00	12,800 00	162,950 00
Passaic	192,480 40	4,271,550 00	334,200 00	4,605,750 00	25,300 00	4,580,450 00
Salem	13,451 97	282,920 00	.....	282,920 00	9,890 00	273,030 00
Somerset	20,890 16	459,900 00	9,200 00	469,100 00	23,800 00	445,300 00
Sussex	5,957 50	113,350 00	10,350 00	123,700 00	4,100 00	119,600 00
Union	158,678 99	3,575,145 58	83,100 00	3,658,245 58	40,700 00	3,617,545 58
Warren	10,797 85	224,900 00	49,200 00	274,100 00	11,500 00	262,600 00
Total	\$2,167,149 29	\$47,950,586 44	\$5,005,955 50	\$52,956,541 94	\$722,128 91	\$52,234,413 03

TABLE 14.
SCHOOL BUILDINGS OWNED AND RENTED.

COUNTIES.	VALUE OF PROPERTY.				BUILDINGS.												
	Land.	Buildings.	Equipment.	Total Value.	Number Completed During Current Year.	Number Enlarged or Renodeled During Current Year.	Number of One-room Buildings.	Number of Two-room Buildings.	Number of Three-room Buildings.	Number of Four-room Buildings.	Number of Five or More Room Buildings.	Total Number of School Buildings Owned.	Total Number of School Buildings Rented.	Total Number of Class-rooms.	Total Number of Pupils' Seats. (Double Desk Count Two.)	Is Flag Displayed Daily?	
Atlantic	\$585,275 00	\$1,693,875 00	\$171,420 00	\$2,450,570 00	5	1	35	18	5	5	25	82	6	461	18,004	Yes	
Bergen	760,875 00	4,173,845 00	356,268 00	5,290,988 00	3	6	27	16	3	18	94	154	4	1,093	39,246	Yes	
Burlington	97,560 00	856,602 36	125,071 89	1,079,834 25	3	3	46	19	8	11	21	117	8	395	15,360	Yes	
Camden	323,562 00	2,147,035 00	198,713 08	2,669,310 08	4	4	3	21	2	26	53	142	8	785	29,014	Yes	
Cape May	63,680 00	353,875 00	53,250 00	475,805 00	1	3	12	18	2	4	12	48	1	178	5,494	Yes	
Cumberland	82,700 00	548,500 00	59,750 00	689,250 00	3	3	30	23	5	7	22	86	1	320	13,881	Yes	
Essex	2,805,582 04	14,678,458 48	1,091,142 51	18,575,183 03	5	5	12	8	8	4	145	173	2	2,906	111,000	Yes	
Gloucester	78,038 00	482,748 85	62,933 15	623,720 00	3	4	38	30	1	11	11	80	10	258	10,407	Yes	
Hudson	2,028,784 05	11,370,865 83	1,313,905 36	14,713,555 24	1	6	2	1	.....	6	102	107	4	2,197	83,753	Yes
Hunterdon	27,850 00	417,548 00	37,666 00	483,064 00	7	2	79	9	2	4	8	102	.....	189	6,844	Yes
Mercer	267,750 00	1,863,540 00	229,507 00	2,360,797 00	1	1	24	8	1	16	39	85	4	573	22,877	Yes	
Middlesex	371,615 00	2,153,829 75	214,769 00	2,740,213 75	5	2	31	11	4	12	47	100	5	631	24,205	Yes	
Monmouth	282,070 00	2,128,224 00	209,595 00	2,619,889 00	5	1	59	28	2	15	40	141	3	617	24,162	Yes	
Morris	168,573 00	1,102,817 00	98,065 25	1,369,455 25	.....	5	52	27	19	23	118	5	406	14,998	Yes	
Ocean	59,917 00	332,950 00	457,395 55	457,395 55	4	3	41	16	3	2	10	70	2	167	5,916	Yes	
Passaic	940,426 18	4,334,055 73	364,577 05	5,639,058 96	1	5	18	6	3	3	62	91	.....	1,039	40,999	Yes
Salem	75,000 00	377,750 00	42,063 00	494,803 00	1	.....	46	7	5	5	12	71	1	291	7,224	Yes
Somerset	120,785 00	899,825 00	105,461 00	1,126,071 00	3	2	48	10	5	4	73	.....	4	258	8,546	Yes
Sussex	25,200 00	941,225 00	68,250 00	1,114,675 00	.....	2	78	6	1	3	7	94	1	133	6,617	Yes
Union	466,625 00	3,548,647 39	4,421,657 25	4,421,657 25	5	2	20	6	1	5	63	93	2	851	30,127	Yes	
Warren	52,792 50	479,500 00	65,125 00	597,717 50	2	.....	68	12	3	1	12	93	3	241	9,497	Yes
Total	\$9,684,659 77	\$54,289,317 39	\$5,318,040 70	\$69,293,017 86	66	66	827	300	67	180	820	2,125	69	13,938	529,171	Yes	

TABLE 15.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERINTENDENTS.		ASSISTANT SUPERINTENDENTS. (An Assistant Superintendent is one who stands in very intimate relation to the Superintendent, and whose duties are mainly connected with supervision of instruction and with general oversight of a system under the direction of the Superintendent).											
	Annual Salary.	Men.	Women.	Number Employed—	Number Employed—	Number Employed—	Aggregate Salary—	Aggregate Salary—	Minimum Salary—	Minimum Salary—	Maximum Salary—	Maximum Salary—	Average Salary—	Average Salary—
				Men.	Women.	Total.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Atlantic	\$6,200 00	2												
Bergen	3,750 00	1												
Burlington	1,550 00	1												
Camden	5,950 00	2												
Cape May	3,650 00	1												
Cumberland	3,900 00	1												
Essex	28,350 00	6		5		5	\$20,500 00		\$2,000 00		\$5,500 00		\$4,100 00	
Gloucester														
Hudson	24,850 00	7		1		1	4,000 00		4,000 00		4,000 00		4,000 00	
Hunterdon														
Mercer	4,000 00	1												
Middlesex	9,000 00	3												
Monmouth	6,800 00	2												
Morris														
Ocean														
Passaic	7,600 00	2												
Salem	2,000 00	1												
Somerset														
Sussex														
Union	15,000 00	4												
Warren	2,500 00	1												
Total	\$125,100 00	37		6		6	\$24,500 00		\$2,000 00		\$5,500 00		\$4,083 33	

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	APPROVED SUPERVISING PRINCIPALS.							
				Those for whom an apportionment of \$600 is made.							
				Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	3		3	\$5,600 00		\$1,500 00		\$2,300 00		\$1,866 67	
Bergen	9		9	22,200 00		1,300 00		3,750 00		2,466 66	
Burlington	5		5	8,600 00		1,000 00		2,200 00		1,720 00	
Camden	4		4	5,270 00		1,000 00		1,600 00		1,317 50	
Cape May	2		2	3,100 00		1,500 00		1,600 00		1,550 00	
Cumberland	2		2	3,300 00		1,400 00		1,900 00		1,650 00	
Essex	6		6	19,600 00		2,100 00		3,700 00		3,266 66	
Gloucester	3	1	4	4,450 00	\$1,150 00	1,000 00	\$1,150 00	2,350 00	\$1,150 00	1,483 33	\$1,150 00
Hudson											
Hunterdon	2		2	2,600 00		1,000 00		1,600 00		1,300 00	
Mercer	4		4	5,945 00		1,300 00		1,800 00		1,486 25	
Middlesex	9	1	10	13,300 00	2,350 00	1,100 00	2,350 00	2,600 00	2,350 00	1,533 33	2,350 00
Monmouth	5	2	7	6,300 00	3,200 00	1,000 00	1,200 00	1,600 00	2,000 00	1,360 00	1,600 00
Morris	11		11	14,375 60		1,000 00		2,200 00		1,333 71	
Ocean	4		4	5,700 00		1,000 00		2,500 00		1,425 00	
Passaic	5		5	8,750 00		1,200 00		2,500 00		1,750 00	
Salem	1		1	1,200 00		1,200 00		1,200 00		1,200 00	
Somerset	3		3	4,350 00		1,000 00		1,950 00		1,450 00	
Sussex	3		3	3,100 00		700 00		1,400 00		1,033 33	
Union	1		1	1,900 00		1,900 00		1,900 00		1,900 00	
Warren	1		1	1,600 00		1,600 00		1,600 00		1,600 00	
Total	83	4	87	\$142,040 60	\$6,700 00	\$700 00	\$1,150 00	\$3,750 00	\$2,350 00	\$1,711 33	\$1,675 00

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	UNAPPROVED SUPERVISING PRICIPALS.										
	(Those who devote their time to administration and supervision of instruction of a group of schools).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary, Men.	Aggregate Salary, Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	1		1	\$1,550 00		\$1,550 00		\$1,550 00		\$1,550 00	
Bergen	12	1	13	21,750 00	\$1,300 00	1,500 00	\$1,300 00	2,400 00	\$1,300 00	1,812 50	\$1,300 00
Burlington	15	4	9	6,700 00	3,600 00	1,000 00	400 00	1,600 00	1,400 00	1,340 00	900 00
Camden	4		4	7,600 00		1,500 00		2,100 00		1,900 00	
Cape May											
Cumberland											
Essex	2		2	5,400 00		2,400 00		3,000 00		2,700 00	
Gloucester	3		3	4,720 60		1,300 00		1,900 00		1,576 87	
Hudson	4		4	9,350 00		1,500 00		2,850 00		2,337 50	
Hunterdon											
Mercer		2	2		3,200 00		1,200 00		2,000 00		1,600 00
Middlesex	5		5	8,100 00		1,100 00		2,000 00		1,620 00	
Monmouth	5		5	9,275 00		1,575 00		2,500 00		1,855 00	
Morris	7		7	15,200 00		1,500 00		3,500 00		2,171 43	
Ocean											
Passaic	1		1	1,200 00		1,200 00		1,200 00		1,200 00	
Salem	3		3	6,450 00		1,800 00		2,400 00		2,150 00	
Somerset											
Sussex											
Union	17	13	30	36,650 00	20,000 00	1,500 00	1,100 00	3,700 00	2,000 00	2,155 88	1,538 61
Warren	4		4	5,100 00		1,000 00		1,500 00		1,275 00	
Total	73	20	93	\$139,055 60	\$28,100 00	\$1,000 00	\$4,000 00	\$3,700 00	\$2,000 00	\$1,904 87	\$1,405 00

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

NON-TEACHING PRINCIPALS.

(Those who devote their time to administration and supervision of instruction of a school).

COUNTIES.	NON-TEACHING PRINCIPALS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	3	9	12	\$7,000 00	\$11,900 00	\$1,700 00	\$1,300 00	\$2,800 00	\$1,500 00	\$2,333 33	\$1,322 22
Bergen	23	10	33	40,950 00	12,125 00	1,100 00	975 00	2,700 00	2,200 00	1,780 43	1,212 50
Burlington	8	16	24	12,900 00	22,600 00	1,400 00	1,300 00	1,800 00	2,200 00	1,612 50	1,412 50
Camden	1	1	2	1,100 00	1,100 00	1,100 00	1,100 00	1,100 00	1,100 00	1,100 00	1,100 00
Cape May	81	24	105	216,800 00	33,575 00	1,250 00	1,100 00	4,300 00	2,000 00	2,676 54	1,898 96
Cumberland	63	27	90	165,750 00	53,400 00	1,600 00	1,150 00	5,000 00	2,750 00	2,630 95	1,977 77
Essex	2	2	2	3,900 00	1,800 00	1,800 00	1,800 00	2,100 00	2,100 00	1,950 00	1,950 00
Gloucester	4	23	27	9,200 00	33,550 00	1,200 00	1,200 00	3,700 00	1,850 00	2,300 00	1,458 70
Hudson	6	8	14	11,150 00	9,250 00	1,400 00	1,000 00	2,400 00	1,800 00	1,858 33	1,156 25
Hunterdon	7	3	10	11,700 00	4,200 00	1,200 00	1,200 00	2,100 00	1,500 00	1,671 42	1,400 00
Mercer	2	2	2	3,200 00	1,800 00	1,200 00	1,200 00	2,000 00	2,000 00	1,600 00	1,600 00
Middlesex	34	17	51	68,450 00	22,600 00	1,200 00	1,000 00	3,000 00	1,800 00	1,685 67	1,301 92
Monmouth	2	2	2	4,000 00	1,600 00	1,600 00	1,600 00	2,400 00	2,400 00	2,000 00	2,000 00
Morris	5	5	5	6,450 00	1,600 00	1,600 00	1,600 00	1,600 00	1,600 00	1,290 00	1,290 00
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	238	140	378	\$558,250 00	\$207,500 00	\$1,000 00	\$975 00	\$5,000 00	\$2,750 00	\$2,345 58	\$1,482 14

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SUPERVISORS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	2	14	16	\$3,300 00	\$15,150 00	\$1,300 00	\$700 00	\$2,000 00	\$1,200 00	\$1,650 00	\$1,082 14
Bergen		2	2		2,200 00		1,100 00		1,100 00		1,100 00
Burlington					2,000 00		2,000 00		2,000 00		2,000 00
Camden		1	1		950 00		950 00		950 00		950 00
Cape May		1	1		4,525 00		1,050 00		2,200 00		1,508 33
Cumberland		3	3								
Essex											
Gloucester											
Hudson	1	15	16	2,400 00	24,010 00	2,400 00	860 00	2,400 00	2,500 00	2,400 00	1,600 66
Hunterdon											
Mercer		2	2		3,200 00		1,500 00		1,700 00		1,600 00
Middlesex		1	1		950 00		950 00		950 00		950 00
Monmouth											
Morris											
Ocean	4		4	4,400 00		600 00		1,500 00		1,100 00	
Passaic		2	2		3,000 00		1,200 00		1,800 00		1,500 00
Salem											
Somerset											
Sussex											
Union		1	1		1,100 00		1,100 00		1,100 00		1,100 00
Warren											
Total	7	42	49	\$10,100 00	\$57,085 00	\$600 00	\$700 00	\$2,400 00	\$2,500 00	\$1,442 85	\$1,359 16

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL SUPERVISORS.										
	(Those who assist teachers in matters pertaining to instruction in special subjects—drawing, penmanship, etc. Those engaged in manual training, vocational, evening school or foreign-born evening school work are not included).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	1	13	14	\$1,400 00	\$11,785 00	\$1,400 00	\$425 00	\$1,400 00	\$1,400 00	\$1,400 00	\$906 54
Bergen	1	2	3	1,000 00	1,600 00	1,000 00	750 00	1,000 00	850 00	1,000 00	800 00
Burlington	1	5	6	1,800 00	5,800 00	1,800 00	1,000 00	1,800 00	1,600 00	1,800 00	1,160 00
Camden											
Cape May											
Cumberland		3	3		2,400 00		700 00		900 00		800 00
Essex	13	43	56	23,350 00	51,825 00	1,000 00	400 00	3,000 00	2,000 00	1,796 15	1,025 23
Gloucester	3	3	6	750 00	1,330 10	300 00	255 10	550 00	825 00	375 00	610 03
Hudson	17	26	43	15,100 00	18,481 00	150 00	600 00	3,000 00	1,900 00	1,677 77	1,087 11
Hunterdon	1	1	2		600 00		600 00		600 00		600 00
Mercer	2	3	5	4,000 00	4,850 00	1,800 00	1,450 00	2,200 00	1,700 00	2,000 00	1,616 67
Middlesex	3	1	4	2,300 00	950 00	300 00	950 00	1,200 00	950 00	766 66	950 00
Monmouth	1	11	12	1,000 00	10,800 00	1,000 00	700 00	1,000 00	1,200 00	1,000 00	981 81
Morris		3	3		3,200 00		850 00		1,400 00		1,066 67
Ocean		2	2		1,550 00		750 00		800 00		775 00
Passaic	2	10	12	3,200 00	11,100 00	1,600 00	900 00	1,600 00	1,200 00	1,600 00	1,110 00
Salem											
Somerset	2	5	7	1,650 00	4,150 00	750 00	700 00	900 00	1,000 00	825 00	830 00
Sussex		4	4		2,975 00		600 00		825 00		743 75
Union	4	19	23	5,400 00	19,350 00	700 00	450 00	1,700 00	1,500 00	1,350 00	1,018 42
Warren		2	2		1,625 00		800 00		825 00		812 50
Total	41	147	188	\$60,950 00	\$154,871 10	\$150 00	\$255 10	\$3,000 00	\$2,000 00	\$1,486 58	\$1,053 54

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—ONE ROOM.										
	(A rural school is one located either in the open country or the village, the majority of whose pupils are the children of farmers and others living in the country).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary. Men.	Aggregate Salary. Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	10	21	31	\$6,152 50	\$11,710 50	\$540 00	\$307 50	\$675 00	\$729 00	\$615 25	\$557 64
Bergen	1	16	17	650 00	10,075 00	650 00	475 00	650 00	800 00	650 00	629 68
Burlington	3	55	58	1,400 00	23,510 00	450 00	280 00	500 00	600 00	466 66	427 45
Camden	1	21	22	450 00	10,472 50	450 00	405 00	450 00	600 00	450 00	498 69
Cape May	4	7	11	2,330 00	3,645 00	540 00	495 00	665 00	585 00	582 50	520 71
Cumberland	1	31	32	450 00	13,705 00	450 00	360 00	450 00	575 00	450 00	442 09
Essex					1,575 00		575 00		575 00		575 00
Gloucester	7	24	31	3,463 00	10,915 00	405 00	360 00	600 00	550 00	494 71	454 79
Hudson											
Hunterdon	13	67	80	8,995 00	29,020 00	400 00	375 00	650 00	640 00	691 92	433 13
Mercer	1	20	21	550 00	11,565 00	550 00	525 00	550 00	940 00	550 00	578 25
Middlesex			30		16,725 00		400 00		675 00		557 50
Monmouth	11	42	53	6,742 50	23,225 25	475 00	405 00	800 00	736 25	612 95	552 98
Morris	8	42	50	4,350 00	23,100 00	400 00	450 00	700 00	850 00	543 75	550 00
Ocean	17	23	40	8,898 00	9,640 00	315 00	360 00	800 00	550 00	523 41	419 13
Passaic	7	9	16	4,150 00	5,400 00	500 00	500 00	650 00	800 00	592 85	600 00
Salem	6	38	44	2,745 00	15,860 50	405 00	292 50	495 00	540 00	457 50	417 38
Somerset	3	45	48	1,525 00	23,435 00	475 00	470 00	550 00	700 00	508 33	520 77
Sussex	8	61	69	3,800 00	28,230 00	450 00	360 00	500 00	600 00	475 00	462 78
Union		3									
Warren	6	58	64	2,555 00	23,306 00	360 00	342 00	550 00	650 00	425 83	401 82
Total	107	613	720	\$59,206 00	\$295,114 76	\$315 00	\$280 00	\$800 00	\$940 00	\$553 32	\$481 42

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, RURAL SCHOOLS—TWO ROOMS.										
	(Teachers considered in the one- and two-room rural school tables are not considered in the grade teachers' tables).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary. Men.	Aggregate Salary. Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	3	36	39	\$2,457 00	\$21,582 50	\$819 00	\$450 00	\$819 00	\$819 00	\$819 00	\$599 51
Bergen	2	12	14	1,700 00	7,215 00	800 00	450 00	900 00	760 00	850 00	601 25
Burlington	3	27	30	1,715 00	13,507 50	500 00	400 00	630 00	700 00	571 66	500 27
Camden		16	16	.....	8,094 00	.....	422 50	.....	700 00	.....	505 87
Cape May	8	28	36	4,995 00	14,435 00	495 00	450 00	675 00	750 00	624 37	515 53
Cumberland	3	29	32	1,502 50	13,295 00	400 00	300 00	562 50	600 00	500 33	458 45
Essex	1	7	8	630 00	4,575 00	600 00	550 00	600 00	775 00	600 00	653 57
Gloucester	5	37	42	2,920 00	18,733 50	495 00	405 00	665 00	665 00	584 00	506 31
Hudson	4	14	18	2,650 00	7,147 50	600 00	420 00	750 00	650 00	662 50	510 53
Hunterdon	1	12	13	600 00	7,140 00	600 00	500 00	600 00	940 00	600 00	595 00
Mercer		12	12	.....	7,305 00	.....	500 00	.....	800 00	.....	608 75
Middlesex	6	28	34	4,380 00	16,233 00	600 00	427 50	850 00	850 00	730 00	579 75
Monmouth	12	40	52	8,450 00	23,295 00	600 00	450 00	800 00	875 00	704 17	582 37
Ocean	5	17	22	2,610 00	7,137 00	450 00	270 00	675 00	675 00	522 00	419 82
Passaic	3	5	8	2,425 00	3,025 00	700 00	550 00	975 00	750 00	808 33	605 00
Salem	2	8	10	1,035 00	3,757 50	495 00	405 00	540 00	540 00	517 50	469 69
Somerset	2	20	22	1,300 00	10,450 00	600 00	450 00	700 00	650 00	650 00	522 50
Sussex	2	8	10	1,250 00	3,900 00	600 00	450 00	650 00	550 00	625 00	487 50
Union	3	3	6	2,650 00	1,950 00	650 00	600 00	1,000 00	750 00	883 33	650 00
Warren	4	16	20	2,380 00	6,812 50	450 00	427 50	750 00	500 00	595 00	425 78
Total	69	375	444	\$45,619 50	\$199,590 00	\$400 00	\$270 00	\$1,000 00	\$940 00	\$661 15	\$532 24

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, KINDERGARTEN—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic		30	30		\$22,868 00		\$450 00		\$1,200 00		\$762 26
Bergen		63	63		42,962 50		250 00		925 00		681 94
Burlington		5	5		2,775 00		500 00		700 00		555 00
Camden		15	15		9,450 00		500 00		750 00		630 00
Cape May		2	2		1,345 00		585 00		760 00		672 50
Cumberland											
Essex		230	230		193,475 00		325 00		1,200 00		841 19
Gloucester		2	2		1,000 00		500 00		500 00		500 00
Hudson		63	63		58,651 00		560 00		1,300 00		930 96
Hunterdon		3	3		1,700 00		450 00		625 00		566 66
Mercer		69	69		45,640 00		500 00		1,150 00		661 44
Middlesex		26	26		16,530 00		450 00		900 00		635 76
Monmouth		17	17		12,045 00		300 00		835 00		708 52
Morris		4	4		2,575 00		575 00		700 00		643 75
Ocean		5	5		2,725 00		450 00		625 00		545 00
Passaic		63	63		45,175 00		400 00		1,000 00		717 06
Salem		1	1		625 00		625 00		625 00		625 00
Somerset		15	15		8,950 00		350 00		725 00		595 66
Sussex		3	3		1,500 00		350 00		600 00		500 00
Union		43	43		30,875 00		400 00		1,150 00		718 02
Warren											
Total		659	659		\$500,866 50		\$250 00		\$1,300 00		\$760 04

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS, GRADES 1 TO 4, INCLUSIVE—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	1	169	170	\$650 00	\$127,994 50	\$650 00	\$450 00	\$650 00	\$1,200 00	\$650 00	\$757 36
Bergen		500	500		335,925 00		475 00		1,000 00		671 85
Burlington		142	142		72,812 50		315 00		700 00		512 76
Camden		386	386		251,162 75		400 00		1,100 00		650 68
Cape May		51	51		28,905 00		405 00		775 00		566 76
Cumberland	2	114	116	765 00	56,094 00	360 00	360 00	405 00	650 00	382 50	492 05
Essex		1,171	1,171		1,028,610 00		500 00		1,300 00		878 40
Gloucester		87	87		45,350 40		400 00		700 00		521 27
Hudson	1	1,076	1,077	800 00	927,880 94	800 00	450 00	800 00	2,000 00	800 00	862 34
Hunterdon		38	38		20,812 50		360 00		750 00		547 70
Mercer		280	280		199,304 00		500 00		1,000 00		711 80
Middlesex	1	294	295	1,000 00	194,782 00	1,000 00	500 00	1,000 00	1,000 00	1,000 00	662 52
Monmouth	2	221	223	1,665 00	145,022 80	665 00	360 00	1,000 00	1,000 00	832 50	656 21
Morris		130	130		94,855 00		500 00		1,100 00		652 73
Ocean		38	38		19,412 50		360 00		725 00		510 85
Passaic	1	511	512	900 00	342,520 00	900 00	500 00	900 00	1,000 00	900 00	670 29
Somerset	1	58	59	400 00	27,518 75	400 00	400 00	400 00	750 00	400 00	474 46
Sussex		83	83		52,045 00		500 00		900 00		627 05
Union		28	28		15,925 00		500 00		650 00		569 67
Warren	4	342	346	3,700 00	251,700 00	550 00	470 00	1,200 00	1,000 00	925 00	735 96
Warren		74	74		40,815 00		360 00		750 00		551 55
Total	13	5,793	5,806	\$9,880 00	\$4,269,447 64	\$360 00	\$315 00	\$1,200 00	\$2,000 00	\$760 00	\$737 00

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

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SCHOOL REPORT.

COUNTIES.	TEACHERS, GRADES 5 TO 8, INCLUSIVE—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	9	114	123	\$8,899 00	\$95,408 00	\$675 00	\$495 00	\$2,300 00	\$1,200 00	\$988 78	\$836 91
Bergen	37	342	379	44,100 00	255,860 00	800 00	475 00	2,400 00	1,900 00	1,191 89	748 12
Burlington	5	91	96	3,620 00	54,222 50	540 00	400 00	900 00	825 00	724 00	595 85
Camden	12	237	249	9,390 00	170,924 75	495 00	425 00	1,200 00	1,100 00	782 50	721 20
Cape May	7	31	38	5,075 00	19,082 50	575 00	450 00	950 00	900 00	728 00	615 56
Cumberland	14	75	89	9,095 00	40,648 50	360 00	360 00	950 00	800 00	649 64	541 98
Essex	52	808	860	48,410 00	783,795 00	730 00	550 00	1,600 00	1,600 00	930 96	970 04
Gloucester	3	56	59	2,205 00	33,213 40	540 00	450 00	900 00	775 00	735 00	593 10
Hudson	13	795	808	13,711 00	783,337 00	800 00	500 00	1,400 00	1,676 00	1,054 69	985 32
Hunterdon	6	23	29	4,690 00	13,875 00	540 00	500 00	1,000 00	700 00	781 66	603 26
Mercer	5	172	177	4,000 00	134,290 00	650 00	500 00	1,100 00	1,150 00	800 00	780 75
Middlesex	16	168	184	16,075 00	126,435 00	600 00	500 00	1,300 00	1,000 00	1,004 68	752 58
Monmouth	21	152	173	22,360 00	111,443 80	650 00	450 00	1,500 00	1,000 00	1,064 76	733 18
Morris	15	83	98	13,825 00	59,930 00	700 00	500 00	1,150 00	1,000 00	821 67	732 05
Ocean	6	27	33	5,580 00	15,700 00	630 00	405 00	1,550 00	800 00	630 00	581 48
Passaic	11	344	355	10,650 00	263,390 00	550 00	590 00	1,250 00	1,650 00	968 18	765 66
Salem	3	43	46	2,415 00	22,545 00	600 00	405 00	1,050 00	760 00	805 00	523 37
Somerset	5	49	54	4,800 00	34,765 00	700 00	540 00	1,300 00	1,050 00	960 00	709 45
Sussex	6	24	30	5,550 00	15,400 00	550 00	500 00	1,500 00	800 00	925 00	641 66
Union	13	223	236	14,750 00	180,418 33	700 00	520 00	1,600 00	1,350 00	1,134 61	809 05
Warren	10	32	42	7,700 00	18,800 00	500 00	360 00	875 00	875 00	770 00	587 50
Total	269	3,889	4,158	\$256,900 00	\$3,233,443 78	\$360 00	\$360 00	\$2,400 00	\$1,900 00	\$955 01	\$831 43

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

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COUNTIES.	TEACHERS, GRADES 9 TO 12, INCLUSIVE—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	26	38	64	\$43,559 50	\$41,426 25	\$900 00	\$700 00	\$2,500 00	\$1,350 00	\$1,675 36	\$1,090 16
Bergen	38	87	125	46,225 00	84,000 00	800 00	650 00	1,735 00	1,400 00	1,216 44	965 51
Burlington	6	33	39	5,875 00	25,700 00	775 00	700 00	1,200 00	1,000 00	979 16	773 78
Camden	16	58	74	18,570 00	52,150 00	800 00	600 00	1,500 00	1,700 00	1,160 62	899 43
Cape May	14	14	28	15,475 00	10,967 50	665 00	617 50	1,650 00	950 00	1,105 35	783 39
Cumberland	16	38	54	15,637 50	26,510 00	712 50	550 00	1,500 00	1,200 00	977 34	697 63
Essex	195	229	424	376,030 00	282,980 00	800 00	700 00	3,000 00	2,100 00	1,928 36	1,235 72
Gloucester	1	30	31	1,050 00	21,800 00	1,050 00	650 00	1,050 00	1,100 00	1,050 00	726 67
Hudson	127	155	282	230,292 50	203,182 98	1,000 00	650 00	4,000 00	1,800 00	1,813 32	1,310 85
Hunterdon	6	23	29	6,112 50	16,600 00	800 00	450 00	1,500 00	925 00	1,018 75	721 73
Mercer	28	36	64	37,925 00	38,155 00	850 00	700 00	2,200 00	1,700 00	1,354 46	1,059 86
Middlesex	19	35	54	26,275 00	33,050 00	800 00	650 00	2,500 00	1,300 00	1,382 89	944 28
Monmouth	21	73	94	27,575 00	65,510 00	800 00	600 00	2,350 00	1,500 00	1,313 09	897 39
Morris	21	42	63	24,300 00	36,050 00	700 00	650 00	1,600 00	1,175 00	1,157 14	858 33
Ocean	5	17	22	5,725 00	12,050 00	650 00	500 00	1,550 00	950 00	1,145 00	708 82
Passaic	47	74	121	69,700 00	76,125 00	1,000 00	800 00	1,800 00	1,200 00	1,482 97	1,028 71
Salem	5	18	23	4,510 00	12,378 75	700 00	525 50	1,300 00	950 00	902 00	687 71
Somerset	7	30	37	7,925 00	24,350 00	800 00	700 00	1,500 00	1,000 00	1,132 14	811 66
Sussex	2	13	21	7,575 00	10,000 00	750 00	650 00	1,300 00	875 00	946 87	769 23
Union	50	89	139	69,425 00	94,190 00	750 00	470 00	2,100 00	1,700 00	1,388 50	1,058 30
Warren	10	16	26	11,300 00	12,360 00	1,000 00	550 00	1,400 00	950 00	1,130 00	772 50
Total	666	1,148	1,814	\$1,051,062 00	\$1,179,535 48	\$650 00	\$450 00	\$3,000 00	\$2,100 00	\$1,578 17	\$1,027 46

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

SHORT TERM TEACHERS—DAY SCHOOLS.

(A teacher teaching not less than four months but not for the full term. A teacher teaching less than four months is classed as a "substitute teacher").

COUNTIES.	SHORT TERM TEACHERS—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic		2	2		\$650 00		\$300 00		\$350 00		\$325 00
Bergen		4	4		2,400 00		200 00		800 00		600 00
Burlington		2	2		280 00		100 00		180 00		160 00
Camden		1	1		300 00		300 00		300 00		300 00
Cape May											
Camberland											
Essex		4	4		2,125 00		225 00		850 00		531 25
Houcester		4	4								
Hudson	2	4	6	\$1,613 00	1,722 39	\$513 00	225 00	\$1,100 00	700 00	\$806 50	430 59
Hunterdon											
Mercer											
Middlesex		6	6		1,475 00		200 00		375 00		245 83
Monmouth		1	1		300 00		300 00		300 00		300 00
Morris	1	1	2	1,000 00	500 00	1,000 00	500 00	1,000 00	500 00	1,000 00	500 00
Ocean											
Passaic		1	1		675 00		675 00		675 00		675 00
Salem											
Somerset											
Sussex											
Union		1	1		220 00		220 00		220 00		220 00
Warren											
Total	3	27	30	\$2,613 00	\$10,647 30	\$513 00	\$100 00	\$1,100 00	\$850 00	\$871 00	\$394 34

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

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COUNTIES.	SUBSTITUTE TEACHERS—DAY SCHOOLS.										
	(One not assigned to a regular class or one teaching a class for less than four months).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic		11	11		\$7,450 00		\$550 00		\$900 00		\$677 27
Bergen		2	2		1,150 00		500 00		650 00		575 00
Burlington		1	1		600 00		600 00		600 00		600 00
Camden		25	25		12,025 00		150 00		650 00		481 06
Cape May		2	2		850 00		490 00		450 00		425 00
Essex		2	2		1,090 00		240 00		850 00		545 00
Gloucester											
Hudson		4	4		2,125 00		390 00		1,010 00		531 25
Hunterdon											
Mercer											
Middlesex		2	2		1,000 00		500 00		500 00		500 00
Monmouth											
Morris		2	2		1,325 00		600 00		725 00		662 50
Ocean											
Passaic											
Salem											
Somerset		1	1		550 00		550 00		550 00		550 00
Sussex											
Union		1	1		700 00		700 00		700 00		700 00
Warren											
Total		53	53		\$28,865 00		\$150 00		\$1,010 00		\$544 62

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—UNGRADED, BACKWARD AND INCORRIGIBLE CLASSES—DAY SCHOOLS.										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic	1	1	1	1,000 00	\$725 00	\$1,000 00	\$725 00	\$1,000 00	\$725 00	\$1,000 00	\$725 00
Bergen	1	6	7	1,000 00	4,100 00	1,000 00	500 00	1,000 00	1,000 00	1,000 00	752 33
Burlington		1	1		625 00		500 00		500 00		500 00
Camden		3	3		7,650 00		500 00		850 00		752 33
Cape May											
Essex	4	12	16	4,250 00	13,500 00	850 00	550 00	1,300 00	1,700 00	1,062 50	1,125 00
Hudson	1	9	10	550 00	10,754 00	850 00	650 00	850 00	1,440 00	850 00	1,194 88
Huntendon		1	1		650 00		650 00		650 00		650 00
Mercer		5	5		4,200 00		600 00		1,150 00		840 00
Middlesex											
Monmouth		3	3		2,350 00		750 00		800 00		753 33
Morris											
Ocean	1		1	1,000 00		1,000 00		1,000 00		1,000 00	
Passaic											
Salem											
Somerset											
Sussex	1	1	2	1,200 00	850 00	1,200 00	850 00	1,200 00	850 00	1,200 00	850 00
Union											
Warren											
Total	8	48	56	\$8,300 00	\$45,304 00	\$850 00	\$550 00	\$1,300 00	\$1,700 00	\$1,037 50	\$943 83

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS—TEACHER CLERKS—DAY SCHOOLS.										
	(Regularly certificated teacher used as temporary substitute and general assistant to the principal).										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic		1	1		\$840 00		\$840 00		\$840 00		\$840 00
Bergen		8	8		5,900 00		250 00		1,000 00		737 50
Burlington		3	3		1,150 00		550 00		600 00		575 00
Camden	1	3	4	\$400 00	1,200 00	\$400 00	300 00	\$400 00	500 00	\$400 00	400 00
Cape May		3	3		1,475 00		475 00		525 00		491 67
Camden		75	75		60,905 00		550 00		1,300 00		812 06
Essex		3	3		1,350 00		400 00		550 00		450 00
Gloucester		1	1		550 00		550 00		550 00		550 00
Hudson	1	32	33	1,500 00	28,432 00	1,500 00	550 00	1,500 00	1,300 00	1,500 00	888 50
Hunterdon		3	3		1,350 00		400 00		550 00		450 00
Mercer		1	1		550 00		550 00		550 00		550 00
Middlesex		3	3		2,175 00		700 00		775 00		725 00
Monmouth		3	3		2,150 00		400 00		950 00		716 67
Morris		1	1		475 00		475 00		475 00		475 00
Ocean		2	2		325 00		250 00		675 00		462 50
Passaic		1	1		450 00		450 00		450 00		450 00
Salem		3	3		1,625 00		300 00		725 00		541 66
Somerset		1	1		1,300 00		1,300 00		1,300 00		1,300 00
Sussex		22	22		13,175 00		470 00		1,000 00		598 86
Union	1	1	2	400 00	400 00	400 00	400 00	400 00	400 00	400 00	400 00
Warren		1	1		400 00		400 00		400 00		400 00
Total	3	164	167	\$3,200 00	\$123,177 00	\$400 00	\$250 00	\$1,500 00	\$1,300 00	\$1,066 66	\$751 07

COMMISSIONER OF EDUCATION.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—EVENING SCHOOLS.										
	Includes 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).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic											
Bergen	1		1	\$128 00		\$128 00		\$128 00		\$128 00	
Burlington											
Camden	2		2	372 00		186 00		186 00		186 00	
Cape May											
Cumberland											
Essex											
Gloucester											
Hudson	10	6	16	1,832 00	756 00	165 00	\$132 00	384 00	\$165 00	183 20	\$126 00
Hunterdon											
Mercer	5	5	10	1,000 00	420 00	222 50	225 50	222 50	222 50	200 00	84 00
Middlesex	1	2	3	150 00	190 00	150 00	40 00	150 00	150 00	150 00	95 00
Monmouth											
Morris	1	1	2	183 00	101 00	183 00	101 00	183 00	101 00	183 00	101 04
Ocean											
Passaic	3		3	576 00		192 00		192 00		192 00	
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	23	14	37	\$4,241 00	\$1,467 00	\$128 00	\$40 00	\$384 00	\$222 50	*\$184 39	†\$104 78

*\$2.67 per night. †\$1.51 per night.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	MANUAL TRAINING TEACHERS—DAY SCHOOLS.										
	(Includes 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).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	9	11	20	\$10,750 00	\$10,200 00	\$600 00	\$700 00	\$1,500 00	\$1,350 00	\$1,194 45	\$927 27
Bergen	20	21	41	19,300 00	18,850 00	400 00	200 00	1,400 00	1,800 00	965 00	897 61
Burlington	2	2	4	8,200 00	1,300 00	.....	550 00	.....	750 00	.....	650 00
Camden	7	7	14	2,300 00	5,650 00	.....	700 00	1,800 00	1,000 00	1,171 42	807 14
Cape May .....	.....	.....	5	8,550 00	1,300 00	1,000 00	617 50	1,300 00	750 00	1,100 00	683 75
Cumberland .....	.....	.....	3	2,550 00	1,300 00	550 00	500 00	1,100 00	1,000 00	850 00	766 67
Essex	37	41	78	46,575 00	45,905 00	400 00	450 00	1,800 00	1,700 00	1,258 78	1,119 64
Gloucester	4	2	6	2,125 00	2,175 00	300 00	700 00	750 00	775 00	531 25	725 00
Hudson	53	29	82	29,753 00	33,275 00	1,000 00	600 00	1,780 00	1,700 00	1,293 60	1,147 41
Hunterdon .....	.....	.....	21	11,150 00	8,730 00	700 00	600 00	1,450 00	1,300 00	1,115 00	793 64
Mercer	10	11	21	10,360 00	10,290 00	700 00	590 00	1,700 00	1,000 00	1,036 00	791 53
Middlesex	10	13	23	9,650 00	14,567 80	750 00	600 00	1,500 00	1,200 00	1,206 25	910 48
Monmouth	8	16	24	3,600 00	7,950 00	1,000 00	700 00	1,400 00	1,200 00	1,200 00	883 32
Morris	3	9	12	1,100 00	1,650 00	1,100 00	800 00	1,100 00	850 00	1,100 00	825 00
Ocean	1	2	3	18,450 00	9,600 00	800 00	750 00	2,500 00	1,200 00	1,306 25	960 00
Passaic	8	10	18	1,155 00	1,455 00	255 00	180 00	900 00	800 00	577 50	485 00
Salem	2	3	5	3,530 00	1,700 00	480 00	750 00	1,200 00	950 00	882 50	850 00
Somerset	4	2	6	3,000 00	1,450 00	1,000 00	700 00	1,000 00	750 00	1,000 00	725 00
Sussex	1	2	3	19,790 00	12,235 00	440 00	200 00	1,850 00	1,300 00	1,099 44	646 05
Union	18	18	36	1,900 00	650 00	600 00	650 00	1,300 00	650 00	950 00	650 00
Warren	2	1	3	.....	.....	.....	.....	.....	.....	.....	.....
Total	173	206	379	\$196,238 00	\$191,300 30	\$255 00	\$180 00	\$2,500 00	\$1,800 00	\$1,134 32	\$928 64

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—EVENING SCHOOLS.										
	(Teachers employed both day and evening are classed as holding two teaching positions).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic											
Bergen	1	2	3	\$270 00	\$150 00	\$270 00	\$75 00	\$270 00	\$75 00	\$270 00	\$75 00
Burlington											
Camden											
Cape May											
Cumberland											
Essex	64	36	100	23,851 07	12,612 43	301 00	215 00	387 00	387 00	344 00	337 98
Gloucester											
Hudson	34	9	43	7,315 00	2,290 00	119 00	162 00	405 00	335 00	215 14	254 44
Hunterdon											
Mercer											
Middlesex		2	2		720 00		360 00		360 00		360 00
Monmouth											
Morris	1		1	35 00		35 00		35 00		35 00	
Ocean											
Passaic	8	16	24	873 00	2,448 00	100 00	160 00	192 00	192 00	108 87	153 00
Salem											
Somerset											
Sussex											
Union											
Warren											
Total	108	65	173	\$32,342 07	\$18,220 43	\$35 00	\$75 00	\$405 00	\$387 00	*\$299 46	†\$280 31

Used County Superintendent's figures without proving; number nights maintained not given.
*\$4.34 per night. †\$4.06 per night.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	VOCATIONAL TEACHERS—DAY SCHOOLS.										
	(Teachers employed both day and evening are classed as holding two teaching positions).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary— Men.	Minimum Salary— Women.	Maximum Salary— Men.	Maximum Salary— Women.	Average Salary— Men.	Average Salary— Women.
Atlantic	5	10	15	\$6,300 00	\$8,350 00	\$1,100 00	\$700 00	\$1,400 00	\$1,000 00	\$1,260 00	\$835 00
Bergen											
Burlington											
Camden											
Cape May											
Cumberland	1		1	1,200 00		1,200 00		1,200 00		1,200 00	
Essex	12	19	31	17,800 00	18,585 00	1,100 00	630 00	2,500 00	1,900 00	1,483 33	978 15
Gloucester	13	13	26	18,550 00	15,692 00	1,100 00	900 00	2,700 00	1,596 00	1,426 92	1,207 07
Hudson											
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic	6	2	8	7,350 00	2,000 00	1,000 00	1,000 00	1,600 00	1,000 00	1,225 00	1,000 00
Salem											
Somerset											
Sussex	3	2	5	3,000 00	1,450 00	800 00	650 00	1,200 00	800 00	1,000 00	725 00
Union											
Warren											
Total	40	46	86	\$54,200 00	\$46,077 00	\$800 00	\$630 00	\$2,700 00	\$1,900 00	\$1,355 00	\$1,001 67

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	EVENING SCHOOL TEACHERS.										
	(Teachers considered in the day school tables and teaching in the evening schools will also be considered in this table. Do not include foreign-born evening school teachers).										
	Number Employed— Men.	Number Employed— Women.	Number Employed— Total.	Aggregate Salary— Men.	Aggregate Salary— Women.	Minimum Salary—Men. (Per Night).	Minimum Salary—Wo- men (Per Night).	Maximum Salary—Men. (Per Night).	Maximum Salary—Wo- men (Per Night).	Average Salary. Men. (Per Night).	Average Salary—Wo- men (Per Night).
Atlantic	17	28	45	\$3,472 00	\$4,704 00	\$5 00	\$2 50	\$6 00	\$3 00	\$3 19	\$2 63
Bergen	15	15	30	2,173 00	2,986 00	1 50	1 50	4 00	2 50	2 10	2 88
Burlington	2	1	3	305 00	80 00	1 25	1 25	3 51	1 25	3 38	1 25
Camden	13	2	15	2,248 50	239 50	1 50	2 00	3 00	2 00	2 28	1 97
Cape May		3	3		240 00		1 25		1 25		1 25
Cumberland											
Essex	184	217	401	58,972 32	53,631 02	2 00	2 25	5 00	5 00	3 72	2 87
Gloucester											
Hudson	65	126	191	12,818 50	18,360 50	2 00	1 75	6 00	4 00	3 03	2 24
Hunterdon											
Mercer	14	33	47	2,631 75	5,472 25	2 00	2 00	3 00	3 00	2 11	1 86
Middlesex	1	9	10	187 50	1,328 00	2 50	2 00	2 50	2 00	2 71	2 14
Monmouth	4		4	704 00		2 50		3 50		2 75	
Morris	3	12	15	494 00	1,304 00	2 00	2 00	3 00	3 00	2 53	2 30
Ocean											
Passaic	16	18	34	3,004 00	2,962 16	2 50	2 00	3 00	3 00	2 93	2 57
Salem											
Somerset											
Sussex											
Union	47	38	85	7,655 50	5,484 25	2 00	1 25	4 00	3 12	2 50	2 22
Warren											
Total	381	502	883	\$94,666 07	\$97,351 68	\$1 25	\$1 25	\$6 00	\$5 00	*\$248 46	†\$193 92

*\$2.60 per night. †\$2.81 per night.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	TEACHERS IN EVENING SCHOOLS FOR FOREIGN-BORN RESIDENTS. (Receiving State Aid).											
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men. (Per Night).	Minimum Salary—Women. (Per Night).	Maximum Salary—Men. (Per Night).	Maximum Salary—Women. (Per Night).	Average Salary—Men. (Per Night).	Average Salary—Women. (Per Night).	
Atlantic												
Bergen	3	2	5	\$640 00	\$384 00	\$3 00	\$3 00	\$4 00	\$3 00	\$3 09	\$2 78	
Burlington												
Camden												
Cape May												
Cumberland												
Essex												
Gloucester												
Hudson	11	32	43	2,310 00	5,170 00	2 00	2 00	4 00	4 00	3 23	2 49	
Hunterdon												
Mercer												
Middlesex												
Monmouth	3		3	437 50		2 50		2 50		2 27		
Morris												
Ocean												
Passaic		22	22		2,612 00		2 00		3 00		1 85	
Salem												
Somerset	1		1	165 00		2 50		2 50		2 50		
Sussex												
Union		3	3		657 00		3 00		3 00		3 36	
Warren												
Total	18	59	77	\$3,552 50	\$8,823 00	\$2 00	\$2 00	\$4 00	\$4 00	*\$197 36	†149 54	

*\$2.86 per night. †\$2.16 per night.

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, SUBNORMAL CLASSES—DAY SCHOOLS. (Those for which an apportionment of \$500 is made).											
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.	
Atlantic	1	7	8	\$800 00	\$5,930 00	\$800 00	\$630 00	\$800 00	\$1,100 00	\$800 00	\$847 14	
Bergen		9	8		8,100 00		600 00		1,200 00		900 00	
Burlington		5	5		2,750 00		500 00		650 00		550 00	
Camden		10	10		7,475 00		600 00		850 00		747 50	
Cape May		1	2		712 50		712 50		712 50		712 50	
Cumberland		2	2		1,475 00		725 00		750 00		737 50	
Essex		45	45		48,335 00		750 00		1,300 00		1,074 11	
Hampden		1	1		550 00		550 00		550 00		550 00	
Hudson		25	25		29,079 00		800 00		1,900 00		1,163 16	
Hunterdon												
Jersey		17	17		18,330 00		700 00		1,100 00		1,078 23	
Middlesex		3	3		2,280 00		630 00		850 00		760 00	
Monmouth		3	3		2,550 00		600 00		1,000 00		850 00	
Morris		1	1		900 00		900 00		900 00		900 00	
Passaic												
Paterson		10	10		9,550 00		700 00		1,050 00		955 00	
Union												
Warren		2	2		1,600 00		800 00		800 00		800 00	
Windsor		1	1		825 00		825 00		825 00		825 00	
Woodbury	1	11	12	1,000 00	9,300 00	1,000 00	600 00	1,000 00	1,200 00	1,000 00	845 45	
Total	2	153	155	\$1,800 00	\$149,741 50	\$800 00	\$500 00	\$1,000 00	\$1,900 00	\$900 00	\$978 70	

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, DEAF CLASSES—DAY SCHOOL. (Those for which an apportionment of \$500 is made).										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		9	9		\$12,400 00		\$1,000 00		\$1,700 00		\$1,377 77
Hancock											
Hudson		2	2		2,100 00		800 00		1,300 00		1,050 00
Hunterdon											
Mercer											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Paterson											
Perth											
Richmond											
Somerset											
Sussex											
Union											
Warren											
Total		11	11		\$14,500 00		\$800 00		\$1,700 00		\$1,318 18

TABLE 15—Continued.
TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, BLIND CLASSES—DAY SCHOOLS. (Those for which an apportionment of \$500 will be made).										
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.
Atlantic											
Bergen											
Burlington											
Camden											
Cape May											
Cumberland											
Essex		2	2		\$2,900 00		\$1,400 00		\$1,500 00		\$1,450 00
Houcester											
Hudson		1	1		1,200 00		1,200 00		1,200 00		1,200 00
Hunterdon											
Jersey											
Middlesex											
Monmouth											
Morris											
Ocean											
Passaic											
Paterson											
Somerset											
Sussex											
Union											
Warren											
Total		3	3		\$4,100 00		\$1,200 00		\$1,500 00		\$1,366 66

TABLE 15—Continued.

TEACHERS EMPLOYED AND SALARIES PAID.

COUNTIES.	SPECIAL TEACHERS, UNCLASSIFIED—DAY SCHOOLS.											
	Number Employed—Men.	Number Employed—Women.	Number Employed—Total.	Aggregate Salary—Men.	Aggregate Salary—Women.	Minimum Salary—Men.	Minimum Salary—Women.	Maximum Salary—Men.	Maximum Salary—Women.	Average Salary—Men.	Average Salary—Women.	
Atlantic		6	6		\$4,422 00		\$585 00		\$950 00		\$737 00	
Bergen	1	12	13	\$900 00	8,750 00	\$900 00	350 00	\$900 00	950 00	\$900 00	729 16	
Burlington		14	14		11,450 00		550 00		1,300 00		817 85	
Camden		5	5		3,115 00		180 00		760 00		623 00	
Cape May		2	2		1,050 00		475 00		575 00		525 00	
Cumberland	32	32	64	41,800 00	32,096 00	1,000 00	600 00	1,700 00	1,100 00	1,306 25	1,003 00	
Essex		12	15	3,848 00	11,732 00	1,048 00	550 00	1,200 00	1,144 00	1,282 66	977 66	
Gloucester	3	12	15	3,848 00	11,732 00	1,048 00	550 00	1,200 00	1,144 00	1,282 66	977 66	
Hudson		16	17	1,350 00	16,750 00	1,350 00	750 00	1,350 00	1,300 00	1,350 00	1,046 87	
Hunterdon	1	9	10		6,550 00		200 00		1,000 00		727 77	
Mercer		3	3	1,850 00			600 00		650 00		616 66	
Middlesex		4	4		2,975 00		650 00		800 00		743 75	
Monmouth		20	24	4,850 00	16,700 00	1,000 00	300 00	1,600 00	1,050 00	1,212 50	835 00	
Morris	4	2	6	1,380 00	1,300 00	80 00	600 00	700 00	700 00	345 00	650 00	
Ocean												
Passaic	4	20	24	4,850 00	16,700 00	1,000 00	300 00	1,600 00	1,050 00	1,212 50	835 00	
Salem	4	2	6	1,380 00	1,300 00	80 00	600 00	700 00	700 00	345 00	650 00	
Somerset												
Sussex												
Union	1	9	10	900 00	6,740 00	900 00	570 00	900 00	900 00	900 00	748 88	
Warren												
Total	46	146	192	\$55,028 00	\$125,480 00	\$80 00	\$180 00	\$1,700 00	\$1,300 00	\$1,196 26	\$859 45	

SCHOOL REPORT.

TABLE 16.
SUMMARY OF TEACHERS EMPLOYED.

COUNTIES.	Number of Teachers Employed, Excluding Superintendent, Assistant Superintendents, Supervisors (Approved and Unapproved), Non-Teaching Principals, Special Supervisors, Manual Training, Vocational and Evening School Teachers.			Grand Total of all Teachers Employed, Day and Evening.		
	Men.	Women.	Total.	Men.	Women.	Total.
Atlantic	50	436	486	92	508	600
Bergen	80	1,061	1,141	166	1,127	1,293
Burlington	17	364	381	31	373	404
Camden	30	795	825	71	826	897
Cape May	33	139	172	40	144	184
Cumberland	36	296	332	44	304	348
Essex	284	2,629	2,913	694	3,012	3,706
Gloucester	16	237	253	28	244	272
Hudson	148	2,178	2,326	389	2,452	2,841
Hunterdon	29	169	198	33	170	203
Mercer	36	630	666	76	709	785
Middlesex	36	586	622	74	623	697
Monmouth	61	543	604	96	575	671
Morris	57	355	412	83	382	465
Ocean	33	128	161	42	132	174
Passaic	74	1,039	1,113	158	1,136	1,294
Salem	21	169	190	26	172	198
Somerset	17	248	265	30	255	285
Sussex	24	138	162	33	146	179
Union	74	745	819	170	837	1,007
Warren	30	197	227	38	200	238
Total	1,186	13,082	14,268	2,414	14,327	16,741

TABLE 17.

TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.																			
	(This table includes everything but evening, vocational (day and evening), manual training (day and evening) and foreign-born evening school teachers).																			
	Less than \$300—Men.	Less than \$300—Women.	\$300 to \$399—Men.	\$300 to \$399—Women.	\$400 to \$499—Men.	\$400 to \$499—Women.	\$500 to \$599—Men.	\$500 to \$599—Women.	\$600 to \$699—Men.	\$600 to \$699—Women.	\$700 to \$799—Men.	\$700 to \$799—Women.	\$800 to \$899—Men.	\$800 to \$899—Women.	\$900 to \$999—Men.	\$900 to \$999—Women.	\$1,000 to \$1,099—Men.	\$1,000 to \$1,099—Women.	\$1,100 to \$1,199—Men.	\$1,100 to \$1,199—Women.
Atlantic			3	21	3	21	9	108	3	95	7	72	2	41	4	46	3	14		
Bergen		3		6		187		276		242		189		8	8	105	15	42	12	
Burlington			12	84	4	147	2	65	2	37	3	166	1	1	1	3	4	1		
Camden	1		2	68	1	171	1	184	1	120	4	18		1	1	56	3	18	5	
Cape May		1		39	5	37	5	20	7	32	1	7		1	1	5	5			
Cumberland			2	18	4	122	4	92	3	19	7	8		1	1	1	1	1	1	
Essex				12	2	104	2	368	8	364	15	446		9	221	13	215	11	498	
Gloucester	1	1		4	5	53	6	107	3	45	1	23		1						
Hudson	1			3	3	70	1	418	1	268	7	250		1	9	321	6	230	8	
Hunterdon				10	4	44	5	72	3	29	3	4		3	3	2	2			
Mercer				18	1	135	2	133	2	86	3	133		4	62	4	36	2	13	
Middlesex		1	1	4		136	1	176		129	8	63		3	61	5	14	5	12	
Monmouth			3	23	3	102	6	137	7	119	6	103		5	37	12	15	4	6	
Morris	1			6		98	4	100	10	63	10	62		5	16	9	7	3	4	
Ocean		2	2	17	12	47	7	26	3	19	1	1		1	4	4	4	3	19	
Passaic		2		253		47	5	206	2	172	1	132		6	174	7	87	3	19	
Salem		1	2	89	1	47	1	6	1	1										
Somerset		1	2	4	4	43	1	36	2	13		23		1	1	5	1	1		
Sussex			4	43	4	43	2	73	2	30	2	10				3	5			
Union		1	2	17	1	94		124	1	151	2	134		4	122	17	63	5	25	
Warren			3	69	2	22		36	6	24		6			4					
Total	5	16	9	126	56	773	60	2,044	69	2,596	68	2,041	92	1,839	67	1,243	123	759	82	745

TABLE 17—Continued.
TEACHERS IN DAY SCHOOLS PAID THE DIFFERENT ANNUAL SALARIES.

COUNTIES.	AMOUNT OF SALARY PAID.																						
	\$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	2	16	2	17		2	4	2	1		2		5		1		11		3		1		520
Bergen	14	13	10	7	9	2	9	6	4		4		6		3		13	1	5		3		1,213
Burlington	3				1	1	4																399
Camden	3		1	10		6	6		5	1			3		1		3	2			1		866
Cape May	2	1	1		1		1		3														176
Cumberland	1	1			2		1																341
Essex	25	195	20	137	19	29	21	19	12	35	9	10	19	26	12	2	86	17	45		62		3,096
Gloucester			1	1			1		1						1	1	1						265
Hudson	11	342	8	35	6	76	12	28	18	11	11	6	20	23	12	2	67	22	33	3	24		2,470
Hunterdon	1						1		1								1						203
Mercer	3	15	7		2	10	2	7	1	3	3	5	1	1	1		6	1					707
Middlesex	8		2	1	5		1		3				8	2	1		3						659
Monmouth	10	10	1				7		3				2				4	1			1		640
Morris	2	1	5		4	1	4		2				1				4	1		1	1		435
Ocean	2						3																171
Passaic	15	35	8		5	1	6		15	2	6		8	5	4		10		9		4		1,185
Salem	2		1														1						193
Somerset			2		2		1		1				1		1		2						278
Sussex			1		1		1		1								1						171
Union	12	10	8	15	8	9	5	4	9		9	5	4		4		7	2		1	6		883
Warren	2								1										1				235
Total	118	638	78	224	73	137	91	63	83	52	49	28	80	56	44	6	212	48	102	4	107		15,106

TABLE 18.
PROFESSIONAL TRAINING OF TEACHERS.

COUNTIES.	NORMAL GRADUATES.					College Graduates.	Graduates of Other Professional Schools.	Not Graduates of Higher Institutions.	
	Normal School at Trenton.	Normal School at Montclair.	Normal School at Newark.	City Training Schools.	Other Normal Schools.				
Atlantic	93	7	3	1	219	110	.....	122	655
Bergen	287	91	38	80	418	197	.....	143	1,254
Burlington	108	.....	1	6	45	51	.....	190	401
Camden	150	2	.....	177	139	93	.....	319	880
Cape May	25	.....	.....	1	38	37	.....	80	181
Cumberland	78	4	2	.....	45	44	.....	175	348
Essex	280	180	346	768	907	553	.....	171	3,205
Gloucester	41	1	.....	.....	49	37	.....	144	272
Hudson	256	175	46	982	369	313	40	367	2,548
Hunterdon	52	1	.....	.....	18	28	.....	104	203
Mercer	280	1	.....	190	56	83	.....	118	728
Middlesex	241	22	31	3	120	89	.....	176	682
Monmouth	195	14	4	.....	157	119	.....	175	664
Morris	96	43	5	4	91	76	.....	132	447
Ocean	29	1	.....	3	24	26	.....	90	174
Passaic	89	108	31	539	219	159	.....	66	1,211
Salem	29	2	.....	.....	31	23	.....	113	198
Somerset	64	14	6	18	75	44	.....	63	284
Sussex	28	10	4	3	24	27	.....	83	179
Union	114	19	25	207	286	181	.....	87	919
Warren	52	1	.....	.....	12	24	.....	169	238
Total	2,567	696	543	2,982	3,342	2,314	40	3,087	15,571

TABLE 19.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in One-Room Rural Schools.			Number of Pupils Enrolled in Two-Room Rural Schools.			Number of Pupils Enrolled in Kindergarten.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	481	435	916	690	625	1,315	541	581	1,122
Bergen	334	315	649	315	283	598	1,548	1,584	3,132
Burlington	1,009	1,003	2,012	619	517	1,136	156	143	299
Camden	457	443	900	366	330	696	382	365	747
Cape May	216	236	452	491	492	983	48	49	97
Cumberland	637	521	1,158	617	521	1,138	.....	.....	.....
Essex	26	33	64	99	83	182	7,232	6,975	14,207
Gloucester	547	526	1,073	834	727	1,561	51	59	101
Hudson .....	.....	.....	.....	.....	.....	.....	2,188	2,191	4,379
Hunterdon	1,364	1,346	2,710	324	332	656	56	66	122
Mercer	438	354	792	298	262	560	1,398	1,385	2,783
Middlesex	512	477	989	227	230	457	786	833	1,619
Monmouth	1,018	920	1,938	740	630	1,370	456	398	854
Morris	752	668	1,420	920	1,824	120	133	253	.....
Ocean	509	504	1,013	349	307	656	65	67	132
Passaic	348	310	658	100	87	187	2,296	2,176	4,472
Salem	826	735	1,561	191	162	353	34	36	70
Somerset	842	713	1,555	413	399	812	309	320	629
Sussex	982	953	1,935	167	149	316	104	98	202
Union .....	.....	.....	.....	65	63	128	1,290	1,274	2,564
Warren	977	896	1,873	381	325	706	.....	.....	.....
Total	12,275	11,393	23,668	8,206	7,428	15,634	19,060	18,724	37,784

TABLE 19—Continued.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Grades I to IV, Inclusive.			Number of Pupils Enrolled in Grades V to VIII, Inclusive.			Number of Pupils Enrolled in Grades IX to XII, Inclusive.			Number of Pupils Enrolled in Subnormal Classes.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	3,549	3,346	6,895	2,300	2,346	4,646	726	757	1,483	94	35	129
Bergen	10,601	10,203	20,804	6,377	6,274	12,651	1,454	1,602	3,056	83	54	137
Burlington	3,099	2,842	5,941	1,695	1,823	3,518	459	642	1,101	72	34	106
Camden	8,608	8,148	16,756	4,218	4,361	8,579	809	1,080	1,889	89	28	117
Cape May	976	941	1,917	579	614	1,193	253	278	531	4	9	13
Cumberland	2,756	2,563	5,319	1,767	1,871	3,638	556	722	1,278	23	7	30
Essex	26,471	25,379	51,850	17,072	17,084	34,156	4,850	4,973	9,823	350	236	586
Houcester	1,974	1,861	3,835	1,054	1,042	2,096	332	473	805	9	7	16
Hudson	26,946	25,358	52,304	16,698	16,396	33,094	3,753	4,345	8,098	242	85	327
Hunterdon	767	749	1,516	509	518	1,027	269	453	722	.....	.....	.....
Mercer	6,020	5,643	11,663	3,042	3,134	6,176	815	1,048	1,863	213	108	321
Middlesex	7,129	6,518	13,647	3,264	3,274	6,538	711	836	1,547	35	35	70
Monmouth	4,793	4,710	9,503	3,109	3,166	6,275	1,127	1,321	2,448	28	12	40
Morris	3,054	2,839	5,893	1,758	1,827	3,585	748	900	1,648	10	5	15
Ocean	735	749	1,484	596	565	1,161	233	316	549	.....	.....	.....
Passaic	11,236	10,694	21,930	7,131	7,009	14,140	1,764	1,675	3,439	73	58	131
Salem	1,513	1,358	2,871	841	902	1,743	232	326	558	.....	.....	.....
Somerset	1,695	1,657	3,352	1,010	911	1,921	354	503	857	17	3	20
Sussex	753	741	1,494	433	482	915	240	336	576	11	.....	11
Union	7,501	6,987	14,488	4,597	4,404	9,001	1,383	1,699	3,082	97	58	155
Warren	1,570	1,570	3,140	805	860	1,665	319	431	750	.....	.....	.....
Total	131,746	124,856	256,602	78,855	78,863	157,718	21,387	24,716	46,103	1,450	774	2,224

TABLE 19—Continued.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Number of Pupils Enrolled in Blind Classes.			Number of Pupils Enrolled in Deaf Classes.			Number of Pupils Enrolled During Year.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic							8,381	8,125	16,506
Bergen							20,712	20,315	41,027
Burlington							7,109	7,004	14,113
Camden							14,929	14,755	29,684
Cape May							2,567	2,619	5,186
Cumberland							6,356	6,205	12,561
Essex	10	8	18	45	35	80	56,155	54,811	110,966
Gloucester							4,801	4,686	9,487
Hudson	7	1	8	15	9	24	49,871	48,613	98,484
Hunterdon							3,289	3,464	6,753
Mercer							12,224	11,991	24,215
Middlesex							12,664	12,203	24,867
Monmouth							11,271	11,157	22,428
Morris							7,362	7,276	14,638
Ocean							2,487	2,508	4,995
Passaic							22,949	22,125	45,074
Salem							3,637	3,519	7,156
Somerset							4,640	4,506	9,146
Sussex							2,690	2,759	5,449
Union							14,933	14,485	29,418
Warren							4,052	4,082	8,134
Total	17	9	26	60	44	104	273,079	267,208	540,287

TABLE 19—Continued.
ENROLLMENT IN DAY SCHOOLS.

COUNTIES.	Training Classes and Normal Schools.			Backward and Over Age.			Anemic.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic									
Bergen									
Burlington									
Camden									
Cape May									
Essex		200	200	19	15	34	3	13	16
Hudson		57	57						
Monmouth									
Passaic	1	116	117						
Union									
Warren									
Total	1	373	374	19	15	34	3	13	16

TABLE 20.
AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Four and Five Years of Age —Boys.	Four and Five Years of Age —Girls.	Five and Six Years of Age —Boys.	Five and Six Years of Age —Girls.	Six and Seven Years of Age —Boys.	Six and Seven Years of Age —Girls.	Seven and Eight Years of Age—Boys.	Seven and Eight Years of Age—Girls.
Atlantic	115	161	739	726	801	761	813	808
Bergen	605	599	1,856	1,890	2,002	2,011	2,136	2,024
Burlington	23	19	479	465	674	621	725	710
Camden	143	135	720	765	1,434	1,407	1,661	1,639
Cape May	29	31	198	220	219	239	261	282
Cumberland			482	480	570	531	587	618
Essex	2,858	2,937	4,997	4,731	5,228	5,180	5,443	5,326
Houcester	25	16	386	391	469	389	514	488
Hudson	617	630	3,819	3,630	4,744	4,707	5,208	5,027
Intermediate	28	40	230	248	263	285	300	305
Mercer	742	732	1,183	1,153	1,203	1,189	1,136	1,143
Middlesex	270	307	1,147	1,174	1,369	1,388	1,445	1,351
Monmouth	187	170	873	940	1,013	1,004	1,041	1,015
Morris	30	37	613	636	689	680	681	667
Ocean	45	54	174	209	209	187	248	255
Sassaic	549	566	2,276	2,181	2,210	2,169	2,342	2,285
Union	29	26	262	257	334	333	375	355
Warren	143	132	350	373	449	429	450	459
Wessex	63	85	180	195	209	243	274	259
York	308	329	1,067	1,053	1,418	1,364	1,537	1,501
Warren	17	21	270	306	400	397	453	433
Total	6,826	7,027	22,270	21,988	25,907	25,514	27,630	26,950

TABLE 20—Continued.

AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN									
	Eight and Nine Years of Age—Boys.	Eight and Nine Years of Age—Girls.	Nine and Ten Years of Age—Boys.	Nine and Ten Years of Age—Girls.	Ten and Eleven Years of Age—Boys.	Ten and Eleven Years of Age—Girls.	Eleven and Twelve Years of Age—Boys.	Eleven and Twelve Years of Age—Girls.	Twelve and Thirteen Years of Age—Boys.	Twelve and Thirteen Years of Age—Girls.
Atlantic	835	792	703	712	713	759	717	755	773	689
Bergen	2,058	2,083	1,950	1,957	1,909	1,892	1,838	1,811	1,710	1,738
Burlington	712	688	692	707	717	691	594	656	708	601
Camden	1,590	1,586	1,525	1,511	1,531	1,438	1,437	1,424	1,412	1,318
Cape May	249	235	225	230	243	216	230	235	206	229
Cumberland	619	601	620	554	631	614	544	532	606	551
Delaware	5,171	5,209	5,027	4,956	4,925	4,691	4,572	4,571	4,666	4,554
Essex	450	498	458	452	456	436	439	421	437	410
Hudson	4,925	4,928	4,840	4,647	4,539	4,610	4,404	4,513	4,816	4,609
Jersey	306	315	302	327	288	332	318	342	341	310
Monmouth	1,167	1,117	1,098	1,056	1,067	1,017	1,023	1,006	1,045	983
Morris	1,389	1,312	1,169	1,178	1,155	1,121	1,066	1,102	1,109	1,053
Northampton	1,019	1,026	1,038	1,008	967	992	944	915	958	999
North Jersey	707	697	723	637	631	633	627	634	616	717
Passaic	215	229	215	209	235	229	214	236	228	214
Paterson	2,249	2,250	2,085	2,074	2,212	2,022	1,941	1,970	1,959	1,978
Perth	334	376	376	332	357	320	334	319	337	329
Richmond	409	451	419	444	407	384	403	373	407	355
Somerset	259	255	251	241	262	244	237	231	212	242
Union	1,594	1,451	1,504	1,474	1,386	1,402	1,359	1,214	1,255	1,177
Warren	387	439	387	440	401	395	373	359	371	332
Total	26,644	26,568	25,607	25,146	25,022	24,438	23,614	23,619	24,172	23,388

TABLE 20—Continued.

AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

COUNTIES.	NUMBER OF PUPILS BETWEEN							
	Thirteen and Fourteen Years of Age—Boys.	Thirteen and Fourteen Years of Age—Girls.	Fourteen and Fifteen Years of Age—Boys.	Fourteen and Fifteen Years of Age—Girls.	Fifteen and Sixteen Years of Age—Boys.	Fifteen and Sixteen Years of Age—Girls.	Sixteen and Seventeen Years of Age—Boys.	Sixteen and Seventeen Years of Age—Girls.
Atlantic	655	664	543	512	459	339	242	212
Bergen	1,632	1,513	1,311	1,205	930	792	406	440
Burlington	613	608	506	498	354	343	169	194
Camden	1,316	1,235	1,073	975	634	666	223	316
Cape May	222	215	167	176	145	125	88	98
Camberland	4,591	4,580	3,461	3,443	313	327	179	177
Cassess	4,591	4,224	3,675	3,469	2,654	2,465	1,196	1,279
Coucester	389	361	323	324	230	218	135	138
Cudson	4,491	4,164	3,706	3,288	2,280	2,066	864	900
Cunterdon	299	273	229	250	184	173	117	123
Croer	985	936	739	620	430	460	251	246
Ciddlesex	1,004	883	722	612	458	375	203	177
Cornmouth	931	890	818	797	681	627	392	407
Corris	622	573	572	537	439	402	235	212
Ccean	210	196	185	186	169	151	91	87
Cassaia	1,997	1,948	1,452	1,204	926	749	415	335
Calem	303	285	245	223	185	180	97	99
Comerset	402	349	344	292	242	185	133	130
Cussex	217	206	225	195	140	136	86	92
Cnion	1,068	1,016	956	852	743	678	375	435
Cvarren	342	297	275	244	193	182	90	118
Total	22,686	21,416	18,502	16,903	12,729	11,651	5,986	6,215

TABLE 20—Continued.

AGES OF PUPILS ENROLLED IN DAY SCHOOLS.

20 ED

COUNTIES.	NUMBER OF PUPILS BETWEEN								TOTAL.		GRAND TOTAL.
	Seventeen and Eighteen Years of Age—Boys.	Seventeen and Eighteen Years of Age—Girls.	Eighteen and Nineteen Years of Age—Boys.	Eighteen and Nineteen Years of Age—Girls.	Nineteen and Twenty Years of Age—Boys.	Nineteen and Twenty 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.	Four to Twenty Years (and Over)—Boys and Girls.
Atlantic	150	143	65	65	58	27			8,381	8,125	16,506
Bergen	227	203	89	108	47	33	6	9	20,712	20,315	41,027
Burlington	91	117	38	55	11	20	3	7,109	14,929	7,004	14,113
Camden	132	201	58	86	36	26	6	27	14,929	14,755	29,684
Cape May	53	53	19	27	11	20	2	2	2,567	2,619	5,186
Cumberland	90	112	36	59	15	20	6	6	6,356	6,205	12,561
Essex	789	761	344	307	134	33	86	58	56,155	54,811	110,966
Gloucester	58	91	28	33	3	129			4,801	4,686	9,487
Hudson	411	502	175	229	62	3	20	40	49,871	48,613	98,484
Hunterdon	52	74	18	49	12	14	2	4	3,289	3,464	6,753
Mercer	114	160	50	89	19	43	12	41	12,224	11,991	24,215
Middlesex	92	109	49	50	15	10	2	1	12,664	12,203	24,867
Monmouth	250	221	97	102	46	35	16	9	11,271	11,157	22,428
Morris	117	138	47	55	9	17	4	4	7,362	7,276	14,638
Ocean	43	50	21	37	5	12	1	2	2,487	2,508	4,995
Passaic	213	201	82	102	24	50	17	41	22,949	22,125	45,074
Salem	40	58	25	18	4	7	2	2	3,637	3,519	7,156
Somerset	47	85	23	48	10	13	2	4	4,640	4,506	9,146
Sussex	47	73	13	46	10	11	5	5	2,690	2,759	5,449
Union	240	306	87	129	37	61	9	13	14,933	14,483	29,418
Warren	56	80	27	29	10	10			4,052	4,082	8,134
Total	3,312	3,738	1,390	1,723	683	650	199	274	273,079	267,208	540,287

TABLE 21.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Actual Number of Days Schools Were Kept Open.			POSSIBLE NUMBER OF DAYS ATTENDANCE.			DAYS PRESENT.			DAYS ABSENT.		
	Number of Legal Holidays Were Not in Session.	Number of Days Closed on Account of Institute.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Atlantic	174	6	1	1,324,678½	1,297,671½	2,622,350	1,170,893	1,133,269½	2,304,162½	153,785½	164,402	318,187½
Bergen	189	6	1	3,389,066	3,336,151	6,724,207	3,068,538	2,975,922½	6,044,460½	320,518	359,228½	679,746½
Burlington	176	6	3	1,062,153½	1,060,432½	2,122,586	890,540½	888,754½	1,779,295	171,613	171,678	343,291
Camden	183	6	2	2,442,945	2,444,533	4,887,478	2,079,592½	2,086,047½	4,165,640	363,352½	358,485½	721,838
Cape May	176	6	2	365,845½	375,672½	741,518	321,281½	326,015	647,296½	44,564	49,657½	94,221½
Cumberland	176	6	3	1,024,302½	1,014,940	2,039,242½	907,666½	901,930	1,809,596½	116,636	113,010	229,646
Essex	189	6	2	9,618,885	9,379,430½	18,998,315½	8,831,091	8,535,835	17,366,926	787,794	843,595½	1,631,389½
Gloucester	181	6	2	709,031	704,527½	1,413,558½	607,313	604,676½	1,211,989½	101,718	99,851	201,569
Hudson	197	6	3	8,601,916½	8,442,271½	17,044,188	7,932,604½	7,721,856	15,654,460½	669,312	720,415½	1,389,727½
Hunterdon	186	7	3	491,544½	535,881½	1,027,426	408,431	447,076	855,507	83,113½	88,805½	171,919
Mercer	189	6	1	1,994,688	1,974,513	3,969,201	1,712,149	1,671,617½	3,383,766½	282,539	302,895½	585,434½
Middlesex	188	6	1	2,088,617	2,035,253	4,123,870	1,842,249½	1,777,934	3,620,183½	246,367½	257,319	503,686½
Monmouth	186	6	1	1,748,655	1,745,375	3,494,030	1,546,413	1,539,594½	3,086,007½	202,242	205,780½	408,022½
Morris	185	7	2	1,174,235	1,163,032½	2,337,267½	1,049,286	1,026,845½	2,076,131½	124,949	136,187	261,136
Ocean	172	6	2	369,515	378,014	747,529	315,563	322,821½	638,184½	54,152	55,192½	109,344½
Passaic	171	6	1	3,887,996	3,763,488½	7,651,484½	3,567,158	3,415,496½	6,982,654½	320,838	347,992	668,830
Salem	186	6	2	503,716	511,475	1,015,191	433,509	442,081	875,590	70,207	69,394	139,601
Somerset	186	6	2	731,728½	724,129½	1,455,858	634,815½	622,890½	1,257,706	96,913	101,239	198,152
Sussex	186	6	1	409,847	423,197½	833,044½	351,177	364,510½	715,687½	58,670	58,687	117,357
Union	191	6	2	2,557,403½	2,483,182½	5,040,586	2,847,177	2,248,798½	4,595,977½	210,224½	234,384	444,608½
Warren	182	6	3	635,868	656,094	1,291,962	569,407½	584,201½	1,153,609	66,460½	71,892½	138,353
Total	184	6	2	45,132,627	44,448,266	89,580,893	40,586,658	39,638,174	80,224,832	4,545,969	4,810,092	9,356,061

TABLE 21—Continued.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	TIMES TARDY.	Sum of Number of Teaching Ses- sions as Reported in All Registers.	Average Number of Cases of Tardiness Per Session.	Per Cent. of Attendance.	Average Daily Attendance.	Number of Pupils Not Absent or Tardy During Year.
	Total.					
Atlantic	38,065	156,591	.24309	.87866	12,110	397
Bergen	54,975	383,753 $\frac{1}{2}$	.14325	.89891	31,794	1,837
Burlington	25,252	127,812	.19757	.83826	9,646	309
Camden	37,184	264,456	.14061	.85231	21,996	555
Cape May	12,287	52,887	.23232	.87293	4,631	104
Cumberland	16,870	112,300	.15021	.88738	9,815	477
Essex	73,240	935,249 $\frac{1}{2}$	.07831	.91412	89,434	5,202
Gloucester	16,065	86,329	.18609	.85740	6,669	339
Hudson	113,111	807,566	.14006	.91846	78,956	4,510
Hunterdon	15,701	71,048	.22099	.83267	4,568	205
Mercer	29,103	198,404	.14668	.85251	17,658	456
Middlesex	31,558	222,667	.14172	.87786	19,054	625
Monmouth	37,349	200,535	.18624	.88322	16,524	754
Morris	11,525	134,143	.08591	.88827	11,220	775
Ocean	9,087 $\frac{1}{2}$	51,962	.17488	.85373	3,580	110
Passaic	40,615	994,849	.04082	.91258	39,954	1,848
Salem	15,222	60,433	.25190	.86250	4,849	225
Somerset	23,016	80,953	.28431	.86359	6,687	164
Sussex	11,643	61,278	.19000	.85912	3,813	243
Union	35,980	246,702	.14580	.91261	23,709	1,558
Warren	8,470	77,178 $\frac{1}{2}$	.10974	.89291	6,217	390
Total	656,318 $\frac{1}{2}$	5,327,105 $\frac{1}{2}$	.12320	.89556	421,884	21,083

TABLE 21—Continued.
REGULAR DAY SCHOOL ATTENDANCE.

COUNTIES.	Number of Sessions Truant.	Total Number of Days Transported.	Number of Pupils Transported Within the Districts for Whom the Cost of Transportation is Paid.	Number of Pupils Transported from Without the Districts for Whom the Cost of Transportation is Paid.	Total Number Transported.	Pupils Enrolled Who Have Attended Public Schools in Other Districts in the State During Present School Year.	Number of Cases of Suspension or Expulsion During the School Year.
Atlantic	697	56,656½	305	118	423	453	61
Bergen	988	212,643½	537	1,019	1,556	1,295	215
Burlington	978	190,650	744	708	1,452	630	84
Camden	6,323	80,738	289	706	995	417	206
Cape May	114	37,136	237	137	374	223	22
Cumberland	827	119,063	519	277	796	512	63
Essex	13,782	96,146	783	90	873	2,485	185
Gloucester	128	46,294	188	510	698	619	90
Hudson	11,325½	98,625½	516	3	519	2,636	31
Hunterdon	79	68,402	14	411	425	612	30
Mercer	2,785	136,069	560	351	911	770	53
Middlesex	2,556	114,040	750	171	921	830	158
Monmouth	924	230,919	789	767	1,556	1,182	90
Morris	844	150,121	640	457	1,097	1,113	68
Ocean	114	65,915½	300	230	530	299	58
Passaic	1,808	20,263½	180	276	456	1,381	57
Salem	137	64,589	261	232	493	668	66
Somerset	470	69,109½	237	250	487	490	41
Sussex	11	67,389½	169	306	475	508	39
Union	2,289	45,835	319	235	554	966	92
Warren	349	51,502	63	334	397	397	44
Total	47,528½	2,022,107½	8,400	7,299	15,699	18,487	1,747

TABLE 22.
PUPILS FOR WHOM TUITION IS PAID.

COUNTIES.	Number of Pupils Attending Approved High Schools in Other Districts for Whom Tuition is Paid by your District.	Number of Pupils Attending Schools in Other Districts Below High School Grade for Whom the Tuition is Paid by Your District.	Total Amount Paid for Tuition.	Number of Pupils Attending Approved or Registered High Schools in Your Districts for Whom the Tuition is Paid by Other Districts.	Number of Pupils Attending Schools in your District Below High School Grade for Whom the Tuition is Paid by Other Districts.	Total Amount Received for Tuition.
Atlantic	208	85	\$5,756 60	208	184	\$6,639 44
Bergen	1,245	345	66,325 89	1,173	444	64,171 68
Burlington	580	418	24,038 25	627	408	25,096 08
Camden	474	423	28,739 93	449	314	23,174 03
Cape May	96	30	4,201 46	129	60	3,773 82
Cumberland	200	137	7,693 50	281	114	12,580 50
Essex	56	17	3,596 20	95	33	6,562 66
Gloucester	448	389	22,123 90	488	396	21,825 08
Hudson	763	1	25,225 50	598	29	22,532 70
Hunterdon	454	617	24,913 67	403	644	23,662 81
Mercer	274	263	16,761 92	298	283	17,519 12
Middlesex	518	539	29,042 23	333	587	19,057 72
Monmouth	872	581	41,523 68	854	569	41,740 15
Morris	418	409	20,434 68	408	426	23,594 38
Ocean	192	121	7,334 06	189	164	7,715 93
Passaic	412	65	19,710 03	325	41	23,777 00
Salem	392	183	12,815 06	208	166	11,063 14
Somerset	349	377	19,234 03	334	355	17,884 84
Sussex	322	241	15,292 60	239	210	12,423 00
Union	185	115	9,259 00	411	179	21,239 78
Warren	228	302	11,289 08	254	229	12,939 20
Total	8,586	5,648	\$415,311 27	8,436	5,835	\$418,979 06

TABLE 23.
EVENING SCHOOLS.

COUNTIES.	Number of Evenings the Schools were Maintained, Including Legal Holidays and Institute Days.					Total Number of Pupils.						
	Under 14.	Number of Male Pupils Between 14 and 20 years of Age.	Number of Male Pupils Over 20 Years of Age.	Total Number of Male Pupils.	Under 14.	Number of Female Pupils Between 14 and 20 years of Age.	Number of Female Pupils Over 20 Years of Age.	Total Number of Female Pupils.	Under 14.	Total Number of Pupils Between 14 and 20 years of Age.	Total Number of Pupils Over 20 Years of Age.	
Atlantic	64	232	332	564	190	521	711	422	853			
Bergen	69	353	235	588	209	120	329	562	355			
Burlington	64	17	8	25	3	9	12	20	17			
Camden	76	265	138	403	58	52	110	323	190			
Cape May	64	20	12	32	5	3	8	25	15			
Cumberland												
Essex	86	571	6,912	3,295	10,778	464	4,882	2,372	7,718	1,035	11,794	5,667
Gloucester												
Hudson	65	3,048	2,822	5,870	1,777	1,287	3,064	4,825	4,109			
Hunterdon												
Mercer	89	740	390	1,130	386	152	538	1,126	542			
Middlesex	69	140	136	276	93	94	187	223	230			
Monmouth	64	43	54	97	22	12	34	65	66			
Morris	65	109	209	318	73	81	154	182	290			
Ocean												
Passaic	64	1,013	892	1,905	888	533	1,421	1,901	1,425			
Salem												
Somerset												
Sussex												
Union	65	711	791	1,502	485	385	870	1,196	1,176			
Warren												
Total	69	571	13,603	9,314	23,488	464	9,071	5,621	15,156	1,035	22,674	14,935

TABLE 23—Continued.
EVENING SCHOOLS.

COUNTIES.	Total Number of Pupils Enrolled in Evening Schools.	Number of Men Teachers in Evening Schools.	Number of Women Teachers in Evening Schools.	Total Number of Teachers in Evening Schools.	Total Amount Expended for Men Teachers in Evening Schools.	Total Amount Expended for Women Teachers in Evening Schools.	Total Amount Paid Teachers in Evening Schools.	Average Salary Per Night Paid to Men Teachers.	Average Salary Per Night Paid to Women Teachers.	Amount Expended for Salaries of Janitors.
Atlantic	1,275	17	28	45	\$3,472 00	\$4,704 00	\$8,176 00	\$3 19	\$2 63	.....
Bergen	917	15	15	30	2,173 00	2,986 00	5,159 00	2 10	2 88	\$383 00
Burlington	37	2	1	3	305 00	80 00	385 00	2 38	1 25	60 00
Camden	513	13	15	28	2,248 50	299 50	2,548 00	2 28	1 97	208 00
Cape May	40	2	3	5	.....	240 00	240 00	.....	1 25	.....
Cumberland .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex	18,496	184	217	401	58,972 32	53,631 02	112,603 34	3 72	2 87	7,187 90
Gloucester .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson	8,934	65	126	191	12,818 50	18,360 50	31,179 00	3 03	2 24	6,064 50
Hunterdon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1,668	14	33	47	2,631 75	5,472 25	8,104 00	2 11	1 86	29,211 88
Middlesex	463	1	9	10	187 50	1,328 00	1,515 50	2 71	2 14	184 00
Monmouth	131	4	.....	4	704 00	.....	704 00	2 75	.....	208 00
Morris	472	3	12	15	494 00	1,804 00	2,298 00	2 53	2 30	204 50
Ocean .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Passaic	3,326	16	18	34	3,004 00	2,962 16	5,966 16	2 93	2 57	.....
Salem .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Somerset .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sussex .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	2,372	47	38	85	7,655 50	5,484 25	13,139 75	2 50	2 22	1,701 40
Warren .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	38,644	281	502	883	\$94,666 07	\$97,351 68	\$192,017 75	\$3 60	\$2 81	\$45,413 18

TABLE 24.
APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1915.

COUNTIES.	Number of Teachers.	Total Days' Attendance, 1913-14.	Amount Apportioned From \$250,000.00 State School Fund Appropriation.	Amount Apportioned From \$100,000.00 State Fund Appropriation.	Amount Allowed From Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned out of 10% Reserve Fund by State Board of Education
Atlantic	484	2,096,769	\$7,039 42	\$4,797 71	\$120,848 51	\$290,356 00	\$22,261 78
Bergen	1,110	5,478,345	18,392 30	5,881 71	162,030 61	355,959 43	41,951 05
Burlington	365	1,667,612	5,598 63	1,402 94	38,749 00	84,905 72	30,433 97
Camden	775	3,689,845	12,387 81	3,721 50	102,215 41	225,224 17	37,024 91
Cape May	163	633,336	2,126 28	1,410 44	37,855 42	85,360 01	6,984 45
Cumberland	313	1,675,359	5,624 64	1,089 65	30,448 70	65,945 10	31,327 23
Essex	3,246	16,127,403	54,144 09	25,054 12	698,275 57	1,516,268 61	130,374 29
Gloucester	241	1,090,335	3,660 55	1,057 65	29,293 71	64,008 39	16,412 04
Hudson	2,520	14,982,073	50,298 90	21,709 69	607,858 78	1,313,864 54	105,984 95
Hunterdon	199	830,754	2,789 07	869 54	24,292 17	52,624 09	13,847 12
Mercer	686	3,210,066	10,777 07	4,494 52	124,346 79	272,007 21	30,223 02
Middlesex	605	3,245,879	10,897 30	3,140 71	85,520 58	190,074 98	23,319 44
Monmouth	603	2,887,207	9,693 14	4,377 96	123,567 77	264,953 12	23,439 24
Morris	427	1,969,819	6,613 22	2,162 65	60,813 75	130,383 22	17,542 58
Ocean	168	594,060	1,994 42	821 22	22,991 41	49,699 83	8,022 20
Passaic	1,186	6,570,926	22,060 39	7,485 42	202,851 04	453,015 62	50,335 07
Salem	169	721,580	2,422 54	692 51	19,097 17	41,910 50	13,456 72
Somerset	256	1,170,959	3,931 23	1,415 04	38,888 56	85,637 53	10,015 28
Sussex	166	684,094	2,296 69	659 76	18,292 92	39,928 27	13,436 47
Union	836	4,080,330	13,698 78	6,714 65	182,791 48	406,368 98	34,452 11
Warren	226	1,058,458	3,553 53	1,040 61	29,444 63	62,977 16	11,597 46
Total	14,744	74,465,909	\$250,000 00	\$100,000 00	\$2,770,473 98	\$6,051,972 48	\$672,441 88

TABLE 24—Continued.

APPORTIONMENT OF RESERVE FUND FOR YEAR BEGINNING JULY 1, 1915.

COUNTIES.	Total Amount Apportioned by State.	Amount Out.	Amount In.	Percentage Out.	Percentage In.	Amount Per Teacher.
Atlantic	\$465,303 42	\$10,000 00		30.99%		\$940 70
Bergen	584,215 10		\$2,400 00		6.06%	528 31
Burlington	161,090 26		21,000 00		222.59%	441 34
Camden	380,573 80		12,000 00		47.95%	491 06
Cape May	133,736 60	2,500 00		26.35%		820 46
Cumberland	134,435 32		24,000 00		327.54%	429 50
Essex	2,424,116 68	38,100 00		22.61%		746 80
Gloucester	114,432 34		9,300 00		130.76%	474 82
Hudson	2,099,716 86	40,000 00		27.40%		333 22
Hunterdon	94,421 99		8,000 00		136.81%	474 48
Mercer	441,848 61					644 09
Middlesex	312,953 01		2,200 00		10.41%	517 27
Monmouth	426,021 23	6,000 00		20.38%		706 51
Morris	218,015 42		3,000 00		20.62%	510 57
Ocean	83,529 08		2,500 00		45.27%	497 19
Passaic	735,747 54					820 36
Salem	77,579 44		8,800 00		188.97%	459 04
Somerset	139,887 64		500 00		5.25%	546 43
Sussex	74,614 11		9,000 00		202.86%	449 48
Union	644,026 00	10,700 00		23.69%		770 36
Warren	108,613 39		4,600 00		65.73%	480 59
Total	\$9,844,887 84	\$107,300 00	\$107,300 00			

TABLE 25.

APPORTIONMENT OF SCHOOL MONEYS FOR YEAR BEGINNING JULY 1, 1915.

Amount of State School Tax.....	\$6,724,413 86
Amount of State Appropriation.....	100,000 00
Amount of State School Fund Appropriation.....	250,000 00
Amount of Railroad Tax.....	2,638,816 94

COUNTIES.	Number of Teachers.	Total Days' Attendance.	Amount Apportioned from \$250,000 State School Fund Appropriation.	Amount Apportioned from \$100,000 State Fund Appropriation.	Amount Allotted from Railroad Tax.	Amount Apportioned 90% State School Tax.	Amount Apportioned Out of 10% Reserve Fund by State Board of Education.	Total Amount Apportioned by State.
Atlantic	484	2,096,769	\$7,039 42	\$4,797 71	\$126,602 75	\$290,356 00	\$22,261 78	\$451,057 66
Bergen	1,110	5,478,345	18,392 30	5,881 71	155,207 55	355,959 43	41,951 05	577,392 04
Burlington	365	1,667,612	5,598 65	1,402 94	37,021 10	84,905 72	30,433 97	159,262 36
Camden	775	3,639,845	12,387 81	3,721 50	98,303 58	225,224 17	37,024 91	375,561 97
Cape May	163	633,336	2,126 28	1,410 44	37,219 17	85,360 01	6,984 45	133,100 35
Cumberland	313	1,675,359	5,624 64	1,089 65	28,753 77	65,945 10	31,327 23	132,740 39
Essex	3,246	16,127,403	54,144 09	25,054 12	661,132 43	1,516,268 61	130,374 29	2,386,973 54
Gloucester	241	1,090,335	3,660 55	1,057 65	27,909 32	64,008 39	16,412 04	113,047 95
Hudson	2,520	14,982,073	50,298 90	21,709 69	572,879 01	1,313,864 54	105,984 95	2,064,737 09
Hunterdon	199	830,754	2,789 07	869 54	22,945 47	52,624 09	13,847 12	93,075 29
Mercer	686	3,210,066	10,777 07	4,494 52	118,602 19	272,007 21	30,223 02	436,104 01
Middlesex	605	3,245,879	10,897 30	3,140 71	82,877 62	190,074 98	23,319 44	310,310 05
Monmouth	603	2,887,207	9,693 14	4,377 96	115,526 43	264,953 12	23,439 24	417,989 89
Morris	427	1,969,819	6,613 22	2,162 65	57,068 48	130,883 22	17,542 58	214,270 15
Ocean	168	594,060	1,994 42	821 22	21,670 41	49,699 83	8,022 20	82,208 08
Passaic	1,186	6,570,926	22,060 39	7,485 42	197,526 56	453,015 62	50,335 07	730,423 06
Salem	169	721,580	2,422 54	692 51	18,274 06	41,910 50	13,456 72	76,756 33
Somerset	256	1,170,959	3,931 23	1,415 04	37,340 19	85,637 53	10,015 28	138,339 27
Sussex	165	684,094	2,296 69	659 76	17,409 76	39,928 27	13,436 47	73,730 95
Union	836	4,080,330	13,698 78	6,714 65	177,187 41	406,368 98	34,452 11	638,421 93
Warren	226	1,058,458	3,553 53	1,040 61	27,459 68	62,977 16	11,597 46	106,628 44
Total	14,744	74,465,209	\$250,000 00	\$100,000 00	\$2,638,816 94	\$6,051,972 48	\$672,441 38	\$9,713,230 80

SECTION B.

ATTENDANCE BY COUNTIES AND DISTRICTS

FOR YEAR ENDING JUNE 30, 1916.

TOTAL ATTENDANCE FOR STATE.

COUNTIES.	Total Attendance.	Loss.	Gain.
Atlantic	2,359,602		68,338
Bergen	6,152,762		262,619
Burlington	1,801,198		15,991
Camden	4,191,315		171,400
Cape May	649,886	14,727	
Cumberland	1,809,600		78,840
Essex	18,110,404		922,703
Gloucester	1,215,992		54,437
Hudson	16,158,720		598,537
Hunterdon	865,745		1,774
Mercer	3,548,622		92,122
Middlesex	3,634,174		150,421
Monmouth	3,092,176		68,671
Morris	2,111,623		794
Ocean	641,743	1,423	
Passaic	7,079,098		130,491
Salem	875,588		90,094
Somerset	1,259,203		17,944
Sussex	716,440		11,368
Union	4,660,490		255,671
Warren	1,164,406		25,771
Total	82,098,793	16,150	3,017,986

ATLANTIC COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Absecon	21,673½		498
Atlantic City	1,407,010		49,877½
Brigantine	183½	837	
Buena Vista Township.....	154,835½		5,361½
Egg Harbor City.....	79,457½	490	
Egg Harbor Township.....	38,610½		2,219
Folsom	10,014½	223	
Galloway Township	44,348	5,588	
Hamilton Township	73,678		785
Hammonton	219,758	311	

SCHOOL REPORT.

ATLANTIC COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Linwood	10,593½		2,226
Longport*			
Margate City	4,146½	168½	
Mullica Township	20,001	2,548	
Northfield	21,532		2,358½
Pleasantville	171,948½		3,022
Port Republic	9,682½	577	
Somer's Point	15,172½		920
Ventnor	33,375		5,157
Weymouth Township	23,581½		6,656
Total	2,359,602	10,742½	79,080½

*No attendance.

BERGEN COUNTY.

Allendale	25,279	2,656	
Alpine	8,428½		129½
Bergenfield	108,563½		10,904
Bogota	91,406½		10,101½
Carlstadt	154,817½		8,465
Cliffside	196,524½		22,568½
Closter	60,460½		207½
Cresskill	24,394		1,592
Delford	32,498		987
Demarest	17,832½		1,747½
Dumont	101,375½		524
East Rutherford	182,140½		6,871
Edgewater	99,685½		9,966
Emerson	32,351	1,220	
Englewood	366,367		27,011½
Englewood Cliffs	7,894½		1,660½
Fairview	177,767		23,023½
Fort Lee	146,214½	8,968½	
Franklin Township	31,490½	3,647	
Garfield	594,545½		46,553½
Glen Rock	59,088		1,419½
Harrington Park	12,926½	252½	
Harrington Township	24,167		324
Hasbrouck Heights	93,145	707½	
Haworth	18,650		915
Hillsdale Township	40,372		938½
Hohokus Borough	17,336½		1,701½
Hohokus Township	49,999½	330½	
Leonia	99,531½		3,503½
Little Ferry	101,942½		2,852
Lodi Borough	254,498½		13,338
Lodi Township	18,162	1,741½	
Maywood	39,637½		5,826½
Midland Township	39,796		481
Midland Park	76,244½	3,052	
Moonachie	34,572	1,313	

COMMISSIONER OF EDUCATION.

BERGEN COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Montvale	19,280½		1,231½
New Barbadoes Township..	558,515		7,522
North Arlington	32,775½		9,118
Norwood	26,316		518
Oakland	18,253½		981½
Old Tappan	6,794	244½	
Orvil Township	30,637½	2,042	
Overpeck Township	239,687	20,906	
Palisades Park	77,821		2,176½
Palisades Township	47,599½		2,227
Park Ridge	79,930½		5,833½
Ramsey	73,281½		1,654½
Ridgefield	37,047½		5,061½
Ridgewood	252,703½		5,125½
Riverside	27,801		2,909½
River Vale Township	11,953½	547½	
Rutherford	280,453½	4,852	
Saddle River Borough.....	10,100½	129	
Saddle River Township ...	115,916½		735
Teaneck Township	90,970½		8,165½
Tenafly	70,203½		1,756
Union Township	285,752		31,959½
Upper Saddle River	3,907	376	
Wallington	169,430½		17,214½
Washington Township	3,586½	11½	
Westwood	83,000½		3,614½
Woodcliff Lakes	11,903½		2,775½
Wood Ridge	56,035½		1,424½
Total	6,152,762	52,997	315,616

BURLINGTON COUNTY.

Bass River	13,754	691	
Beverly City	50,749½	1,938½	
Beverly Township	62,362		10,017
Bordentown City	98,942½	5,693½	
*Bordentown Township			
Burlington City	201,722½		10,018½
Burlington Township	26,413	2,417½	
Chester Township	187,213½		7,338½
Chesterfield Township	32,695	1,731½	
Cinnaminson Township	36,163	1,147	
Delran	30,253½	835½	
Easthampton Township	11,828		11½
Evesham Township	34,732½		1,754
Fieldsboro Borough	15,509	453½	
Florence	145,342½	2,456½	
Lumberton	36,105½	2,363	
Mansfield	30,547½		880
Medford	49,288		985

*No attendance.

SCHOOL REPORT.

BURLINGTON COUNTY—*Continued.*

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Mt. Laurel	34,431	.....	1,682
New Hanover Township ..	21,132½	2,850½	.....
Northampton Township ...	175,242½	2,197½	.....
North Hanover Township ..	8,612	1,155½	.....
Palmyra	123,930	1,887½	.....
Pemberton Borough	40,564½	.....	1,842
Pemberton Township	29,010½	4,767½	.....
Riverside	134,515½	.....	6,107
Riverton Borough	43,109½	.....	843½
Shamong Township	8,735	.....	1,245½
Southampton Township ...	36,386½	3,833	.....
Springfield Township	24,185½	2,431	.....
Tabernacle	8,435½	295	.....
Washington Township	12,212	.....	1,315
Westhampton Township ...	7,442	.....	7,442
Willingboro	15,164½	.....	2,074
Woodland	14,467½	.....	980½
Total	1,801,198	39,145	55,136

CAMDEN COUNTY.

Audubon	90,443½	.....	9,048½
Berlin	53,376	783	.....
Camden City	2,494,588½	.....	87,249
Centre Township	92,358½	23,735	.....
Chesilhurst Borough	7,453	.....	259
Clementon Township	74,607	14,541	.....
Collingswood Borough	218,982	.....	15,190½
Delaware Township	37,061	.....	6,351½
Gloucester City	245,200	.....	16,943
Gloucester Township	61,271½	.....	4,228
Haddon Township	44,592½	.....	527
Haddonfield Borough	173,168½	.....	4,916½
Haddon Heights	91,349½	.....	11,248½
Laurel Springs Borough....	26,822½	.....	1,203
Magnolia	36,990	.....	36,990
Merchantville Borough	56,941	.....	6,866½
Oaklyn Borough	20,326½	.....	460½
Pensauken Township	166,593½	.....	6,560½
Voorhees Township	33,280½	.....	1,943½
Waterford Township	51,479½	1,477½	.....
Winslow Township	84,568	431½	.....
Woodlynne Borough	29,862	.....	2,382½
Total	4,191,315	40,968	212,368

COMMISSIONER OF EDUCATION.

CAPE MAY COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain,
Avalon	5,151	873	.....
Cape May City	77,720½	2,743½	.....
Cape May Point	4,702½	.....	134
Dennis Township	43,025½	.....	4,400½
Lower Township	26,086½	1,655	.....
Middle Township	96,747	599	.....
North Wildwood	27,252½	1,263½	.....
Ocean City	84,873	4,201	.....
Sea Isle City	13,464	909½	.....
Stone Harbor	7,079	.....	125½
South Cape May* .....	.....	.....	.....
Upper Township	38,111	.....	2,164
West Cape May	32,058½	553½	.....
Wildwood	113,439½	997½	.....
Wildwood Crest .....	.....	.....	.....
Woodbine	80,175½	7,755½	.....
Total	649,886	21,551	6,824

*No attendance.

CUMBERLAND COUNTY.

Bridgeton	455,378½	.....	41,919
Commercial Township	70,446½	.....	318
Deerfield Township	95,382½	3,837½	.....
Downe Township	35,346	1,972½	.....
Fairfield Township	39,117½	1,203	.....
Greenwich Township	30,712	.....	1,252
Hopewell Township	61,792½	.....	538
Landis Township	482,095	.....	30,379½
Lawrence Township	42,069	1,510½	.....
Maurice River	52,235	113	.....
Millville	427,273	.....	12,448½
Stoe Creek Township	17,752½	.....	621½
Total	1,809,600	8,636½	87,476½

ESSEX COUNTY.

Belleville	474,380	.....	36,928½
Bloomfield	587,189½	.....	23,908½
Caldwell Borough	120,565½	.....	6,158½
Caldwell Township	18,748½	924	.....
Cedar Grove	32,899½	376½	.....
East Orange	1,173,492½	.....	82,333½
Essex Fells	10,980½	715	.....
Glen Ridge	126,320	3,820½	.....
Irvington	671,662½	.....	55,897½
Livingston	24,524½	2,751	.....
Milburn	99,906	.....	5,645
Montclair	719,857½	.....	53,564½
Newark	12,068,183	.....	514,042
North Caldwell	5,194	776½	.....

SCHOOL REPORT.

ESSEX COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Nutley	300,514½	.....	24,158
Orange	903,369½	.....	70,214
Roseland	16,378	.....	737½
South Orange	274,442	.....	14,410½
Verona	65,125½	.....	5,849
West Orange	416,671	.....	38,219½
Total	18,110,404	9,363½	932,066½

GLOUCESTER COUNTY.

Clayton	58,917½	260	.....
Deptford Township	35,343	9,796½	.....
East Greenwich Township ..	32,453½	.....	2,354½
Elk Township	14,577½	615½	.....
Franklin Township	84,725½	.....	1,384½
Glassboro	119,812	.....	9,102½
Greenwich Township	22,543½	.....	1,385½
Harrison Township	45,372	.....	1,858½
Logan Township	38,330½	1,295½	.....
Mantua Township	48,790½	.....	2,305½
Monroe Township	103,733	.....	8,407
National Park	12,139½	.....	2,311½
Paulsboro	96,942½	.....	13,236
Pitman	65,968½	.....	847½
South Harrison Township ..	14,005½	1,085½	.....
Swedesboro	82,534	.....	3,530
Washington Township	29,007	.....	514½
Wenonah	18,024½	.....	251½
West Deptford Township ..	33,295½	365½	.....
Westville	61,137½	.....	3,134
Woodbury	188,163	.....	7,056½
Woodbury Heights	10,176	.....	10,176
Total	1,215,992	13,418½	67,855½

HUDSON COUNTY.

Bayonne	2,197,145½	.....	150,106½
East Newark	59,312½	9,134½	.....
Guttenberg	186,845½	.....	3,164
Harrison	308,542	.....	14,476
Hoboken	1,763,986½	.....	11,879½
Jersey City	7,242,105½	.....	231,624½
Kearny	686,412½	.....	28,639
North Bergen	683,368½	.....	35,843½
Secaucus	123,391	.....	3,496½
Town of Union	735,975	.....	36,941
Weehawken	303,605	.....	6,052
West Hoboken	1,128,797	.....	12,796½
West New York	739,233½	72,652½
Total	16,158,720	9,134½	607,671½

COMMISSIONER OF EDUCATION.

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HUNTERDON COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Alexandria	14,866	1,520½
Bethlehem	15,318	.....	2,052
Bloomsbury	21,744½	.....	2,215½
Clinton, Town of	34,799½	634½	.....
Clinton Township	36,146	2,919	.....
Delaware	36,691½	1,511½	.....
East Amwell	20,453	1,014	.....
Flemington	115,739½	.....	6,437
Franklin	20,326½	949½	.....
Frenchtown Borough	26,402	.....	2,581½
Hampton Borough	34,107	.....	1,456½
High Bridge Borough	80,825½	3,054½	.....
Holland	22,030½	.....	844
Kingwood	21,012	.....	985½
Lambertville City	127,736	.....	6,888
Lebanon	59,709	1,032	.....
Milford	18,983½	.....	712½
Raritan	34,617	.....	990½
Readington	54,607	4,538½	.....
Stockton Borough	15,739½	1,197½	.....
Tewksbury	20,972½	1,903	.....
Union	22,225	.....	414
West Amwell	10,634	3,528½	.....
Total	865,745	23,803	25,577

MERCER COUNTY.

East Windsor	105,463½	.....	2,040½
Ewing	49,900	7,654	.....
Hamilton	333,128	.....	21,633½
Hopewell	153,984	.....	3,342
Lawrence	76,065	3,217	.....
Princeton Borough	139,740	.....	1,865
Princeton Township	15,409	735½	.....
Trenton	2,620,396½	.....	75,847
Washington	28,801	.....	389½
West Windsor	25,735	1,389	.....
Total	3,548,622	12,995½	105,117½

MIDDLESEX COUNTY.

Cranbury	38,766½	1,548½	.....
Dunellen Borough	81,214½	.....	2,462½
East Brunswick	58,753½	.....	1,793
Helmetta Borough	25,875½	.....	766½
Highland Park Borough	83,338½	.....	14,859½
Jamesburg Borough	96,736	.....	4,808
Madison	36,978½	.....	104
Metuchen Borough	88,264	445	.....
Middlesex Borough	40,837	.....	6,507½

SCHOOL REPORT.

MIDDLESEX COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Milltown Borough	58,449	.....	3,306
Monroe	36,167½	.....	950½
New Brunswick	638,571	.....	43,774½
North Brunswick Township.	15,024	1,867½	.....
Perth Amboy	1,181,003	.....	29,061
Piscataway	86,651	.....	2,732
Raritan	93,137	341	.....
Roosevelt Borough	218,784½	.....	13,796½
Sayreville	75,061	5,184½	.....
South Amboy	125,455	.....	8,867
South Brunswick	86,686	.....	764
South River Borough	143,032½	.....	12,059
Spotswood	22,192	.....	2,220
Woodbridge	303,196½	.....	10,967
Total	3,634,174	9,386½	159,807½

MONMOUTH COUNTY.

Allenhurst .....	.....	.....	.....
Asbury Park	394,789	.....	19,340
Atlantic	22,170½	2,687½	.....
Atlantic Highlands	64,768½	.....	4,180½
Avon	20,282½	239½	.....
Belmar	60,472½	1,881	.....
Bradley Beach	63,793½	.....	139½
Deal* .....	.....	.....	.....
Eatontown	58,320½	.....	4,454½
Fair Haven	33,848	.....	3,747
Farmingdale	18,547½	76	.....
Freehold Town	164,781½	.....	9,005½
Freehold Township	33,659	768	.....
Highlands	48,558	1,546	.....
Holmdel	29,977½	.....	767
Howell	57,039	5,092½	.....
Keyport	123,585½	2,650	.....
Long Branch	485,447½	.....	11,122
Manalapan	50,672	398	.....
Manasquan	71,221	.....	1,610
Marlboro	42,282	.....	2,221
Matawan	88,449	.....	163
Middletown	171,455½	.....	802
Millstone	39,141	.....	1,109
Monmouth Beach	11,787	637½	.....
Neptune City	15,955½	16½	.....
Neptune Township	213,075½	894	.....
Ocean	35,024½	.....	720½
Raritan	64,617	.....	5,530½
Red Bank	262,500	.....	10,752½
Rumson	56,497	.....	4,151
Sea Bright	32,402	.....	275

*No attendance.

COMMISSIONER OF EDUCATION.

MONMOUTH COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Shrewsbury	48,694	.....	1,691½
Spring Lake	24,875½	.....	2,892
Upper Freehold	57,819	6,089	.....
Wall	107,061	.....	5,645
West Long Branch	18,598	.....	1,327½
Total	3,092,176	22,975½	91,646½

MORRIS COUNTY.

Boonton Town	143,351	.....	3,912
Boonton Township	10,904½	1,405½	.....
Bulter Borough	91,305	.....	7,659½
Chatham Borough	64,578½	.....	692½
Chatham Township	26,090	573½	.....
Chester	28,968	2,271	.....
Denville	25,461	.....	761
Dover Town	325,763½	1,054	.....
Florham Park Borough	14,215	.....	1,121½
Hanover	115,139	.....	7,503
Jefferson	33,196½	.....	7,372
Madison Borough	124,002	.....	1,645
Mendham Borough	34,142	2,056	.....
Mendham	16,592	1,445	.....
Montville	52,412½	6,642½	.....
Morris	55,996½	.....	231
Morristown	283,846½	5,058	.....
Mt. Arlington Borough	6,446	.....	313
Mt. Oliver	27,506½	4,265½	.....
Netcong Borough	75,107	.....	1,644½
Passaic	51,700	469	.....
Pequanock	48,798½	.....	834½
Randolph	62,028	288	.....
Rockaway Borough	89,496½	.....	1,225
Rockaway Township	102,036½	2,744	.....
Roxbury	84,224	.....	1,557½
Washington	46,935	3,817	.....
Wharton Borough	71,381½	3,589	.....
Total	2,111,623	35,678	36,472

OCEAN COUNTY.

Barnegat City	2,312½	.....	963½
Bay Head	8,369	.....	72
Beach Haven	9,565½	1,069½	.....
Berkeley	11,670	542½	.....
Brick	51,567	2,990½	.....
Dover	85,954½	776½	.....
Eagleswood	12,489½	281	.....
*Harvey Cedars .....	.....	.....	.....
Island Heights	7,904	801½	.....
Jackson	35,484½	533	.....

SCHOOL REPORT.

OCEAN COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Lacey	14,303	.....	504
Lakewood	182,196	.....	14,492½
Lavalette Borough	3,130	.....	381½
Little Egg Harbor	11,883½	388½	.....
Long Beach	488	.....	157
Manchester	23,845½	728	.....
Mantoloking .....	.....	.....	.....
Ocean	6,626½	1,471	.....
Plumsted	26,143	1,654	.....
Point Pleasant	45,785½	.....	935½
Seaside Heights Borough ..	4,384	279	.....
Seaside Park	5,963½	.....	248
Stafford	20,237	344½	.....
Surf City	1,872½	.....	216½
Tuckerton	41,975½	5,781½	.....
Union	27,593	1,752½	.....
Total	641,743	19,393½	17,970½

*No attendance.

PASSAIC COUNTY.

Acquackanonk	740,494½	.....	56,848½
Haledon Borough	92,588	1,629	.....
Hawthorne Borough	127,552	.....	2,094
Little Falls	94,355½	.....	4,038½
No. Haledon Borough.....	24,073½	2,006½	.....
Passaic City	1,754,688½	.....	30,794½
Paterson City	3,759,602	.....	20,961
Pompton	147,378	.....	11,733½
Pompton Lakes Borough ..	40,381½	.....	6,523½
Prospect Park Borough ..	104,112	.....	1,033
Totowa Borough	45,274½	.....	3,438½
Wayne	65,655½	816	.....
West Paterson	44,449½	.....	3,319½
West Milford	38,493	5,842	.....
Total	7,079,098	10,293½	140,784½

SALEM COUNTY.

Alloway	44,566½	.....	2,173
Elmer	42,505½	.....	2,320½
Elsinboro	8,468	714	.....
L. Alloway Creek	33,551	.....	2,728½
L. Penn's Neck	28,426½	.....	4,109½
Mannington	32,728	.....	696
Oldman's	40,158	.....	5,959½
Penn's Grove	113,627½	.....	25,859
Pilesgrove	108,828½	.....	4,996
Pittsgrove	58,937½	4,080	.....
Quinton	19,340½	987½	.....
Salem City	246,931	.....	4,823½

COMMISSIONER OF EDUCATION.

SALEM COUNTY—Continued.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
U. Penn's Neck	49,971	.....	42,933
U. Pittsgrove	47,548½	723	.....
Total	875,588	6,504½	96,598½

SOMERSET COUNTY.

Bedminster	35,470	2,377½	.....
Bernards	168,198½	846	.....
Bound Brook	205,060	.....	13,216
Branchburg	27,589½	5,230	.....
Bridgewater	140,027½	.....	4,724
East Millstone	10,285	332	.....
Franklin	42,436½	4,823	.....
Hillsborough	64,859	.....	10,412
Millstone	3,145	.....	337
Montgomery	24,083½	2,205½	.....
No. Plainfield Borough	200,210½	.....	7,204
No. Plainfield Township	15,737½	1,400	.....
Peapack Gladstone	40,434½	.....	3,619½
Rocky Hill	14,586½	111	.....
Somerville	208,464½	1,286½	.....
South Bound Brook	36,217	2,347½	.....
Warren	22,398	609½	.....
Total	1,259,203	21,568½	39,512½

SUSSEX COUNTY.

Andover Borough	15,212	2,023½	.....
Andover Township	8,887	.....	1,579
Branchville	19,009	938½	.....
Byram	5,990½	.....	831
Frankford	21,901	.....	1,747
Franklin Borough	80,067	.....	11,230½
Fredon	7,163½	1,028	.....
Green	10,595½	.....	364
Hampton	13,147½	830	.....
Hardystown	71,898	.....	784
Hopatcong Borough	3,256½	.....	604
Lafayette	16,542	.....	737
Montague	10,293	85	.....
Newton	175,344	.....	1,715
Ogdensburg Borough	22,265½	.....	2,913½
Sandyston	17,601½	.....	2,022½
Sparta	22,601	1,993½	.....
Stanhope	33,090½	.....	1,316
Stillwater	23,297	1,925½	.....
Sussex Borough	48,011½	187½	.....
Vernon	40,140½	153½	.....
Wallpack	5,622	132½	.....
Wantage	44,510	5,178	.....
Total	716,446	14,475½	25,843½

SCHOOL REPORT.

UNION COUNTY.

TOWNSHIPS.	Total Attendance.	Loss.	Gain.
Clark	12,165½	1,101½	.....
Cranford	161,609½	.....	9,027½
Elizabeth	1,970,818	.....	110,487
Fanwood	68,389½	.....	5,828½
Garwood	65,285½	.....	3,441
Hillside	88,731½	.....	10,424½
Kenilworth	38,404½	.....	1,782
Linden	212,800	.....	36,924
Mountainside	5,655½	192½	.....
New Providence Borough..	44,698½	.....	6,690
New Providence Township.	22,308½	1,190½	.....
Plainfield	652,540½	.....	2,384
Rahway	302,432	.....	17,555
Roselle	148,894½	.....	11,171
Roselle Park	177,441	.....	3,434
Springfield	48,240½	.....	2,216½
Summit	244,958	.....	12,950
Union	111,711	.....	19,677
Westfield	283,406	.....	4,163½
Total	4,660,490	2,484½	258,155½

WARREN COUNTY.

Allamuchy	8,802½	.....	1,271½
Alpha	60,428	1,276	.....
Belvidere	53,819½	765½	.....
Blairstown	37,493½	.....	2,298½
Franklin	32,752½	7,027	.....
Frelinghuysen	17,781	.....	293½
Greenwich	26,026	.....	96
Hackettstown	104,778	.....	455
Hardwick	4,191½	1,020½	.....
Harmony	30,775½	.....	2,076½
Hope	18,463	.....	2,638½
Independence	17,415	.....	2,792½
Knowlton	28,589½	702	.....
Lopatcong	22,408½	561	.....
Mansfield	21,867½	.....	644
Oxford	53,795	.....	2,792
Pahaquarry	4,121	.....	234
Phillipsburg	430,094½	.....	19,726
Pohatcong	40,195	.....	3,765½
Washington Borough	95,879½	1,954½	.....
Washington Township	26,539½	1,392½	.....
White	28,190	.....	1,386½
Total	1,164,406	14,699	40,470

SECTION C

SUPERINTENDENTS

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. KAYSER.....	Mount 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>	.....	ARTHUR O. SMITH.....	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>	.....	H. BREWSTER WILLIS.....	New Brunsw'k (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 (Hyers Building)
<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>	.....	CHARLES PHILHOWER.....	Belvidere (Court House)

CITY SUPERINTENDENTS

<i>Asbury Park</i>	.....	AMOS E. KRAYBILL	<i>Newark</i>	A. B. POLAND	
<i>Atlantic City</i>	.....	C. B. BOYER	<i>New Brunswick</i>	GEORGE H. ECKELS	
<i>Bayonne</i>	.....	P. H. SMITH	<i>North Bergen</i>	.....	M. F. HUSTED
<i>Bloomfield</i>	.....	GEORGE MORRIS	<i>Ocean City</i>	.....	JAMES M. STEVENS
<i>Bordentown</i>	.....	H. V. HOLLOWAY	<i>Orange</i>	.....	W. B. PATRICK
<i>Bridgeton</i>	.....	D. C. PORTER	<i>Passaic</i>	.....	FRED S. SHEPHERD
<i>Camden</i>	.....	JAMES E. BRYAN	<i>Paterson</i>	.....	J. R. WILSON
<i>Cape May City</i>	.....	EDW. R. BRUNYATE	<i>Perth Amboy</i>	.....	S. E. SHULL
<i>East Orange</i>	.....	E. C. BROOME	<i>Phillipsburg</i>	.....	H. J. NEAL
<i>Elizabeth</i>	.....	RICHARD E. CLEMENT	<i>Plainfield</i>	.....	HENRY M. MAXSON
<i>Englewood</i>	.....	ELMER C. SHERMAN	<i>Pleasantville</i>	.....	WILLIAM WHITNEY
<i>Gloucester City</i>	.....	WILMER F. BURNS	<i>Rahway</i>	.....	WILLIAM F. LITTLE
<i>Hoboken</i>	.....	A. J. DEMAREST	<i>Salem</i>	.....	WALTER B. DAVIS
<i>Irvington</i>	.....	FRANK H. MORRELL	<i>South Amboy</i>	.....	O. O. BARR
<i>Jersey City</i>	.....	HENRY SNYDER	<i>Summit</i>	.....	CLINTON S. MARSH
<i>Kearny</i>	.....	HERMAN DRESSEL	<i>Town of Union</i>	.....	N. C. BILLINGS
<i>Long Branch</i>	.....	CHRIS. GREGORY	<i>Trenton</i>	.....	EBENEZER MACKKEY
<i>Millville</i>	.....	WARREN N. DRUM	<i>West Hoboken</i>	.....	M. H. KINSLEY
<i>Montclair</i>	.....	DON C. BLISS			

PART IV

REPORTS OF
EDUCATIONAL INSTITUTIONS AND
TEACHERS' RETIREMENT FUND

FOR YEAR ENDING JUNE 30, 1916

(321)

PART IV

 REPORTS OF
 EDUCATIONAL INSTITUTIONS AND
 TEACHERS' RETIREMENT FUND

For year ending June 30, 1916

SCHOOL OF INDUSTRIAL ARTS OF TRENTON

ROBERT C. BELVILLE, *Secretary Board of Trustees*; FRANK F. FREDERICK, *Director School of Industrial Arts*

The tenth year of the School of Industrial Arts of the City of Trenton, since its reorganization in 1906, closed with an enrollment of 990 students. There are now thirty-two instructors.

Below are given details of the enrollment:

ENROLLMENT OF STUDENTS 1915-16.

Total number enrolled		990
Males	626	
Females	364	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	990
Attending evening only	759	
Attending day only	202	
Attending both day and evening	29	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	990

ENROLLMENT IN DEPARTMENTS.

Fine Arts	209	
Art Crafts	31	
Mechanical	257	
Architectural	64	
Electural	26	
Chemical	65	
Dressmaking and Millinery	222	
Childrens (Saturday only)	41	
Watchmaking	31	
Woodworking	27	
Day Technical Department	51	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	
	1024	
In more than one department	34	
	<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	990

SUMMARY OF TRADES AND PROFESSIONS REPRESENTED IN THE SCHOOL.

Employed in Shops, Mills and Factories	101
Machinists and Machinists' Apprentices	95
Potters	57
Building and Woodworking Trades	55
Electrical Trades	22
Draftsman and Designers	17
Clerks, Stenographers, etc.	151
Housekeepers	25
School Teachers	79
Other Trades and Professions	63
No Occupation Reported	18
At Home	137
Students from other Schools	110
Students of S. I. A. only.....	60
	— 990

The City of Trenton has purchased a large plot of land, within two minutes walk of the school, upon which it is proposed to erect a shop building, allowing the school to enlarge its practical instruction.

It may not be out of place at this time to again state just what the school offers.

1. A course in fine arts so planned that the greater part of the work applies directly to the industries.
2. Courses in applied art including art metal working, china painting, pottery modeling, woodcarving, dressmaking and millinery.
3. Vocational evening courses in the machine, building, electrical, watch making and pottery trades.
4. Day technical courses for boys who wish to enter the industries.
5. In co-operation with the State Normal School a course for the training of teachers of industrial art for the public schools.
6. Saturday classes for public school teachers and for pupils of the public schools.

Respectfully submitted,
FRANK F. FREDERICK,
Director.

FINANCIAL STATEMENT OF BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION OF TRENTON FOR YEAR ENDING JUNE 30, 1916.

Receipts.

City Appropriation	\$18,000 00
State Appropriation	10,000 00
Tuition Fees	3,952 36
Interest on Deposits	65 31
Materials sold Pupils	2,649 30
Rent	15 00
Prize Money	270 00
	\$34,951 97
Balance on hand July 1, 1915.....	1,344 80
	\$36,296 77

COMMISSIONER OF EDUCATION.

325

Disbursements.

Teachers' Salaries	\$21,658 79	
Janitors' Salaries	1,025 00	
General Salaries	1,749 88	
Fuel	1,006 36	
Light and Power	773 19	
Furniture and Equipment	2,065 75	
Printing	364 00	
Materials	3,086 20	
Advertising	176 11	
Repairs	944 80	
Miscellaneous	910 47	
Models	348 20	
Library	144 48	
Insurance	888 45	
Prizes	270 00	
		<hr/>
	\$35,411 68	
Cash Balance June 30, 1916	885 09	
		<hr/>
		\$36,296 77

ROBERT C. BELVILLE,
Secretary Board of Trustees.

COMMISSIONER OF EDUCATION.

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BOARD OF TRUSTEES OF SCHOOLS FOR INDUSTRIAL EDUCATION, HOBOKEN.

SHOWING NUMBER OF BOYS IN THE INDUSTRIAL CLASSES.

	SHOP PRACTICE		Clay Modeling	Total
	City School	Ind. School	Ind. School	
No. 1	428		106	534
No. 2		165	129	294
No. 3	81			81
No. 4	120		106	226
No. 5	58			58
No. 6		249		249
No. 7	91		62	153
No. 8	298			298
No. 9	242			242
High Vocational*	129			129
	78			78
Total	1525	414	403	2342

*One Teacher furnished by the Industrial School.

SHOWING NUMBER OF GIRLS IN THE INDUSTRIAL CLASSES.

	Sewing		Cooking		Millinery		Total
	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	City Sch.	Ind. Sch.	
No. 1	399			196			595
No. 2	167	62	93				322
No. 3	104						104
No. 4	84	43	67	38			232
No. 5		68					68
No. 6	176		87				263
No. 7	38	39					77
No. 8	245		78				323
No. 9	198		76				274
High Vocat'al		5		5		5	15
		72		72		72	216
Total	1411	289	401	311		77	2489

E. G. TRAU,
Director.

FINANCIAL REPORT.

RECEIPTS.

Balance of Fund on hand, July 1st, 1915	\$1,190 14
Appropriations:	
City	7,000 00
State	7,000 00
Interest on bank balance	38 70
Total receipts and balance.....	\$15,228 84

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SCHOOL REPORT.

DISBURSEMENTS.

(1) GENERAL ADMINISTRATION.

Secretary	\$400 00	
Clerk to Principal	600 00	
Printing and Stationery	256 11	
Office Equipment	53 50	
Telephone Service	49 16	
Insurance on Fixtures, etc.....	106 76	
Advertising	35 75	
Miscellaneous Expenses	123 28	\$1,624 56

(2) SCHOOL ADMINISTRATION AND INSTRUCTION.

Supervision	\$800 00	
Instruction	3,506 23	
Supplies:		
Clay modeling	58 68	
Domestic Science	66 38	
Sewing	176 90	
Equipment:		
Domestic Science	595 06	
Sewing	84 12	5,287 37

(3) OPERATION AND MAINTENANCE.

Janitor service	\$1,000 00	
Janitor supplies	89 88	
Light and water	366 72	
Water	17 55	
Repairs and Replacements.....	107 21	1,581 36

(4) PRE-VOCATIONAL WORK.

Instruction	\$3,556 28	
Supplies and material.....	327 95	3,884 23

(5) EVENING SCHOOL.

Instruction	\$2,354 50	
Supplies:		
Domestic Science	94 85	
Dressmaking	71 72	
Sewing	238 78	
Millinery	75 97	2,835 82

Total expenditures for year.....	\$15,213 34
Balance at close of year, June 30, 1916..	15 50

Total disbursements and balance on hand \$15,228 84

JAMES SMITH,
Treasurer.

COMMISSIONER OF EDUCATION.

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NEWARK TECHNICAL SCHOOL.

CHARLES A. COLTON, *Director.*

The great demand for mechanics of all kinds caused a draft on our facilities at the opening of the school year which we were unable to meet. Equipment of all kinds was difficult to obtain on short notice, in consequence of which it became necessary to limit the number of students in certain departments.

Then again, the unusual amount of night work done in the factories affected the regularity of attendance of students in our evening classes, so that the progress of the classes was somewhat impeded.

On the whole the year was a prosperous one, and the year 1916-17 gives promise of an increased attendance in all courses.

The day course in Municipal and Highway Engineering, as outlined, in the last report, has been put into definite shape and advertised extensively.

We are somewhat handicapped by offering a four year professional day course without positively stating that a degree of some kind will be given on its completion.

It is probable the Trustees will ask the State Board of Education, or such body as has the right to give permission to the school to grant degrees, for that privilege before the opening of another year, as the omission of any reference to a degree will very likely be a drawback to a successful opening of this course.

The subject of Road building and Maintenance is of great importance, and the agitation so prevalent all over the country on highway construction certainly indicates the demand for information on the subject. This commonwealth is contemplating the expenditure of a large amount of money in road construction, before much investigation has been begun as to the best methods for providing a road to accommodate the different kinds of traffic. It is believed such a course as is outlined in our Book of Information would efficiently train young men to fill responsible positions in the State Road Department, when such a department shall have been organized.

By the death of Mrs. A. E. B. Martin, widow of our former trustee, Senator A. F. R. Martin, the School received the proceeds of a life insurance policy of \$5,000, which is to be invested and the income devoted to the library. This forms the nucleus of an endowment fund which the trustees hope will induce others interested in the advance of technical education to make bequests in amounts large enough to enable the Technical School to enter a broader and more advanced field of education.

To do this, funds are necessary for the equipment which professional scientific courses call for, and to offer salaries which will attract a high class of instructors in the special lines which form a large part of such courses.

SCHOOL REPORT.

FINANCIAL STATEMENT.

For the year ending April 29, 1916.

RECEIPTS.

CASH.	GENERAL FUND.	
Appropriation State of New Jersey.....		\$10,000 00
Appropriation City of Newark.....		20,000 00
Tuition fees		2,989 00
Supplies sold		1,575 00
Chemical apparatus		69 90
Locker rents		9 25
Interest on deposits		755 35
Rents—Newark Institute		255 00
Advances, Martin Endowment Fund.....		370 30
Total receipts		\$36,023 88
Balance on hand May 1, 1915.....		22,140 42
		\$58,164 30

DISBURSEMENTS.

Administration	\$5,731 94	
Educational, general	14,565 05	
Maintenance and operation.....	4,443 18	
Interest on mortgage.....	1,250 00	
Mortgage Retirement Fund.....	5,000 00	
General Amortization Fund	13,000 00	
Martin Endowment Advances	123 75	
New equipment	757 22	
Furniture and fixtures.....	41 35	
Total disbursements		\$44,912 49
Balance on hand April 29, 1916.....		13,251 81
		\$58,164 30

MARTIN ENDOWMENT FUND.

Cash received on Life Insurance Policy of Mrs. A. E. B. Martin	\$ 5,014 08
By refunds made for advances from General Fund for Premiums	370 30
Balance on hand April 29, 1916.....	\$4,643 78

MORTGAGE RETIREMENT FUND.

Interest on bank balance.....	\$9 88
Balance on hand May 1, 1915.....	5,099 59
Paid on account of principal.....	\$5,109 47
Balance on hand April 29, 1916.....	5,000 00
	\$109 47

GENERAL AMORTIZATION FUND.

Appropriation from Revenue as per resolution of Board of Trustees adopted November 10, 1915.....	\$10,000 00
Charged to Revenue for year ended April 29, 1916.....	3,000 00
Balance in Fund April 29, 1916.....	\$13,000 00

REPORT OF THE BOARD OF TRUSTEES OF THE
TEACHERS' RETIREMENT FUND

For the Year Ending June 30th, 1916

LEGISLATIVE RECORD.

From the beginning, the Teachers' Retirement Fund has been a part of the School Law of the State of New Jersey. The Legislative enactments are as follows:

Chapter 32, page 58, Laws of 1896.

Chapter 178, page 475, Laws of 1899.

Chapter 96, page 270, Laws of 1900; Article XXIII., School Law.

Chapter 36, page 150, Laws of 1902; Article XXVII., School Law.

Chapter 1, page 80, Laws of Second Special Session, 1903; Article XXV., School Law.

Chapter 95, page 194, Laws of 1905.

Chapter 314, page 689, Laws of 1906.

Chapter 139, page 365, Laws of 1907; enacted May 7th; Article XXV., School Law.

Less than 200 of the present some 13,000 members are under Acts prior to that of 1907.

APPROPRIATION TO PAY ADMINISTRATIVE EXPENSES.

The first Act by which the State appropriated money toward the expense of administering the Fund was Chapter 95, page 194, Laws of 1905, which allowed \$1,500.00, and became effective November 1st, 1906. Prior to said date, administrative expenses were taken from the Fund.

REPORT.

Report of the Board of Trustees of the Teachers' Retirement Fund of the State of New Jersey for the fiscal year 1915-1916; presented to the Annual Convention of the Teachers' Retirement Fund, held in the Assembly Chamber, State House, Trenton, New Jersey, at twelve o'clock, noon, on Saturday, September 30th, 1916.

SCHOOL REPORT.

September 30th, 1916.

To the Members of the Teachers' Retirement Fund of the State of New Jersey:

In compliance with the law, I have the honor to submit the report of the Board of Trustees for the fiscal year which ended June 30th, 1916.

Respectfully,

ELIZABETH A. ALLEN, Secretary.

STATE TREASURER'S REPORT FOR THE FISCAL YEAR 1915-1916.

(NOTE.—In presenting the State Treasurer's Report, the Secretary has taken the liberty of inserting, in the schedule of securities held by the Fund, the date of maturity of Atlantic City Bonds, and the net interest-yield of bonds on which premium was paid.)

The State Treasurer's Report is as follows:—

STATE TREASURER'S OFFICE.

Trenton, N. J., Aug. 2, 1916.

To the Board of Trustees, Teachers' Retirement Fund,

GENTLEMEN:—The following is the annual statement of receipts and disbursements of the Teachers' Retirement Fund for the year ending June 30, 1916.

RECEIPTS.

Balance in bank, July 1, 1915		\$151,863.51
Members' dues	\$246,164.47	
Interest on investments	13,984.86	
Interest on deposits in bank	3,816.82	
Annuity	139.20	
Interest on arrearage of dues	9.51	
	<hr/>	264,114.86
		<hr/>
		\$415,978.37

DISBURSEMENTS.

Annuities	\$230,290.19	
Dues (Deducted in error)	341.80	
Premium and accrued interest	370.49	
	<hr/>	231,002.48
		<hr/>
Balance in bank, June 30, 1916		\$184,975.89

PERMANENT PRINCIPAL.

Balance in bank, July 1, 1915		\$17,570.04
Duplicate certificates	\$14.00	
Investments (Securities paid off)	14,500.00	
	<hr/>	14,514.00
		<hr/>
		\$32,084.04

TEACHERS' RETIREMENT FUND.

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Investments—		
Margate City Beach Improvement Bonds.....	\$6,500.00	
Margate City Fire Station Bonds	5,000.00	
Margate City Improvement Bonds	7,000.00	
	<hr/>	18,500.00
Balance in bank June 30, 1916		\$13,584.04

The following is the condition of the Fund at the close of business June 30, 1916.

Investments	\$266,750.00
Balance in bank, Investment Account	13,584.04
Balance in bank, General Account	184,975.89
	<hr/>
	\$465,309.93

The Following are the Securities of the Teachers' Retirement Fund.

BONDS AND MORTGAGES.

Trustees of the Olivet Presbyterian church, Atlantic City, N. J., rate, 5%	\$7,000.00
Katherine H. Scholl, rate, 5%	4,500.00
Arvine H. Phillips, rate, 5%	8,000.00
Atlantic City Loan and Building Association, Atlantic City, rate, 5%	10,000.00
Lewis T. and Mary L. Bryant, rate, 5%	15,000.00
Sarah and Morris Abrams, rate, 5%	4,000.00
Mutual Land Impt. Co. of Plainfield, N. J., rate, 5%	3,750.00
Samuel Ginsburg, rate, 6%	7,500.00
Samuel Ginsburg, rate, 6%	5,000.00
Morris and Sarah Abrams, and Abraham and Annie Kunzman, rate, 5%	10,500.00
Sophie B. and Peter R. Watson, rate, 6%	6,000.00
Joseph Perry, et ux., rate, 5%	4,000.00
Wolf Levien, rate, 6%	5,000.00
Hyman and Annie Kramer, rate, 6%	6,000.00
Max and Rose Slaff, rate, 6%	4,000.00
Abraham Kanter, rate, 6%	4,000.00
Jennie and Samuel Rich and Eva Gordon, rate, 6%	7,000.00
Howard D. and Mame L. R. McGeorge, his wife, Net, 5%	25,000.00
William G. Godstre, et ux., Net, 5%	14,000.00
	<hr/>
	\$150,250.00

BONDS.

School District of Atlantic City Bonds; rate, 3½%; mature March 1, 1917	\$5,000.00
Board of Education of Borough of Lodi, Bergen County School Bonds; rate 5%	3,000.00
Borough of Haddon Heights, Camden County School Coupon Bonds; rate, 4½%	10,000.00
Margate City, Atlantic County Water Bonds; rate, 5%	15,000.00
Margate City, Atlantic County Sewerage Bonds; rate, 5%	5,000.00
Margate City, Atlantic County, School Bonds; rate, 5%	20,000.00
*Boro. of Holly Beach City, Coupon Bonds; rate, 5%; yield, 4.675%	5,000.00
*Twp. of Bernards, Somerset Co., School Coupon Bonds; rate, 5%; yield, 4.375%	10,000.00

SCHOOL REPORT.

*Board of Education of Twp. of Overpeck, Bergen Co., Coupon Bonds; rate, 5%; yield, 4.40%	20,000.00
*Board of Education of Twp. of Overpeck, Bergen Co., Coupon Bonds; rate, 5%; yield, 4.40%	5,000.00
Margate City Beach Improvement Bonds, rate, 5%	6,500.00
Margate City Fire Station Bonds, rate, 5%	5,000.00
Margate City Improvement Bonds, rate, 5%	7,000.00

\$116,500.00

RECAPITULATION.

Bonds and Mortgages	\$150,250.00
Bonds	116,500.00

\$266,750.00

Respectfully submitted,
 W. T. READ,
Treasurer.

*Premium paid.

COMPARATIVE ABSTRACT OF STATE TREASURER'S REPORT
 FOR 1914-1915 AND 1915-1916.

	1914-1915.	1915-1916.	Increase.
*Receipts	\$246,390.22	\$278,178.86	\$31,788.64
**Disbursements	221,163.82	249,502.48	28,338.66
Surplus on year's business	28,726.40	33,126.38	4,399.98
Assets at close of fiscal year	432,183.55	465,309.93	33,126.38

Liabilities on the year's business, none; Annuities and expenses paid in full to midnight of June 30th.

LIST OF BENEFICIARIES TO JUNE 30th, 1916.

The following table is a schedule of all members who have been retired on annuity from the beginning to June 30th, 1916, and shows: (1) The annuity and membership numbers; (2) Name, with district and county retired from; (3) Net annual value of annuity,—see "Note"; (4) Date annuity began to accrue,—see "Note"; (5) Total received to June 30th, 1916.—The 1915-1916 annuities begin with Number 599.

NOTE—The first annuity was granted December 3rd, 1897; numbers 1, 2 and 3 began to accrue December 1st, 1897. Annuities granted under Acts prior to that of 1906 are subject to one per cent. deduction for the Fund, and are indicated by +. All annuities to No. 153, inclusive, were granted under Acts prior to that of 1907, and began to accrue on the first day of the quarter succeeding the date of granting, except Nos. 1, 2 and 3, which began to accrue December 1st, 1897. Under the latest Act, that of 1907, annuity begins to accrue from the date it is granted, and no deduction is made for the Fund. The date given for each annuity is the date on which same began

*Receipts include "securities paid off":—1914-'15, \$10,500.00; 1915-'16, \$14,500.00.

**Disbursements include "investments" 1914-'15, \$14,000.00; 1915-'16, \$18,870.49.

TEACHERS' RETIREMENT FUND.

to accrue, irrespective of the Act under which it was granted. The amount of annuity given is the net amount; i. e., the amount actually received by the annuitant. Net is less than gross for all annuities granted under Acts prior to 1906, because one per cent. is deducted for the Fund. Net is less than gross for some of the 1906 and 1907-Acts annuities, because the quarters total a few cents less than the gross. Deceases are indicated by an asterisk—*. Annuities which deceased before deficit to Fund was paid are indicated by a double asterisk—**.

Arnuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
† 1-131:	Joseph P. Leighton, Washington Township, Morris Co.	\$247 48	Dec. 1, 1897	\$1,292 78
† 2-2132:	Almira Walker, Orange, Essex Co.	247 48	" " "	2,355 38
† 3-2131:	Abby M. Munn, Montclair, Essex Co.	371 24	" " "	5,691 85
† 4-3:	Jacob Moench, Carlstadt, Bergen Co.	247 48	Jan. 1, 1898	95 13
† 5-2130:	Helen F. Hall, Maurice River Township, Cumberland Co.	247 48	Apr. 1, 1898	948 88
† 6-510:	Phebe Hancock, Newark, Essex Co.	495 00	" " "	9,033 73
† 7-1596:	Phoebe A. Brigham, Jersey City, Hudson Co.	504 88	" " "	2,603 06
*† 8-1553:	Imogene L. Colvin, Jersey City, Hudson Co.	308 88	July 1, 1898	866 58
† 9-1238:	Sarah J. Reynolds, Paterson, Passaic Co.	\$265 80	Jan. 1, 1899	\$4,335 99
† 10-2211:	Clara Bonham, Kingwood Township, Hunterdon Co.	247 48	" " "	1,325 79
† 11-1060:	Mrs. Helen S. Donkersley, Paterson, Passaic Co.	321 76	" " "	5,630 80
† 12-2118:	Thamer Snover, Stillwater Township, Sussex Co.	247 48	Apr. " "	1,237 40
† 13-2264:	Anna Marshall, Millville, Cumberland Co.	247 45	" " "	223 91
† 14-478:	Louise Chedister, Newark, Essex Co.	396 00	" " "	2,542 32
† 15-840:	Sallie T. Brown, Camden City, Camden Co.	371 24	" " "	2,227 45
† 16-838:	M. Jennie Wood, Camden City, Camden Co.	371 24	" " "	5,870 43
† 17-2210:	James Corkery, Lacey Township, Ocean Co.	297 00	" " "	470 25
† 18-1383:	Jennie Hutchinson, Trenton, Mercer Co.	247 48	" " "	4,269 03
† 19-1155:	Annie M. Atkinson, Paterson, Passaic Co.	247 48	Jan. 1, 1900	4,083 42
† 20-347:	Mrs. B. Jennie Wortman, Rutherford Borough, Bergen Co.	247 48	" " "	1,046 48
† 21-2127:	Mrs. Harriet J. Strang, Monroe Township, Gloucester Co.	247 48	" " "	3,319 22
† 22-2038:	Anna R. Burr, Northampton Township, Burlington Co.	247 48	Jan. " "	4,083 42
† 23-2021:	Hattie F. Hoffman, Penn's Grove Borough, Salem Co.	247 48	" " "	247 48
† 24-2187:	Samantha Wheeler, Bloomfield, Essex Co.	272 24	" " "	4,491 97
† 25-2230:	Mrs. Hannah A. Collins, Commercial Township, Cumberland Co.	247 48	" " "	164 86
† 26-223:	Ella Hazard, Rahway, Union Co.	247 48	Apr. " "	2,041 71
† 27-1417:	Janet F. Wright, Trenton, Mercer Co.	247 48	" " "	3,093 50
† 28-64:	Emily S. Sayre, Woodstown Bor., Salem Co.	350 68	" " "	185 09
† 29-835:	Hannah Owen, Orange, Essex Co.	247 48	July 1, 1900	3,959 68
† 30-2243:	Mrs. Mary S. Bond, Delaware Township, Hunterdon Co.	247 48	" " "	2,041 71
† 31-199:	Carrie B. Runyon, Plainfield, Union Co.	371 24	Oct. 1, 1900	1,922 13
† 32-416:	Mrs. Esther J. Crosby Parker, Newark, Essex Co.	495 00	Jan. 1, 1901	7,672 50
† 33-14:	Sarah R. Bowne, Princeton Bor., Mercer Co.	292 04	" " "	4,526 62

†Granted under Act prior to 1907.

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
† 34—122:	Mary G. Lindsley, Morristown, Morris Co.	284 60	Jan. 1, 1901	388 13
† 35—655:	Laura C. Delano, Newark, Essex Co.	321 76	Apr. " "	884 84
† 36—268:	Kate G. Focer, Glassboro Township, Gloucester Co.	247 48	" " "	3,774 07
† 37— 32:	Nathaniel Kiser, Mendham Township, Morris Co.	247 48	" " "	3,543 54
† 38— 841:	Helen Bamber, Camden City, Camden Co.	247 48	" " "	3,774 07
† 39—2353:	Ellen Smith, New Brunswick, Middlesex Co.	247 48	" " "	3,384 93
† 40—2354:	Harriet E. Smith, New Brunswick, Middlesex Co.	247 48	July " "	1,945 97
† 41—1906:	Helen E. Tift, Hoboken, Hudson Co.	415 80	" " "	2,113 65
† 42— 673:	Alice E. Johnson, Newark, Essex Co.	396 00	" " "	5,940 00
† 43— 397:	Jane E. Johnson, Newark, Essex Co.	594 00	Oct. 1, 1901	3,201 00
† 44—1314:	Mrs. Orrell F. Elwell, Trenton, Mercer Co.	247 48	" " "	1,535 99
† 45— 12:	Mrs. Hattie Lindabery, Lebanon Township, Hunterdon Co.	247 48	Jan. 1, 1902	3,588 46
† 46— 28:	Noah E. Jeffery, Howell Township, Monmouth Co.	247 48	" " "	3,588 46
† 47— 377:	Ellen Cotenhoven, Passaic City, Passaic Co.	316 80	" " "	1,909 80
**† 48—2345:	Sarah Rankinback, New Brunswick, Middlesex Co.	355 40	Apr. " "	** *
† 49—2191:	Kate F. Hubbard, Bloomfield, Essex Co.	272 24	" " "	3,879 42
† 50— 217:	Minnie Whitehead, Rahway, Union Co.	247 48	" " "	2,696 84
† 51— 61:	Mrs. Jennie L. Morris, Long Branch, Monmouth Co.	297 00	July " "	123 75
† 52—2256:	Emma L. Hodgkins, Boonton Town, Morris Co.	247 48	" " "	3,464 72
† 53—1728:	Emma Johnson, Jersey City, Hudson Co.	401 92	Jan. 1, 1903	5,425 92
† 54—1534:	Florence M. Coppinger, Jersey City, Hudson Co.	323 12	" " "	4,362 12
† 55— 761:	Margaret A. Rasch, Newark, Essex Co.	321 76	" " "	4,343 76
† 56— 139:	Emily A. Davis, Lambertville, Hunterdon Co.	247 48	" " "	3,340 93
† 57— 321:	Priscilla H. Redfield, Gloucester City, Camden Co.	346 48	Apr. " "	464 15
† 58—2034:	Jeremiah Kelly, Hoboken, Hudson Co.	594 00	Jan. " "	8,019 00
† 59—1475:	Mrs. Eliza J. Eveland, Jersey City, Hudson Co.	534 60	Jan. 1, 1903	164 83
† 60— 319:	William Dougherty, Gloucester City, Camden Co.	495 00	" " "	1,594 75
† 61— 134:	Ida F. Stout, Lambertville, Hunterdon Co.	247 48	" " "	3,340 93
† 62— 42:	Rachel H. Strong, Waterford Township, Camden Co.	297 00	" " "	2,823 11
† 63— 601:	Eunice A. McLeod, Newark, Essex Co.	441 52	Apr. " "	5,850 14
† 64—2049:	Ephraim M. Shadinger, Howell Township, Monmouth Co.	247 48	" " "	3,279 11
† 65— 97:	Mrs. P. K. Hendrickson, Freehold Township, Monmouth Co.	247 48	" " "	2,326 85
† 66—2194:	Jane Eliza Baird, Bloomfield, Essex Co.	254 92	" " "	3,377 69
† 67—2102:	Sanford S. White, Byram Township, Sussex Co.	247 48	" " "	3,279 11
† 68—1982:	Rev. Samuel D. Quigg, Beverly Township, Burlington Co.	247 48	" " "	2,088 11
† 69— 853:	Anita A. Wright, Camden City, Camden Co.	349 96	" " "	4,636 97
† 70—2383:	Nehemiah Reece Whitaker, Lambertton Township, Burlington Co.	247 48	Oct. 1, 1903	3,155 37
† 71—2188:	Edith E. Hulin, Bloomfield, Essex Co.	272 24	" " "	2,419 82
† 72— 634:	M. Adelaide Healy, Newark, Essex Co.	321 76	" " "	4,102 44
† 73—2346:	Annie E. Stelle, New Brunswick, Middlesex Co.	336 60	" " "	1,053 43

†Granted under Act prior to 1907.
 *Deceased.
 **Deceased before deficit to Fund was paid.

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
† 74—1393:	Lydia V. Marden, Trenton, Mercer Co.	257 40	Oct. 1, 1903	1,179 60
† 75—1422:	Marcia M. Wright, Trenton, Mercer Co.	356 40	" " "	3,251 13
† 76— 301:	Jacob B. Maxwell, South Orange, Essex Co.	594 00	" " "	362 20
† 77—1354:	George H. Voorhis, Trenton, Mercer Co.	594 00	Jan. 1, 1904	4,378 23
† 78—2099:	John M. Sullivan, Washington Township, Burlington Co.	247 48	" " "	1,326 47
† 79— 5:	Mrs. Deborah J. Bateman, Commercial Township, Cumberland Co.	247 48	" " "	3,093 50
† 80—2094:	Elias L. Dalrymple, Franklin Township, Hunterdon Co.	247 48	" " "	3,093 50
† 81—2041:	Anna R. Johnson, Lumberton Township, Burlington Co.	247 48	" " "	989 92
† 82—2493:	Mrs. Jennie Lunger, Clinton Town, Hunterdon Co.	247 48	July 1, 1904	852 73
† 83—2251:	Mary E. Bergen, Cranbury Township, Middlesex Co.	247 48	" " "	779 84
† 84—1403:	Rachel D. Rowland, Trenton, Mercer Co.	257 40	" " "	3,088 86
† 85—1375:	Sarah Gaston, Trenton, Mercer Co.	267 32	" " "	1,023 91
† 86—1255:	Frances O. Crane, Elizabeth, Union Co.	284 64	" " "	3,415 63
† 87—1647:	Mary J. Vail, Jersey City, Hudson Co.	351 64	" " "	4,219 64
† 88—2057:	Mrs. Harriet M. Hall Ayres, Deerfield Township, Cumberland Co.	247 48	Oct. 1, 1904	2,907 89
† 89— 95:	Lue J. Mershon, Franklin Township, Gloucester Co.	247 48	" " "	2,907 89
† 90—2071:	C. Josephine Sliker, Phillipsburg, Warren Co.	247 48	" " "	2,907 89
† 91—2304:	Harriet P. Boyle, Bernards Township, Somerset Co.	247 48	" " "	2,907 89
† 92— 474:	Emma A. Issler, Newark, Essex Co.	351 44	Jan. 1, 1905	4,041 56
† 93— 675:	Mary E. Ward, Newark, Essex Co.	495 00	" " "	5,692 50
† 94— 784:	Irene A. Brockway, West Hoboken, Hudson Co.	353 40	" " "	4,064 10
† 95— 582:	Lizzie M. Bingham, Newark, Essex Co.	410 84	Apr. 1, 1905	4,621 95
† 96—1144:	Metta Schuyler, Paterson, Passaic Co.	272 24	" " "	3,062 79
**† 97—2050:	Peter M. Mechling, Union Township, Hunterdon Co.	247 48	" " "	** *
† 98—1433:	Mrs. Kate S. Durrie, Jersey City, Hudson Co.	594 00	July 1, 1905	1,413 11
† 99—3393:	Mrs. Mary M. P. Fritz, Lebanon Township, Hunterdon Co.	247 48	" " "	2,510 05
†100—2969:	Abraham Leach, Pequannock Township, Morris Co.	247 48	" " "	179 43
†101—2719:	Sarah Cullum, Jersey City, Hudson Co.	485 08	Oct. 1, 1905	5,214 61
†102— 56:	Olive M. Ewing, Long Branch, Monmouth Co.	396 00	July 1, 1905	4,356 00
†103—2310:	Sarah M. Cooke, Rockaway Township, Morris Co.	247 48	" " "	1,222 23
†104—2189:	R. Anna Baird, Bloomfield, Essex Co.	272 24	" " "	2,725 08
**†105— 865:	Mrs. Emma P. Stavers, Camden City, Camden Co.	263 32	" " "	** *
†106—1204:	William J. Rogers, Paterson, Passaic Co.	594 00	" " "	6,534 00
†107—2349:	Elizabeth L. Heward, New Brunswick, Middlesex Co.	351 44	Oct. 1, 1905	3,777 98
†108—1946:	Emma L. Lefman, Hoboken, Hudson Co.	398 00	" " "	1,431 15
†109—1049:	Agnes E. Pelsler, Paterson, Passaic Co.	495 00	" " "	5,321 25
†110—3024:	Cunningham Harris, New Hanover Township, Burlington Co. .	247 48	Jan. 1, 1906	2,598 54
†111— 103:	Sarah E. Ayars, Alloway Township, Salem Co.	247 48	" " "	2,598 54
†112—1968:	Emily B. Fithian, Bridgeton, Cumberland Co.	247 48	" " "	2,598 54
†113— 111:	Mrs. Anna A. Robbins, Upper Freehold Township, Monmouth Co.	247 48	Apr. 1, 1906	2,536 67

†Granted under Act prior to 1907.

*Deceased.

**Deceased before deficit to Fund was paid.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
†114—272:	Lizzie McCaughan, Glassboro Township, Gloucester Co.	247 48	Apr. 1, 1906	2,536 67
†115—1953:	Charles H. Platts, Bridgeton, Cumberland Co.	495 00	" " "	968 24
†116—746:	Flora E. Smalley, Newark, Essex Co.	341 52	" " "	3,500 58
†117—2703:	Mrs. Mary Louise Keating Jersey City, Hudson Co.	389 16	" " "	475 20
†118—2581:	Jeremiah Frutchey, No. Bergen Township, Hudson Co.	371 24	" " "	1,057 63
†118—2163:	Rae A. Hinchman, East Greenwich Township, Gloucester Co.	247 48	July 1, 1906	2,474 80
†120—67:	Annie Bradway, Pilesgrove Township, Salem Co.	247 48	" " "	2,474 80
†121—1050:	Frances A. Gilbert, Paterson, Passaic Co.	445 48	" " "	4,454 80
†122—425:	Eliza A. Brookfield, Newark, Essex Co.	383 60	" " "	3,826 00
†123—902:	Jennie H. James, Camden City, Camden Co.	273 24	" " "	2,732 40
†124—740:	Anna A. Baldwin, Newark, Essex Co.	321 76	" " "	3,217 60
†125—115:	Augustus M. T. Flandreau, Farmingdale Borough, Monmouth Co.	318 76	" " "	3,187 60
†126—166:	Lucinda I. Ellis, Salem City, Salem Co.	247 48	" " "	2,041 71
†127—2026:	Mary V. L. Hageman, South Brunswick Township, Middlesex Co.	247 48	" " "	2,474 80
†128—3915:	Susan M. Stiles, Elizabeth, Union Co.	346 48	" " "	3,132 75
†128—911:	Martha L. Gould Williams, (Mrs.) Orange, Essex Co.	321 76	Oct. 1, 1906	3,137 16
†126—27:	Lizzie S. Van Kirk, Montgomery Township, Somerset Co.	247 48	" " "	2,412 93
†131—1103:	Margaret E. Atkinson, Paterson, Passaic Co.	321 76	Jan. 1, 1907	3,056 72
†132—1061:	Mary Graham, Paterson, Passaic Co.	321 76	" " "	3,056 72
†133—3325:	Austin H. Lester, Montville Township, Morris Co.	247 48	" " "	167 96
†134—58:	Clara F. Hancock, Long Branch, Monmouth Co.	247 48	" " "	2,351 06
†135—1302:	Emma M. Bodine, Trenton, Mercer Co.	366 28	" " "	3,479 66
†136—427:	Virginia R. Reeve, Newark, Essex Co.	351 44	" " "	3,328 68
†137—2576:	Mrs. Sophie M. Decker, Wantage Township, Sussex Co.	247 48	" " "	2,351 06
†138—1932:	Catherine C. Attwell, Hoboken, Hudson Co.	433 60	" " "	4,119 20
†139—467:	Lydia W. Hand, Newark, Essex Co.	366 28	" " "	1,281 98
†140—1502:	Edward Kelly, Jersey City, Hudson Co.	594 00	" " "	3,144 61
†141—1465:	Alice M. Bellows, Jersey City, Hudson Co.	493 92	" " "	1,370 44
†142—770:	Annie E. Curtis, Newark, Essex Co.	363 84	" " "	3,456 48
†143—554:	Frances V. Gould, Newark, Essex Co.	363 84	" " "	3,456 48
†144—509:	Eliza H. Pierson, Newark, Essex Co.	363 84	" " "	1,353 52
†145—2200:	Mrs. Mary L. Ellenwood, Bloomfield, Essex Co.	311 84	" " "	2,962 48
†146—2179:	Georgia K. Wright, Pennsauken Township, Camden Co.	247 48	" " "	759 63
†147—1965:	Sara B. Wilson, Bridgeton, Cumberland Co.	247 48	" " "	777 50
†148—639:	Fannie Steele, Newark, Essex Co.	420 76	" " "	2,803 54
†149—2005:	Ella L. Powell, Beverly City, Burlington Co.	247 48	" " "	2,351 06
†150—638:	Susie Steele, Newark, Essex Co.	574 20	" " "	1,374 11
†151—140:	Rachel P. Scarborough, Lambertville, Hunterdon Co.	253 92	" " "	2,412 24
†152—1543:	Nellie M. Walsh, Jersey City, Hudson Co.	356 40	" " "	3,385 80
†153—827:	Clara A. Bamber, Camden City, Camden Co.	270 28	" " "	2,567 66
154—2093:	Mrs. Ella Hiner, Franklin Township, Hunterdon Co.	250 00	June 14, 1907	2,260 96

†Granted under Act prior to 1907.

*Deceased.

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
155-1355:	Sarah R. Wallington, Trenton, Mercer Co.	352 89	June 14, 1907	3,190 72
156- 219:	Martha M. Putnam, Rahway, Union Co.	258 00	" " "	1,365 86
* 157-1588:	Lizzie S. Rankin, Jersey City, Hudson Co.	633 69	" " "	124 90*
158- 132:	Alex P. Kerr, Lambertville, Hunterdon Co.	650 00	" " "	4,452 42
159- 955:	M. Elizabeth Habberton, Orange, Essex Co.	606 00	" " "	5,493 16
160-2528:	Amanda R. Dobbins, Northampton Township, Burlington Co....	247 48	July 1, 1907	1,707 78
161-2316:	Mary J. M. Murray, Atlantic City, Atlantic Co.	319 20	June 14, 1907	1,459 08
162-2035:	Jesse G. Grier, Pleasantville Borough, Atlantic Co.	362 40	" " "	2,734 88
163- 598:	Eliza Murphy, Newark, Essex Co.	659 00	" " "	2,303 48
164-1810:	Louise Bailey, Hoboken, Hudson Co.	650 00	" " "	5,878 48
165-2090:	Isabella J. Stanger, Monroe Township, Gloucester Co.	250 00	" " "	2,264 38
166-2795:	Mary Louise Vreeland, Newark, Essex Co.	564 00	" " "	4,800 80
167-2023:	Maggie B. Ditmars, Raritan Township, Hunterdon Co.	250 00	" " "	2,260 96
168- 306:	Mrs. Emma Jane Ely, Camden City, Camden Co.	354 60	" " "	949 30
169-1467:	Kate Gregory, Jersey City, Hudson Co.	493 92	Sep. 20, 1907	4,335 30
170-1908:	Kate Bovingdon, Hoboken, Hudson Co.	538 56	Oct. 1, 1907	4,712 40
171-2166:	Georgiana Stevenson, East Orange, Essex Co.	558 00	Sep. 20, 1907	4,897 80
172-1980:	Mary E. Foster, Bridgeton, Cumberland Co.	360 08	" " "	2,860 66
173-1971:	Hannah More Riley, Bridgeton, Cumberland Co.	250 00	" " "	2,194 40
174-4045:	Elizabeth M. Schuyler, Camden City, Camden Co.	540 00	" " "	4,739 80
175- 435:	Mrs. Catherine B. Cory, Newark, Essex Co.	606 00	" " "	5,319 10
176- 432:	Mrs. M. Louisa Johnson, Newark, Essex Co.	458 40	" " "	4,023 60
177- 410:	Mrs. Isadore M. Sherwood, Newark, Essex Co.	650 00	" " "	5,705 30
178- 697:	Harriet W. Mullison, Newark, Essex Co.	424 80	" " "	3,728 60
179- 780:	Robert Waters, West Hoboken, Hudson Co.	650 00	Oct. 12, 1907	2,034 11
180-1290:	Lucretia H. Sayre, Elizabeth, Union Co.	600 00	" " "	5,231 20
181-1382:	Kate Houghtaling, Trenton, Mercer Co.	489 09	" " "	2,281 25
182-3678:	Mrs. Lydia M. Hendrickson, Middletown Township, Monmouth Co.	342 00	" " "	2,982 20
183-1928:	Mrs. Sarah M. Van Den Berg, Hoboken, Hudson Co.	538 56	Nov. 1, 1907	4,669 52
184- 200:	Ellen E. Niles, Plainfield, Union Co.	522 00	Dec. 13, 1907	4,462 74
185- 270:	Mrs. Mary M. S. Latham, Glassboro Township, Gloucester Co....	250 00	" " "	2,137 90
186- 236:	Sarah E. Beam, Newark, Essex Co.	650 00	" " "	5,557 04
187-2109:	Mary A. Dougall, Newark, Essex Co.	650 00	" " "	5,557 04
188-2424:	Jennie B. Canfield, Newark, Essex Co.	537 06	" " "	4,590 96
189- 767:	Margaret A. Bogan, Newark, Essex Co.	402 00	" " "	3,436 80
190-1154:	Eunice E. Mann, Paterson, Passaic Co.	576 09	" " "	4,458 90
*191- 755:	Harriet E. Ball, Newark, Essex Co.	321 75	Jan. 1, 1903	4,613 69
192-1291:	Susan C. Martin, Elizabeth, Union Co.	391 04	Apr. 1, 1908	2,202 78
193- 55:	Phebe A. Smalley, Long Branch, Monmouth Co.	296 00	Mar. 20, 1908	3,278 88
194-1805:	Eva L. Potts, Jersey City, Hudson Co.	455 52	" " "	800 59

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*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
195-- 906:	Henry Boyer, Camden City, Camden Co.	462 00	Mar. 20, 1908	3,825 36
196--1318:	Olive Green, Trenton, Mercer Co.,	396 00	" " "	3,278 88
197--2032:	Heman Allen Leach, Sparta Township, Sussex Co.	259 52	" " "	2,148 85
198-- 521:	Sarah N. Branum, Newark, Essex Co.	608 40	" " "	529 39
199--1066:	Mrs. Lucinda Fleming, Paterson, Passaic Co.	354 00	Apr. 16, 1908	1,157 84
**200--1811:	Mrs. Elmira V. Christie, Hoboken, Hudson Co.	455 00	July 1, 1908	** *
†201--2885:	Edward J. Bell, Vernon Township, Sussex Co.	247 48	" " "	1,979 84
202-- 415:	Katherine Cottrell, Newark, Essex Co.	451 20	June 12, 1908	3,631 92
203-- 87:	Peter Tilton, Ocean County Superintendent	650 00	" " "	5,231 50
204--2006:	Anna Margaret Morton, Beverly City, Burlington Co.	270 00	Oct. 16, 1908	1,203 74
205-- 847:	George E. Fry, Audubon Borough, Camden Co.	480 00	" " "	3,699 94
206--2284:	Silas C. Smith, Millville, Cumberland Co.	552 00	" " "	390 76
207--2174:	Mary D. Baldwin, East Orange, Essex Co.	471 00	" " "	3,630 54
208-- 932:	Eva A. Joyce, Orange, Essex Co.	372 00	" " "	2,867 52
209-- 573:	Sarah A. Avery, Newark, Essex Co.	453 60	" " "	3,496 24
210-- 724:	Elizabeth H. Belcher, Newark, Essex Co.	650 00	" " "	5,010 28
211-- 635:	Emma Finter, Newark, Essex Co.	607 80	" " "	4,685 04
212-- 556:	Gertrude E. Ryer, Newark, Essex Co.	435 00	" " "	3,352 94
213-- 640:	Edwin Shepard, Newark, Essex Co.	650 00	" " "	5,010 28
214-- 928:	Laura M. Reed, Orange, Essex Co.	650 00	" " "	5,012 23
215--1464:	Mrs. Anna A. Brown, Jersey City, Hudson Co.	650 00	" " "	4,413 68
**216--2347:	Sarah Hoagland, New Brunswick, Middlesex Co.	441 00	" " "	** *
217--2253:	Alice L. Norris, Boonton Town, Morris Co.	393 00	" " "	3,028 82
218--1073:	Louisa E. Vanderbeek, Paterson, Passaic Co.	548 40	" " "	4,227 19
219-- 186:	Mrs. Sarah S. Higgins, North Plainfield Township, Somerset Co.	267 00	" " "	2,057 98
220--2336:	Mrs. Rilla J. Brink Beach, Sandyston Township, Sussex Co. ...	250 00	" " "	1,927 06
221-- 193:	Lydia Haviland White, Roselle Park Borough, Union Co.	375 00	" " "	2,890 78
222--1447:	Mary A. Anness, Jersey City, Hudson Co.	650 00	Dec. 11, 1908	4,910 60
223--2608:	Nancy Jane Cone, Springfield Township, Burlington Co.	252 00	" " "	1,903 80
224-- 156:	William N. Bortic, Cedar Grove Borough, Essex Co.	498 00	" " "	1,590 72
225--1119:	Anna E. Vreeland, Paterson, Passaic Co.	496 48	" " "	3,750 40
226--1419:	Thomas M. White, Trenton, Mercer Co.	659 00	" " "	4,910 60
227--1883:	Letitia E. Robinson, Hoboken, Hudson Co.	650 00	Apr. 2, 1909	4,710 72
228--2783:	Louisa Howell, Ewing Township, Mercer Co.	305 16	" " "	954 05
229-- 351:	Charles P. DuBois, Fort Lee Borough, Bergen Co.	600 00	" " "	3,982 15
230--1887:	Mary L. Lawler, Hoboken, Hudson Co.	580 32	" " "	4,205 73
231--2061:	Mary Louise Mack, Phillipsburg, Warren Co.	492 00	" " "	1,664 17
232--1997:	Rose A. Stewart, Bordentown, Burlington Co.	530 00	" " "	2,391 60
233-- 921:	Mary Alice Matthews, Orange, Essex Co.	381 00	" " "	2,759 56
234--3339:	Ina G. Aiken, Landis Township, Cumberland Co.	265 20	" " "	1,921 97
235--1910:	Maria T. Hedges, Hoboken, Hudson Co.	493 00	July 1, 1909	3,451 00
236--2418:	Ida J. Bush, Newark, Essex Co. ...	491 04	June 11, 1909	3,462 94

†Granted under Act prior to 1907.
 *Deceased.
 **Deceased before deficit to Fund was paid.

TEACHERS' RETIREMENT FUND.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
237— 123:	Emma L. Babbitt, Morristown, Morris Co.	540 00	Sept. 17, 1909	3,664 11
238— 171:	Anna F. Fogg, Salem City, Salem Co.	303 00	" " "	2,056 04
239— 314:	Mary M. Tomlin, Merchantville Borough, Camden Co.	402 00	" " "	2,727 80
240— 417:	M. Lizzie Kerns, Newark, Essex Co.	553 20	" " "	3,754 12
241— 670:	Flora I. Glover, Newark, Essex Co.	465 60	" " "	3,158 75
242— 716:	Laura B. Sayre, Newark, Essex Co.	639 60	" " "	4,340 05
243— 744:	Emma L. Hutchings, Newark, Essex Co.	650 00	" " "	4,410 64
244—1051:	Isabella Scott, Paterson, Passaic Co.	650 00	" " "	4,410 64
245—1052:	Anna F. M. Thorp, Paterson, Passaic Co.	650 00	" " "	2,716 75
246—1064:	Jennie H. Berdan, Paterson, Passaic Co.	480 00	" " "	3,257 03
247—1058:	Mary Chiswell, Paterson, Passaic Co.	486 00	" " "	3,297 79
248—1132:	Elizabeth S. Eakins, Paterson, Passaic Co.	649 20	" " "	4,405 24
249—1141:	Hattie Franklin, Paterson, Passaic Co.	402 00	" " "	2,727 80
250—1164:	Martha Hollingsworth, Paterson, Passaic Co.	410 40	" " "	2,032 65
251—1468:	Daisy L. Kennedy, Jersey City, Hudson Co.	650 00	" " "	4,410 64
252—1469:	Emeline Hyatt, Jersey City, Hudson Co.	573 12	" " "	3,888 97
253—1492:	Georgia F. Mount, Jersey City, Hudson Co.	650 00	" " "	4,410 64
254—1905:	Marie C. Gourlie, Hoboken, Hudson Co.	650 00	" " "	3,476 58
255—1926:	Marie Howard Vose, Hoboken, Hudson Co.	580 32	" " "	3,937 83
256—1970:	Mary A. Walker, Bridgeton, Cumberland Co.	372 00	" " "	2,524 00
257—2068:	Emmel Lommasson, Phillipsburg, Warren Co.	384 00	" " "	796 25
258—2069:	Helen Gallagher, Phillipsburg, Warren Co.	384 00	" " "	2,605 65
259—2085:	Mary Caffrey, Phillipsburg, Warren Co.	384 00	" " "	2,605 65
260—2117:	Mrs. Alice P. Nichols, Woodbridge, Bergen Co.	366 00	" " "	2,483 50
261—2229:	Annie E. Prichard, Commercial Township, Cumberland Co.	250 00	" " "	1,696 34
262—2348:	Mrs. Sara Johnson Price, New Brunswick, Middlesex Co.	462 00	" " "	3,134 88
263—3042:	Melina A. Bosworth, State Normal and Model Schools.	650 00	" " "	4,410 64
264—3668:	Emma Reed, Galloway Township, Atlantic Co.	313 20	" " "	2,125 15
265—3669:	Mary Berdilla Lindsay, Atlantic City, Atlantic Co.	349 80	" " "	2,373 50
266— 910:	Mary Ella Swan, Orange, Essex Co.	582 00	Dec. 10, 1909	1,668 68
267— 144:	Fanny V. Surgent, West New York, Hudson Co.	429 76	" " "	2,818 22
268—2593:	Mrs. Lovie Blackman, Plumsted Township, Ocean Co.	250 00	" " "	1,639 38
269— 138:	Mary N. Pursell, Lambertville, Hunterdon Co.	297 60	" " "	1,951 62
270—3237:	Annette Hanna, Trenton, Mercer Co.	400 32	" " "	2,625 18
**271—1322:	Ida Herbert, Trenton, Mercer Co.	360 00	" " "	**
272— 857:	Elizabeth Anderson, Camden City, Camden Co.	648 00	" " "	4,249 17
273—1578:	Emily L. Miegel, Jersey City, Hudson Co.	650 00	" " "	4,262 38
274—3323:	Emma Conover, Franklin Township, Somerset Co.	250 00	" " "	1,639 38
275—2465:	Annie McL. Eagles, Newark, Essex Co.	457 20	" " "	2,998 05
276— 737:	Mrs. Fannie W. Smith, Newark, Essex Co.	650 00	" " "	4,262 38
277— 730:	M. Augusta Sweasy, Newark, Essex Co.	650 00	" " "	4,262 38

*Deceased.

**Deceased before deficit to Fund was paid.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
278—548:	Sarah G. Taylor, Newark, Essex Co.	650 00	Dec. 10, 1909	1,390 43
279—734:	Margaret J. Baird, Newark, Essex Co.	571 20	" " "	3,745 56
280—914:	Margaret Hamilton McCullough, Orange, Essex Co.	406 80	" " "	2,667 51
281—2110:	Esther M. Lull, Waterford Township, Camden Co.	250 00	" " "	1,639 33
282—5872:	Samuel Wilson, Hope Township, Warren Co.	250 00	" " "	1,639 33
283—172:	Ida H. Kirby, Salem City, Salem Co.	270 00	" " "	1,770 33
284—2453:	Laura B. Conrow, Long Branch, Monmouth Co.	393 00	" " "	2,577 18
285—1888:	Jean Livingston, Hoboken, Hudson Co.	580 33	" " "	1,540 26
286—232:	A. H. Skinner, Randolph Township, Morris Co.	287 40	" " "	1,398 26
287—350:	James A. Coe, Wood Ridge, Bergen Co.	600 00	" " "	3,935 50
288—4766:	Anna L. Holcomb, North Plainfield Borough, Somerset Co.	426 00	" " "	2,367 57
289—2446:	Mrs. Annie R. Noltemeyer, Passaic City, Passaic Co.	480 00	Mar. 18, 1910	3,017 33
290—1089:	Maria Sipp, Paterson, Passaic Co.	553 80	" " "	3,481 24
291—1075:	Mary L. Warren, Paterson, Passaic Co.	508 20	" " "	3,194 60
292—2923:	Mary Louisa Brokaw, Rahway, Union Co.	250 00	" " "	1,571 53
293—2022:	Eleanor Compton, Millstone Borough, Somerset Co.	258 60	" " "	1,625 59
294—2014:	Augusta E. Wood, Mountainside Borough, Union Co.	324 00	" " "	2,036 70
295—5968:	Martha L. Webb, Newark, Essex Co.	451 08	" " "	2,835 54
296—647:	Mary Miranda Parker, Newark, Essex Co.	459 36	" " "	1,916 93
297—2532:	Celia H. Bluste, Northampton Township, Burlington Co.	250 00	" " "	1,571 53
298—4201:	Thomas Romans, Manchester Township, Ocean Co.	250 00	" " "	1,571 53
299—3492:	George A. Atwater, Bayonne, Hudson Co.	650 00	" " "	4,085 97
300—1034:	Ebenezer C. Earl, Bayonne, Hudson Co.	650 00	" " "	4,085 97
301—6754:	Peter Garabrant, Mendham Borough, Morris Co.	402 00	" " "	2,527 02
302—2012:	Franklin A. Stryker, Bridgewater Township, Somerset Co.	336 00	" " "	2,112 13
303—1000:	Philip G. Vroom, Bayonne, Hudson Co.	650 00	" " "	1,019 66
304—1338:	Mrs. Melvina Mitchell, Trenton, Mercer Co.	556 80	" " "	2,933 73
305—2113:	Harriet Katherine Ayres, Rockaway Township, Morris Co.	255 00	June 10, 1910	1,544 01
306—3304:	Anna D. Clark, Long Branch, Monmouth Co.	418 20	" " "	2,524 14
307—2329:	Frances Julia Warner, Summit, Union Co.	588 00	" " "	3,560 00
308—1386:	Mary V. Keller, Trenton, Mercer Co.	393 16	" " "	2,380 56
809—3977:	Hanna F. Dilks, Lawrence Township, Cumberland Co.	250 00	" " "	1,513 74
310—2873:	Kate McLaughlin, New Brunswick, Middlesex Co.	562 20	July 1, 1910	3,373 20
311—2582:	Frances M. Cosine, Wallington Borough, Bergen Co.	288 00	Sep. 23, 1910	1,661 58
312—3283:	Mrs. Mary J. Mitchell, Beverly Township, Burlington Co.	264 00	" " "	1,523 02
313—3528:	Anna Farrell, Camden City, Camden Co.	650 00	" " "	3,749 86
314—886:	Edith G. Heaney, Camden City, Camden Co.	540 00	" " "	3,115 27
315—848:	Florence Hughes, Camden City, Camden Co.	650 00	" " "	3,749 86
316—859:	Isabella Mayberry, Camden City, Camden Co.	396 00	" " "	2,284 53
317—4212:	Lillie H. Spence, Bridgeton, Cumberland Co.	279 00	" " "	1,609 56
318—1964:	Rie M. Whitaker, Bridgeton, Cumberland Co.	408 00	" " "	2,353 76

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
319- 35:	Mary H. Davis, Hopewell Township, Cumberland Co.	250 00	Sept. 23, 1910	1,442 26
320-2929:	Margaret Anna Lutz, Newark, Essex Co.	536 40	" " "	3,094 50
321- 681:	Mary A. O'Rourke, Newark, Essex Co.	468 96	" " "	1,603 77
322- 641:	Kate Roche, Newark, Essex Co.	537 84	" " "	3,117 29
323- 292:	Nellie A. Wilkes, Montclair, Essex Co.	468 00	" " "	2,699 90
324-1448:	Judith Hollis Holden, Jersey City, Hudson Co.	614 16	" " "	3,543 10
325-1719:	Margaret Rowlands, Jersey City, Hudson Co.	650 00	" " "	3,749 86
326-1547:	Isabella A. Scott, Jersey City, Hudson Co.	581 76	" " "	3,356 19
327-2306:	Andrew Lincoln Lyon, Manalapan Township, Monmouth Co.	250 00	" " "	1,442 26
328-2223:	Samuel D. Wiseman, Ocean Township, Monmouth Co.	402 00	" " "	2,319 15
329-5686:	Roxie E. Southard, Upper Freehold Township, Monmouth Co.	252 00	" " "	908 87
330- 154:	Irene Thompson, Wall Township, Monmouth Co.	335 20	" " "	2,222 23
331-4304:	Mrs. Eliza Caroline Saunders, Mt. Olive Township, Morris Co.	250 00	" " "	1,442 26
332-2217:	Mrs. Anna C. King, Dover Town, Morris Co.	309 00	" " "	573 49
333-2161:	Anson B. Cope, Stanhope Borough, Sussex Co.	650 00	" " "	2,333 64
334-5219:	Everitt L. Layton, Vernon Township, Sussex Co.	310 20	" " "	1,789 55
335-2441:	Annie E. Covell, Elizabeth, Union Co.	424 20	" " "	2,137 20
336- 378:	Sara Deeths, Acquackanonk Township, Passaic Co.	399 96	Dec. 20, 1910	2,211 74
337-1074:	Mary Worden, Paterson, Passaic Co.	555 00	" " "	3,069 09
338-4324:	Charlotte S. Loag, Manasquan Borough, Monmouth Co.	326 40	" " "	1,804 96
339-1530:	Sarah K. Peck, Jersey City, Hudson Co.	588 24	" " "	925 51
340-1795:	Elizabeth A. Vernon, Jersey City, Hudson Co.	650 00	" " "	1,252 31
341-1529:	Emma V. Talson, Jersey City, Hudson Co.	650 00	" " "	449 68
342- 459:	Mrs. Georgia Beers Crater, Newark, Essex Co.	650 00	" " "	3,594 43
343-4700:	Theodorus B. Hascall, Newark, Essex Co.	650 00	" " "	3,594 43
344-2765:	Marian G. Brown, Princeton Borough, Mercer Co.	306 00	" " "	1,692 15
345- 93:	B. F. Mathews, Lacey Township, Ocean Co.	270 00	" " "	1,493 07
346- 176:	Charles J. Major, Rutherford Borough, Bergen Co.	650 00	Apr. 1, 1911	3,412 50
347-1989:	Maude S. Eckhardt, Pitman Borough, Gloucester Co.	300 00	" " "	1,575 09
348-1813:	Adelaide Diana Sherwood, Hoboken, Hudson Co.	650 00	" " "	3,412 50
349- 413:	Elizabeth W. Dougall, Newark, Essex Co.	650 00	" " "	3,412 50
350- 733:	Rebecca McClure, Newark, Essex Co.	150 00	" " "	2,969 50
351- 764:	Hattie Thompson, Newark, Essex Co.	556 20	" " "	56 53
352-1079:	Mrs. Margaret Marinus, Paterson, Passaic Co.	477 60	" " "	2,507 40
353- 192:	Esther Maria Shilton, Roselle Park Borough, Union Co.	387 00	" " "	2,031 75
354-2196:	Mary M. Draper, Bloomfield, Essex Co.	608 40	June 9, 1911	3,077 10
355-2274:	Hannah D. Brandriff, Millville, Cumberland Co.	325 20	" " "	1,644 76
356- 949:	Fanny E. Coeyman, Orange, Essex Co.	446 40	" " "	2,257 75
357-1889:	Georgina Kellett, Hoboken, Hudson Co.	635 04	" " "	3,211 84
358-3494:	Cherrie B. Thomas, Kearny, Hudson Co.	489 00	" " "	591 62
359-2302:	William W. Case, Franklin Township, Hunterdon Co.	250 00	" " "	1,264 42

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
360-6861:	Nathan W. Pease, Elizabeth, Union Co.	650 00	June 9, 1911	3,287 50
361- 189:	Julia Merrick, Roselle Borough, Union Co.	360 00	" " "	1,820 70
362-2129:	Maggie Vreeland, Ridge Wood Township, Bergen Co.	513 00	Sep. 15, 1911	2,457 66
363-1992:	Eliza Bloomsburg, Bordentown City, Burlington Co.	315 72	" " "	1,512 82
364- 8:	Luther Corson, Medford Township, Burlington Co.	650 00	" " "	3,113 99
365- 850:	Hannah C. Dungan, Camden City, Camden Co.	398 40	" " "	1,908 64
366- 855:	Carrie C. Messler, Camden City, Camden Co.	394 80	" " "	1,891 39
367- 871:	Maria Habliston, Camden City, Camden Co.	389 76	" " "	1,867 36
368- 899:	Mary Emma Young, Camden City, Camden Co.	564 00	" " "	2,701 98
369-2265:	Harriet A. Evans, Millville, Cumberland Co.	250 00	" " "	1,197 69
370-4678:	Mary Josephine Goffe, Montclair, Essex Co.	624 00	" " "	2,989 47
371- 513:	Cornelia L. Alyea, Newark, Essex Co.	546 24	" " "	2,616 90
372-2234:	Mary Louisa Karner, Newark, Essex Co.	518 16	" " "	2,482 38
373-2426:	Mrs. M. Augusta Gillott, Newark, Essex Co.	650 00	" " "	3,113 99
374-1430:	Mrs. Caroline Cave Shepard, Jersey City, Hudson Co.	650 00	" " "	3,113 99
375-1551:	Mrs. Luise H. Stanley, Jersey City, Hudson Co.	650 00	" " "	3,113 99
376-1612:	Marguerite De Vanny, Jersey City, Hudson Co.	641 52	" " "	3,073 36
377-1748:	Anna M. Dalton, Jersey City, Hudson Co.	650 00	" " "	3,113 99
378-2355:	Mary Elizabeth Wakeman, New Brunswick, Middlesex Co.	336 00	" " "	1,610 00
379- 128:	Emma Gray, Morristown, Morris Co.	459 00	" " "	2,199 37
380-9641:	Amelia H. Hanthorn, Weymouth Township, Atlantic Co.	253 80	Dec. 8, 1911	1,157 96
381-1186:	Annie M. Broome, Paterson, Passaic Co.	516 76	" " "	2,357 71
382-3457:	L. May Williams, Camden City, Camden Co.	384 72	" " "	1,755 28
383-5332:	George Eldredge, Dennis Township, Cape May Co.	286 20	" " "	1,305 78
384- 421:	Marian D. Camden, Newark, Essex Co.	650 00	" " "	2,965 62
385-2926:	Eva Myer, Newark, Essex Co.	646 80	" " "	2,951 02
386-1450:	Jennie M. Levy, Jersey City, Hudson Co.	648 00	" " "	2,956 50
387- 783:	Emma Neafie, West Hoboken, Hudson Co.	610 08	" " "	2,783 49
388-1344:	Sarah E. Poland, Trenton, Mercer Co.	546 00	" " "	2,491 12
389-2143:	Laura M. Pyott, Wall Township, Monmouth Co.	253 80	" " "	1,157 96
390-6671:	Mrs. Minerva Decker Harvey, Irvington, Essex Co.	534 00	" " "	2,436 37
391-2534:	Nettie D. Bayles, Hardyston Township, Sussex Co.	301 20	" " "	1,374 22
392-3563:	C. Alberta Underwood, Atlantic City, Atlantic Co.	558 00	Mar. 15, 1912	2,396 02
393-1967:	Sara M. Westcott, Bridgeton, Cumberland Co.	351 00	" " "	1,507 13
394- 431:	Harriet K. Jenkinson, Newark, Essex Co.	494 04	" " "	2,121 38
395- 506:	Margaret D. Corover, Newark, Essex Co.	546 24	" " "	1,140 43
396- 537:	Lydia A. Mills, Newark, Essex Co.	546 24	" " "	2,345 53
397- 558:	Anna M. Howard, Newark, Essex Co.	572 64	" " "	1,215 92
398- 668:	Sarah B. Scarlett, Newark, Essex Co.	650 00	" " "	2,791 07
399-1493:	Lillie M. Hyatt, Jersey City, Hudson Co.	650 00	" " "	2,791 07
400-1794:	Jane M. Lewis, Jersey City, Hudson Co.	650 00	" " "	2,791 07
401- 135:	Belle Gallagher, Lambertville, Hunterdon Co.	354 00	" " "	1,520 06

*Deceased.

TEACHERS' RETIREMENT FUND.

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Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
402-1158:	Mary Elizabeth Bentley, Paterson, Passaic Co.	540 00	Mar. 15, 1912	2,318 73
403-4269:	Mrs. Olive H. Donnell, Paterson, Passaic Co.	361 80	" " "	1,553 55
404-2611:	Robert Carter Godfrey, Salem City, Salem Co.	352 20	" " "	1,454 27
405-3028:	Sarah De M. Runyon, Bernards Township, Somerset Co.	250 00	" " "	1,073 48
†406-3502:	John Broderick, West Milford Township, Passaic Co.	247 48	" " "	1,048 90*
407-2027:	Mary J. McCurdy, Holland Township, Hunterdon Co.	250 00	" " "	1,073 48
408-5339:	Minnie Scott Blakie, Mansfield Township, Burlington Co.	270 00	June 14, 1912	1,021 89
409-2266:	Mrs. Dora Tuller, Millville, Cumberland Co.	250 00	" " "	1,010 98
410-515:	Cornelia S. Coe, Newark, Essex Co.	599 84	" " "	2,422 41
411-6029:	Hannah Moore, Newark, Essex Co.	650 00	" " "	2,628 57
412-3543:	Elizabeth Ricaton, South Orange Township, Essex Co.	491 16	" " "	1,986 22
413-11472:	Anna M. Hennessy, Town of Union, Hudson Co.	396 00	" " "	1,601 40
414-57:	Esther C. Todd, Long Branch, Monmouth Co.	615 00	" " "	2,487 03
415-2433:	Sara E. Nivison, Shrewsbury Township, Monmouth Co.	390 00	" " "	1,577 14
416-907:	Agnes Riley, Camden City, Camden Co.	522 00	Sep. 20, 1912	1,971 68
417-3468:	Charles K. Middleton, Camden City, Camden Co.	650 00	" " "	2,455 16
418-2315:	Mrs. Ella S. B. Dodge, Commercial Township, Cumberland Co.	250 00	" " "	944 39
419-6951:	Mrs. Lura Del Mayhew, Commercial Township, Cumberland Co.	250 00	" " "	944 39
420-1962:	Ida Virginia Fitz Randolph, Bridgeton, Cumberland Co.	265 20	" " "	1,001 70
†421-36:	Julia M. Davis, Stow Creek Township, Cumberland Co.	247 48	" " "	928 05
422-3503:	M. Helen DuBois, East Orange, Essex Co.	510 00	" " "	1,926 35
423-6985:	Randall Spaulding, Montclair, Essex Co.	650 00	" " "	2,455 16
424-448:	Mrs. Addie Beers Whitemore, Newark, Essex Co.	617 04	" " "	2,330 80
425-511:	Henry S. Anderson, Newark, Essex Co.	650 00	" " "	2,455 16
426-753:	Elizabeth Moore, Newark, Essex Co.	528 00	" " "	1,994 34
427-772:	Jessie B. Mikels, Newark, Essex Co.	650 00	" " "	1,994 36
428-2932:	Mary A McNeill, Newark, Essex Co.	579 84	" " "	2,190 28
429-1885:	Mary Edith Lawler, Hoboken, Hudson Co.	650 00	" " "	2,455 16
430-1918:	Mrs. Alice S. Mills, Hoboken, Hudson Co.	650 00	" " "	2,455 16
431-1425:	Cornelia M. Wigent, Jersey City, Hudson Co.	650 00	" " "	2,455 16
432-141:	Mrs. Clara Miller, Lambertville, Hunterdon Co.	357 60	" " "	1,350 60
433-7478:	Mrs. Edna A. Davis Van Pelt, Hopewell Township, Mercer Co.	294 00	" " "	1,110 49
†434-3389:	Martha E. Lewis, Trenton, Mercer Co.	401 52	" " "	1,505 70
435-3305:	Lulu E. Clark, Long Branch, Monmouth Co.	441 60	" " "	1,668 00
436-2214:	Thomas H. Mahany, Netcong Borough, Morris Co.	564 00	" " "	2,130 32
437-1054:	Mary E. Bergen, Paterson, Passaic Co.	636 00	" " "	2,402 28
438-1065:	Sarah Johnston Van Wyck, Paterson, Passaic Co.	510 00	" " "	1,926 35
439-359:	Joel Horton, North Bergen Township, Bergen Co.	650 00	Oct. 18, 1912	2,102 06
440-2268:	Priscilla Berckner, Rutherford Borough, Bergen Co.	442 20	Nov. 8, 1912	82 10
441-6:	Sarah E. Wilson, Voorhees Township, Camden Co.	351 00	Dec. 20, 1912	1,238 99
442-450:	Jane E. Allen, Newark, Essex Co.	650 00	" " "	2,294 42

†Granted under Act prior to 1907.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
443-577:	Ann Eliza Sayre, Newark, Essex Co.	659 00	Dec. 20, 1912	2,294 42
444-762:	S. Eveline Durand, Newark, Essex Co.	617 04	" " "	2,178 08
445-930:	Ida M. Quinby, Orange, Essex Co.	445 20	" " "	1,571 50
446-1546:	Mary E. Benton, Jersey City, Hudson Co.	650 00	" " "	2,294 42
447-786:	Mame E. Yates, West Hoboken, Hudson Co.	650 00	" " "	2,294 42
448-3836:	Chrissie Bunn, Union Township, Hunterdon Co.	259 20	" " "	914 94
449-1347:	Ella Schermerhorn, Trenton, Mercer Co.	650 00	" " "	2,294 42
450-9751:	Elizabeth Merrick, Trenton, Mercer Co.	415 20	" " "	1,465 61
451-3666:	Clara E. Ball, Hanover Township, Morris Co.	307 20	" " "	1,084 38
452-5191:	Joseph R. Steelman, Stafford Township, Ocean Co.	492 00	" " "	1,524 91
†453-2042:	Richard Martin Creed, Woodland Township, Burlington Co.	247 48	Oct. 1, 1903	2,907 89
454-5509:	Kathryn Jay, Atlantic City, Atlantic Co.	441 60	Apr. 4, 1913	1,430 30
455-2148:	S. Fanny Haines, Medford Township, Burlington Co.	263 64	" " "	853 93
456-2899:	George E. Megargee, Chester Township, Burlington Co.	650 00	" " "	2,105 35
457-845:	Frances J. Messler, Camden City, Camden Co.	421 92	" " "	1,366 60
458-526:	David Maclure, Newark, Essex Co.	650 00	" " "	2,105 35
†459-532:	Emma J. Smith, Newark, Essex Co.	594 00	July 1, 1913	1,782 00
460-771:	Juliet Detmer, Newark, Essex Co.	624 96	Apr. 4, 1913	2,024 25
461-1756:	Agnes Warwick, Jersey City, Hudson Co.	650 00	" " "	2,105 35
462-2307:	Anna H. Park, Tewksbury Township, Hunterdon Co.	250 00	" " "	809 75
463-1047:	Mrs. Caroline E. Thomas, Paterson, Passaic Co.	601 96	" " "	1,949 75
464-1118:	Anna B. Foole, Paterson, Passaic Co.	574 20	" " "	1,859 84
465-1172:	William H. Barry, Paterson, Passaic Co.	650 00	" " "	2,105 35
466-195:	Louise B. Runyor, Plainfield, Union Co.	459 00	" " "	1,486 70
467-3544:	Jeremiah D. Gray, Lopatecong Township, Warren Co.	378 00	" " "	1,224 34
468-3651:	Hon. Charles J. Baxter, Department of Public Instruction.	650 00	June 13, 1913	1,655 35
469-399:	Sara E. Merry, Newark, Essex Co.	629 64	" " "	1,913 32
470-1812:	Laura Herbert, Hoboken, Hudson Co.	650 00	" " "	1,980 35
471-1945:	Clara V. Havens, Hoboken, Hudson Co.	650 00	" " "	1,014 25
472-1599:	Hannah E. Eltringham, Jersey City, Hudson Co.	650 00	" " "	1,980 35
473-2674:	William B. Du Rie, Jersey City, Hudson Co.	650 00	" " "	1,683 83
474-1364:	Sallie Callis, Trenton, Mercer Co.	504 00	" " "	1,635 63
475-1369:	Harriet S. Dickinson, Trenton, Mercer Co.	578 40	" " "	1,762 21
475-1387:	Joanna M. Krumholz, Trenton, Mercer Co.	486 72	" " "	1,482 89
477-1421:	Lewis C. Wooley, Trenton, Mercer Co.	650 00	" " "	1,251 51
†478-3324:	Anne Shotwell, Linden Township, Union Co.	321 72	July 1, 1913	965 16
479-2152:	Mrs. Mary A. Heisler, Burlington Co.	288 00	Sep. 26, 1913	795 13
480-2153:	Annie Lockhart Phillips, Florence Township, Burlington Co.	300 00	" " "	828 26
481-352:	Bessie Laverty, Camden City, Camden Co.	450 00	" " "	1,242 39
482-880:	Clara E. McCully, Camden City, Camden Co.	650 00	" " "	1,794 56
483-894:	Alice C. Wentz, Camden City, Camden Co.	462 00	" " "	1,275 52
484-2449:	Mary Updyke Davis, Camden City, Camden Co.	456 00	" " "	1,258 95

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
485-2769:	Harriet A. LaPierre, Camden City, Camden Co.	650 00	Sep. 26, 1913	1,794 56
486-2825:	Susanna Woolman, Camden City, Camden Co.	454 80	" " "	1,255 64
487-3118:	Elizabeth Van Kirk, Camden City, Camden Co.	504 00	" " "	1,391 47
488-3349:	Lizzie H. Kaighn, Camden City, Camden Co.	462 00	" " "	564 42
489-5614:	Mary Weir Davis, Hopewell Township, Cumberland Co.	275 40	" " "	760 33
490-4351:	Fannie D. Brineshults, Lawrence Township, Cumberland Co.	276 60	" " "	763 65
**491-7827:	Mrs. Ann Eliza Cattell Maskell, Maurice River Township, Cumberland Co.	250 00	" " "	** *
492-2282:	Sallie Mulford, Millville, Cumberland Co.	354 00	" " "	977 34
493- 453:	Annie C. Day, Newark, Essex Co.	650 00	" " "	1,794 56
494-6004:	Mrs. Chloe L. Day Smith, Newark, Essex Co.	650 00	" " "	1,794 56
495-1488:	Mrs. Annie L. Bubier, Jersey City, Hudson Co.	650 00	" " "	1,794 56
496-1734:	Miss A. Frank C. Smith, Jersey City, Hudson Co.	650 00	" " "	1,794 56
497-1766:	Mrs. Kate E. Foster, Jersey City, Hudson Co.	650 00	" " "	1,794 56
498-3646:	Emma M. Boling, Jersey City, Hudson Co.	650 00	" " "	1,794 56
499- 15:	Cornelia V. Stonaker, Princeton Borough, Mercer Co.	512 40	" " "	1,414 66
†500-1326:	Spencer P. Irvin, Trenton, Mercer Co.	594 00	Oct. 1, 1913	1,633 50
501-1399:	Mrs. Rebecca C. R. O'Hara, Trenton, Mercer Co.	504 00	Sep. 26, 1913	1,391 47
502-3475:	Mary E. Coffin, Asbury Park, Monmouth Co.	650 00	" " "	1,233 56
503- 107:	Sara R. Everett, Eatontown Township, Monmouth Co.	333 00	" " "	919 36
504-2029:	Martha Kase, Mt. Olive Township, Morris Co.	300 00	" " "	828 26
505-1121:	Margaret A. Wright, Paterson, Passaic Co.	540 00	" " "	1,490 86
506-2095:	Daniel A. Gormley, Lafayette Township, Sussex Co.	250 00	" " "	690 21
507-4307:	Bethuel Farrand Holly, Frankford Township, Sussex Co.	277 80	" " "	766 97
508-1294:	Bertha C. Mackey, Elizabeth, Union Co.	600 00	" " "	1,656 52
509-2543:	Margaret A. Clark, Elizabeth, Union Co.	492 00	" " "	844 36
510-3041:	Sarah Y. Ely, State Model School, Trenton	650 00	" " "	1,794 56
511-3045:	Louise Struble, State Model School, Trenton	528 00	" " "	1,457 73
512-5886:	Verron L. Davey, East Orange, Essex Co.	650 00	Oct. 17, 1913	782 47
513-1490:	Elva A. Betts, Jersey City, Hudson Co.	650 00	" " "	226 35
514-5318:	Frederic S. Moore, Deerfield Township, Cumberland Co.	318 60	Dec. 12, 1913	813 08
515-4318:	George C. Munyan, Fairfield Township, Cumberland Co.	250 00	" " "	638 01
516- 92:	Phebe Smith Miller, Clayton Borough, Gloucester Co.	288 00	" " "	734 99
517- 585:	Charles H. Gleason, Sr., Newark, Essex Co.	650 00	" " "	1,658 82
518-1028:	Elizabeth F. Allen, Bayonne, Hudson Co.	650 00	" " "	1,658 83
519-1816:	Helen Herbert, Hoboken, Hudson Co.	650 00	" " "	1,658 82
520-1579:	Katherine T. McDonnell, Jersey City, Hudson Co.	650 00	" " "	1,658 83
521-6798:	Emma A. Holloway, Raritan Township, Monmouth Co.	309 00	" " "	788 58
522- 339:	Lillian A. Rusling, Passaic City, Passaic Co.	492 00	" " "	1,255 61
523-2987:	Margaret C. J. Titus, Frankford Township, Sussex Co.	313 80	" " "	412 87
524-9644:	Eliza Elzira Snook, Montague Township, Sussex Co.	250 00	" " "	638 01

†Granted under Act prior to 1907.

*Deceased

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
525—1257:	William D. Heyer, Elizabeth, Union Co.	650 00	Dec. 12, 1913	1,397 91
526—2341:	Laura V. Fortiner, Collingswood Borough, Camden Co.	354 00	Mar. 20, 1914	807 16
527— 454:	Margaret A. Day, Newark, Essex Co.	650 00	" " "	1,482 08
528—1531:	Sara B. Biddick, Jersey City, Hudson Co.	650 00	" " "	851 66
529—1692:	Mary B. Anderson, Jersey City, Hudson Co.	650 00	" " "	1,482 08
530—1712:	Kate Cringle, Jersey City, Hudson Co.	650 00	" " "	1,482 08
531—1797:	Jennie M. Fields, Jersey City, Hudson Co.	650 00	" " "	1,482 08
532—1199:	Mary J. Maloney, Paterson, Passaic Co.	547 20	" " "	1,247 63
533—2320:	Susie P. Struthers, Landis Township, Cumberland Co.	472 20	June 12, 1914	967 42
534— 449:	Nellie B. Thompson, Newark, Essex Co.	650 00	" " "	1,332 04
535— 726:	Caroline D. Schleck, Newark, Essex Co.	648 00	" " "	1,327 86
536—1440:	Lydia K. Ennis, Jersey City, Hudson Co.	650 00	" " "	1,332 04
537—1609:	Abner D. Joslin, Jersey City, Hudson Co.	650 00	" " "	1,332 04
538—1713:	Jane V. Horsley, Jersey City, Hudson Co.	650 00	" " "	1,332 04
539—1718:	Emma L. Ballou, Jersey City, Hudson Co.	650 00	" " "	1,332 04
540—6413:	Ella T. E. Schomp, Clinton Town, Hunterdon Co.	376 20	" " "	770 94
541—1348:	Maria M. Sherrad, Trenton, Mercer Co.	505 08	" " "	1,035 00
542—3331:	Lottie C. Slocum, Spring Lake Borough, Monmouth Co.	396 00	" " "	811 44
543—1184:	Albert F. Chadwick, Paterson, Passaic Co.	650 00	" " "	778 16
544—1226:	Carrie D. Bristol, Paterson, Passaic Co.	510 00	" " "	1,045 20
545—2303:	Mary L. H. Smick, Quinton Township, Salem Co.	250 00	" " "	512 24
546—1240:	Jennie S. Johnson, Elizabeth, Union Co.	650 00	" " "	1,332 04
547— 203:	Alice W. Lansing, Plainfield, Union Co.	567 00	" " "	1,161 90
548—4330:	Grace F. Harned, Westfield Town, Union Co.	480 00	" " "	983 53
549—3036:	Mary C. Field, Trenton State Normal and Model Schools	650 00	" " "	1,332 04
550— 305:	Mrs. Abbie DuBois, Camden City, Camden Co.	468 00	Sep. 18, 1914	834 38
551— 828:	Laura M. Fithian, Camden City, Camden Co.	438 00	" " "	780 90
552— 863:	Hattie A. Lewis, Camden City, Camden Co.	438 00	" " "	123 90
553— 895:	Mary N. Chambers, Camden City, Camden Co.	477 00	" " "	850 42
554— 909:	Elizabeth F. Morris, Camden City, Camden Co.	468 00	" " "	834 38
555—3271:	Arabella Strang, Camden City, Camden Co.	650 00	" " "	1,158 86
556— 403:	Elizabeth Leyden, Newark, Essex Co.	650 00	" " "	1,158 86
557— 773:	Anra L. Garrabrant, Newark, Essex Co.	650 00	" " "	1,158 86
558—2944:	Amy Simpson, Newark, Essex Co.	650 00	" " "	1,158 86
559—1592:	Grace Van Gelder, Jersey City, Hudson Co.	650 00	" " "	1,158 86
560— 969:	Marie Lutkemann, Town of Union, Hudson Co.	650 00	" " "	1,158 86
561—1377:	Sara E. Hagaman, Trenton, Mercer Co.	565 20	" " "	1,007 67
562—4350:	Everett C. Brainard, Denville, Morris Co.	370 20	" " "	660 01
563— 129:	Hattie C. Youngblood, Morristown, Morris Co.	480 00	" " "	855 78
564—6751:	Ella C. Bloom, Passaic Township, Morris Co.	414 00	" " "	738 10
565—2097:	Mary M. Vreeland, Cranford Township, Union Co.	582 00	" " "	1,037 62

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
566-1250:	Frances T. Mackey, Elizabeth, Union Co.	498 00	Sep. 18, 1914	887 86
567-1767:	Mary H. von Gottschalck, Jersey City, Hudson Co.	650 00	Oct. 10, 1914	1,120 96
568-4038:	Mrs. Rose A. Grady, Jersey City, Hudson Co.	596 16	" " "	1,028 04
569-5622:	Florence Agnes Nelson, Atlantic City, Atlantic Co.	650 00	Dec. 17, 1914	999 92
570- 742:	Lurena Dey, Newark, Essex Co.	650 00	" " "	999 92
571-4681:	Ida Louise Wilcox, Montclair Town, Essex Co.	267 28	" " "	54 97
572- 967:	James W. Phelan, Town of Union, Hudson Co.	650 00	" " "	837 42
573-4023:	Elizabeth A. Brown, Trenton, Mercer Co.	547 20	" " "	841 73
574-2350:	Laura N. Wilson, New Brunswick, Middlesex Co.	447 00	" " "	687 63
575-1173:	Margaret C. Houston, Paterson, Passaic Co.	600 00	" " "	923 00
576-7065:	Mrs. Harriet Evans, State Home for Girls, Trenton	250 00	" " "	384 57
577-2947:	Helen Marie Bleakly, Camden City, Camden Co.	600 00	Mar. 19, 1915	769 71
578-2052:	Sara H. Thompson, Oaklyn Borough, Camden Co.	430 20	" " "	551 88
579- 650:	Abbie J. Hoppaugh, Newark, Essex Co.	650 00	" " "	833 86
580- 738:	Joseph L. Terwilliger, Newark, Essex Co.	650 00	" " "	833 86
†581-1933:	Nellie P. McCain, Hoboken, Hudson Co.	583 28	Apr. 1, 1915	729 10
582-1756:	Clara A. Pendleton, Jersey City, Hudson Co.	650 00	Mar. 19, 1915	833 86
583- 24:	Stephen Higginson, Raritan Township, Monmouth Co.	351 00	" " "	450 28
†584- 118:	Edgar W. Polhemus, Dover Township, Ocean Co.	247 48	Apr. 1, 1915	309 35
585-2314:	Elizabeth English, Atlantic City, Atlantic Co.	290 40	June 11, 1915	305 50
586-6931:	Thomas W. Hartman, Pleasantville City, Atlantic Co.	650 00	" " "	87 22
587-2900:	Mrs. Ellen M. M. Aitken, Chester Township, Burlington Co.	525 60	" " "	552 96
588-2016:	Mrs. Laura A. McKaig, Sea Isle City, Cape May Co.	387 00	" " "	407 14
589-5321:	George W. Bowman, Downe Township, Cumberland Co.	570 00	" " "	599 65
590- 551:	Anna C. Dunneil, Newark, Essex Co.	650 00	" " "	683 82
591- 927:	Emma J. Baker, Orange, Essex Co.	474 52	" " "	499 22
†592-1886:	Clara M. Ward, Hoboken, Hudson Co.	585 68	July 1, 1915	585 68
593-1911:	Sophie G. Schradler, Hoboken, Hudson Co.	650 00	June 11, 1915	683 82
594- 259:	Edward Kernan, Weehawken, Hudson Co.	650 00	" " "	683 82
595-6787:	Mrs. Nellie Heisley, Red Bank, Monmouth Co.	445 20	" " "	212 47
596- 323:	David Davis, Shrewsbury Township, Monmouth Co.	550 92	" " "	579 59
597-5190:	Henry W. Sterner, Union Township, Ocean Co.	540 00	" " "	568 10
598-1273:	Louise E. Braun, Elizabeth, Union Co.	650 00	" " "	683 82
599-2051:	Anna Hudson, Galloway Township, Atlantic Co.	327 40	Sep. 17, 1915	257 19
600- 312:	Mary Hawkins Locke, Camden City, Camden Co.	474 00	" " "	372 37
601- 825:	Clara R. Titus, Camden City, Camden Co.	650 00	" " "	510 64
602- 851:	Laura A. Pike, Camden City, Camden Co.	474 00	" " "	372 37
603- 869:	Alfarata B. Sharp, Camden City, Camden Co.	441 00	" " "	346 45
604-3472:	Clara Louise Mulliner, Camden City, Camden Co.	600 00	" " "	471 35
605-5590:	Lillian M. Thompson, Camden City, Camden Co.	474 00	" " "	372 37
606- 320:	Mary T. Whittington, Gloucester City, Camden Co.	567 00	" " "	445 43

†Granted under Act prior to 1907.

*Deceased.

SCHOOL REPORT.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
607—2379:	Charles Tomlin, Middle Township, Cape May Co.	378 00	Sep. 17, 1915	296 95
608— 512:	Fanny Lee Buchanan, Newark, Essex Co.	650 00	" " "	510 64
†609— 627:	Helen Herbst, Newark, Essex Co.	594 09	Oct. 1, 1915	445 50
610—2164:	John H. Tharp, Mantua Township, Gloucester Co.	448 96	Sept. 17, 1915	352 71
611— 276:	Lydia Gibson Pierson, Woodbury, Gloucester Co.	321 00	" " "	252 17
612— 922:	Henry E. Harris, Bayonne, Hudson Co.	650 00	" " "	510 64
613—1521:	Edith L. Childs, Jersey City, Hudson Co.	650 00	" " "	510 64
614—1564:	Alida Outwater, Jersey City, Hudson Co.	650 00	" " "	510 64
615—1570:	Mrs. Susan Clarke Marvin, Jersey City, Hudson Co.	650 00	" " "	510 64
616—1697:	Nellie C. Dutch, Jersey City, Hudson Co.	650 00	" " "	510 64
617—1698:	Ida M. Falkenbury, Jersey City, Hudson Co.	650 00	" " "	510 64
618—1701:	Harriet A. Ward, Jersey City, Hudson Co.	650 00	" " "	510 64
619—1714:	Eva Hilton Lott, Jersey City, Hudson Co.	650 00	" " "	510 64
620—3128:	Fannie Powell, Hamilton Township, Mercer Co.	373 80	" " "	293 66
621—3627:	Frederic W. Eveleth, Jersey City, Hudson Co.	650 00	" " "	510 64
622—3673:	Langdon S. Thompson, Jersey City, Hudson Co.	650 00	" " "	510 64
623—5774:	Dena Clayton, Marlboro Township, Monmouth Co.	318 00	" " "	249 82
624— 130:	Mary L. Lindabery, Wharton Borough, Morris Co.	360 00	" " "	282 81
625—2242:	Addie Mary Rellly, Wharton Borough, Morris Co.	390 00	" " "	306 38
626— 86:	Winfield Irons, Dover Township, Ocean Co.	315 00	" " "	247 46
627—3509:	Emma C. Spencer, Passaic City, Passaic Co.	498 00	" " "	391 23
628—2895:	Myra E. Drake, Hardyston Township, Sussex Co.	312 00	" " "	245 10
629— 208:	S. Louise Wood, (Mrs. Harmon Louise Wood Spear), Plainfield, Union Co.	558 00	" " "	438 36
630— 211:	Millicent E. Humpston, Plainfield, Union Co.	650 00	" " "	510 64
631— 337:	James E. Demarest, New Barbadoes Township, Bergen Co.	650 00	Dec. 10, 1915	362 38
632—3116:	Lizzie H. Lummis, Camden City, Camden Co.	440 00	" " "	247 53
633—4671:	Maria Dupont Whitaker, Winslow Township, Camden Co.	250 00	" " "	139 36
634— 544:	Mary R. Bird, Newark, Essex Co.	650 00	" " "	362 38
635— 644:	Evelyn S. Symons, Newark, Essex Co.	650 00	" " "	362 38
636—6633:	Cornelius S. Thacher, Newark, Essex Co.	650 00	" " "	362 38
637— 25:	Theodore Fleetwood, Westville Borough, Gloucester Co.	650 00	" " "	362 38
638—1001:	Hannah E. Wilson, Bayonne, Hudson Co.	650 00	" " "	362 38
639—1941:	Sarah H. Michell, Hoboken, Hudson Co.	650 00	" " "	362 38
640—1429:	Teresa Coppinger, Jersey City, Hudson Co.	650 00	" " "	362 38
641—1491:	Alice P. M. Ashhurst, Jersey City, Hudson Co.	650 00	" " "	362 38
642—1510:	Katharine A. Young, Jersey City, Hudson Co.	650 00	" " "	362 38
643—1528:	Julia A. Minihan, Jersey City, Hudson Co.	650 00	" " "	362 38
644—1678:	Mrs. Martha F. Coleman, Jersey City, Hudson Co.	650 00	" " "	362 38
645—1300:	Elizabeth B. Blair, Trenton, Mercer Co.	650 00	" " "	362 38
646—2918:	Mrs. Anna Williams, North Brunswick Township, Middlesex Co.	324 00	" " "	180 62
647— 108:	Albert Robinson, Upper Freehold Township, Monmouth Co.	600 00	" " "	334 50

†Granted under Act prior to 1907.

TEACHERS' RETIREMENT FUND.

Annuity and Membership Numbers.	Name, District and County Retired From.	Net Annual Value of Annuity.	Annuity Began to Accrue.	Total Rec'd to June 30, 1916.
648-109:	Ella M. Newell, Upper Freehold Township, Monmouth Co.	390 00	Dec. 10, 1915	167 24
649-110:	Mrs. Elizabeth P. Ford, Upper Freehold Township, Monmouth Co.	390 00	" " "	167 24
650-4558:	Stacy B. Emmons, Roxbury Township, Morris Co.	477 00	" " "	265 92
651-1102:	Katharine C. Meegan, Paterson, Passaic Co.	650 00	" " "	362 38
652-5859:	William J. Ayers, Franklin Township, Somerset Co.	273 69	" " "	152 52
653-2245:	Chauncey D. Greene, Harrington Township, Bergen Co.	522 00	Mar. 17, 1916	150 52
654-743:	Isabel Hampton, Newark, Essex Co.	650 00	" " "	187 42
655-754:	E. Jane Peer, Newark, Essex Co.	650 00	Mar. 17, 1916	187 42
656-3424:	Lucasta C. Baldwin, Newark, Essex Co.	650 00	" " "	187 42
†657-1914:	Mary C. Applegate, Hoboken, Hudson Co.	591 00	Apr. 1, 1916	147 75
†658-1931:	Angelina Burnett, Hoboken, Hudson Co.	586 88	" " "	146 72
†659-1939:	Isabel E. Jackson, Hoboken, Hudson Co.	586 88	" " "	146 72
660-1672:	Isabella Westcott, Jersey City, Hudson Co.	650 00	Mar. 17, 1916	154 86
661-1800:	Barbara McGowan, Jersey City, Hudson Co.	650 00	" " "	187 42
†662-1057:	Martha T. Johnston, Paterson, Passaic Co.	594 00	Apr. 1, 1916	148 50
663-704:	Alice M. Fletcher, Newark, Essex Co.	650 00	June 9, 1916	37 38
664-3100:	Annie Shreve Burgyes, Newark, Essex Co.	650 00	" " "	37 38
665-961:	Jennie S. Currey, Town of Union, Hudson Co.	650 00	" " "	37 38
666-7305:	Mary Phillips, (Mrs. Louis Labaw), Hopewell Township, Mercer Co.	430 80	" " "	24 78
667-3983:	Mary Elizabeth Vaughan, Perth Amboy, Middlesex Co.	650 00	" " "	37 38
668-7497:	Carrie O. Jacques, Roosevelt Borough, Middlesex Co.	393 00	" " "	22 59
669-1120:	Adeline E. Smith, Paterson, Passaic Co.	612 00	" " "	35 19
670-159:	Mrs. M. Virginia Bronson, Salem City, Salem Co.	390 00	" " "	17 24
671-2328:	Minnie L. Taylor, Summit City, Union Co.	650 00	" " "	37 38
672-2013:	Elizabeth Stryker, Westfield Town, Union Co.	580 20	" " "	33 36
Totals-672		\$307,231 24		\$1,871,899 38
Averages		457 18		2,041 51
106 Men	Total annual value of annuities			\$49,560 12
	Average annual value of annuities			467 54
	Total received from Fund			196,255 12
	Average received from Fund			1,851 46
566 Women	Total annual value of annuities			257,671 12
	Average annual value of annuities			455 24
	Total received from Fund			1,175,614 26
	Average received from Fund			2,077 11

†Granted under Act prior to 1907.

*Deceased.

**Deceased before deficit to Fund was paid.

DECEASES FROM BEGINNING TO JUNE 30th, 1916.

150 annuities deceased from beginning to June 30, 1916; total annual value	\$63,354.76
Average annual value	422.36
Average age on date of decease	62 Y.-11M.
Average period drew annuity	4 Y.-16 D
Total paid to Fund	\$47,083.73
Average paid to Fund	313.89
Total received from Fund	231,072.53
Average received from Fund	1,540.48

SCHOOL REPORT.

34 male annuities had deceased to June 30, 1916; total annual value, \$16,302.44; average, annual value, \$479.48; total paid to Fund, \$12,520.44; average paid to Fund, \$368.24; total received from Fund, \$51,033.27; average received from Fund, \$1,500.97; average age at time of death, 69 years, 4 months; drew annuity (average) 3 years, 4 months, 12 days.

116 female annuities deceased to June 30, 1916; total annual value, \$47,052.32; average, annual value, \$405.62; total paid to Fund, \$34,563.29; average paid to Fund, \$297.95; total received from Fund, \$180,039.26; average received from Fund, \$1,552.06; average age at time of death, 62 Yrs., 7 mos.; drew annuity (average) 4 years, 2 months, 27 days.

APPLICATIONS FOR ANNUITY PENDING JUNE 30th, 1916.

At the close of the last fiscal year, June 30, 1916, 59 applications for annuity were under consideration by the Board of Trustees; all having been presented at the meeting of June 9th, 1916. Those entitled to the State half-pay pension are indicated by an asterisk (*); those not entitled to the State pension are indicated by a dagger (†).

NUMBER, NAME, DISTRICT AND COUNTY.	FILED WITH SECRETARY.	AMOUNT CLAIMED.
†5214—Alfarata Dilks, Pilesgrove Tp., Salem Co.	Apr. 7, 1916	\$345.00
*1078—Margaret M. E. Phelan, Paterson City, Passaic Co.	“ 14, “	450.00
†1664—Bessie L. De Motte, Jersey City, Hudson Co.	“ “ “	650.00
*1518—Stella Stanley, Jersey City, Hudson Co.	“ 21, “	650.00
* 80—Amanda E. Van Nuis, Perth Amboy, Middlesex Co.	May 9, “	600.00
*1400—Frances K. Peters, Trenton City, Mercer Co.	“ “ “	650.00
*2119—Elizabeth M. Stanger, Ridgewood Tp., Bergen Co.	“ “ “	477.00
*3596—Rose Hartstall, Newark, Essex Co. ...	“ 12, “	650.00
*5180—Elizabeth Benard, Neptune Tp., Monmouth Co.	“ 13, “	480.00
*1645—Jane Eleanor Pearson, Jersey City, Hudson Co.	“ 16, “	650.00
†5181—Mrs. Hannah A. B. Stout, Neptune Tp., Monmouth Co.	“ “ “	480.00
* 168—J. R. Fitzer, Jersey City, Hudson Co. (Act of 1896).....	“ 17, “	600.00
* 173—Anna Coombs, Salem City Salem Co...	“ “ “	435.00
* 680—Emma F. Baldwin, Newark, Essex Co.	“ “ “	650.00
* 684—Agnes B. Clarke, Newark, Essex Co...	“ “ “	650.00
*2254—Elfie L. Grimes, Boonton Town, Morris Co.	“ “ “	486.00
*1715—Clara Post, Jersey City, Hudson Co...	“ 18, “	650.00
*1915—Lavina Reid, Hoboken, Hudson Co. (Act of 1896).....	“ “ “	600.00
* 169—Eliza E. Jaquett, Salem City, Salem Co.	May 19, “	423.00
* 222—Georgia T. Underhill, Rahway City, Union Co.	“ “ “	450.00
*1349—Mary E. Steen, Trenton, Mercer Co...	“ “ “	650.00
*1909—Elinor G. Howard, Hoboken, Hudson Co.	“ “ “	650.00

TEACHERS' RETIREMENT FUND.

NUMBER, NAME, DISTRICT AND COUNTY.	FILED WITH SECRETARY.	AMOUNT CLAIMED.
†2178—Almeda M. Olds, Newark, Essex Co...	May 19, 1916	650.00
* 376—Elizabeth Thorpe, Passaic City, Passaic Co.	" 20, "	594.00
*1907—Virginia Harry, Hoboken, Hudson Co.	" " "	650.00
*2003—Emma J. Bainbridge, Newark, Essex Co.	" " "	650.00
*3477—Mrs. Isabel B. Huff, Perth Amboy, Middlesex Co.	" " "	555.60
* 469—Emma F. Woodward, Newark, Essex Co.	" 22, "	650.00
* 476—Linda M. Geraghty, Newark, Essex Co.	" " "	650.00
* 831—Mary A. Burrough, Camden City, Cam- den Co.	" " "	650.00
*1086—Jessie F. Day, Paterson, Passaic Co...	" " "	510.00
†13,521—Mrs. Alice Mary Eckoff, Newark, Essex Co.	" " "	627.60
* 300—Eliza Howe Gilbert, Montclair, Essex Co.	" 23, "	650.00
* 866—Margaret T. Magee, Camden City, Camden Co.	" " "	650.00
* 868—Celia E. Roth, Camden City, Camden Co.	" " "	450.00
* 889—Annie L. Morton, Camden City, Cam- den Co.	" " "	450.00
†5804—May Helen Jameson, Plumsted Tp., Ocean Co.	" " "	297.00
* 327—Emma W. Middleton, Haddonfield Bor., Camden Co.	" 24, "	432.00
† 720—Arnold Voget, Newark, Essex Co.	" " "	650.00
* 779—Ada E. Sargeant, Deferred, Newark, Essex Co.	" " "	650.00
*3464—Anna Johntra, Camden City, Camden Co.	" " "	650.00
† 104—Mrs. Elnora D. Wentzell, Upper Pitts- grove Tp., Salem Co.	" 25, "	269.40
* 188—Rachel Van Syckel, Newark, Essex Co.	" " "	650.00
* 833—Anna Holland, Camden City, Camden Co.	" " "	468.00
* 872—Kate F. Dinan, Camden City, Camden Co.	" " "	650.00
* 891—Elizabeth A. Cassidy, Camden City, Camden Co.	" " "	650.00
* 948—Amelia Douglas, Orange, Essex Co....	" " "	480.00
*1159—Jane Neer, Paterson, Passaic Co.	" " "	510.00
*1243—Matilda B. Fallon, Elizabeth City, Union Co.	" " "	535.20
*1259—Emily A. Cheney, Elizabeth, Union Co.	" " "	510.00
†1668—Minnie A. Tealing, Jersey City, Hudson Co.	" " "	650.00
*1799—Louisa M. Goetze, Jersey City, Hudson Co.	" " "	650.00
*2233—Anna M. Branson, Beverly Tp., Bur- lington Co.	" " "	430.80
*2549—Mrs. Bessie D. Sked, Hopewell Tp., Mercer Co.	" " "	330.00
*3356—George P. Albright, Rahway, Union Co.	" " "	650.00
*4138—Mrs. Helen G. Smith Ulmer, Atlantic City, Atlantic Co.	" " "	650.00

SCHOOL REPORT.

NUMBER, NAME, DISTRICT AND COUNTY.	FILED WITH SECRETARY.	AMOUNT CLAIMED.
*4757—J. Harry Smith, Oldman's Tp., Salem Co.	“ “ “	459.00
†7072—Jennie M. Strong, Atlantic Tp., Mon- mouth Co.	“ “ “	384.00
*2764—Thomas L. Walters, South Bound Brook Bor., Somerset Co.	“ 26, “	558.00
Totals:—59		\$32,876.60
Average		557.23

*49 applicants entitled to a State half-pay pension averaging \$569.08.
 †10 applicants not entitled to half-pay pension.
 Average age of the 59 applicants—58 years, 2 months, 25 days.
 Average term of public school service—36 years, plus.
 Average absence from duty last year of service because of personal ill health
 15 days, plus.

SYNOPSIS OF BUSINESS OF FISCAL YEAR 1915-1916.

The operations of the year which ended June 30, 1916, may be summarized as follows: Receipts, \$264,128.86, of which interest contributed \$17,811.19, enough to pay 71 annuities of \$250.00 each. (Note—The above receipts do not include \$14,500.00 received on account of investments.) Disbursements were \$231,002.48, of which \$230,290.19 was for annuities. (Note—**The aforesaid** disbursements do not include \$18,500.00 invested on bond and mortgage at five per cent.) The surplus on the year's business was \$33,126.38. Seventy-four annuities were granted; total annual value, \$40,439.52; average, \$546.48. Thirteen annuities were granted to men; total annual value, \$6,914.56; average, \$531.88. Sixty-one annuities were granted to women; total annual value, \$33,524.96; average, \$549.58. All but five of the seventy-four annuities were granted under the Act of 1907. Seventeen annuities paid their deficit in a lump sum; the other 57 took advantage of that clause of Section 217, Article XXV., School Law, which permits the deficit to be liquidated by the accruing annuity. Twenty-six annuities deceased; annual value, \$13,854.40; average, \$532.86. The 1915-1916 decedents paid to the Fund an average of \$486.25, and received therefrom an average of \$2,052.20. The net 1915-1916 increase in annuity obligations was \$26,585.12. At the close of business June 30, 1916, fifty-nine applications were pending action by the Trustees; total annual value, \$32,876.60; average, \$557.23. On the same date, 522 annuities were living and in force; total annual value, \$243,876.48; average, \$467.19. Assets, \$465,309.93; annuities and expenses paid to midnight June 30, 1916.

RECAPITULATION FROM BEGINNING TO JUNE 30TH, 1916.

The Teachers' Retirement Fund became a part of New Jersey's Public School System by virtue of Chapter 32, page 58, Laws of 1896, (enacted March 11th,) six times amended and re-enacted, and has always been included in the School Law. The latest revision is Chapter 139, page 365, Laws of 1907, Article XXV., School Law, (enacted May 7th).

TEACHERS' RETIREMENT FUND.

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The first appropriation made by the State to pay the administrative expenses of the Fund was Chapter 95, page 194, Laws of 1905, providing \$1,500.00 which became available for the year that began November 1, 1906.

The Constitutionality of the "by virtue of appointment" provision (Section 221, Division IV., Chapter 139, page 165, Laws of 1907; Article XXV., School Law) was sustained by the case of Myrtle Allen vs. the Passaic City Board of Education, in the District Court, the Supreme Court, and the Court of Errors and Appeals. The case is reported in the Advance Programs of the New Jersey State Teachers' Association for 1910 and 1911, and in the Annual Reports of the same organization for 1910 and 1912.

To June 30, 1916, six hundred and seventy-two teachers had been granted annuities, aggregating a total annual value of \$307,231.24; averaging, \$457.18, and had received benefits totaling \$1,371,899.38, averaging \$2,041.51. Of the 672 annuities granted, 106 were to men, total annual value, \$49,560.12; average, \$467.54; total received from Fund, \$196,255.12; average, \$1,851.46; while 566 annuities had been granted to women; total annual value, \$257,671.12; average, \$455.24; total received from Fund, \$1,175,644.26; average, \$2,077.11. One hundred and fifty annuities had deceased; total annual value, \$63,354.76; average, \$422.36; these had paid to the Fund an average of \$313.89, and had received therefrom an average of \$1,540.48. Five hundred and twenty-two annuities were living and in force June 30, 1916; total annual value, \$243,876.48; average, \$467.19. Total rebates paid, \$1,208.32. Assets, June 30, 1916: Investments, \$266,750.00; cash in bank, \$198,559.93; total, \$465,309.93; annuities and expenses paid in full to date. Total cash raised by Fund to June 30, 1916, (Approximate) \$1,861,419.68. Receipts from bequests, legacies and gifts, \$3,647.72; receipts from bazaars, fairs, excursions, entertainments, etc., \$31,220.49; of this total amount, (\$34,868.21,) \$33,445.82 was contributed prior to January 1, 1906. All such moneys, including legacies, bequests and gifts, go into the invested permanent principal, and, therefore, by the process of compound interest, have practically doubled, so that it is safe to assume that of the Fund's present net assets, \$465,309.93, about \$70,000.00 must be credited to the proceeds of fairs, entertainments, legacies, gifts, etc., with compound interest thereon.

ANNUITY RECORD BY COUNTIES FROM BEGINNING TO JUNE 30TH, 1916, END OF FISCAL YEAR.

The following table gives by counties to June 30th, 1916: (1) Number of annuities granted, and total amount paid thereon; (2) Number of annuities deceased; (3) Number and annual value of annuities living and in force; (4) Number and annual value of applications pending June 30th, 1916.

COUNTY.	NUMBER AND VALUE OF ANNUITIES GRANTED AND TOTAL PAID.			ANNUITIES DECEASED.	NUMBER AND ANNUAL VALUE OF ANNUITIES LIVING AND IN FORCE.		NUMBER AND ANNUAL VALUE OF APPLICATIONS PENDING.	
Atlantic	11	\$4,455.80	\$15,326.72	2	9	\$3,486.60	1	\$650.00
Bergen	11	5,190.52	19,669.50	4	7	3,589.00	1	477.00
Burlington	22	6,856.28	40,586.58	6	16	5,326.36	1	430.80
Camden	57	25,767.92	100,204.94	10	47	22,121.56	9	5,050.00
Cape May	3	1,051.20	2,009.87	0	3	1,051.20	..	.....
Cumberland	34	10,419.32	44,889.34	8	26	7,772.32	..	.....
Essex	139	73,582.16	383,321.22	27	112	60,415.04	13	8,257.60
Gloucester	12	3,745.36	22,692.18	1	11	3,497.88	..	.....
Hudson	120	71,640.32	244,578.28	30	90	54,833.16	10	6,400.00
Hunterdon	21	6,025.84	41,136.59	6	15	4,138.44	..	.....
Mercer	38	16,541.84	76,978.01	11	27	12,219.88	3	1,630.00
Middlesex	15	5,649.56	22,363.35	6	9	3,773.12	2	1,155.60
Monmouth	32	11,667.48	54,613.58	5	27	9,775.80	3	1,344.00
Morris	24	8,327.28	35,288.14	7	17	6,456.36	1	486.00
Ocean	9	3,251.48	13,055.55	1	8	2,954.48	1	297.00
Passaic	46	22,610.52	120,561.10	8	38	19,139.96	4	2,064.00
Salem	10	2,815.80	13,357.74	3	7	1,970.16	5	1,931.40
Somerset	9	2,556.16	16,349.47	1	8	2,130.16	1	558.00
Sussex	14	4,164.44	21,173.89	2	12	3,266.96	..	.....
Union	32	15,014.48	59,265.11	9	23	11,586.56	4	2,145.20
Warren	7	2,519.48	13,443.33	2	5	1,643.48	..	.....
State Schools	5	2,728.00	9,379.54	0	5	2,728.00	..	.....
State Superintendent	1	650.00	1,655.35	1	0	.....	..	.....
TOTALS	672	\$307,231.24	\$1,371,899.38	150	522	\$243,876.48	59	\$32,876.60
AVERAGES		457.18	2,041.51			467.19		557.23

TEACHERS' RETIREMENT FUND.

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BEQUESTS, LEGACIES AND GIFTS.

Following is a schedule of legacies and gifts to June 30, 1916:—

1899—Henry E. Harris, Bayonne, Hudson Co.—Gift.....	\$ 50.00.
1900—Emily S. Sayre, annuitant, Woodstown, Salem Co.—Legacy, half her estate	2,285.74
1902—H. Anna Lindsley, Morristown, Morris Co.—Balance of annuity due the estate of her sister, Mary G. Lindsley, annuitant; Gift	33.00
1905—Carrie B. Runyon, annuitant, Plainfield, Union Co.—Legacy	100.00
1908—Lydia V. Marden, annuitant, Trenton, Mercer Co.—Legacy; ten shares of stock of New Jersey Interstate Fair Associa- tion—par value, \$10.00.....	100.00
1912—Edward Kelley, annuitant, Jersey City, Hudson Co.—Legacy	500.00
1912—Rachel H. Strong, annuitant, Waterford Tp., Camden Co.— Balance of annuity due her estate; Gift.....	1.61
1913—Minnie Whitehead—Balance of annuity due her estate; Gift	36.43
1914—Alex. P. Kerr, annuitant, Lambertville, Hunterdon Co.—Bal- ance of annuity due estate; Gift.....	32.04
1914—Lizzie H. Kaighn, annuitant, Camden, Camden Co.—Legacy	500.00
1915—Clara V. Havens, annuitant, Hoboken, Hudson Co.—Balance of annuity due her estate; Gift.....	8.90
Total	<u>\$3,647.72</u>

ANNUITY RECORD YEAR BY YEAR FROM BEGINNING TO JUNE 30, 1916, END OF FISCAL YEAR.

Following table shows for each year from the beginning to June 30, 1916: (1) Number of annuities granted; (2) Total annual value; (3) Average annual value; (4) Average age on date annuity was granted; (5) Average period of service, including private school; (6) Number of deceases; (7) Total value of deceased annuities; (8) Average annual value; (9) Average age at date of decease; (10) Period decedents drew annuity; (11) Number of living and in force on June 30 of each year; (12) Total annual value of living annuities; (13) Average annual value.

	Number, Total and Average Annual Values of Annuities Granted.		Average Age on Date Annuity was Granted.		Average Period of Service, Including Private School		DECEASES.							Annuities Living and in Force at End of Each Fiscal Year.					
							Number.	Total Annual Value.	Average Annual Value.	Average Age at Date of Decease.		Drew Annuity.			Number.	Total Annual Value.	Average Annual Value.	Years.	
										Years.	Months.	Years.	Months.	Days.					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		(10)			(11)	(12)	(13)				
'98	8	\$2,669 92	\$333 74	59	4	35	11	1	\$247 48	\$247 48	65	0	0	4	19	7	\$2,422 44	\$346 06	1897-'98
'99	10	3,012 96	301 29	58	8	33	10	0	247 48	247 48	64	0	0	0	0	17	5,436 40	319 72	1898-'99
'00	12	3,162 08	263 50	55	13	31	4	1	247 48	247 48	57	0	0	10	24	28	8,350 00	298 21	1899-'00
'01	12	3,813 84	317 82	52	4	33	1	3	1,451 52	290 30	55	0	6	6	11	35	10,712 32	306 06	1900-'01
'02	10	3,073 84	307 38	53	4	25	3	3	888 48	296 16	51	8	5	2	8	43	12,897 68	307 08	1901-'02
'03	17	5,845 16	343 83	59	1	33	5	5	1,895 80	379 16	68	7	14	3	13	54	16,847 04	311 98	1902-'03
'04	18	5,625 76	312 54	57	3	31	6	4	1,410 72	352 68	63	9	13	8	12	63	21,062 08	309 73	1903-'04
'05	19	6,467 40	340 38	55	10	27	10	4	1,228 52	307 15	67	9	7	4	3	83	26,390 96	316 87	1904-'05
'06	22	7,149 00	324 95	59	5	35	10	3	1,014 72	338 24	62	9	12	4	0	92	32,435 24	352 55	1905-'06
'07	40	14,830 16	370 75	56	7	35	6	5	2,088 88	417 77	62	9	26	11	10	137	45,176 42	329 75	1906-'07
'08	35	16,525 24	472 14	60	9	27	5	12	4,181 68	348 47	62	9	35	10	4	160	57,520 08	359 50	1907-'08
'09	33	15,650 00	474 24	57	8	36	2	11	4,359 76	399 06	63	2	39	9	15	182	68,780 32	377 91	1908-'09
'10	74	34,195 44	460 88	55	8	33	7	8	2,707 52	338 44	56	3	22	0	11	248	100,178 12	403 94	1909-'10
'11	51	23,945 16	469 51	57	7	34	10	6	3,461 04	577 34	64	4	18	0	19	293	120,673 64	411 85	1910-'11
'12	54	25,866 80	479 01	55	7	33	8	9	4,001 84	444 64	67	0	32	7	27	338	142,498 68	421 59	1911-'12
'13	63	32,570 56	516 99	58	3	34	3	19	7,427 56	390 92	64	10	119	5	23	382	167,681 72	438 95	1912-'13
'14	71	36,291 08	511 14	58	3	35	9	13	6,208 48	477 57	64	2	49	6	24	440	197,764 32	449 46	1913-'14
'15	49	26,187 32	534 43	57	1	34	9	15	6,645 88	443 05	67	6	82	7	23	474	217,395 76	458 45	1914-'15
'16	74	40,439 52	546 48	59	2	38	3	26	13,854 40	532 86	66	5	115	7	23	522	243,876 48	467 19	1915-'16
...	672	\$307,231 24		1,079	96	632	122	150	\$63,354 76	.....	1,120	8	614	7	29	522	\$243,876 48		Totals
es		457 18		157Y	2M	33Y	9M		422 36			62Y	9M	4Y	4M	6D	467 19		Avr.

TEACHERS' RETIREMENT FUND.

RECEIPTS AND DISBURSEMENTS YEAR BY YEAR FROM BEGINNING TO JUNE 30, 1916, END OF FISCAL YEAR.

The following Tables, I. and II., show by fiscal years: (I.) The amount of Receipts and from what sources derived; (II.) The amount of Disbursements, and for what purposes expended.

TABLE I.—YEARLY RECEIPTS FROM BEGINNING TO JUNE 30, 1916

FISCAL YEAR.	MEMBERS' DUES.	INTEREST.	ENTERTAINMENTS, DONATIONS, LEGACIES, DUPLICATE CERTIFICATES, ETC.	INVESTMENTS PAID OFF.	TOTAL RECEIPTS.	FISCAL YEAR.
(1)	(2)	(3)	(4)	(5)	(6)	(1)
1896-'7	\$11,031.13	.....	\$1,375.35	.....	\$12,406.48	1896-'7
1897-'8	14,866.14	\$261.62	200.00	.....	15,327.76	1897-'8
1898-'9	12,936.93	346.60	.....	.....	13,283.53	1898-'9
1899-'00	13,130.60	1,109.36	6,849.23	.....	21,089.19	1899-'00
1900-'1	15,852.77	1,705.00	3,195.40	.....	20,753.17	1900-'1
1901-'2	16,008.67	1,833.67	2,412.04	.....	20,254.38	1901-'2
1902-'3	22,686.50	2,485.45	3,265.80	.....	28,437.75	1902-'3
1903-'4	20,845.63	2,673.53	2,853.36	.....	26,372.52	1903-'4
1904-'5	22,669.34	3,329.61	2,793.13	.....	28,792.08	1904-'5
1905-'6	21,093.36	3,162.11	10,501.51	.....	34,757.98	1905-'6
1906-'7	*35,095.19	4,258.15	228.10	.....	39,581.44	1906-'7
1907-'8	52,523.48	3,842.85	11.00	\$2,000.00	58,377.33	1907-'8
1908-'9	93,686.76	4,049.37	6.00	.....	97,742.13	1908-'09
1909-'10	†147,913.74	4,167.77	6.00	.....	152,087.51	1909-'10
1910-'11	166,138.27	8,670.31	2.00	2,000.00	176,810.58	1910-'11
1911-'12	182,339.85	10,167.76	78.25	3,000.00	195,585.86	1911-'12
1912-'13	181,692.76	14,651.63	554.04	1,000.00	197,898.43	1912-'13
1913-'14	216,888.14	15,014.61	21.00	500.00	232,423.75	1913-'14
1914-'15	219,181.67	16,192.55	516.00	10,500.00	246,390.22	1914-'15
1915-'16	†246,303.67	17,811.19	14.00	14,500.00	278,628.86	1915-'16
TOTALS	..\$1,712,884.60	\$115,734.14	\$34,882.21	\$33,500.00	\$1,897,000.95	TOTALS

*Col. 2—The advanced rates of dues under the Acts of 1906 and 1907 first show in the receipts for 1906-'7, but are not marked till the year 1909-'10.

†Col. 2—Receipts from members' dues (1909-'10) include \$12.38, and (1915-'16) \$139.20 return of over-payments to deceased annuitants.

II.—YEARLY DISBURSEMENTS FROM BEGINNING TO JUNE 30, 1916, WITH ASSETS AT END OF EACH FISCAL YEAR.

	ANNUITIES.	REBATES.	DUES DEDUCTED IN ERROR AND RE- FUNDED.	ADMINIS- TRATIVE EXPENSES.	INVESTMENTS.	PREMIUM AND ACCRUED INTEREST PAID ON INVESTMENTS.	TOTAL DISBURSEMENTS.	ASSETS END OF YEAR.	FISCAL YEAR.
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(1)
'7	.....	.....	.....	.....	.....	.....	.....	\$12,406 48	1896-'7
'8	\$912 27	.....	.....	*\$2,605 23	.....	.....	\$3,517 50	24,216 24	1897-'8
'9	3,362 66	.....	.....	1,249 44	\$8,000 00	\$99 30	12,711 40	32,788 87	1898-'9
'00	6,483 99	.....	.....	1,681 27	29,000 00	.....	37,165 26	45,713 80	1899-'00
'01	8,659 43	.....	.....	1,772 64	.....	.....	10,432 07	56,034 90	1900-'1
'02	11,738 80	\$100 55	.....	1,782 65	16,500 00	.....	30,122 00	62,667 28	1901-'2
'03	14,767 33	210 73	.....	1,892 15	.....	.....	16,870 21	74,234 82	1902-'3
'04	19,087 01	164 82	.....	1,603 54	10,000 00	.....	30,855 37	79,751 97	1903-'4
'05	22,166 97	130 57	.....	1,523 27	.....	.....	23,820 81	84,723 24	1904-'5
'06	27,395 78	208 09	.....	1,511 93	15,000 00	.....	44,115 80	90,365 42	1905-'6
'07	35,670 11	117 14	.....	†652 14	.....	.....	36,439 39	93,517 47	1906-'7
'08	53,616 28	58 43	.....	1,160 08	3,000 00	.....	57,834 79	95,060 01	1907-'8
'09	64,016 31	103 74	\$12 15	437 45	.....	.....	64,569 65	128,232 49	1908-'9
'10	86,948 95	.....	153 43	.....	45,250 00	.....	132,352 38	193,217 62	1909-'10
'11	111,328 24	27 73	120 76	.....	50,000 00	412 25	161,888 98	256,551 39	1910-'11
'12	131,560 97	.....	171 00	.....	66,000 00	3,998 09	201,730 06	313,013 50	1911-'12
'13	154,161 25	.....	259 46	.....	.....	.....	154,420 71	355,296 72	1912-'13
'14	183,404 50	.....	268 82	.....	25,000 00	.....	208,673 32	403,457 15	1913-'14
'15	206,946 92	.....	216 90	.....	14,000 00	.....	221,163 82	432,183 55	1914-'15
'16	230,290 19	86 52	255 28	.....	18,500 00	370 49	249,502 48	465,309 63	1915-'16
Totals...	\$1,372,517 96	\$1,208 32	†\$1,457 80	\$17,871 79	\$300,250 00	\$4,880 13	\$1,698,186 00	.....	Totals

-This item, \$2,605.23, covers the entire administrative expense disbursements to August 31, 1898.
 -The State appropriation to pay administrative expenses became available November 1, 1906; all administrative expenses charged the Fund after that date are on account of liabilities previously incurred.
 -Dues deducted in error or from non-members, and refunded.

TEACHERS' RETIREMENT FUND.

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GENERAL STATISTICS TO JUNE 30, 1916.

672 annuities granted:

Total annual value	\$307,231	24
Average annual value	457	18
Average age on date annuity was granted	57 Y., 2	M.
Average period of service, including private school.....	33 Y., 9	M.

106 annuities granted to men:

Total annual value	\$49,560	12
Average annual value	467	54
Average age on date annuity was granted	63 Y., 8	M.
Average period of service, including private school.....	38 Y., 2	M.

566 annuities granted to women:

Total annual value	\$257,671	12
Average annual value	455	24
Average age on date annuity was granted.....	56 Y., 4	M.
Average period of service, including private school.....	34 Y., 1	M.

150 annuities deceased:

Total annual value	\$63,354	76
Average annual value	422	36
Total paid to Fund	47,083	73
Average paid to Fund	313	89
Total received from Fund	231,072	53
Average received from Fund	1,540	48
Drew annuity for an average period of	4 Y., 16	D.
Average age on date of death	62 Y., 11	M.

34 Male annuities deceased:

Total annual value	\$16,302	44
Average annual value	479	48
Total paid to Fund	12,520	44
Average paid to Fund	368	24
Total received from Fund	51,033	27
Average received from Fund.....	1,500	97
Drew annuity for an average period of	3 Y., 4	M., 12 D.
Average age on date of decease	69 Y., 4	M.

116 Female annuities deceased:

Total annual value	\$47,052	32
Average annual value	405	62
Total paid to Fund	34,563	29
Average paid to Fund	297	95
Total received from Fund	180,039	26
Average received from Fund	1,552	06
Drew annuity for an average period of	4 Y., 2	M., 27 D.
Average age on date of death	62 Y., 7	M.

522 annuities living and in force June 30, 1916:

Total annual value	\$243,876	48
Average annual value	467	19

Receipts:

Members' dues	\$1,712,884	60
Interest	115,734	14
Entertainments, donations, legacies, etc.	34,882	21
Investments paid off	33,500	00

Total\$1,897,000 95

SCHOOL REPORT.

Disbursements:

Annuities	\$1,372,517 96
Rebates	1,208 32
Refunds of dues deducted in error	1,457 80
Administrative expenses prior to November 1, 1906....	17,871 79
Investments	300,250 00
Premium and accrued interest on investments	4,880 13
Total	\$1,698,186 00

Assets, annuities and expenses paid to close of business June 30, 1916:

Cash in bank	\$198,559 93
Bonds and mortgages	150,250 00
Municipal bonds	116,500 00
Total	\$465,309 93

OFFICERS AND TRUSTEES.

President—HON. CALVIN N. KENDALL, State Commissioner of Education.

Vice-President—HON. WILLIAM R. CODINGTON, of Plainfield, former Judge; Attorney and Counselor at Law.

Treasurer—HON. WILLIAM T. READ, Treasurer of the State of New Jersey, ex-officio. (The State Treasurer collects, has the custody of and disburses all moneys belonging to the Fund, and is custodian of all its securities.)

Secretary—MISS ELIZABETH A. ALLEN, Principal, Hoboken Normal and Training School.

MISS SOPHIE M. BRAUN, Principal, School Number One, Elizabeth.

MR. JAMES E. BRYAN, Superintendent, Camden Public Schools.

MR. WILLIAM G. BUMSTED, of Jersey City, Attorney and Counselor at Law.

MR. JAMES FITZPATRICK, of Paterson.

MR. ADDISON B. POLAND, Superintendent, Newark Public Schools.

MISS S. EMILY POTTER, Vice-Principal, Washington Street School, Newark.

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