



courses in philosophy and the psychology of education, at New York University, from which institution he received his bachelor's, master's and doctor's degree. The subject closest to his heart was the treatment of mentally deficient and retarded children. Later, he was instructor in educational and experimental psychology for teachers at the Ocean City Summer School and helped to organize

classes for defective children. For seven of the sixteen years he was head of Westfield Schools, he was also Superintendent of Schools of Union County. "We are teaching," he observed, "not subjects but boys and girls. We cannot teach them what to study; they will teach themselves. Education is a transforming, not a jug-filling, process."



II. Dr. Savitz, Organizer and Administrator

In 1914, at the request of Dr. Calvin Kendall, State Commissioner of Education, the Westfield Board of Education granted Dr. Savitz a year's leave of absence in order that he could assist in reorganizing the public school system. He was placed in charge of elementary education and at once took over the supervision of the elementary schools. He knew from early experience that the rural school had long been a victim of neglect. Teachers were poorly trained, poorly paid and without proper supervision. They taught in the little school house of legendary reputation, with but one room, a pot stove, a moveable blackboard, a table and benches on which granddad had carved his initials. In some schools there were but five, in others, fifty pupils, and, to say the least, the "three R's" were crudely taught. At Dr. Kendall's suggestion, Dr. Savitz visited Winchester County, Indiana, to study the consolidated rural school system in operation there. He then recommended that the rural schools of New Jersey be consolidated in established districts and put in charge of competent supervisors with helping teachers. His report, in pamphlet form, added new impetus to the effort to improve rural schools, even in remotest communities where there was strong opposition to change. Neighboring states followed. Today, the consolidated rural school, as well equipped and supervised as its big city cousin, is the pride of every countryside.

Dr. Savitz left Westfield, where his reputation as an organizer and administrator was made, to become principal of the State Normal School at Trenton. Here he built a school community wherein students and faculty were kept busy discovering worthwhile things to do. During World War I, the rural education department—all girls—conducted a combination farm and school at Leonardo, N. J., and made a net profit of \$700 from the sale of crops. He served for a time on the state educational survey and was regarded as the best informed man on the development of elementary teachers in the state. Asked by an associate to give the sources of his information, he replied: "My chief advisors are those who come to me for advice." The Trenton Board of Education offered him \$3000 a year more than had been paid the previous incumbent to become superintendent of city schools, but he declined because "I can find no reason why I should sever my connection with the Normal School."

When the State Legislature authorized the building of a Normal School to provide well-trained elementary teachers for the southern half of the state, Dr. Kendall said to him: "That's your job, J. J. You will have a free hand." And it seemed to the discerning J. J. that it was the job for which he had been preparing all his life. He was a green country boy without training when he started to teach. He had learned to teach by teaching. He knew teachers